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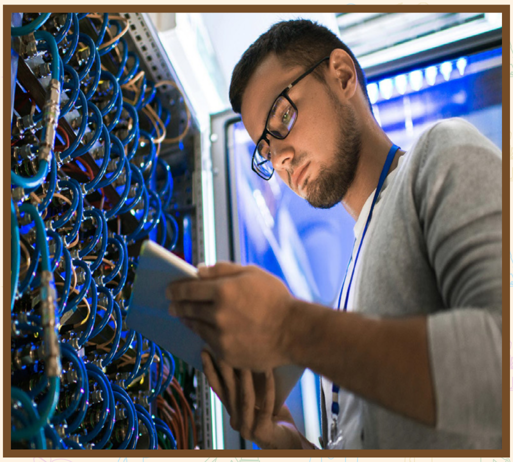
IT - ITeS SSC
NASSCOM

Facilitator Guide

Sector
IT-ITeS

Sub-Sector
Software Products

Occupation
Product Support

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Technical Support Executive – Non-Voice

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

The Indian IT-Software Product industry has built its reputation in the global arena on several differentiators, chief among them being the availability of quality manpower. Organizations across the world recognize the value India brings to every engagement with its vast and readily available pool of IT professionals. Global entities have found it extremely effective to leverage this critical resource as a way to realize competitive edge.

In order to capitalize on the same, it is crucial to develop and be prepared with a pool of skilled talent that surpasses global standards. It is to this end that the IT-ITeS Sector Skills Council NASSCOM (SSC NASSCOM) has been mandated with the objective of facilitating the creation of such a workforce, by building employment related standards for the IT-Software Product industry as well as to keep track of changing scenario of talent demand and supply in the industry.

Courseware development is one of several efforts by which SSC NASSCOM aims to develop ready to-deploy talent for the IT-Software Product Industry. This Student Handbook is designed to support students undertaking training for the Technical Support Executive -Non-Voice job role. It is aimed at equipping learners with the required competencies at the entry level within the larger occupation of Customer Relationship Management in the Software Product sub-sector of the industry. In addition to the core knowledge and skills pertinent to the job role, the handbook acts as a guide for professional and employability skills.

About this Guide

India is the world's largest sourcing destination for Information Technology industry. This position has enabled major transformations in the Indian economy, which has changed India's place in the global market. Apart from being the hub for many innovation centers of global IT firms, India also provides the most cost-effective IT solutions to the world. These changes have created a need for introducing courses for engineering and computer science in the education field.

Apart from introducing IT-related modules and courses at the school level, there is also a growing demand for specialized courses and training programme to train individuals for various job roles in this sector. This Facilitator Guide is an initiative in that direction. It consists of a wide variety of topics and units ranging from domain knowledge to professional skills like communication skills, grooming skills, etc. This Facilitator Guide has been developed by using the QP-NOS for Technical Support Executive-Non-Voice released by SSC IT-ITeS NASSCOM. It covers the following broad topics:

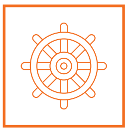
Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- Explain the Role of a Technical Support Executive-Non-Voice
- Attending Customer Queries
- Process of Query Management
- Deal with Customer Queries
- Documentation Process for Customer Queries
- Managing Query resolution
- Technical Skills for Query Management
- Software Requirement for the Job Role
- Manage Your Work to Meet Requirement
- Work Effectively with Colleagues
- Maintain a Healthy, Safe and Secure Working Environment
- Provide Data/Information in Standard Format
- Maintain an Inclusive, Environmentally Sustainable Workplace

Symbols Used

Ask


Explain

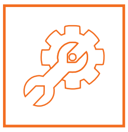

Elaborate


Notes


Objectives


Do


Demonstrate


Activity


Team Activity


Facilitation Notes


Practical


Say

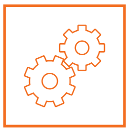

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Table of Contents

IT - ITeS SSC
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1. Introduction to the Job Role and Industry- Bridge Module

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the job role and responsibilities of a Technical Support Executive
2. Discuss the current trends of IT-ITeS sector in India

Unit 1.1: Job Role of a Technical Support Executive –Non-Voice

Unit Objectives

After attending this unit, you will be able to:

- Analyse the responsibilities of a technical support executive in the non-voice process

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the first session of the program, which will introduce us to the job role of a Technical Support Executive- Non-Voice profile.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How can you find suitable work roles for a Technical Support Executive?

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

Elaborate

In this session, we will discuss the following points:

- The Technical support Executive is a job role that requires meticulous technical knowledge.
- The job roles include responsibilities of building, designing, deploying, and maintaining the IT infrastructure exploiting the latest tools and technology.

- A Technical Support Executive asserts proper function and functional efficiency of the IT systems that support businesses.
- An IT Technical Support Executive makes sure that the infrastructure components are working in tandem and can be executed without compilation errors in various platforms and environments. They understand how network hardware and technologies work, besides shared storage technologies. Executives manage the host environment inclusive of web servers, database servers, VMWare, Cisco, Citrix, SAN, and blades, etc., to ensure proper tuning plus capacity
- A network Technical Support Executive is also required to collaborate and participate in activities to make certain there is knowledge improvement, and share and integrate programs within as well as across the whole work as suitable and lead projects, and take part in evolving client project activities like position papers, special studies, and evaluations
- A Technical Support Executive's job description will include updating hardware required for maintenance of servers and the network, fixing any network and connectivity issues that could crop up, detecting system and application issues, and ensuring the smooth flow of data and voice throughout the organization

Technical Support Executives manage the security of computer systems and inter-application information transfers. They ensure optimum uptime for complete network services and servers, establish models to maintain and configure entire desktop and mobile computers

Technical support includes troubleshooting applications. Technical Support Executive partner with the application development team on application building, implementation and fixing of issues

Executives put together and install infrastructure components on networks and servers, ensure that the technical performance aspects in the infrastructure environment are optimized, including database, network, and application server performance.

Say

Let us now participate in an activity to understand the concept better.

Activity

Divide class in groups

- Ask group members to stand in a circle, if room space permits.
- Next, ask any participant from the group to start the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Ana" or "I'm Smart Sam".
- The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on.

Say

Did you find the activity fruitful? I hope all of you are aware of the job role of a Technical Support Executive.

Say

Did you find the activities fruitful? I hope all of you are aware of the job role of an Associate Analytics.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 1.2: An Introduction to the ITeS Sector

Unit Objectives

After attending this unit, you will be able to:

- Analyse the key factors of the IT-ITeS sector
- Discuss the current trends of the sector

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the second session of the program, which will introduce us to sector where trainees will have to work.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you describe an IT sector?
- Ask them why the IT Sector is growing?

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

Elaborate

In this session, we will discuss the following points:

- The Indian IT Enabled Services industry represents one of the most successful industries showing consistent rapid growth over the past few years.
- Information Technology Enabled Services (ITeS), is a form of outsourced service which has emerged due to involvement of IT in various fields such as telecommunication, banking, finance, telecom, insurance, and travel among others.

- Call Centres provide customer interaction and communication services
- Back office operations of various large Companies are done in BPOs, e.g. British Airways has its reservation system running out of India
- Most of the top international banks channel their data- churning needs to their units in India
- ITeS sector includes services ranging from
  - Call Centres
  - Claims processing, e.g. Insurance
  - Office operations such as accounting, data processing, data mining
  - Billing and collection, e.g. Telephone bills
  - Internal audit and pay roll, e.g. Salary bills on monthly basis
  - Cash and investment management, e.g.
  - Routine jobs given to a third party and giving importance to core business
- Today, a country's IT potential is paramount for its March towards global competitiveness, healthy Gross Domestic Product (GDP) and meeting up energy and environmental challenges.
- India is one of the fastest-growing IT services markets in the world. It is also the world's largest out sourcing destination. The country's cost competitiveness in providing IT services continues to be its USP in the global sourcing market.
- The Technical Support Executive - Non Voice is a part of the ITeS sector. This sector aims at communicating with the customers to address his/her queries, requests and complaints or also to introduce company's products and services to him.
- These interactions are also used to market and sell the ITeS products and the service.
- The Indian IT Enabled Services industry represents one of the most successful industries showing consistent rapid growth over the past few years.

Say

Let us now participate in an activity to understand the concept better.

Activity

- In this activity, the trainer will show the trainee a video of his/her choice that deals with conversation with people.
- The conversation will be generic and will not involve anything technical
- https://www.youtube.com/watch?v=Vn9EHuNFkRo (introductory video on conversation techniques)
- Once the video is over, the trainer can set aside salient points they have gathered from the video
- The trainer will then ask individual students to point out the basic necessities of conversation, mainly telephonic
- The trainer will also ask random scenario based questions to the students related to conversation technique.

Say

Did you find the activity fruitful? I hope all of you are aware of the work structure that takes place in the industry for non-voice profile.

Tips

- Ask participants to stand. Lead them to a part of the room where there is space to move around.
- Check your time use to maintain a tempo/cadence that will help you execute your session completely.
- Explain the purpose, objective, duration and instructions for the exercise clearly.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

State true or false against the following statements:

1. True
2. False
3. True
4. False
5. False

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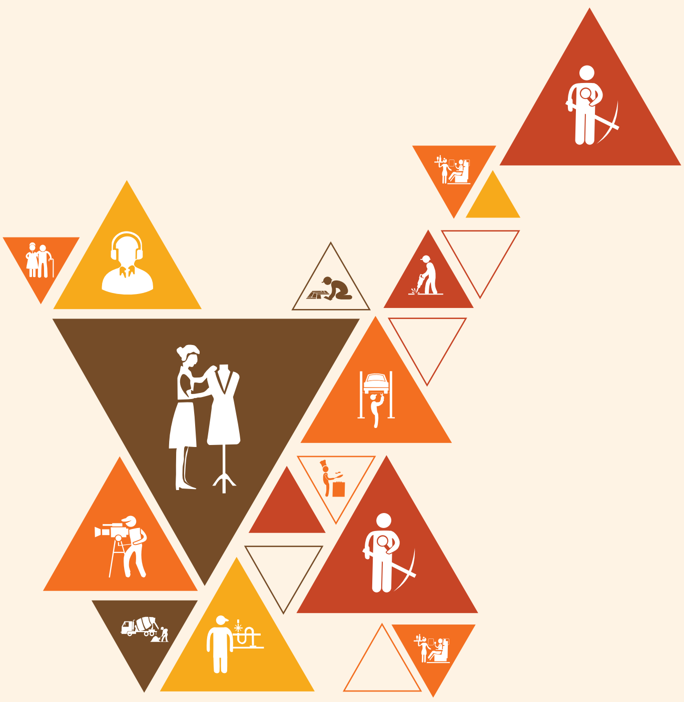
2. Attending Customer Queries

Unit 2.1 - Capture Query and Identify SLA for Resolution

Unit 2.2 - Identify the Nature and Range of Queries



SSC/Q7201

Key Learning Outcome

After attending this module, you will be able to:

1. List the various segments in non-voice customer service, tools, and techniques
2. Identify the role and importance of non-voice technology tools for resolving queries

Unit 2.1: Capture Query and Identify SLA for Resolution

Unit Objectives

After attending this unit, you will be able to:

- Use techniques for careful reading
- Implement policies provided as per guidelines

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the third session of the program, which will introduce us to the various segments of a query and resolution.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How can you identify a query through a customer's mood when he/she is on a chat?

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

Elaborate

In this session, we will discuss the following points:

- A CCE responds to customer's queries and requests, gives details about products and services and resolve complaints with regular follow-ups. They are the ones customers come in contact with in case of any doubt.
- Some of the areas that a query can be about include:
  - Price comparison

- Availability of product
- Product information

- Live chat provides a quick, two-way interaction suitable for simple problem solving, often in support of self-service.
- Online chat offers a powerful engagement platform that is real-time, secure, personal and very cost-effective — attractive attributes as companies look to engage more customers online while reducing their chat/ email volumes into the contact centre.
- **How to start a chat:**
    - **Greet the customer:** The first and foremost thing to keep in mind while starting a conversation with a customer is to greet him/her.
    - **Verifying details:** Ask the customer his details so that you can be sure of who he is and from where is he calling, whether your service area is same or not, whether customer is the registered one or not, if yes, your CRM data will give you the information which you can update based on customer's query or request.
- **Obtaining Requests over Email**
- This is another way of receiving customer's queries/requests/complaints and sending them solutions.
- **Complaint Sent through Email**

A customer sends a complaint to the company through email on 28-10-2014 complaining about the delay in delivery of his ordered product.

The answer to the same is received on the same date after some time which clearly acknowledges the customer's problem and mentions the turnaround time for the same.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The students will prepare a chart paper presentation
- Each group will be divided into a team of 2 students
- Each group will be given separate topics to work on:
    - Segments of email/chat call
    - Non-Voice process skills
    - Chat initiation procedure

Say

Did you find the activity fruitful? I hope all of you are aware of the segments of work that takes place in the BPO companies.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 2.2: Identify the Nature and Range of Queries

Unit Objectives

After attending this unit, you will be able to:

- Discuss and demonstrate how to resolve
    - Accounts issue
    - Network connectivity issue
    - Hardware issues
    - Operating system issues
    - Voice/ telephone issues
    - Database issues

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the fourth session of the program, which will introduce us to the various methods to identify the nature of a query for troubleshooting techniques.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How can you identify a query and the nature of the query?
- What do you understand by remote troubleshooting?

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

Elaborate

In this session, we will discuss the following points:

- **Set Password**
  1. Click the “Start” button. Click “Control Panel,” and then click “Add or remove user accounts” under the section titled “User Accounts and Family Safety”
  2. Click “Continue” if the User Accounts Control asks for permission to make the change
  3. Click your account name in the list, and then click “Create a password”
  4. Enter a password in the text bars. To create a strong password, create a combination of random letters, number and symbols that is at least eight characters long
  5. Avoid using your name, your company’s name, identifiable information such as your pet’s name or a complete word
  6. Type a password hint into the text bar, and then click “Create password”
  7. Reboot your computer and log in to your account with your new password
- **Change Password**
  1. Open Control Panel
  2. Click Add or remove user accounts
  3. Click the account you want to change
  4. Click Change the password
- **How to set or change your user Account Name?**
  1. Click the Windows Start Menu Orb and Type in user accounts then Select the User Accounts link from the list
  2. Under your account, Click Change your account name
  3. Type in a new name you would like to use from now on in Windows 7 and Click Change Name
- The most commonly used network tool is the ping utility. This utility is used to provide a basic connectivity test between the requesting host and a destination host. This is done by using the Internet Control Message Protocol (ICMP) which has the ability to send an echo packet to a destination host and a mechanism to listen for a response from this host.
- Typically, once the ping utility has been used to determine basic connectivity, the tracert/traceroute utility can used to determine more specific information about the path to the destination host including the route the packet takes and the response time of these intermediate hosts.
- One of the most important things that must be completed when troubleshooting a networking issue is to find out the specific IP configuration of the variously affected hosts. Sometimes this information is already known when addressing is configured statically, but when a dynamic addressing method is used, the IP address of each host can potentially change often.
- Some of the most common networking issues revolve around issues with Dynamic Name System (DNS) address resolution issues. DNS is used by everyone using the Internet to resolve commonly known domain names (i.e. google.com) to commonly unknown IP addresses (i.e. 74.125.115.147). When this system does not work, most of the functionality that people are used to goes away, as there is no way to resolve this information. The nslookup utility can be used to lookup the specific IP address associated with a domain name.
- Often, one of the things that are required to be figured out is the current state of the active network connections on a host. This is very important information to find for a variety of reasons. For example,

when verifying the status of a listening port on a host or to check and see what remote hosts are connected to a local host on a specific port. It is also possible to use the netstat utility to determine which services on a host that is associated with specific active ports.

- One of the most important tools in the belt of a junior network engineer is an IP network calculator. These can be used to unsure a correct IP address selection and with this a correct IP address configuration. While this type of tool is used by senior level network engineers, much of the information obtained from the tool becomes simpler to calculate the longer and more experience you have in the field.
- The last of the tools covered in this article is the route utility. This utility is used to display the current status of the routing table on a host. While the use of the route utility is limited in common situations where the host only has a single IP address with a single gateway, it is vital in other situations where multiple IP address and multiple gateways are available.
- If this is a wired network, verify that the network cable is properly connected and make sure the LEDs next to the network jack are properly illuminated. For example, a network card with a solid green LED or light usually indicates that the card is either connected or receiving a signal. If the green light is flashing, this is an indication of data being sent or received.

Fig 2.2.1.: LAN network

- If you're using a laptop with a wireless network, look for the laptop's Wi-Fi button and make sure it is turned on. Many laptops have a Wi-Fi button that allows the wireless network to be turned on and off. The Wi-Fi button is often located just above the keyboard or on the front edge of the laptop, but it also may be integrated with F-key as well. The pictures to the right are examples of a Wi-Fi button and Wi-Fi indicator on F key that are enabled.
- If the button is turned on, make sure you're using the correct Wi-Fi hotspot by right-clicking on the Network icon in the Windows Notification and clicking "Connect to a network". Usually, the network with the strongest connection (the most bars) will be your wireless router.

Laptop Wi-Fi button

Laptop Wi-Fi Function Key

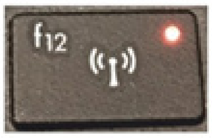


Fig 2.2.2: Function keys

- If the button is turned on, make sure you're using the correct Wi-Fi hotspot by right-clicking on the Network icon in the Windows Notification and clicking "Connect to a network". Usually, the network with the strongest connection (the most bars) will be your wireless router.
- Finally, when connecting to most wireless networks, you need to enter the proper SSID password to connect to the network. If the incorrect password has been entered, you will not be able to access the network.

- **Adapter Functionality**
- Verify that the network card is capable of pinging itself by using the ping command. Windows users can ping the computer from a Windows Command Line Unix and Linux users can ping from the shell.

To ping the card or the local host, type either of the following commands:

```
ping 127.0.0.1
```

or

```
ping localhost
```

Fig 2.2.3: Adaptor function keys

Connect to the Router

- If all of the above steps have been checked, and your network has a router, make sure the computer can connect to the router by performing the below commands.
- Memory management is the functionality of an operating system which handles or manages primary memory and moves processes back and forth between main memory and disk during execution.
- Memory management keeps track of each and every memory location, regardless of either it is allocated to some process or it is free.
- It checks how much memory is to be allocated to processes.
- It decides which process will get memory at what time.
- Swapping is a mechanism in which a process can be swapped temporarily out of main memory (or move) to secondary storage (disk) and make that memory available to other processes. At some later time, the system swaps back the process from the secondary storage to main memory.
- Though performance is usually affected by swapping process but it helps in running multiple and big processes in parallel and that's the reason Swapping is also known as a technique for memory compaction.
- The total time taken by swapping process includes the time it takes to move the entire process to a secondary disk and then to copy the process back to memory, as well as the time the process takes to regain main memory.

Fragmentation

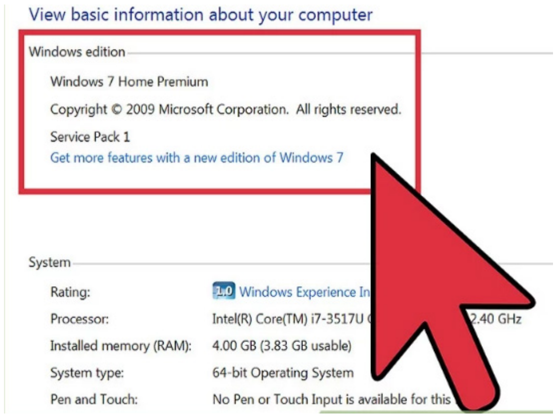
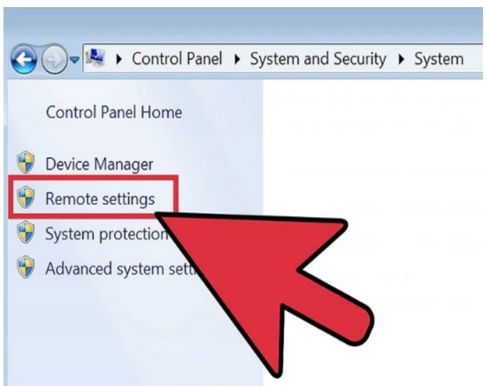
- As processes are loaded and removed from memory, the free memory space is broken into little pieces. It happens after sometimes that processes cannot be allocated to memory blocks considering their small size and memory blocks remains unused. This problem is known as Fragmentation.
- External fragmentation can be reduced by compaction or shuffle memory contents to place all free memory together in one large block. To make compaction feasible, relocation should be dynamic.
- The internal fragmentation can be reduced by effectively assigning the smallest partition but large enough for the process.
- To check whether PC has a wireless network adapter:
- Select the Start button, type device manager in the search box, and then select Device Manager
- Expand Network adapters
- Look for a network adapter that might have wireless in the name

- **Positioning the wireless router:**
  - Put your wireless router somewhere where it will receive the strongest signal with the least amount of interference. For better results, follow these tips:
  - Place your wireless router in a central location. Place the router as close to the center of your home as possible to increase the strength of the wireless signal throughout your home
  - Position the wireless router off the floor and away from walls and metal objects, such as metal file cabinets. The fewer physical obstructions between your PC and the router's signal, the more likely that you'll be using the router's full signal strength.
  - Some networking equipment uses a 2.4 gigahertz (GHz) radio frequency. This is the same frequency as most microwaves and many cordless phones. If you turn on the microwave or get a call on a cordless phone, your wireless signal might be temporarily interrupted. You can avoid most of these issues by using a cordless phone with a higher frequency, such as 5.8 GHz.
- **Installation of Windows Server 2012**
  1. Insert the Windows Server 2012 R2 DVD-ROM and turn on your computer. You should see a message informing you that Windows is copying temporary files; if not, you should access the BIOS setup program included with your computer and modify the boot sequence so that the computer boots from the DVD.
  2. After a few minutes, you receive the Windows Server 2012 R2 screen. Click Install now to begin the installation.
  3. Windows copies temporary files and then displays the Get important updates for Windows Setup screen shown in. If you're connected to the Internet, select Go online to install updates now (recommended).
  4. On the next Install Windows screen, click Install now.
  5. You receive the options, which enable you to install the complete Standard or Datacenter version of Windows Server 2012 R2 with a GUI or Windows Server 2012 R2 Server Core. Select the Windows Server 2012 R2 Datacenter (Server Core Installation) option and then click Next.
  6. You are asked to accept the license terms. Select the check box labeled I accept the license terms and then click Next.
  7. You receive the options to upgrade or install a clean copy of Windows Server 2012 R2. Select Custom (advanced) to install a clean copy of Windows Server 2012 R2. The upgrade option is available only if you have started the installation from within Windows Server 2008, Windows Server 2008 R2, or the original version of Windows Server 2012.
  8. Select the disk on which you want to install Windows and then click Next.
  9. This takes some time (particularly when installing on a virtual machine), and the computer restarts several times.
  10. After 15–30 minutes (depending on your hardware), Windows restarts a last time and informs you that your password must be changed before logging on for the first time. Click OK.
  11. Type and confirm a strong password. When informed that the password is changed, click OK. After a minute or so, the desktop appears, containing a command window but no Start screen or desktop icons. This is the standard Windows Server Core interface.
  12. To set the correct time, type control timedate.cpl. By default, Server Core sets the time zone to Pacific Time. If you are in a different time zone, you will need to change this. Set the appropriate time zone, change the date and time if necessary, and then click OK.
  13. Windows installs Server Core with a randomly generated computer name. To set a name of your choice, type netdom renamecomputer %computername% /newname: ServerC1 (where, in this

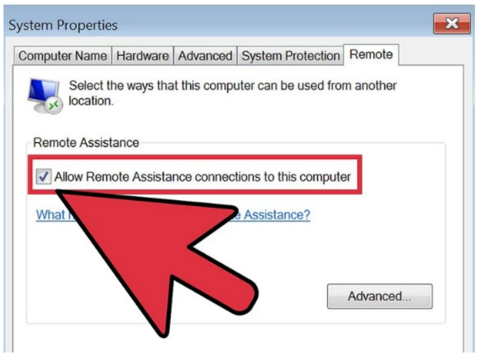
instance, ServerC1 is the name you're assigning; substitute your desired server name).

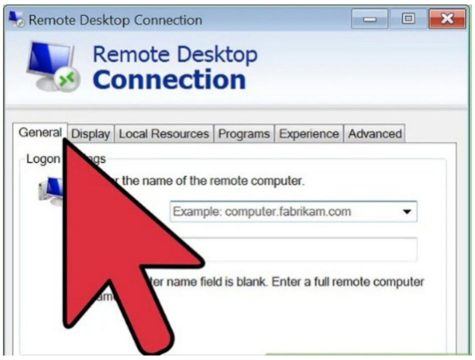
14. Windows warns you that the rename process might have an adverse impact on some services. Type Y to proceed.
15. You are informed that the computer needs to be restarted in order to complete the rename. Type shutdown /r /t 0 to reboot your server.
16. After the server reboots, press Ctrl+ Alt+ Delete and log on using the password you set in step

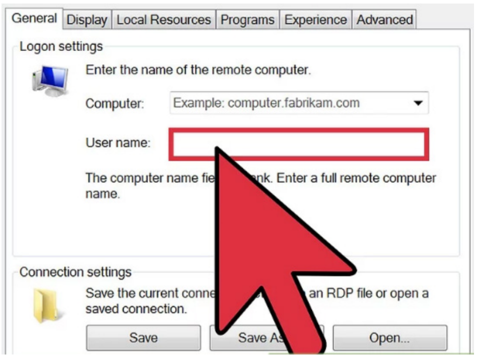
- **Remote Desktop Connection Establishment**

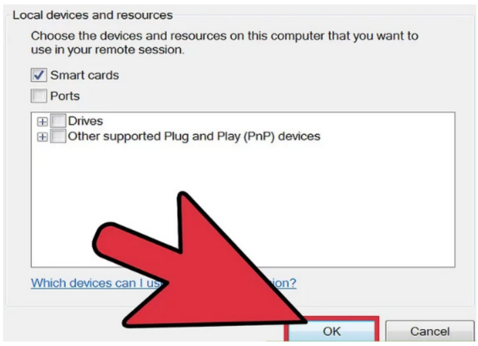
Steps	Images
Double-check the version of Windows on the target computer. The computer receiving the connection from your Windows 7 computer should have one of the following operating systems installed: • Windows 10 • Windows 8.1 (Professional or Enterprise) • Windows 7 (Professional, Home Premium Ultimate or Enterprise)	
Open the System control panel. Open the control panel and select "System and Security." Click "System."	
Click "Remote Settings." This will open the System Properties panel.	

<table>
<tr><th>Steps</th><th>Images</th></tr>
<tr><td>
Allow connections from other computers. Toward the bottom of the panel, you'll see several options for Remote Desktop.

1. Select "Allow connections from computers running any version of Remote Desktop" if you're not sure of the version of Windows installed on the system that will be making a connection
2. Select "Allow connections only from computers running Remote Desktop with Network Level Authentication" if both computers are running Windows 7. You'll only see this option on a Windows 7 computer, so don't panic if you don't see it in another version
</td><td>


</td></tr>
<tr><td>Click "Select Users." You'll be brought to a screen where you can add a new user account.</td><td>


</td></tr>
<tr><td>Click "Add." You can select any of the computer's existing user accounts by typing a username and clicking on "Check Names." Select the account you wish to use and click "OK."</td><td>


</td></tr>
<tr><td>Click "OK." Remote Desktop is now enabled on the target system.</td><td>


</td></tr>
</table>

Table 2.2.1: Connecting remote desktop

Say

Let us now participate in few activities to understand the concept better.

Activity

- The trainer will ask the students to form groups of 4 people
- Each group will be given mock set-up of various network components, both hardware and software
- Each group will perform:
    - Setting and changing password
    - Ping function
    - Setting up wired and wireless network
    - Setting up router address
    - Memory allocation and fragmentation

Activity

- The trainer will ask the students to form groups of 2 people
- Each group will be given mock set-up of various network components, both hardware and software
- Each group will perform:
    - Hardware installation
    - Troubleshoot computers with no power
    - Troubleshoot computers with frozen functions
    - Configuring wireless devices
    - Setting up modem and internet connection

Say

Did you find the activities fruitful? I hope all of you are aware of the segments of work that takes place in the troubleshooting and query management.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

State True or False against the following statements

1. two
2. unauthorized access to the systems
3. the ping utility
4. each and every memory location, regardless of either it is allocated to some process or it is free
5. real-time decisions about their business

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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Corporation
Transforming the skill landscape

IT - ITeS SSC
NASSCOM

3. Skills for Query Management

Unit 3.1 - Query Resolution Software

Unit 3.2 - Resolve Queries within Your Area of Competence or Authority

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. List different software needed for query management and tracking, recording customer complaints like MS office, MS Excel, and other licensed software
2. Distinguish the types of technical and non-technical queries

Unit 3.1: Query Resolution Software

Unit Objectives

After attending this unit, you will be able to:

- List different software required to record and track queries and complaints

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the fifth session of the program, which will introduce us to the different tools used for query management.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is the use of a software in a Tech support?

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

Elaborate

In this session, we will discuss the following points:

- MS Office offers you a bunch of applications such as MS Word, MS Excel, MS PowerPoint, MS Outlook.
- Every company has a specific query-management system in place which allows the Technical Support Executive to categorize the queries and arrange them in a certain way in order to resolve the issues faster and more efficiently in an organized manner.

- The following list is helpful:

S.No.	Type of Query	Mode of Resolution
1.	Product defect or confusion	E-mail/ chat
2.	Shipping issues	E-mail/ chat
3.	Billing issues	E-mail/ chat
4.	Social interaction	E-mail/ chat
5.	Purchasing	E-mail/ chat

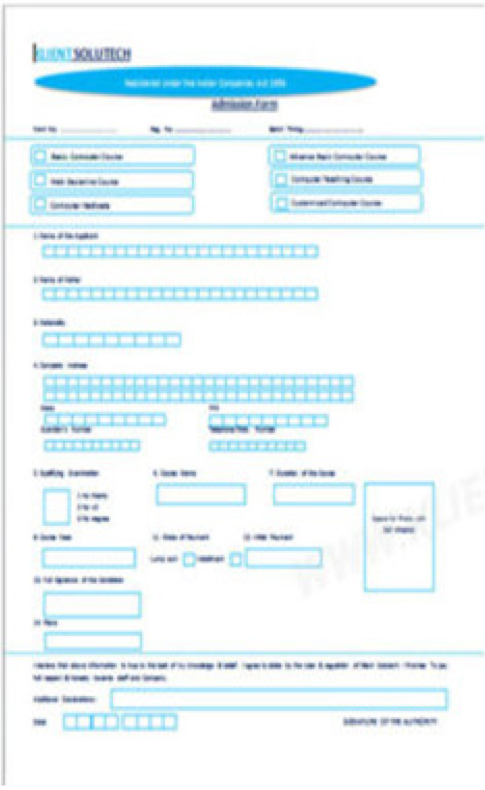
Table 3.1.1: Query & resolution index

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity will help the trainer gauge the understanding of the students in basic MS Office software such as Word, Excel and PowerPoint
- The Trainer will arrange for a series of data oriented sheets and divide the class into 3 groups.
- One group will work on MS Word, another on MS Excel and the last one on MS PowerPoint.
- Task 1: Create and Design Admission/Enquiry Forms etc.
    - To create this kind of form, you need to use shapes, text boxes, colors, formatting options, tables, and horizontal lines in MS word.



STATEMENT OF CHARGES CP 77

Designated operator of Date

Office of exchange of

Parcel No.		
Reason for return ☐ Unknown ☐ Refused ☐ Importation prohibited ☐ Gone away ☐ Unclaimed ☐		
	SDR	
Presentation-to-Customs charge		
Storage charge		
Return charge		
Redirection charge		
Non-postal fees Explanation..........		
Miscellaneous Explanation..........		
Total		

Fig 3.1.1: Enquiry form template

- Task 2: Prepare chart report
- Working with formulas, like Addition, subtraction
- Working on formatting like cell merge, cell border, gridlines, etc.

	A	B	C	D	E
1	London Team Call Statistics				
2					
3	Name	No. calls	Hours worked	Calls per Hour	Bonus
4	Adam	42	5	?	?
5	Jhon	6	4		
6	Jamse	39	6		
7	Alex	15	6		
8	Emma	2	7		
9					
10	TOTAL	?	?	?	?
11					
12	Bonus Rate	25%			

Fig 3.1.2: Chart report

- Task 3: Create a presentation that consists of 4 slides.
  - SLIDE ONE: use title layout Title: “The Seasons” Subtitle: BY: “Your Name”
  - SLIDE TWO: use title and content layout Title: SPRING • March 20th is the first day of Spring • Spring lasts from March to June • Observed holidays during this season are Easter, Mother’s and Father’s Day
  - SLIDE THREE: use title and content layout Title: SUMMER • June 20th is the first day of Summer • Summer lasts from June to September • Observed holidays during this season are Independence Day and Labor Day
  - SLIDE FOUR: use title and content layout Title: AUTUMN • September 22nd is the first day of Autumn • Autumn lasts from September to December • Observed holidays during this season are Veteran’s Day, Election Day

Say

Did you find the activity fruitful? I hope all of you are aware of the tools used in helping a customer with his/her query.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 3.2: Resolve Queries within Your Area of Competence or Authority

Unit Objectives

After attending this unit, you will be able to:

- Discuss various SLAs and understand their implications

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the sixth session of the program, which will introduce us to the concept of service level agreement and timescale.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you define a timescale
- What are the implications of not meeting any deadline?

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

Elaborate

In this session, we will discuss the following points:

- A service-level agreement (SLA) is a part of a service contract where a service is formally defined.
- In practice, the term SLA is sometimes used to refer to the contracted delivery time (of the service or performance). As an example, internet service providers will commonly include service level agreements within the terms of their contracts with customers to define the level(s) of service being sold in plain language terms.

- In this case the SLA will typically have a technical definition in terms of mean time between failures (MTBF), mean time to repair or mean time to recovery (MTTR); various data rates; throughput; jitter; or similar measurable details.
- An agreement with an individual customer group, covering all the services they use.
- For example, an SLA between a supplier (IT service provider) and the finance department of a large organization for the services such as finance system, payroll system, billing system, procurement/ purchase system, etc.
- **Corporate-level SLA:**
  - Covering all the generic service level management (often abbreviated as SLM) issues appropriate to every customer throughout the organization. These issues are likely to be less volatile and so updates (SLA reviews) are less frequently required.
- **Customer-level SLA:**
  - Covering all SLM issues relevant to the particular customer group, regardless of the services being used.
- **Service-level SLA:**
  - Covering all small issue relevant to the specific services, in relation to this specific customer group.
- Customer retention is the activity that an organization undertakes in order to reduce customer defections.
- Successful customer retention starts with the first contact an organization has with a customer and continues throughout the entire lifetime of a relationship.
- Creating customer loyalty puts customer value first rather than maximizing profits as a business strategy. The key factor in a competitive environment is more often than not the delivery of a consistently high standard of customer service.
- Customer retention has a direct impact on profitability. Research by John Fleming and Jim Asplundh indicates that loyal customers generate 1.7 times more revenue than normal customers.
- Customer attrition, also known as customer churn, or customer defection, is the loss of clients or customers.
- Customer satisfaction is a measure of how products and services supplied by a company meet or surpass customer expectation.
- Customer satisfaction is defined as "the number of customers, or percentage of total customers, whose reported experience with a firm, its products, or its services (ratings) exceeds specified satisfaction goals".
- An executive should try and exceed the specified maximum level of customer satisfaction scores and ensure instant customer feedback.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The students will prepare various chart paper presentations in this activity.
- Each chart paper presentation would contain the definition, key inputs of the term and one example.

- SLA
- CSAT
- Customer Retention
- Customer Loyalty

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- This activity will be in the form of mock chat session
- The trainer will first share few sample scripts with the students, like the one shown below.

Sample Call Center Script: Technical Support Hotline

Emily

Good afternoon. TBH Network Solutions.

Fred

Yeah, hi. My systemis down and I need to speak with a technician.

Emily

Oh, okay. Let me gather some information and see if we can help. What is your first name?

Fred

Fred.

Emily

And your last name; would you spell it for me please? Fred Sure. It's C-H-A-M-B-E-R-S, Chambers.

Emily

Okay. And your company name?

Fred

I'm with GoldStar Environmental.

Emily

GoldStar Environmental?

Fred

Yes ma'am.

Emily

Okay. And your callback number?

Fred

610-265-1715.

Emily

That's 610-265-1715?

Fred

Yes.

Emily

Okay. And what seems to be the problem today?

Fred

My agents aren't able to make or receive any telephone calls.

Emily

Okay and what type of systemdo you have. Fred I have AmStar700, I think. Emily Okay. Are you able to log on to the system?

Fred

No, actually, I can't even get an Internet connection.

Emily

Okay. According to my records, the AmStar700 is a voiceover Internet protocol phone. It appears that because your Internet isn't working, your phones are not working as well. Do you know who your Internet provider is?

Fred

I have Verizon.

Emily

Okay. Mr. Chambers, I'm going to get a hold of Randy, and have him return your call. Is the 610-265-1715 a good number to reach you at right now?

Fred

Yeah that's my cell. That is working.

Emily

Okay, great. In the meantime, see if you can reach out to Verizon and let them know your issue. And Randy should be calling you back shortly.

Fred

Thank you very much for your help.

Emily

You're welcome. Thank you. Goodbye. Fred Take care. Goodbye.

Fig 3.2.1: Sample script

- Once the script is shared, the trainer will divide the class in to multiple groups.
- Each group will have to enact on scenarios as per the script, figure out what is the ideal statement to be used and practice the same.
- The trainer will then ask the students to go through some mock chat tips for better understanding.
- https://www.youtube.com/watch?v=HTv7Y7EL3VI (Mock chat tips)

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Answer the following questions in one sentence

1. MS Word, MS Excel, MS PowerPoint, MS Outlook
2. The proportion between total number of customers and number of customers happy with the service (the proportion is usually expressed in percentage)
3. Service Level Agreement
4. Customer retention
5. No, paraphrasing is briefing the customer about your understanding of the issue, the process you are going to take to troubleshoot the issue etc.

4. Deal with Customer Queries

Unit 4.1 - Evaluate Query Resolution

Unit 4.2 - Query, Request or Complaint

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the importance of documenting, classifying and prioritizing queries
2. Select a correct solution from customer relationship management (CRM) tool, basis the query

Unit 4.1: Predictive Models Exploit Patterns

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate greetings standards, careful visualizing, reading, summarizing, and obtaining customer confirmation of your understanding of the query

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the seventh session of the program, which will introduce us to the process of making an impression to customers.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you start a chat with a customer?
- What do you think is the difference between an inbound and outbound chat?

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

Elaborate

In this session, we will discuss the following points:

For a team to succeed, it is important that the team members follow the simple pointers given. These are simple yet effective tools to generate a positive team spirit and enhance the interpersonal skills. As a good team player, it is important that you:

  - Listen

- Respect
- Help
- Share
- Participate

- Show empathy to build good rapport with the customer.
- The greeting part of a communication is of tremendous importance, as it leaves the customer with a first impression of the associate.
- Since people usually do business with people they like, it is important to be liked by your customer to multiply the chances to have his/ her commitment at the end of the communication.
- Verification of the customer details is an essential step of the payment-related communications.
- Details should be verified minutely so that the data is not exposed to others.
- Every organization devises its own method of verifying customers.
- Account status refers to the current status of a customer's account.
- Empathy, the art of seeing a situation through a customer's eyes, is an essential component to a successful customer service culture.
- To obtain information from customers, questions need to be asked. Whenever you make requests for information, you're using the skill of probing.
- Usually, probing takes the form of asking questions.
- There are two types of probes – open and closed.
- Sometimes open probes fail to get the information you need, or they may not be the most efficient way to find out what you want to know. When that's true, you'll find closed probes will help you undercover the specific information you need.
- Every organization devises its own method of verifying customers. At the time of contract signing to avail a service or a product, a customer needs to submit few essential documents such as:
  - Photocopy of Aadhar card
  - Photocopy of Voter card
  - Photocopy of PAN card

The determinants vary from organization to organization. Mostly, these details are captured during documentation as these are considered as unique and universal. This information help an agent to verify a customer.

- A service-level agreement (SLA) is a part of a service contract where a service is formally defined
- In practice, the term SLA is sometimes used to refer to the contracted delivery time (of the service or performance).

Tips

- Make an appointment to prospect
- Make as many calls as possible targeting the right customers
- Make your calls brief

- Be prepared with a list of names before you call
- Work without interruption
- Consider prospecting during off-peak hours when conventional prospecting times don't work
- Vary your call times
- Be organized
- Every person is not a potential customer

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity will be listing of probing questions and their tentative answers.
- Trainer will share few probing question types with the students.
- In a piece of paper, students will write down on probing question of his/her choice, explain the nature of probe (open or closed).
- The second team member will then act as the customer and answer that question.
- The trainer will judge if the intended answer has been gathered from that question or not.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- This activity will be scenario based and on mock chat sessions.
- The trainer will share few scenarios with each group of students.
- Each group will have 2 students, one as executive and other as customer.
- Scenarios would be:

A user has added a pair of sneakers to their cart on your website	Coming up with product recommendations, such as socks, shoelaces, or shoe care products	Offering a pair of similar, but more expensive sneakers from the new collection
A user is about to book a hotel room for their vacation on your website	Coming up with ideas for sightseeing tours, transfer options, or other services your company can offer	Offering higher-ranking hotels or more sophisticated suits at the hotel the user has chosen
A user wants to buy a cell phone from your company	Suggesting a screen protector, phone case, or headphones	Offering a phone with a bigger screen, better camera, upgraded features, and, thus, a higher price

Table 4.1.1: Scenarios on webchat

Say

Did you find the activity fruitful? I hope all of you are aware of the process of making impression on chat/ communication and using question patterns.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 4.2: Query, Request or Complaint

Unit Objectives

After attending this unit, you will be able to:

- Categorize the customer message on chat or email whether it's query, request or complaint

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the eighth session of the program, which will define us the categorization standards for a query/complaint/request.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you categorize a query from a customer?
- What do you think is the difference between a query and a complaint?

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

Elaborate

In this session, we will discuss the following points:

- A problem is a difficulty that has to be resolved or dealt with while complaint is a grievance, problem, difficulty, or concern; the act of complaining.
- A report must relate to a cognizable offence on the face of it whereas a complaint may relate to a cognizable or non-cognizable offence. It is the responsibility of the executive to find out using keywords whether it is a report/probe or a complaint.

- A Query is a question raised related to Policy, Policy Endorsement, Policy Cancellation, Policy Renewal or Claim, etc. that a customer asks in a Chabot or Email or Call.
- An example of a query is about the categories of food offered in a chain of restaurant or whether home delivery service is provided or not.
- A complaint is an expression of, or the cause of, pain, anger, discontent, regret or annoyance.
- An example of complaint is a statement about how poorly a certain shop runs its business or a major fault in a chain restaurant.
- To understand a query on chat, executives need to look for keywords related to enquiry.
- To understand a complaint, executive needs to gauge the mood of the customer from chat speed, expressive words like disturbed, frustrated, poor service, use of exclamations on chat script, etc.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is where the trainer will ask the students to view mock chat transcripts
- Each group will be given multiple transcripts
- Group will have to categorize the chat issues as A) problems, B) Complaints C) Queries
- The group will have create 3 separate columns and mention the keywords or sentences which led them to decide the category.
- Below transcript can be used as sample

User : *good morning* [greeting();sentiment=neutral]
Agent : *hello what can i help you with today* [greeting();sentiment=neutral]
User : *i'd like a table for two in london in a moderate price range*
[restaurant(location=london,people=two,price=moderate);sentiment=neutral]
Agent : *i'm on it* [inform();sentiment=neutral]
User : *<SILENCE>* [silence();sentiment=neutral]
Agent : *any preference on a type of cuisine* [request(food);sentiment=neutral]
User : *with spanish cuisine* [food(spanish);sentiment=neutral]
Agent : *did u say spanish cuisine* [reask(food=spanish);sentiment=neutral]
User : *obviously* [confirm(food=spanish);sentiment=**negative**]
Agent : *What category restaurant are you looking for* [request(category);sentiment=neutral]
User : *five star* [inform(category=five);sentiment=neutral]
Agent : *ok let me look into some options for you* [inform();sentiment=neutral]
User : *<SILENCE>* [silence();sentiment=neutral]
Agent : *api_call spanish london two moderate* [api_call();sentiment=neutral]
User : *<SILENCE>* [silence();sentiment=neutral]
Agent : *what do you think of this option:*
Resto_london_moderate_spanish_6stars [option();sentiment=neutral]

User : *that looks great* [inform(YES);sentiment=**positive**]
Agent : *great let me do the reservation* [inform(done);sentiment=**positive**]
User : *do you have its phone number*
[phone(res_name=resto_london_moderate_spanish_4stars);sentiment=neutral]
Agent : *here it is resto_london_moderate_spanish_4stars_phone* [inform(done);sentiment=neutral]
User : *may i have the address of the restaurant*
[address(res_name=resto_london_moderate_spanish_4stars);sentiment=neutral]
Agent : *here it is resto_london_moderate_spanish_4stars_address* [inform(done);sentiment=neutral]
User : *you rock* [inform();sentiment=**positive**]
Agent : *is there anything i can help you with* [else();sentiment=neutral]
User : *no thank you* [inform(NO);sentiment=neutral]
Agent : *you're welcome* [greeting();sentiment=neutral]

Say

Did you find the activity fruitful? I hope all of you are aware of the process of differentiating a query from a complaint.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Complete the sentences:

1. attrition
2. customer retention
3. profitability
4. Probing
5. Customer satisfaction

5. Documentation Process for Customer Queries

Unit 5.1 - Different Styles/Approaches of Documentation

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. List the common types of documentation process used to record queries
2. Select the correct category of documentation as per the list mentioned in the query management tool
3. Select relevant product reference guides or support materials to resolve queries

Unit 5.1: Different Styles/Approaches of Documentation

Unit Objectives

After attending this unit, you will be able to:

- Outline different styles/approaches of documentation when working with a variety of queries
- Demonstrate note taking in incident query tool during capture of the information

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the ninth session of the program, which will introduce us to the list of documents and templates used by executives to resolve queries and how to raise service requests.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by knowledge base?
- What do you understand by a service request?

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

Elaborate

In this session, we will discuss the following points:

- The product or the service that an organization caters to, varies from process to process.
- Make sure the customer is through with his/her query and wants to end the chat.

- Make sure you sign off following the proper procedure of your company because how you converse is how the company's image will be perceived by the customer.
- Make sure you have resolved customer query to his satisfaction or have given him the viable alternative if the problem lies out of your expertise or concerned area.
- Do not forget to thank the customer to believe in your customer service and reach out to you when in need.
- Do ask the customer if there is any other issue he needs assistance with.
- Do not close the chat right away but be thankful and wish him good day or sign off according to your company procedure.
- Record the conversation for future purposes or references.
- Update your CRM according to the solution provided.
- The product or the service that an organization caters to, varies from process to process.
- For example, an organization may collaborate with a laptop manufacturer and a separate wing of the respective organization communicates to the customers who use the laptops of that particular manufacturer.
- The executives must refer to the supporting materials and consult it before providing any resolution. It might happen that an executive thinks that certain steps can help customers resolve an issue.
- A Service Request is a user request for information or advice, or for a standard change (a pre-approved change that is low risk, relatively common and follows a procedure) or for access to an IT service.
- A great example of a standard request is a password reset. Requests are usually handled by the Service Desk and do not require an RFC (Request for Change) to be submitted.
- While raising a service request, please keep the following aspects in mind:
- Capture correct information from the client and repeat it to the customer to cross-check
- While you capture information. Keep the customer engaged with a word of empathy
  - Once you capture the necessary information, ask for some time (a couple minute at max) from the customer to process the ticket
  - After you process the ticket, you will be able to generate a docket number with all necessary details
  - Share the docket number and other information such as resolution timeline with the client
  - Update your system about the service ticket by feeding the docket number.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The students will prepare a service request checklist.
- The trainer will share a word document with the students that contains the category wise details of service request fields.

- Students need to fill the same individually.

Field	Description
Summary	
Reporter	
Component/s	
Attachment	
Description	
Linked Issues	
Assignee	
Priority	
Labels	
Request participants	
Approvers	
Organizations	
Impact	
Urgency	
Pending reason	
Product categorization	
Operational categorization	

Table 5.1.1: Service request chart

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- The second activity will study how students are able to use the company's knowledge base.
- The trainer will give certain scenarios to the students, who then will have to raise the query/raise a service request/raise an escalation.
- The correct option to choose would be from the Knowledge Base of the organization
- Students will have to identify the issue, consult the Knowledge Base and explain the trainer or the class, why the specific option has been chosen.

- Once done, each student will update the same in the dummy version of CRM tool under specified category/Tab.
- Scenarios could be:
    - Delay in billing
    - Alternate sim card required
    - Delay in engineer visit
    - Service still not activated

Tips

- Ensure that the correct decision tree is followed while consulting the knowledge base
- Ensure that the correct knowledge base code is mentioned in the notes for further reference.
- Set correct expectation with the customer once the knowledge base guides you to a resolution.

Say

Did you find the activity fruitful? I hope all of you are aware of the process of raising service request and using various documentation templates from the organization's knowledge base.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Consider the following scenarios and evaluate the priority of the issues. After detecting the priority level of the issues, rearrange them from High to Low.

- The server room gets impacted owing to major fault. All the systems in the organization are vulnerable which associates the risk of data leakage
- The power supply of a particular wing is damaged and thus the employees of that wing are unable to work
- The router of the workplace is not working fine and as a result the productivity of the employees is getting hampered.
- A system is affected by virus which has apparently zero impact on the productivity of the organization

An employee has forgotten his password and raised a service request to resolve the issue.

6. Manage Query Resolution

Unit 6.1 - Identify the Nature of the Customer

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. Analyse data and activities stored in CRM tool to understand the past records of a customer before giving resolution
2. Discuss various balanced judgments to different situations that could be used as a resolution

Unit 6.1: Identify the Nature of the Customer

Unit Objectives

After attending this unit, you will be able to:

- Categorize the mood of the customer (angry, dissatisfied, seeking advice, dominant) before proceeding with the resolution

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the tenth session of the program, which will introduce us to the categorization of customers based on their mood/preferences and how to handle such cases.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by customers' mood and how do you think, it affects a call/sales/customer service?
- How many types of people do you recognize? What are they?

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

Elaborate

In this session, we will discuss the following points:

- **New customers**
    - New customer needs most likely involve looking for guidance through an issue that agents might find simplistic. However, just because these tickets aren't always the most challenging, it is still important to serve them to the best of your ability.

- **Impulse customers**
    - This customer is quick to buy when something catches their eye, but aren't always the best at reading the fine print. So in situations where these types of customers get a product that isn't exactly what they thought it was, they might be impulsive in calling customer support as well.
- **Angry customers**
    - Having a strategy in place for angry customers can have a huge impact, so you never want to seem unsure of the situation as this could frustrate the customer even more.
- **Insistent customers**
    - When dealing with an insistent customer, it is important to provide proof that you have a more effective way of solving their issue. Easy access to a knowledge base or other informational content can greatly improve this process.
- **Loyal customers**
    - Having been a part of your customer base for years, the loyal customer is the joy of the sales department. Yet there is added pressure for the support team to be aware of and able to handle any specific needs this customer might have.
- Try to determine if this attitude comes from having called before and always check case notes.
    - Acknowledge the customer's frustration (the human side). Use good active listening skills to determine the real problem.
    - Always be courteous.
    - Acknowledge what they are saying (boasting about).
    - Hear them out.
    - Empathize.
    - Apologize if applicable.
    - Take action to solve their concern (within your guidelines).
- Templates are always handy to record queries quickly. Before we get into templates and some samples, first let us understand why templates are essential.
- Assume that a customer calls you with a complaint against call drop issues. Call drop issues are triggered by network problems and it is generally the entire locality that falls under a faulty network tower suffers from such an issue, not one or two persons individually.
- Now, if you have a template to record call drop issues and raise a service request ready with you, you can handle the volume of complaint calls expected to come from a locality affected by the call drop issue.
- This is why templates are always crucial. Let's see the advantages of creating and maintaining templates.
    - Templates bring pace to your task
    - It allows you to work error-free
    - Templates standardize query handling process
    - Templates are easy to create and effective tool to capture and share necessary details
    - In case of raising service request or generating tickets, templates play an instrumental role
- The rule-based study practically involves decision-making process or conditional branching. It is a design of methodology production whose basis lies in software factors - analysis of techniques to make appropriate decisions for a new project.

- **Process of Application**

  1. Select the input variables

- As there are many variables present in a new project, creation of a matrix is essential between methodologies and factors. We can see the presence of factors in methodologies.

  2. Bad Sub Rules

- There are certain types of factors that cannot be connected with other types of factors. If they are combined, this step cannot lead to the creation of bad sub rules. In this case, two rule categories are recognised. They are:
  - System rules with high requirement stability, low complexity and small size system
  - System rules with low requirement stability, medium complexity and size system

  3. Variable Reduction

- These factors are identified but their elimination doesn't make any impact. These generally comprise application domain and project type.

  4. Category Merge

- For methodology identification, formation of many categories takes place and its foundation can be on project type.

  5. Hypothetical Examples

- We can see the beginning of hypothetical example sets if we look at extreme cases. The rule-based analysis is based on the acknowledgment of factors like less complexity, high requirement stability, and small size.

Tips

Handling a Confused Customer

- Step 1: Guide the customer gently to the main offer, if there is any, on the products.
- Step 2: Probe to find out the needs of the customer.
- Step 3: Guide the customer gently to the main offer, if there is any, on the products.
- Step 4: Probe to find out the needs of the customer.
- Step 5: Be solution oriented. See how you can help the customer decide.
- Step 6: Give the customer time when needed. Make sure the customer feels welcome to call back with any query.

Handling a demanding customer

- Step 1: Point out the advantage of the product, and as to why the customer should buy it.
- Step 2: Refuse, if you must, very politely but firmly, if the demand is unreasonable or not as per the rules.
- Step 3: Point out how the offer actually works out better than a competitor's offer. However never bad mouth your competitor.
- Step 4: Ask a superior if a customer's request can be accommodated or adjusted.
- Step 5: Never lose patience. Keep explaining the unique selling points of the product.

- Step 6: Assure the customer that it is a great decision to buy the product. Step 7: Close the sale by suggesting a warm transfer to ‘accepting order.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity will be based on the above mentioned tips
- The trainer will divide the class into few groups of customers and for each such group, one Executive would be allotted for handling the scenario.
- Based on the scenarios, the mock chats will be performed.
- Scenarios are:
    - Customer demanding greater discounts
    - Customer not wanting to pay more than what she had queried online
    - Customer wanting to get something free with the product
    - Customer wanting to cancel the order as he/she had not been informed about the resolution process and charges.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- This activity will allow the students to practice rule based analysis in order to deduce an appropriate conclusion for customer queries.
- The trainer will divide the group into 4 teams
- Each team will be given a scenario, based on which they will perform rule based analysis and figure out the best way to assist the customer in need.
- Scenarios are:
- Winter is coming. This particular customer has several light jackets, but she’ll need a heavy-duty winter coat if she’s going to survive the snow and lower temperatures
- A customer searches “women’s winter coats” on Google to see what options are out there. When she sees someone with a cute coat, she asks them where they bought it and what they think of that brand.

- A customer compares a few brands that she likes. She knows that she wants a brightly coloured coat that will complement the rest of her wardrobe, and though she would rather spend less money, she also wants to find a coat made from sustainable materials.

Tips

- Don't force a customer into accepting any resolution unless the customer is actually happy with it.
- Offer discounts and free gifts to conclude the sale (for sales chat). Highlight the key features of the product.
- Create a need for the customer to buy the product or service.
- In case a customer is dissatisfied with the service, explain clearly why it is taking time and do not set false expectations just to close the issue.

Say

Did you find the activity fruitful? I hope all of you are aware of the types of customers and different ways of making decisions.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Match Column A with Column B

Column A	Column B
Unhappy Customer	• Hear them out • Empathize • Apologize if applicable
Arrogant Customer	• Always be courteous • Do not use profanity against insolence
Dissatisfied Customer	• Apologize for the error if misinformation was given • Focus on solving their concern-NOT on assessing blame
Irate Customer	• Give the customer enough time to vent out anger
Demanding Customer	• Acknowledge the customer's frustration (the human side) • Use good active listening skills to determine the real problem

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

Skill India
कौशल भारत - कुशल भारत

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

IT - ITeS SSC
NASSCOM

7. Deal Remotely with Basic IT Service Requests/Incidents – Non Voice

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. Identify promptly automated alerts and customer service requests
2. Analyse automated alerts to accurately identify the nature of incidents
3. Discuss the policies and compliance requirements that apply to IT service requests and incidents

Unit 7.1: Monitor Systems to Identify Promptly Automated Alerts and Customer Service Requests

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate how to access, monitor and validate automated alerts and customer service requests

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the eleventh session of the program, which will introduce us to the concept of monitoring automated alerts.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by alerts?

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

Elaborate

In this session, we will discuss the following points:

- **There are 2 types of Alert Monitoring processes, namely,**
  - **Active Monitoring** of Components and Services: Pro-active actions to define the behaviour of the system or service
  - **Passive Monitoring** of Components and Services: Passive acknowledgment of the behaviour of the system or service

- The process of accessing and validating Automated Alerts involves the following:
  - Categorization and Filtering of Alerts
  - Recording of Alerts
  - Adherence to Alert Guidelines
  - Controlling and Authorizing Alerts
  - Defining the Critical Success Factors (CSF)
  - Defining the Key Performance Indicators (KPI)
  - Effecting Documentation
  - Facilitating Evaluation and Closure
- The following information are required, in predefined formats, for appropriate recording of alerts.
  - Unique Identifier - Alert ID
  - Alert Device - Name / Type / ID Number of device alerting and device being affected by the alert
  - Alert Component - Name of component alerting and component being effected by alert
  - Type of Alert / Type of Failure - Incident / Change / Problem / Failure occurred
  - Alert Time / Date - Date and Time of Alert
  - Status - Status of the Alert, which is set while passing a Control Activity
  - Services - Service(s) affected by this Alert
  - Alert Description - The description of the Alert including the Alert Argument
- The accessing and validating process of Alerts needs to adhere to few basic guidelines, namely,
  - Every Incident in IT service or IT infrastructure triggers the creation of a new Alert Record
  - The Alert Agent is responsible for documenting each activity in the Event & Alert Record
  - The Alert Owner has to control the Alert Agent
  - The Alert Owner and Alert Agent can only transfer their duties if the new person or group agrees
  - The subsequent Alert Owner or Agents have to be recorded in the appropriate attribute in the Alert Record
  - The Alert Owner and Alert Agent should preferably be a person rather than a group
- Critical Success Factors (CSF) involved are:
  - Defining the correct level of filtering of alerts
  - Closely integrating Alert Monitoring in the Service Management Processes
- Defining Thresholds together with Service Design and Service Operations through a Trial and Error process
  - Dedicating appropriate tools for Alert Monitoring for supporting the automated monitoring of systems and services
  - Defining the Key Performance Indicators (KPI): The Key performance Indicators defined in the Alert Management System are:
  - Number of Alerts over a given period of time
  - Number of Alerts that required human intervention
  - Number of Alerts that could be solved without human intervention

- Number of Alerts that defined incidents and problems
- Number of Alerts triggered by Known Incidents
- Number of Alerts repeated
- Number of Alerts indicating issues in other Service Operation Processes, namely, Availability, Continuity and Performance etc.
- The Service Request template involves:
- Service Requests, which do not require approval. It is recommended to use them for pre-approved service requests
- Service Requests with approvals, which mandatorily require the Approval phase. It is recommended to use these for requests that need either business or financial approval

- Validating and shortlisting alerts are difficult, tiresome yet a very crucial task. The shortlisting of the alerts post minute validation speeds up the process of fixing issues.
- At times, systems receives false alerts or fake alerts which require to be eliminated.
- Otherwise, the process of resolving issues will suffer.
- Therefore, a technical executive must be able to analyse and infer whether the alerts are genuine or not.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Working with Alerts"
- The Trainer will take Trainees to the Lab and will show them how to access, validate and monitor alerts
- The Trainees will take down notes of the steps
- Post that, the Trainer will create mock alerts for every Trainee
- The Trainees will work on the alerts, filling in necessary fields and processing the same
- The Trainer will create a few fake alerts to check if the Trainees are able to distinguish the genuine
- alerts from the fake ones
- The best performers will be appreciated by the class.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- This activity will be in the form of chart paper session
- The trainer will ask each individual students to prepare chart paper presentation on various KIs used in alert management system
- Each KPI will have to be shown with an example and how to process the same.

Say

Did you find the activity fruitful? I hope all of you are aware of the process to identify and monitor alerts.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 7.2: Analyse Automated Alerts to Accurately Identify the Nature of Incidents

Unit Objectives

After attending this unit, you will be able to:

- Describe the procedure of accessing organization's knowledge base to identify issues and solutions
- Use organization's guidelines and standard scripts to resolve issues
- Discuss the process of escalating issues outside competency level
- Evaluate the suitability of solutions/workarounds

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the twelfth session of the program, which will introduce us to the concept of analysing automated alerts and service requests.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by alert management?

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

Elaborate

In this session, we will discuss the following points:

- The primary goal of an Executive support staff is to learn various things from the experienced and senior employees.

- An Executive support staff, graduating fresh from college, knows the basic things about his/ her job role.
- Dos and Don’ts while obtaining guidance from appropriate people
    - Always approach a person maintaining company protocol. For example, if a technical executive needs some assistance from person of higher authority, he/ she must follow the appropriate hierarchy to approach
    - An Executive support staff should first ask for guidance to the immediate boss or the Team Lead. If the issue is not resolved, then he/ she should seek assistance from the manager or someone immediate in the hierarchy It is advisable to fix an appointment with the concerned person beforehand, if possible
    - Always carry notebook and pen, or any kind of instrument to document the main points and avoid forgetting things. Approaching a person for same issue is not only redundant but also annoying.
    - Maintaining a Minutes of Meeting is a good practice. Minutes of Meeting comprises the guest of the discussion. It not only helps keeping a written documentary of the discussion, but also as a future point of reference
    - Maintain professional behaviour while taking assistance from anyone. Do not cut into his/ her point with personal opinion. If you want further clarification, ask questions after he/ she finishes his conversation. While seeking clarification in team meetings, a person should always raise his/her hands before asking questions.
    - Always thank a person whenever you receive any assistance from him/ her

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is based on “Cause-Effect Analysis”
- The Trainer divides the class into few teams, depending on the batch strength
- Each team will have an even number of Trainees
- The Trainer will instruct the Trainees that each of the teams must prepare a fishbone diagram and a decision tree for Cause-Effect analysis
- After the team of Trainees create the same, they will submit it to the Trainer
- The Trainer will evaluate the submissions and select the best one
- The Trainer will show the appreciated submission in front of the class.

Say

Did you find the activity fruitful? I hope all of you are aware of the process to analyse alerts promptly before taking action to close the service request.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 7.3: Policies and Compliance Requirements that Apply to IT Service Requests and Incidents

Unit Objectives

After attending this unit, you will be able to:

- Explain the significance of complying with relevant standards, policies, procedures, guidelines and service level agreements (SLAs)

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the thirteenth session of the program, which will introduce us to the idea of policies and compliance related to SLAs.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by compliance management?

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

Elaborate

In this session, we will discuss the following points:

For an Executive support staff, it is important to meet the work requirements in the given timeline. The work requirements include the followings:

- Activities (what you are required to do)
- Deliverables (the outputs of your work)

- Quantity (the volume of work you are expected to complete)
- Standards (what is acceptable performance, including compliance with service level agreements)
- Timing (when your work needs to be completed)

It is important for an Executive support staff to agree to their work requirements, be in sync with and obtain guidance from appropriate people like:

- Subject Matter Expert (SME)
- Team Lead (TL)
- Manager
- Floor Manager
- Process Manager
- Immediate Seniors
- Floor Supports

It is important for an Executive support staff to stick to the Service Level Agreements (SLAs).

- Service level agreement is a vital component of the service contract.
- In practice, SLA refers to the time considered to finish a job as per the contract. As an example, internet service providers will commonly include service level agreements where the timeframe of the net-service will be considered.
- SLA comprises of two basic components; Mean Time Between Failures (MTBF) and Mean Time To Recovery (MTTR).
- In plain language, SLA is the negotiated agreement between two or more parties. One of the parties is the customers, and the other party should be the service-provider.
- Customer-based SLA:
- An agreement with an individual customer group, covering all the services they use.
- For example, an SLA between a supplier (IT service provider) and the finance department of a large organization for the services such as finance system, payroll system, billing system, procurement/ purchase system, etc.

Service-based SLA:

- An agreement for all customers using the services being delivered by the service provider. For example:
- A car service station offers a routine service to all the customers and offers certain maintenance as a part of offer with the universal charging.
- A mobile service provider offers a routine service to all the customers and offers certain maintenance as a part of offer with the universal charging

Multilevel SLA:

- The SLA is split into the different levels, each addressing a different set of customers for the same services, in the same SLA.

Corporate-level SLA:

- Covering all the generic service level management (often abbreviated as SLM) issues appropriate to every customer throughout the organization. These issues are likely to be less volatile and so updates (SLA reviews) are less frequently required.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Preparing and Following SLA"
- The Trainer will ask the Trainees to collaborate and prepare an SLA
- The project for which the Trainees will prepare the SLA is to be decided by the Trainer
- The Trainees will prepare the SLA and the Trainer will validate the same
- After the SLA preparation, the Trainees will follow the SLA points and come up with ideas how to go about the project without violating SLA clauses
- Each Trainee should come up with at least one point
- The Trainer will listen to everyone
- Best performers will be appreciated by the class.

Say

Did you find the activity fruitful? I hope all of you are aware of the process to ensure SLA compliance.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

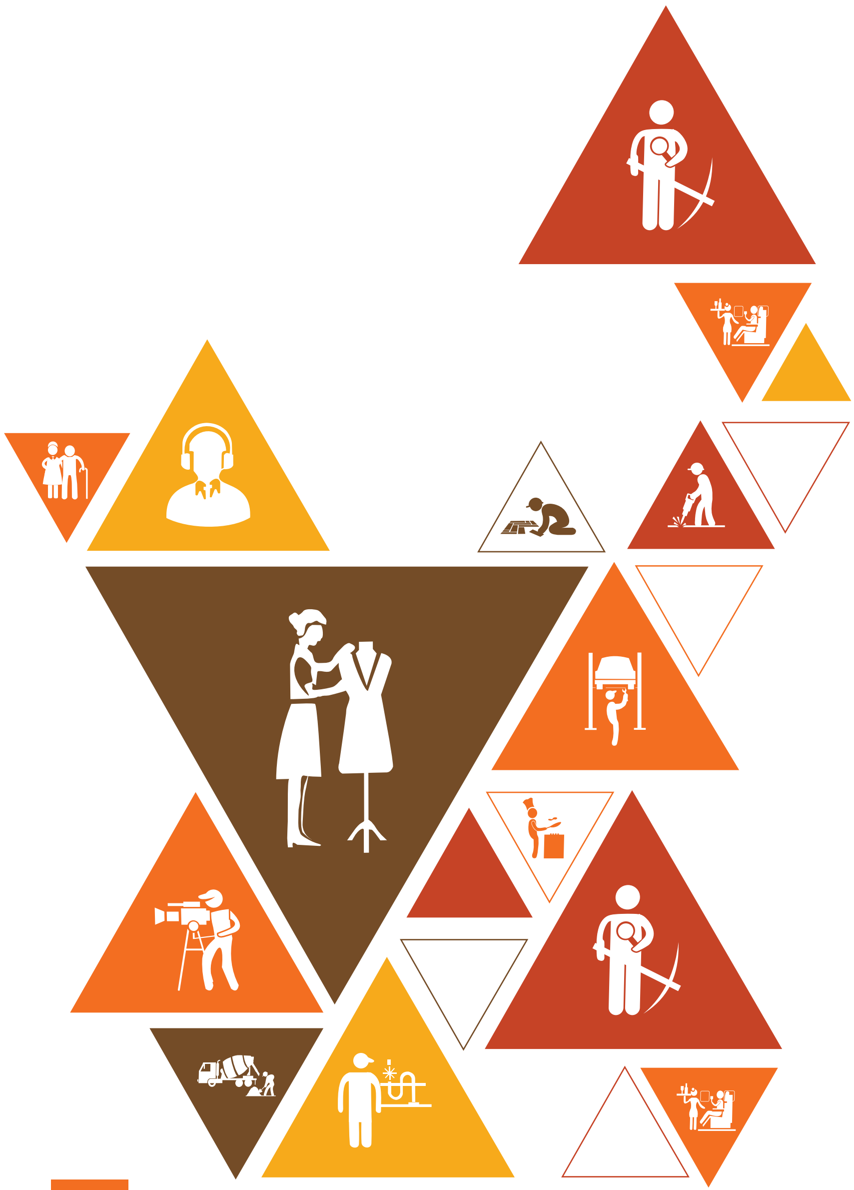
Notes for Facilitation

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

Answer Keys

Write down the significance of the following components of recording alerts

1. Name of component alerting and component being effected by alert
2. Incident / Change / Problem / Failure occurred
3. The description of the Alert including the Alert Argument
4. Status of the Alert, which is set while passing a Control Activity
5. Service(s) affected by this Alert



8. Software Requirement for Query Management

Unit 8.1 - Use of CRM Software Tool

SSC/N7201

Key Learning Outcome

After attending this module, you will be able to:

1. Identify the type of technicalities required for query management through e-mail/ chat (inbound or outbound)

Unit 8.1: Use of CRM Software Tool

Unit Objectives

After attending this unit, you will be able to:

- Distinguish features of the CRM Software tool to capture query management through e-mail/ chat (inbound or outbound)

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools (as recommended for the job role)

Note

This is the fourteenth session of the program, which will introduce us to the use of CRM as a software tool for customer data management.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by CRM?
- What are the possible uses of CRM tool?

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

Elaborate

- In this session, we will discuss the following points:
- CRM system helps an organization identify, segregate and target potential clients and generate leads.
- A key marketing feature is measuring and tracking the effectiveness of social media campaigns, including telephone,email, direct mail, search, and social media.

- The CRM system tracks and monitors which individuals view, respond,click, and participate in any posts or call to action.
- The Customer Relationship Management or CRM software on the computer system gives you the script
- The details of the order are, thus, logged into the system. This requires a lot of concentration because you must read, speak, listen and type simultaneously while taking the order from the customers
- Most of the CRM systems are capable of tracking, recording, and maintaining customer interactions which in turn nurtures relationships from first contact to the closure, bestowing a 360-degree view of the customer relationship.
- The first step to effective mining of the CRM for information, interactions and statistics is to scrutinize the CRM system. In addition to that, it is useful to search for details in onsite or online backup data storage where CRM data might also be archived.
- Prior to meaningful utilization of the collected data, it is important to get the available data together in an easily accessible place. For example, as a a set of interconnected tables, a whole relational database or a series of spreadsheets that permits you to run reports and queries. There are several useful practices around these steps.
- Structuring data according to the unit of analysis is also a vital part of this step. It can be individual contacts, individual customer account, or a segment of customers.
- Firstly, an agent should work on mapping out the analytical steps to be performed. Always focus on the anlytical deductions that will help achieving the objectives set by the organization.
- Once the plan is chalked out in details and prepared properly, the agent is ready to dive in and begin analyzing the data with available toolsets and data scripts.
- At this point it is recommendable to set up automation steps and templates, to avoid starting analysis from scratch.
- Some ways in which data can be protected are:
    - Data received from the client during processing, in any form such as hard copies or softcopies, is destroyed or returned back after the completion of work
    - None of the employees are allowed to bring any storage devices like memory cards, CD/ DVD/ blue ray disc, external hard disk, floppy disk, pen drive etc. to work
    - At entry and exit points, the security guards frisk the employee to check that none of the storage devices are carried in or out by the employee
    - CDs, DVDs, pen drive, disk drive or any other storage devices are not allowed in the individual PCs and in the office premises without prior permission from authorized management and team leaders
    - The professional firewall system restricts the users to surf or access unauthorized sites on the internet
    - Firewall restricts the rights of all the users within the company.
    - A written Non-Disclosure Agreement (NDA) is obtained at the time of joining from each employee

Say

Let us now participate in few activities to understand the concept better.

Activity

- This activity will be in the form of see and learn.
- The trainer is going some videos to the team, each of which will be followed by the listing session.
- https://www.youtube.com/watch?v=HB4I2CgkcCo (parts of a computer)
- https://www.youtube.com/watch?v=DuYF3uD9AYQ (devices with functions)
- The students will see the video, understand the concept and prepare a list of key takeaways that each video offers.

Activity

- This activity will be in the form of video session.
- The trainer is going to show some videos on CRM tool and how it is used for call and data management.
- https://www.youtube.com/watch?v=zCiOSP5vgNY (CRM tool)
- https://www.youtube.com/watch?v=yndJTnUSoRM (Data handling in CRM-Hindi demo)
- Once the videos are shown, students will be given demo versions of CRM software.
- Each group will be allotted specific data entry tasks in the CRM software for various mock customer details.
- Each group will have to complete the task and share the report to the trainer.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- The activity will now revolve around sales data campaigning and sorting through CRM tool.
- https://www.youtube.com/watch?v=YYUiGs1dFno (Salesforce CRM Tool application)
- With the assistance of this video, students will have to call potential customers, enter their data and prepare a prospective buyer list for specific products.
- However, the criteria for categorizing customer data will be specified by the trainer.
- Example
    - Category A for interested customers in buying
    - Category B for interested free sample customers
    - Category C for on-hold customers
    - Category D for possible sales leads

Activity

- Let us start this activity with a video
- https://www.youtube.com/watch?v=od5wpPVw2fs (Data protection practices)
- Now that the video has been shown to students, the trainer will arrange mock chat sessions
- Each session or chat will have a new query from the customer, who will be the trainer
- The aim of this session will be to help students understand what information to share publicly and what not to.
- The scenarios could be:
  - A person starts a chat session to claim a reward on a product through bank transfer, what should be verified before giving any financial details?
  - A person starts a c hat session claiming that the services are down and he/she needs an engineer visit. What should be verified before boking the visit?
  - A person starts a chat session expressing anger and disgust due to the reason that he has been wrongly charged. What should be verified first before giving any information on screen to the customer?

Tips

- Enter data only as per values specified in the tool, do not make unnecessary changes in data.
- Enter extra information/ additional comments in Remarks section for further reference.

Say

Did you find the activity fruitful? I hope all of you are aware of the use of CRM tool.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

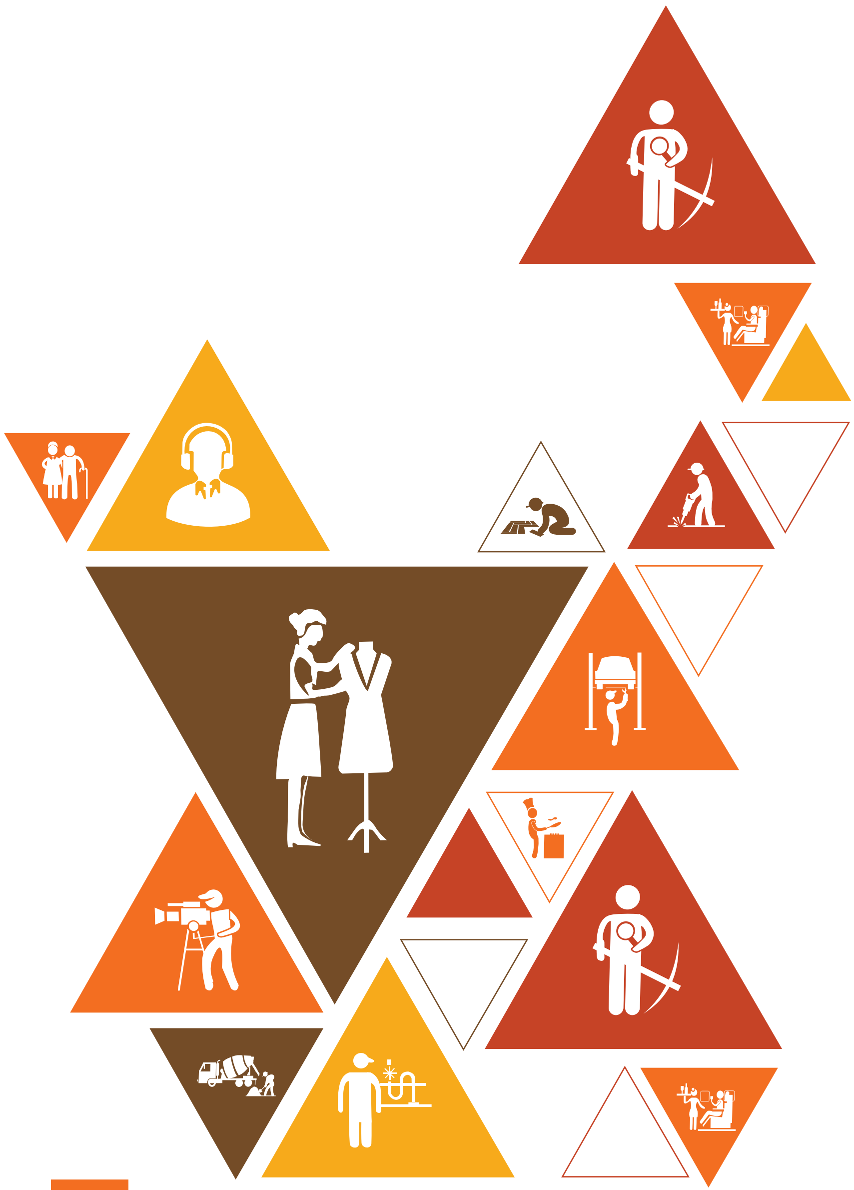
Notes for Facilitation

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

Answer Keys

State True or False against the following statements

1. False
2. True
3. False
4. True
5. True



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9. Manage Your Work to Meet Requirements

Unit 9.1 - Importance of Following Work Instruction

Unit 9.2 - Work Ethics to Follow in an Organization

SSC/ N9001

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the importance of following work instruction and complying with company policies
2. Recognize proper work ethics to follow in an organization

Unit 9.1: Importance of Following Work Instruction

Unit Objectives

After attending this unit, you will be able to:

- Discuss and agree work requirements with appropriate people
- Demonstrate how to obtain guidance from appropriate people, where necessary
- Identify the methods so that the work meets the agreed requirements
- Recognize how to use resources correctly and efficiently

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the fifteenth session of the program, which will introduce us to the work requirements, behavioural expectation from a Technical Support Executive (Non-Voice).

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What would happen if you don't complete your given task on your designated timeline?
- How can you find resources for your work?

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

Elaborate

In this session, we will discuss the following points:

- For an executive, it is important to meet the work requirements in the given timeline. The work requirements include the followings:

- Activities (what you are required to do)
- Deliverables (the outputs of your work)
- Quantity (the volume of work you are expected to complete)
- Standards (what is acceptable performance, including compliance with service level agreements)
- Timing (when your work needs to be completed)

- Service level agreement is a vital component of the service contract.
- In practice, SLA refers to the time considered to finish a job as per the contract. As an example, internet service providers will commonly include service level agreements where the timeframe of the net-service will be considered.

Say

Let us now participate in an activity to understand the concept better.

Activity

- In this activity, you invited a senior Technical Support Executive of a renowned company to give the Executives an in-depth information related to this chapter.
- You will conduct a group discussion session.
- If the students have any queries or they have any confusions regarding this chapter, they will raise their hands
- On availing permission from you, the students can ask questions.
- In addition to this, the Senior Technical Support Executive will also share important pointers on areas like:
  - The importance of accurate work completion
  - The method of completing work accurately
  - Instructions during OJT period
  - Implications for not meeting the dedicated timeline of work delivery
- After the doubts are cleared, the Senior Technical Support Executive or you may add a few points in relation to meeting the requirements.
- In addition to those, you can also include few extra points that you may find reliable to the topic and beneficial for the students.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- You will divide the class into 5 teams.
- Each team will have an even number of students.
- You will instruct the students that each of the teams must prepare a list of resources that are required in BPM sector.
- After the team of students create the list, they will submit it to you.
- You will evaluate the 5 lists and select the best one.
- You will also read out the appreciated list in front of the class.
- The most extensive and detailed list shall be appreciated with accolades.

Say

Did you find the activity fruitful? I hope all of you are aware of the work management system that takes place in the service industry.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 9.2: Work Ethics to Follow in an Organization

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate how to keep immediate work area clean and tidy
- Explain the process of utilizing time effectively
- Discuss the importance of treating confidential information correctly
- Practice working in line with organization's policies and procedures
- Recognize how to work within the limits of job role

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the sixteenth session of the program, which will introduce us to the work ethics, effective time management and the method of treating confidential information as per compliance.

Say

Not every talented person can claim the due share of respect or fame. It is the ethics that makes the difference. Even a mere office job calls for work ethics. Not sticking to the same marks one as violator of the rules. Therefore, one must abide by a strict work ethics to come out as a good professional.

Ask

Ask the participants the following questions:

- Do you think time management is important to grow as a good professional?
- If some confidential information is given to you, how would you treat them?

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

Elaborate

In this session, we will discuss the following points:

- Time management is the key to success; it allows you to take control of your life rather than follow the flow of others.
- To ensure your work meets the agreed requirements, you should consider these aspects:
    - Type of the project
    - Time period allocated for research
    - Outlining the direction and the flow of work
    - The time to acquire relevant data and gather resources
    - Analysing data for creating test cases/prototypes

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer asks the Trainees the following question: "How to achieve SMART goals in an organization."
- The Trainees are expected to raise their hands to volunteer and speak.
- The language spoken during the session should be known by the majority of Trainees in the class.
- While the session goes on, the Trainer should jot down the crucial points on the Whiteboard with the help of a marker.
- The best answer shall be appreciated by the Trainer in front of the whole class.

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Let us do another activity to understand the appropriate manner of seeking assistance from people.

Activity

- This activity is in the form of "Role Play"
- The trainer will divide the class in pairs (in case of odd man out, make a group of 3 to adjust)
- In this activity, one from each player will play the role of a supervisor from whom the other partner of the pair will seek assistance
- Follow the protocol and maintain professionalism while seeking assistance from the supervisor

- The trainer will ask the trainees to swap their role after 30 minutes
- This implies that the trainees who played the role of a supervisor in the first round will play the role of a Technical Support Executive who seeks assistance and vice versa
- The second round will be of 30 minutes
- The trainer will observe the trainees approach and will evaluate their performance
- If the trainees make mistake, the trainer will rectify them

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

State whether the following statements are CORRECT or INCORRECT:

1. Correct
2. Incorrect
3. Correct
4. Correct

Answer the following questions:

1. **How should one obtain guidance from seniors or supervisors?**

   The principal goal is to learn from experienced seniors and other employees. An employee is aware of his/her job role. Taking help from seniors and experienced professionals will only help increase the confidence.

   An employee must keep these things in mind:

Dos and Don'ts while obtaining guidance from appropriate people

- When you approach a person, ensure that the company protocol is followed. For example, if a designer requires some assistance from a higher authority, he/she must know the right person in the hierarchy to approach. Initially, an employee should ask for guidance from the immediate boss or the Team Lead. If the problem is not resolved, he/ she should seek help from the manager or someone immediate in the hierarchy.

- Asking for assistance directly from someone at the top of the hierarchy without addressing the same to the immediate boss is considered unprofessional too
- Always carry pens and a notebook to document the main points and try to avoid forgetting things. Approaching a person for same issue is both annoying and redundant. Importance of keeping a Minutes of Meeting must be considered. Minutes of Meeting comprises the gist of the discussion. It helps keep a written documentary of the discussion, and may be used as a future point of reference.
- It is advisable to fix an appointment with the concerned person beforehand, if possible.
- Behave professionally while you are taking someone's assistance. Do not interrupt with your personal opinion. If you want further clarification, ask questions after he/ she finishes speaking. Raise your hands and then ask the question for clarification.
- Always thank a person after receiving assistance from them.

Receiving guidance is the first step towards continuous learning. However, the emphasis is on the application of the learning outcomes at work. An employee must try to apply the guidance to increase the quality of work. This helps one grow as a learner and also boosts the confidence level.

2. What are the benefits of time management?

- **Time is Limited:** Everyone gets the same amount of time each day, and it's limited, therefore it's imperative to make the most of your time if you ever want to be efficient at the workplace.
- **Be Decisive:** There are many options in life to choose from. When you practice good time management, you have more time to breathe; this allows you to control which choices are the best to make. You're more likely to jump to conclusions and not fully consider the different options when you feel pressed for time and have to make a decision; this leads to poor decision making.
- **Accomplish More in Lesser Time:** You're able to stay focused on the task at hand by taking control of your time. This leads to higher efficiency because you never lose momentum. Imagine running a mile where you stop every 5 seconds; this would cause you to become tired very quickly and take much longer to complete the run.
- **Learn More in Shorter Period of Time:** When you control your time and work more efficiently, you're able to learn more and enhance your experience faster. There is a reason some students graduate before the others, so imagine applying time management throughout your entire career. You will not only stand out from the rest but you will gain experience much quicker and be able to move up in life a lot sooner.
- **Enjoy More Success:** Time management is the key to success; it lets you to take control of your life rather than follow the flow of others. You achieve more, you make better decisions, and you work more efficiently; this leads to a more successful life.
- **Reduce Stress:** One of the main causes of stress is that people get rushed. The phrase "I have so much to do and so little time to do it" is spoken with frustration which leads to stress. With good time management, you know how much time you have, how long it will take to get your tasks done, you achieve more, and have more free time. This gives you more time to recollect yourself, which reduces the feeling of being rushed and which in turn leads to less frustration and stress.
- **Higher Quality of Work:** We all need some free time to unwind and relax but, unfortunately, many of us don't get much free time since we're too busy to keep up with our daily activities and work load. By applying time management skills, you are able to get more done in a shorter period of time leading to more free time.

- More Discipline in Life: When you practice good time management in your life, you are less likely to leave work for later. Time management leads to higher efficiency and leads to a disciplined life.

3. Write a short note on the "Triple Constraint Triangle".

Self

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10. Work Effectively with Colleagues

Unit 10.1 - Team Work and Communication

Unit 10.2 - Significance of Healthy Team Bonding in Ideal Work Culture

SSC/N9002

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the importance of team work and communication
2. Analyze the significance of healthy team bonding in ideal work culture

Unit 10.1: Team Work and Communication

Unit Objectives

After attending this unit, you will be able to:

- Explain how to seek guidance from appropriate people to agree the analysis to be performed on the data
- Discuss the results of their analysis with appropriate people
- Formulate modifications to your analysis based on inputs from appropriate people
- Demonstrate how to communicate with colleagues clearly, concisely and accurately
- Analyze the process to work with colleagues to integrate their work effectively with them
- Discuss how to pass on essential information to colleagues in line with organizational requirements

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the seventeenth session of the program, which will introduce us to the value of effective communication in team work, the qualities that one should possess to play important role in a collective effort.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Although cricket is based on individual brilliance, how many of you think that it is more of a team game than individual display when it comes to batting or bowling?
- What could be the outcome of a disastrous miscommunication?

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

Elaborate

In this session, we will discuss the following points:

- Effective communication allows us to understand the problems that our colleagues are facing, and them to portray it clearly. To impart clear and precise information, it is better to:
  - Ensure the spread of positive attitude
  - Ensure proper understanding regarding strategy and goal accomplishment
  - Ascertain that everybody complies with the company's regulatory bodies
- A Tech. executive, who has taken up a new project, might face issues regarding process and technical aspects. It is always smarter to ask questions to clarify doubts rather than brooding quietly with doubts.
- If a Tech. executive gets stuck with a technical query, he/ she must get in touch with the people in operations.
  - Question must be asked to clarify doubt and to narrow down communication gaps with one's supervisor.
  - This must be done to get a clear idea about the responsibilities expected by one's supervisor.
  - Having a clear idea about one's tasks helps in fulfilling targets successfully.
  - Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel.
  - If the Tech. executive has doubts about the organizational policies and SOPs, they can be clarified by the supervisors or other authorized personnel.
  - Address the problems effectively and report if required to immediate supervisor appropriately.
  - Identify and report any possible deviations to appropriate authority.
  - Receive instructions clearly from superiors and respond effectively on the same.
  - Accurately receive information and instructions from the supervisor related to one's work.
- In case of IT companies, outsourcing plays instrumental role in generating revenue. In a company, multiple projects run at a time. Each project might have different clients with different requirements and expectations.
- Therefore, communicating with clients is a vital thing to know for a Tech. executive.
- Seeking and following up for feedback is another way to improve the quality of work.
- As a Tech. executive, one should accept the feedback positively and work on the areas of weakness. The main reasons behind review results are:
  - Marking the areas of weaknesses. However, the Tech. executive should view it as a "scope of improvement" on which he/ she must work on to emerge as a stronger professional
  - Introducing the Tech. executive to the process flow so that he/ she gets accustomed to the common or organizational practices
- The parameters of review might be:
  1. Grooming (Verbal and Non-verbal)
  2. Time Management
  3. Discipline and Integrity
  4. Attendance and Absenteeism
  5. Team Work (how the developer is as a team player)
- These are the non-technical parameters. Apart from these, technical aspects, precision and accuracy are also assessed.

Say

In order to get a practical overview on the various aspects like information types, passing of essential information, becoming the support to your colleagues during task completion and effective communication, we will take part in an activity.

Activity

- In this session, you will play 2 videos.
- The first video will be about workplace relationship with colleagues
- The YouTube link for the video is: https://www.youtube.com/watch?v=VLRMnPRJK6c
- The other video will be about communication.
- The YouTube link for the video is: https://www.youtube.com/watch?v=B6h9QMBC9cw
- The students will watch the video attentively with pin drop silence.
- They can note down pointers from the video that they may find relevant.
- Trainees will maintain decorum in the class and will not talk, whisper or discuss in the class.
- In case of any queries or confusions, students will write those down in their notebooks.
- After the videos end, the students can ask questions of you.
- The students will raise their hands, and you will pick up the students who will place their questions.
- The answering session will be in the form of a discussion where the answers can be given by either you or any of the students knowing the answer.

Say

Did you enjoy this activity? I hope that these videos were entertaining as well as educative. So let's enjoy another activity.

Activity

- In this activity, you will divide the class into 3 groups.
- All the groups will enact the roles that you will give them.
- The first group will showcase the incorrect method of communicating with colleagues
- The second group will showcase the correct method of communicating with colleagues
- The third group will showcase different methods of building a good work relationship with colleagues
- The group portraying the given role in the best way will be declared as the winner and will be appreciated in the class with accolades.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 10.2: Significance of Healthy Team Bonding in Ideal Work Culture

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate how to carry out commitments they have made to colleagues
- Identify any problems they have working with colleagues and take the initiative to solve these problems
- Discuss the importance of following the organization's policies and procedures for working with colleagues

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and Tools (as recommended for the job role)

Note

This is the eighteenth session of the program, which will introduce us to the ideal way to make and keep commitments to the colleagues, significance of complying with the company policies.

Say

We have already learnt that a Sr. Associate Analytics needs to coordinate not only with the peers and supervisors of the same department, but also with people across other departments. Therefore, he/she must be a good team player. This unit tells you ideal way to make and keep commitments to the colleagues, significance of complying with the company policies.

Ask

Ask the participants the following questions:

- Why do you think sticking to the commitments are important?
- Can anyone tell what compliance is and what could happen if one violates compliance?

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

Elaborate

In this session, we will discuss the following points:

- Time Management is about managing yourself. It is about making a commitment to be more organized, maintain your focus and use your time to your best advantage.
- A Problem can be defined as a difficult or unexpected situation, regarded as unwelcome and needing to be dealt with and overcome.
- Solving Problems while ensuring health and safety at workplace
    - Identifying defects in software, tools and equipment and ways to resolve them on time
    - Ensuring timely correction of errors for minimizing rework
    - Analyzing the situation and taking appropriate actions while dealing with team members
    - Analyzing, evaluating and deploying the information gathered from observation, experience, reasoning, or communication to act efficiently
- Before complaining and expressing grievance, be very clear of the objectives, i.e. why do you require to complain and what do you want to achieve in the long run

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Collaboration and Commitment"
- The trainer divides the class in few groups depending on the number of students
- Each group will be part of the entire activity
- The trainer will ask the class to prepare a PowerPoint presentation
- The topic of the presentation is : Significance of Healthy Team Bonding in Ideal Work Culture
- Each group will take part in this activity
- One group will collect information
- Another group will collate the data and validate for PowerPoint
- Some other group will prepare the ppt
- Every group should be assigned with particular tasks
- All the groups will collaborate and work to reach the same goal

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Fill in the blanks

1. Effective
2. Outsourcing
3. Feedback
4. Unexpected

Answer the following questions

1. **Why is it important to know the process of communication with clients?**

   Outsourcing plays instrumental role in generating revenue. Multiple projects run at a time in a company and each project might have different clients with different requirements and expectations. Therefore, Client communication is a vital thing to know for an employee.

2. **How can an employee improve his/ her performance based on review?**

   As an employee, one should accept the feedback in a positive way and work on the areas of weakness. The main reasons behind review results are mentioned below:

   - Introducing the employee to the process flow so that he/ she gets familiar with the common or organizational practices
   - Marking the probable areas of weaknesses. However, the employees should view it as a "scope of improvement" on which he/ she must work on to develop into a stronger professional

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11. Maintain a Healthy, Safe and Secure Working Environment

Unit 11.1 - Different Types of Breaches in Health, Safety and Security and How and When to Report These

Unit 11.2 - Evacuation Procedures for Workers and Visitors

Unit 11.3 - Summon Medical Assistance and the Emergency Services, Where Necessary

Unit 11.4: Health, Safety, and Accident Reporting Procedures and the Importance of These

Unit 11.5: Government Agencies in the Area of Safety, Health and Security and Their Norms and Services

SSC/N9003

Key Learning Outcome

After attending this module, you will be able to:

1. Analyze different types of breaches in health, safety, and security
2. Explain the evacuation procedure
3. Identify how to summon medical and emergency services
4. Identify the method of health, safety and accident reporting
5. Identify the Government agencies in the area of safety, health and security and their norms and services

Unit 11.1: Different Types of Breaches in Health, Safety and Security and Reporting Accidents

Unit Objectives

After attending this unit, you will be able to:

- Analyze different types of breaches in health, safety, and security

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the nineteenth session of the programme, which will introduce us to different types of breaches in health, safety and security and how and when to report these.

Say

Good day everyone. We all know the old proverb that 'prevention is better than cure'. In the workplace, we all should abide by some basic health and safety regulations. Let us see the types of health, safety and security breaches in a workplace and how to report accidents.

Ask

Ask the participants the following questions:

- What are the normal safety practices in the workplaces?
- How should one report an incident? What could be the procedure?

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

Elaborate

In this session, we will discuss the following points:

- In the line of work of IT service sector, the associates have to deal with numerous tools and equipment. It is the responsibility of the supervisor to monitor the workshop and keep track of the equipment that is being used and kept in inventory

- Apart from it, it is also the responsibility of every employee to see if the safety procedures are being followed properly by the company or not
- In case an employee finds issues related to safety measures, it is important that he or she reports it then and there to their supervisor
- In case a supervisor finds any form of breach, it is imperative that the person makes proper inquiries and also writes a proper report on it
- The supervisor or the manager should see and identify the type of breach. It is only on the basis of the severity of the breach the appropriate actions can be taken. The actions can be like:
    - Notes on file
    - Official warning
    - Temporary suspension
    - Dismissal
- Safety breaches in the designated premises are considered "Incidents" that need to be reported and duly responded to.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity will be in the form of "Role Play"
- The trainer will ask the trainees to form pairs
- Each pair will take part in the role play
- One participant of the pair should enact the role of a supervisor and the other participant will play the role of an Technical Support Executive
- The associate should prepare a mock document on the safety and security at the workplace
- He/she will also prepare a mock accident report
- The supervisor will check the documents and in case of discrepancies, he/she will rectify the reports
- In the next round, the roles of the participants will be swapped
- The participant who played the role of a supervisor, will play the role of an Associate and vice versa

Say

Did you find the activity fruitful? I hope all of you have enjoyed the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 11.2: Evacuation Procedures for Workers and Visitors

Unit Objectives

After attending this unit, you will be able to:

- Explain the process of evacuation

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twentieth session of the programme, which will introduce us to the evacuation procedures for workers and visitors.

Say

We all should know the basic drills during emergency. For example, if there is a fire outbreak in the office, would you like to sit helpless and wait for someone else to rescue you? Or would you prefer to be able to get out of the risk by knowing some basic evacuation drills? Of course the second option sounds agreeable. In this unit we will discuss the evacuation procedures for workers and visitors.

Ask

Ask the participants the following questions:

- What will you do if fire breaks out in the workplace?
- What are the emergency situations?

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

Elaborate

In this session, we will discuss the following points:

- EHS stands for Environmental Health and Safety. It is a discipline and department that studies and deploys the practical aspects of environmental protection and safety at work. In simple terms, it is what organizations and workshops must do to ensure that their activities do not cause harm to anyone

The sequence of an Evacuation situation is:

- Detection
- Decision
- Alarm
- Reaction
- Movement to an area of refuge or an Assembly station
- Transportation

The following are essential to have a smooth evacuation during an outbreak:

- Clear passageways to all escape routes
- Signage indicating escape routes should be clearly marked
- Enough exits and routes should be present to allow a large number of people to be evacuated quickly
- Emergency doors that open easily
- Emergency lighting where needed
- Training for all employees to know and use the escape routes
- A safe meeting point or assembly area for staff
- Instructions on not using the Elevator during a fire

Say

Let us now participate in an activity to understand the concept better.

Activity

- The activity is in the form of read the signs. A set of signs is shared below. Watch the signs and try to say the significance of the signs.

Tips

All the signs are related to safe evacuation. Try to recall the guideline of evacuation.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Evacuation Drill and Quiz Contest"
- The trainer will ask the trainees to practice evacuation drills. The trainer should guide them
- After the evacuation drill is complete, there will be a quiz contest on the evacuation procedure
- The trainer will conduct the quiz contest
- The trainer will divide the entire class into two group
- One group will be Team A and the other will be Team B
- There should be a scorer to write points on the board
- The trainer will ask questions from the book related to the topic discussed
- For each correct answer, there will be 10 points however, for wrong answers there will be deduction of 10 marks
- There will be 5 marks for each right answer given on a pass and 15 marks will be deducted in case the pass answer is wrong
- There is no negative marking if a question is passed without any answer given

Say

Did you find the activity fruitful? I hope all of you have enjoyed the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work

- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 11.3: Summon Medical Assistance and the Emergency Services, Where Necessary

Unit Objectives

After attending this unit, you will be able to:

- Analyze different types of breaches in health, safety, and security

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-first session of the programme, which will introduce us to the procedure of summoning medical assistance when required.

Say

Good day and a very warm welcome to this training programme. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is first aid?
- When should one summon medical assistance?

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

Elaborate

In this session, we will discuss the following points:

- An Emergency can be defined as "a serious, unexpected, and often dangerous situation requiring immediate action"
- One must remain calm and composed during an emergency situation because stress during an emergency complicates things and confuses a person

- One must critically and rationally think and evaluate the severity of the emergency and determine, what requires to be done on immediate basis
- One must look for additional help by calling up the emergency toll free number, which would help the caller reach an official or 'dispatcher'
- The emergency dispatcher aims at providing immediate and appropriate help, depending on the nature and degree of emergency
- One must help the dispatcher by answering his / her questions and providing the dispatcher with the accurate location and nature of emergency
- It is recommended that one should call from a GPS equipped phone, so that the dispatcher is able to track the location, even if the caller is unable to speak
- One must determine the nature of the emergency, i.e. if it is a medical, mental health or behavioural emergency
- One must assess the immediate threats, for example, in case a person is severely injured from a running machine, the machine must be turned off immediately to prevent others from getting hurt as well
- Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC)

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Mock Fire Drill"
- The trainer will call a security expert who will guide the trainees through the session
- First, the guide will explain the P.A.S.S. technique to the trainees
- Then, the trainer will divide the class into 4 groups
- Each group should have a leader who will lead the team from the front
- The trainer (along with the Security Personnel) will conduct a mock fire drill
- The trainees have to practise safe evacuation drill
- From the room, the trainees will come out to the assembly area without creating panic
- The trainees should follow the general guideline of the drill during the session

Say

Let us now participate in another activity to understand the concept of first aid and medical assistance.

Activity

- This activity will be in the form of "Role Play"
- The trainer will ask the trainees to form pairs
- Each pair will take part in the role play
- In the first round, one participant from each group will play the role of an injured worker and the other participant will help him/ her with medical assistance
- The person playing the role of the medical assistant will follow the proper procedure of summoning medical help and applying first aid. He/ she should document the incident and prepare a report to produce to the supervisor
- In the next round, the roles of the participants will be swapped
- The participant who played the patient will become an employee who will provide medical assistance
- The other set of participants will become the injured in need of medical assistances

Say

Did you find the activity fruitful? I hope all of you have enjoyed the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 11.4: Health, Safety, and Accident Reporting Procedures and the Importance of These

Unit Objectives

After attending this unit, you will be able to:

- Discuss the method of health, safety and accident reporting, and the evacuation process

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-second session of the programme, which will introduce us to the health, safety, and accident reporting procedures and the importance of these.

Say

We all should know the basic drills during emergency. For example, if there is a fire outbreak in the office, would you like to sit helpless and wait for someone else to rescue you? Or would you prefer to be able to get out of the risk by knowing some basic evacuation drills? Of course the second option sounds agreeable. In this unit we will discuss the evacuation procedures for workers and visitors.

Ask

Ask the participants the following questions:

- What will you do if fire breaks out in the workplace?
- What are the emergency situations?

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

Elaborate

- In this session, we will discuss the following points:
- Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC)
- One must move farther from the emergency spot and help others do the same

- Evacuation Plans must be adopted and Escape Routes must be taken
- Secondary Hazards must be eliminated or mitigated, at least. For example, a car accident involves the risk of a violent explosion and fire outbreak resulting from spilled fuel
- One must help the other victims and take appropriate measures to help the specially abled ones
- One must never feel guilty if nothing can be done to help the others
- Ensure that all emergency route maps are on display, in publicly accessible places, on all floors of the workplace
- Ensure that appropriate Fire Extinguishers are available on all the floors of the workplace
- Appoint a Safety Supervisor in the workshop
- This Safety Supervisor will stay responsible for checking the worksite for potential health and safety hazards
- The management of SHE issues should be structured and clearly communicated. For this reason, it is ideal to encourage the use of a framework that includes each of the basic steps in a management cycle.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The name of this activity is "Chart Paper" activity
- In this activity, the Trainer will divide the class into 3 groups
- Each group will be given 3 different topics on which they have to provide a broad explanation
- Group A will write on the value of Safety Committee
- Group B will write on Evacuation procedures
- Group C will write about the correct method of fire fighting
- It is important that the Trainees present their answers not only rich in information but also supported by diagrams

Say

Let us now move to another activity to understand the method of reporting accident.

Activity

Every trainee should prepare an accidental report card based on hypothetical accident. Provide the trainees with the following issue:

- Cut

- Fall
- Fracture
- Fire outbreak
- Earthquake

The trainees will prepare mock accident reports based on these issues. The report card should comprise the following parameters:

- Date of incident
- Place of incident
- Number of casualties
- Precautions taken
- Details of the incident
- Measurements taken to avoid such accidents in future
- Each of the trainees will prepare mock accident reports. The trainer will check the report cards and the best performer will be appreciated by the class.

Say

Did you find the activity fruitful? I hope all of you have enjoyed the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 11.5: Government Agencies in the Area of Safety, Health and Security and Their Norms and Services

Unit Objectives

After attending this unit, you will be able to:

- Evaluate the safety and emergency readiness of the site
- identify and rectify any hazards that can be dealt with competently, safely, and within the boundary of authority
- Identify and recommend opportunities for improving health, safety, security to the designated person
- Explore the process of completing health and safety records legibly and accurately

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-third session of the programme, which will introduce us to the government agencies in the area of safety, health and security and their norms and services

Say

Good day and a very warm welcome to this training programme. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Why do you think it is important to report accidents?
- What are the potential hazards for the Technical Support Executives?

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

Elaborate

In this session, we will discuss the following points:

- **Hazard and Operability (HAZOP) Study**
  - This technique involves a structured and systematic examination of an existing method / procedure, thus, in turn, identifying and assessing the associated hazards.
  - These hazards can be easily identified in the form of Deviations in the process parameters (physical conditions and elements like flow, pressure, temperature, humidity, etc.
  - The severity of Deviation can be illustrated with the help of specific and predetermined Guide Words.
  - A Deviation is a manner in which the process conditions stray away from the expected values.

Guide Word + Process Condition / Parameter = Deviation.
For example, No + Signal = No Signal

Say

Let us now participate in an activity to understand the concept better.

Activity

- In this session, you will play 3 videos on workplace safety and Cyber security.
- The first video is on office safety measures.
- The YouTube link for the video is https://www.youtube.com/watch?v=0yNhXns2wTk
- The second video is on the types of breaches related to health and safety.
- The YouTube link for the video is https://www.youtube.com/watch?v=4bkr5lpKGUM
- The third video is about cyber breaches and security.
- The YouTube link for the video is https://www.youtube.com/watch?v=NqxUdc0P6YE
- Here, you have the authority to play only 1 video or all the 3 videos to the students.
- The students will jot down everything they may find relevant to the topic.
- In addition, they will also be writing down points related to any doubtful area or what those they may want to acquire more information.
- However, the students require keeping in mind that they will not disturb the class by asking questions when the video (s) are playing.
- After the video (s) ends, the students will raise their hands to ask questions.
- You will provide the students with accurate answers and will ensure that there isn't any confusion left in the minds of students.

Say

Did you enjoy this activity? Can you identify the various safety measures? Now that we have seen the different types of cyber, health and safety breaches, let us now participate in another activity.

Activity

- In this activity, you will divide the class into 3 groups.
- Each group will be given 3 different topics on which they have to provide a broad explanation.
- Group A will require writing on health, safety and security breaches in workplace
- Group B will require writing on Evacuation procedures
- Group C will require writing on summoning procedures related to medical assistance
- It is important that the students present their answers not only rich in information but also supported by hand-drawn diagrams.
- You will take 10 minutes to evaluate the answers of the students.
- The group which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades

Say

Did you find the activity fruitful? I hope all of you are now aware of the correct method of evacuation procedures.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Choose the correct option from the list of responses to answer the following questions:

1. **Find the odd one out in terms of the given statement:**

   The supervisor or the manager should see and identify the type of breach. It is only on the basis of the severity of the breach the appropriate actions can be taken. The actions can be like:

   (b) Felicitation

2. **An emergency is –**

   (a) Unexpected

3. **OHSC stands for –**

   (c) Occupational Health and Safety Committee

4. **Most fire extinguishers' discharge time is near -**

   (b) 10-20 seconds

5. **Which one of the followings is not a P.A.S.S component?**

   (c) Shot

6. **EHS stands for –**

   (a) Environmental Health and Safety

7. **Flood is a –**

   (a) Natural phenomenon

8. **During an emergency evacuation, employees should adjourn at –**

   (c) Assembly area

9. **Nobody should use the ________ during fire.**

   (c) Elevator

10. **As an important part of the emergency management procedure, any workplace must elect a _________ Committee.**

    (b) Safety

Skill India
कौशल भारत - कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

IT - ITeS SSC
NASSCOM

12. Workplace Data Management

Unit 12.1 - Basics of Data and Information Management

Unit 12.2 - Follow the Accurate Process Flow to Analyse Data

Unit 12.3 - Generate Report Based on the Observations

SSC/N9004

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the basics of data and information management
2. Explain the accurate process flow to analyse data

Unit 12.1: Basics of Data and Information Management

Unit Objectives

After attending this unit, you will be able to:

- Discuss and agree with appropriate people the data/information they need to provide
- Collect the data/information from reliable sources
- Compute the accuracy and completeness of the data/information

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-fourth session of the programme, which will introduce us to the basics of managing data and information.

Say

Good day and a very warm welcome to this training programme. Basic data and information management is one of the fundamental tasks that an employee must be competent to perform. In this unit, we shall discuss the procedure of the same.

Ask

Ask the participants the following questions:

- Can anyone tell how to manage data?
- What could be the result if data is not managed properly?

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

Elaborate

In this session, we will discuss the following points:

- The data that required to be provided is like:

- Systems software (software utilities, translators, networking software, database management systems, operating system, etc.)
- Operating Systems (Android, Windows, iOS)
- Application software (externally or internally developed software, office automation, accounting, software that can perform generic functionalities, etc.)
- Plans (deadline or timeline as per projects)
- Estimates
- Working paper standards
- Help or maintenance guide
- Testing, verification and testing guide
- Architecture and design source code
- Required document

- Templates are defined as a standard format of documenting observations.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of quiz competition.
- Divide the class into 3 groups.
- The trainer will ask the trainees to sit according to their group.
- The trainer will conduct the quiz competition. 10 points for each correct answer, -5 points for each wrong answer.
- 15 points on correct answer on pass and -10 points for wrong answer in pass.

Say

How was the activity? Did you enjoy it? I hope you all are now aware of the potential obstructions to a cell tower and the possible solutions.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about

- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 12.2: Follow the Accurate Process Flow to Analyse Data

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate how to carry out rule-based analysis of the data/information, if required
- Identify who to go to in the event of inaccurate data/information and how to report this

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-fifth session of the programme, which will introduce us to the accurate process flow to analyse data.

Say

Data analysis is one of the key responsibilities of employee, especially working in IT-ITeS sector. This unit unravels the methods of analysing data.

Ask

Ask the participants the following questions:

- Why do you think organizations stick to a particular process flow? Is it important to device such a flow?
- What could be the possible parameters on which a Tech. Executive can be judged? (technical aspects)

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

Elaborate

In this session, we will discuss the following points:

- The rule-based analysis is practically is an algorithm in technical analysis that involves decision-making process or conditional branching.
- In this rule, we will find the existence of 3 or more conditions like pseudo codes (if statement). The performance requirement, in this case, is the accommodation of rule engine solution.

- Every organization follows particular formats for documentation. The documentations are used as future references.

Typical anomalies that may occur in data/information

- **Inadequate Procedures**

Leaving the documentation part in case of input parameters

- **Tool Errors**

Default in the automatic code generator leading to incorrect translation of codes from design instructions

- **Documentation Deficiency**

  A certain software related design that can easily explain the output of an operating parameter if its value is less or greater than any limit. However, it will not be able to state parameter's value is equal to the limit.

- **Human Error**

  This can happen if a programmer or a developer put an incorrect code by mistake. The error can be minute like putting ">" instead of "<".

Say

Let us now participate in an activity to understand the concept better.

Activity

- In this activity, the Trainer will divide the class into 3 groups.
- Each group will be given 3 different topics on which they have to provide a broad explanation.
- Group A will require writing on Reporting method of Inaccurate Data/Information and whom to report
- Group B will require writing on Anomalies That May Occur In Data/Information
- Group C will require writing on Different Techniques Used To Obtain Data/Information
- It is important that the Trainees present their answers not only rich in information but also supported by hand-drawn diagrams.
- The group which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades.

Say

Let us now move to another activity.

Activity

- The trainer will divide the class in few groups depending on the strength of the batch
- The trainees will prepare mock reports on the shared format
- The trainer will share a format on which trainees should the report
- Each box should be filled with accurate information
- The trainer will check the mock reports generated by each trainee
- The best performers will be recognized by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 12.3: Generate Report Based on the Observations

Unit Objectives

After attending this unit, you will be able to:

- Review the accuracy of work, involving colleagues where required
- Identify any unresolved anomalies in the data/information to appropriate people
- Produce complete, accurate and up-to-date data/information to the appropriate people in the required formats on time

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-sixth session of the programme, which will introduce us to the accurate process flow to analyse data.

Say

In the last unit, we have discussed the data analysis procedures. This unit will focus on generating reports. Reports are generated and published to scrutinise the tasks and competency of the workers. Reports can be generated on the basis of projects as well.

Ask

Ask the participants the following questions:

- Why generating report after every phase of a project is essential?
- Why do you think maintaining a specific format for reports is mandatory?

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

Elaborate

In this session, we will discuss the following points:

- Every project has a pre-defined timeline

- The first stage of a project is setting a goal
  - Accurate insertion of data in this template enables to have a clear view of the timeline, financial aspects, quality assurance and manpower required to complete the project within time.
  - It also helps to presume the project scopes and the profit margin.
  - The most significant contribution of this template is that it helps to estimate the budget of the project
- In Resource Planning and technical resolution phase, the organization prepares a plan involving available resource and work requirement

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Report Generation"
- The trainer will show the trainees how to generate report right from setting a goal to deployment
- The trainees should understand each stage of the process and how to work in coordination
- After the session, the trainer will divide the class into 5 groups
- Each group will represent one specific stage of the report as discussed in the unit
- For example, trainees in group 1 will work on setting goal of the project
- The 2nd group will be associated with designing the software and so on
- Every group should work in perfect coordination so that there is no confusion among the trainees of different group
- The trainer will supervise the activity and will check the data put by the trainees in the table
- After the entire activity is over, the trainer will assess individual performances
- The trainees who lack the quality of coordination will be taught how to be more interactive and how to be a good team player, contributing to the cause of the company
- At the end, everyone will be appreciated by the trainer for their effort.

Say

Let us now move to another activity.

Activity

- This activity is in the form of "Group Discussion"

- The trainer will divide trainees into 5 groups
- All the groups will sit together to discuss the goals of a project, estimate the timeframe required and plan the deployment
- Every trainee should actively participate in the discussion
- Each group will carry a notebook and pen to chalk out details
- They will jot down the points, important dates and processes
- After the discussion, each group will produce a Minutes of Meeting
- The trainer will supervise the entire process and ensure each and every one participates in the meeting.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Fill in the Blanks

1. Implementation
2. Open Switching Interval
3. Software Architecture Design
4. Discussion
5. Project goal

Skill India
कौशल भारत - कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

IT - ITeS SSC
NASSCOM

13. Maintain an Inclusive, Environmentally Sustainable Workplace

Unit 13.1 - Sustainable Practices

Unit 13.2 - Respect Diversity and Strengthen Practices to Promote Equality

SSC/N9014

Key Learning Outcome

After attending this module, you will be able to:

1. Discuss the sustainable practices in the workplace to optimize energy usage
2. Demonstrate proper workplace etiquette to promote equality by respecting diversity

Unit 13.1: Sustainable Practices

Unit Objectives

After attending this unit, you will be able to:

- Demonstrate how to optimize usage of electricity/energy, materials, and water in various tasks
- Explain the process of implementation of energy efficient systems in a phased manner
- Identify and segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-seventh session of the programme, which will introduce us to the sustainable practices in workplace to promote greenery and optimized usage of material and energy.

Say

We will now discuss the sustainable practices in workplace that optimize usage of material and energy. Moreover, waste management is a significant aspect of every organization. We will also discuss proper waste management and recycling processes here.

Ask

Ask the participants the following questions:

- Why do you think promoting greenery is important?
- How should an organization manage its waste products?

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

Elaborate

In this session, we will discuss the following points:

- Plants in workplaces purify the air; they reduce the concentration of CO_2 (Carbon dioxide gas) and other volatile organic compounds, keeping the air fresh and healthy

- External vegetation moderates heat in and around office block in the summertime, pulling down heat stress and decreasing the necessity for air-conditioning
- Green roofs and facades proliferate insulation or the absorption capacity of heat, plummeting heating and cooling expenses
- Plants in and around office buildings release water vapour which moistens the air, dipping headaches
- 'Green views' also boost focus, and aid quicker recovery from stress
- Green environments encourage people to undertake activities such as a lunchtime walk, keeping staff alert and healthy. Long periods of sitting adversely affect health
- Renewable Energy is an eternal energy source that does not get depleted on exploitation and fetch nil or minimal waste product

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Prepare a sample checklist and monitor energy usage"
- This activity targets to make the trainees understand the optimization of energy in the workplace
- The trainer will divide the class into three groups
- The trainer will distinguish one particular room for the case study
- Each group will be assigned with the following tasks
  - Count the number of lights, fans and ACs in the case study room
  - Note down the duration of their usage
  - Assess the proper usage and wastage
  - Prepare a checklist to evaluate how to optimize the energy usage
  - Submit a document furnishing observations
- The trainer will check the documents and declare the best group.

Say

Let us now move to another activity.

Activity

- This activity is in the form of "Waste management"
- The trainer will ask every trainee to prepare a sample hazard measurement checklist

- The trainees should assess the waste management system of the building
- They should prepare a document on the existing waste management system and propose systems to enhance it
- They must be able to segregate between different types of waste and their treatment
- On the merit of the document submitted by the trainees, the trainer will announce the best reports
- The trainees who furnished best reports will be appreciated by the class.

Say

Did you find the activity fruitful?

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Unit 13.2: Respect Diversity and Strengthen Practices to Promote Equality

Unit Objectives

After attending this unit, you will be able to:

- Explain the diversity policy of the organization
- Comply to PWD inclusive policies for an adaptable and equitable work environment

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, marking tools (Chalk / Pencil)

Note

This is the twenty-eighth session of the programme, which will introduce us to the gender sensitivity at workplace and PWD related policies to strengthen and promote equality.

Say

We all know that there should not be any discrimination at the workplace based on gender, race, cultural or religious background of the employees. Even the especially abled persons should get equal opportunity at the workplace. This unit discusses various bills, policies and practices to strengthen equality.

Ask

Ask the participants the following questions:

- Why do you think promoting gender equality at workplace is important?

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

Elaborate

In this session, we will discuss the following points:

- The Constitution of India applies uniformly to equality of opportunity for all citizens (including every legal citizen of India, whether they are the disabled) in matters relating to employment or healthy or disabled

- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 prescribes a system for investigating and redressing complaints against sexual harassment of women at the workplace
- The definition of a 'disabled person' is broadened under the 2016 Act: it covers persons with disability, persons with benchmark disability, and persons with disability having high support needs
- The Indian Government respects the equality and therefore no discrimination should be made on the ground of disability
- The definition of a 'disabled person' is broadened under the 2016 Act: it covers persons with disability, persons with benchmark disability, and persons with disability having high support needs.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "elocution session"
- The Trainer will divide the class into 4 groups
- Each group will be assigned with one law related to PWD compliance issued by the government of India (as discussed in the unit)
- The groups will come in front of the class one by one and explain the key features and advantages of the law assigned to them
- The Trainer will supervise the session
- The best group will be appreciated by the class.

Say

Let us now move to another activity.

Activity

- This activity is in the form of 'written test"
- Each Trainee will be provided with blank sheets and pen
- The Trainer will read out the following question to the Trainees
- What is gender equality and workplace and how that can be implemented and strengthened?
- The Trainees will get 15 minutes to answer the above question
- They should write the answer in the stipulated time

- The Trainer will check the answers
- Trainees with best answers will be appreciated by the class.

Say

Did you find the activity fruitful? I am sure you would now be able to practice sustainable work ethics and promote gender diversity at workplace.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

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

Answer Keys

Answer Keys

Column A	Column B
The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act	2013
The Person with Disabilities Act	1995
The Mental Health Act	1987
The Rehabilitation Council of India	1992
The National Trust Act	1999

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

Skill India
कौशल भारत - कुशल भारत

IT - ITeS SSC
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13. Annexures

Annexure I (Training Delivery Plan)

Annexure II (Assessment Criteria)

Annexure III (Video Links)

Annexure I
Training Delivery Plan

<table>
<tr><th colspan="4">Training Delivery Plan</th></tr>
<tr><td>Program Name:</td><td colspan="3">Technical Support Executive- Non-Voice</td></tr>
<tr><td>Qualification Pack Name & Ref. ID</td><td colspan="3">Technical Support Executive- Non-Voice SSC/Q7201</td></tr>
<tr><td>Version No.</td><td>2.0</td><td>Version Update Date</td><td>27/01/2022</td></tr>
<tr><td>Pre-requisites to Training (if any)</td><td colspan="3">Certifications/courses in Infrastructure standards, ITIL etc.
Relevant certifications in one or more of the following areas: Storage, Server, Database, etc.</td></tr>
<tr><td>Training Outcomes</td><td colspan="3">By the end of this program, the participants will be able to:
1. Identify the role and importance of a Domestic IT Helpdesk Attendant.
2. Collate existing documents, language standards, templates related to service requests.
3. Examine the methods to handle common service requests.
4. Categorize and prioritize service requests from customers with justifiable resolution time.
5. Demonstrate working on the various validation steps related to application management, installation, security hardening, etc.
6. Design incident management process flow from 1st level till escalation level coordinating with specialist support groups.
7. Demonstrate process knowledge on hardware and software utilities for raising escalation and fetching data.
8. Demonstrate error mitigation techniques related to access management, application installation, network installation, etc.
9. Demonstrate application of source coding standards, ticketing tools and other IT related technologies.
10. Explain the purpose and use of data configuration.
11. Examine the outcome of rule-based analysis of the data/information for database management.
12. Recognize the importance of using time and resources effectively.
13. Describe how to maintain a health, safe and secure environment at workplace.</td></tr>
</table>

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1.	**Ice Breaking Session - Introduction to the IT Industry and the Job Role**	**Session 1 Recapitulative Session**	• Recognize the IT-ITeS Industry • Outline the future of product support Industry	**Bridge Module**	Classroom lecture/ PPT session	Computer, projector, blackboard, classroom, classroom furniture	**2 Hours**
			• Outline the requirements of an non-voice technical executive • List the job responsibilities of an technical support executive	**Bridge Module**	Practical demonstration	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**2 Hours**
2.	**SSC/N7201 Deal remotely with customer queries**	**Session 1 Attending customer queries**	• Implement policies provided as per guidelines when dealing with remote queries. • Categorize the various segments in non-voice service, tools, and techniques. • Show proper use of capturing and identifying SLA	**SSC/N7201** **KU1, KU2, GS1, GS2**	Classroom lecture/ PPT session	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**4 Hours**
			Practical • Read carefully, summarize, and obtain customer confirmation regarding understanding of queries • Greet customers and verify their details, following organizational procedures	**SSC/N7201** **PC1, PC2, PC3**	Practical demonstration/ Dummy Software sessions	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office,	**4 Hours**

						Server connected in a network Incident capturing, tracking and Resolution Tool Whiteboard and Markers	
		Session 2 Process of query management	• Identify different questioning techniques for identifying customer • Seek clarification on problems and advice from others • Communicate/ listen (orally/in written) effectively in at least one local language	**SSC/N7201** **KU5, GS6**	Classroom lecture/ PPT session	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**4 Hours**
			Practical • Record and categorize queries accurately using organization's query management tool • Obtain information from customers to identify their needs	**SSC/N7201 PC3, PC4**	PPT session/ Role Play	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**4 Hours**
		Session 3 Dealing with queries	• Communicate/ listen (orally/in written) effectively in at least one local language • Build and maintain positive and effective relationship with customers to ensure customer satisfaction • Identify organization's management tools and systems for recording, categorizing and resolving customer queries • Customer relationship management (CRM) tools of the organization and how to use these	**SSC/N7201 KU3, KU4 GS5, GS4**	Classroom lecture/ PPT session/ Role Play	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**6 Hours**

			Practical • Comply with relevant standards, policies, procedures and guidelines when dealing remotely with customer queries	**SSC/N7201** **PC5**	Practical demonstration/ Role Play on soft skills and technical content	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network	**6 Hours**
		Session 4 Different types of queries/service request and how to deal with these	• The organization's tools for recording, completing and fulfilling customer sales • Common types of service requests and how to resolve them • Different styles, approaches and questioning techniques for understanding service requests • Apply balanced judgments to different situations using a problem solving approach	**SSC/N7201** **KU7, KU8, GS8, GS9**	Classroom lecture/ PPT session/Handbook use/ Links provided by the Trainer	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**6 Hours**
			Practical • Express concern for any difficulties caused and show commitment to resolve queries • Handle customer queries, objections and rebuttals following standard scripts	**SSC/N7201** **PC6, PC7**	Practical demonstration/ Software use/ Lab Sessions	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office	**8 Hours**

			• Prioritize service requests/incidents according to organizational guidelines			/ Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, Whiteboard and Markers	
		Session 5 Documentation process for queries	• Identify the importance of documenting, classifying and prioritizing customer queries • Draw a conclusive plan and organize work to achieve targets and deadlines • Seek clarification on problems and advice from others • Standard tools, templates, scripts and knowledge base available for dealing with customer queries and use them to find resolution	**SSC/N7201** **GS3, GS4, KU4, KU5**	Classroom lecture/ PPT session/Handbook use/ Links provided by the Trainer	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**6 Hours**
			Practical • Record the resolution of queries accurately using the query management tool	**SSC/N7201** **PC11**	Role play / PPT sessions	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other call tools.	**4 Hours**

						MS–Office, Server connected in a network, Incident capturing, tracking and Resolution Tool	
		Session 6 Software requirement for query management	• Perform rule-based transactions in line with specific guidelines/procedures and service level agreements • Apply balanced judgments to different situations using a problem solving approach • Identify the range of common problems and how to resolve these, including: • a) network/connection and account maintenance/access problems • b) hardware, voice, telephone or video related problems • c) operating system, software and installation/configuration problems	**SSC/N7201** **KU8, GS8, GS9**	Classroom lecture/ PPT session/Handbook use/ Dummy model demo session	Laptop, White Board, Marker, Projector, Audio-Visual Aids	**6 Hours**
			Practical • Monitor problems to keep customers informed about progress and any delays in resolving them • Comply with relevant standards, policies, procedures and guidelines when dealing with basic IT service requests/incidents	**SSC/N7201** **PC9, PC12**	Classroom lecture/ PPT session/ Handbook use/ Soft Skills Role play	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser,	**6 Hours**

						Outlook / Any other customer communication tool. MS–Office, Server connected in a network Incident capturing, tracking and Resolution Tool Whiteboard and Markers	
		Session 7 Technical skills for query handling	• Check if the work is complete and free from errors • Design a conclusive plan and organize work to achieve targets and deadlines • Perform rule-based transactions in line with specific guidelines/procedures and service level agreements • Apply balanced judgments to different situations using a problem solving approach • Apply customer relationship management (CRM) tools of the organization	**SSC/N7201 GS 4,8,9 KU 3,5**	Classroom lecture/ PPT session/ Handbook use	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool.	**6 Hours**
			Practical • Refer issues outside the area of competence and authority to supervisors, following the organization's procedures • Monitor problems to keep customers informed about progress and any	**SSC/N7201 PC8, 9**	Classroom lecture/ PPT session/ Handbook use	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office	**4 Hours**
			delays in resolving them			/ Open office, Browser, Outlook / Any other tool.	

3.	**SSC/N9001 Manage your work to meet requirements**	**Session 1 Organise your work requirements (activities, deliverables, quantity)**	• Check your specific work requirements and who these must be agreed with • Demonstrate how to make a decision on a suitable course of action • Discuss how to deliver consistent and reliable service to customers • Check that your own work meets customer requirements • Analyse needs, requirements and dependencies in order to meet your work requirements • Apply judgments to different situations • Check your work is complete and free from errors • Identify and refer anomalies in data • Explain how to keep up to date with changes, procedures and practices in your role	**SSC/N9001** **KU3, GS5, GS8, GS9**	Classroom lecture/ PPT session/ Video sessions on real time scenarios	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**8 Hours**
			Practical • Ensure your work meets the agreed requirements	**SSC/N9001** **PC9**	Industry expert session/case studies followed by role plays	Training on organization's confidentiality policy.	**8 Hours**
		Session 2 Manage your time to meet your work requirements	• Demonstrate how to prioritize your workload according to urgency and importance and the benefits of this • Identify the importance of being flexible and adapt	**SSC/N9001** **KU5, KU9, KU10, KU11, GS1, GS6, GS7**	Classroom lecture/ PPT session/ Video elaborations followed by group discussions	White-board and Markers. LCD Projector and Laptop for presentations.	**8 Hours**

			ing work plans to reflect change • Recognise the importance of completing work accurately • Identify appropriate timescales for completing your work and the implications of not meeting these for you and the organization • Demonstrate how to complete accurate work with attention to detail • Plan and organize your work to achieve targets and deadlines • Check and agree objectives and work requirements			Training on organization's confidentiality policy.	
			Practical • Utilize your time effectively	**SSC/N9001** **PC3**	Industry expert session/ Role play	Training organization's confidentiality policy.	**8 Hours**
		Session 3 **Practise how to follow the set organisational standards to meet work requirements**	• Identify your organization's policies, procedures and priorities for your area of work and your role and responsibilities in carrying out your work • Demonstrate how to read instructions, guidelines, procedures, rules and service level agreements	**SSC/N9001** **KU1, GS2**	Classroom lecture/ PPT session	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**8 Hours**
			Practical • Explain how to work in line with your organization's policies and procedures • Describe how to work within the	**SSC/N9001** **PC6, PC7**	Industry expert session/ Flash card sessions	Training organization's confidentiality policy.	**8 Hours**

			limits of your job role				
		Session 4 State how to coordinate with appropriate people to meet the work requirements	• Recognise the limits of your responsibilities and when to involve others • Identify the purpose of keeping others updated with the progress of your work • Explain how to ask for clarification and advice from line managers • Demonstrate how to communicate orally with colleagues • Recognise and refer anomalies to the line manager • Seek clarification on problems from others	**SSC/N9001** **KU2, KU7, KU8, GS3, GS4, GS10, GS11, GS12, GS16, GS17**	Classroom lecture/ PPT session/ handbook usage/ Soft skill video presentation	Whiteboard and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**8 Hours**
			Practical • Establish and agree your work requirements with appropriate people	**SSC/N9001** **PC1**	Industry expert session/ Role play sessions	Training organization's confidentiality policy.	**8 Hours**
		Session 5 State how to coordinate with appropriate people to meet the work requirements (Cont.)	• Identify who to obtain guidance from and the typical circumstances when this may be required • Provide relevant information to others • Assess the importance of getting your work checked by peers • Demonstrate how to work effectively in a team environment	**SSC/N9001** **KU8, GS12, GS16, GS17**	Classroom lecture/ PPT session/ handbook usage/ Soft skill video presentation	Whiteboard and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**8 Hours**
			Practical • Discuss how to obtain guidance from appropriate people, where necessary	**SSC/N9001** **PC8**	Industry expert session/ Role play sessions	Training organization's confidentiality policy.	**8 Hours**

		Session 6 Discuss how to manage resources to meet requirements	• Identify resources needed for your work and how to obtain and use these	**SSC/N9001** **KU10**	Classroom lecture/ PPT session	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**8 Hours**
			Practical • Use resources correctly and efficiently	**SSC/N9001** **PC4**	Industry expert session	Training organization's confidentiality policy.	**8 Hours**
		Session 7 State the proper way of handling equipment & materials	• Recognise the importance of having a tidy work area and how to do this	**SSC/N9001** **KU4**	Classroom lecture/ PPT session	White-board and Markers. LCD Projector and Laptop for presentations.	**4 Hours**
			Practical • Demonstrate how to keep your immediate work area clean and tidy	**SSC/N9001** **PC2**	Role Play sessions/ Video sessions	Training organization's confidentiality policy.	**6 Hours**
		Session 8 Explain how to handle information	• Recognise your organization's policies and procedures for dealing with confidential information and the importance of complying with these • Use information technology effectively, to input and/ or extract data accurately • Analyse how to store and retrieve information	**SSC/N9001** **KU6, GS18, GS20**	Classroom lecture/ PPT session/ Handbook usage	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**6 Hours**

			Practical • Evaluate confidential information correctly	**SSC/N9001** **PC5**	Industry expert session	Training organization's confidentiality policy.	**6 Hours**
		Session 9 Follow work instruction and organization policies	• Establish and agree work requirements with appropriate people a. Apply the instructions as received from superiors and				
			respond effectively b. Seek assistance from supervisor or any such appropriate authority • Obtain guidance from appropriate people, where necessary a. Identify and report any possible deviations to appropriate authority	**SSC/N9001** **GS6, GS10**	Classroom lecture/ PPT session/ handbook usage/ Soft skill video presentation	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**6 Hours**
			Practical • Ensure work meets the agreed requirements • Obtain clarification regarding the information and instructions from the supervisor related to one's work	**SSC/N9001** **PC1, PC2, PC3, PC4**	Industry expert session/ Role Play	Training organization's confidentiality policy.	**6 Hours**
		Session 10 Basic work ethics to sustain and grow in an organization	• Demonstrate how to keep immediate work area clean and tidy • Utilize time effectively • Use resources correctly and efficiently a. Ask questions and seek clarifications on work tasks whenever required b. Evaluate confidential information correctly	**SSC/N9001** **KU3, GS14, GS15**	Classroom lecture/ PPT session on housekeeping/ Handbook	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**6 Hours**

			Practical • Recognise the significance of working in line with organization's policies and procedures a. Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel	**SSC/N9001** **PC5, PC6, PC7, PC8, PC9**	Industry expert session/ Case studies on various policies and procedures	Training organization's confidentiality policy.	**6 Hours**
4.	**SSC/N9002 Work effectively with colleagues**	**Session 1 Communication with colleagues**	• Identify the importance of effective communication and establishing good working relationships with colleagues • Use different methods of communication and the circumstances in which it is appropriate • Communicate effectively with colleagues in writing • Read instructions, guidelines, procedures, rules and service level agreements • Listen effectively and orally communicate information accurately • Seek clarification and advice from line managers	**SSC/N9002** **KU 2, 3, GS 2, 3, 4,5**	Case studies on various policies and procedures	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**2 Hours**
			Practical • Communicate with colleagues clearly, concisely and accurately • Integrate the work effectively with colleagues' work • Exchange essential information to colleagues in line with organizational requirements	**SSC/N9002** **PC 1, 2, 3**	Role Play and video session	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**6 Hours**

		Session 2 Respect and professionalism at workplace	• Discuss the importance of creating an environment of trust and mutual respect in an en	**SSC/N9002 KU 5, 6, 7, 8 GS 4,15, 16,17**	Case studies on various policies and procedures	White-board and Markers. LCD Projector and Laptop for	**2 Hours**
			vironment where there is no authority over those working • Implications of not meeting the commitments on individuals and the organization • Identify different types of information that colleagues might need and the importance of providing this information • Importance of understanding problems from the colleagues perspective and how to provide support, where necessary, to resolve these • Practice how to treat other cultures with respect • Help reach agreements with colleagues • Keep up to date with changes, procedures and practices in the role			presentations. Training organization's confidentiality policy.	
			Practical • Show respect for colleagues • Carry out commitments made to the colleagues • Identify any problems while working with colleagues and take the initiative to solve these • problems	**SSC/N9002 PC 4, 5, 6**	Role Play and video session		**6 Hours**

		Session 3 Organizational policies	• Identify organizations policies and procedures for working with colleagues • Identify role and responsibilities in relation to policies • Identify benefits of developing productive working relationships with colleagues • Plan and organize the work to achieve targets and deadlines • Ensure that the work meets customer requirements, and deliver consistent and reliable service • Apply problem solving approaches in different situations • Apply balanced judgments to different situations • Get the work checked by peers	**SSC/N9002** **KU1, KU4, GS 6, 7,8, 9, 10, 11, 12**	Case studies on various policies and procedures	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**2 Hours**
			Practical • Practice the organization's policies and procedures for working with colleagues	**SSC/N9002** **PC 7**	Role Play and video session	White-board and Markers. LCD Projector and Laptop for presentations. Training organization's confidentiality policy.	**2 Hours**
5.	**SSC/N9003 Maintain a healthy, safe and secure working environment**	**Session 1 Emergency Procedures In Case Of Emergencies**	• Identify your organization's emergency procedures for different emergency situations and the importance of following these • Describe evacuation procedures for workers and visitors	**SSC/N9003** **KU5, KU9, KU10, GS3, GS4, GS5**	Classroom lecture/ PPT session on emergency procedure/ Handbook	White-board and Markers. LCD Projector and Laptop for presentations.	**6 Hours**

			• Demonstrate how to summon medical assistance and the emergency services, where necessary • Demonstrate how to listen effectively and orally communicate information accurately • Demonstrate how to make a decision on a suitable course of action • Analyse and organize your work to meet health, safety and security requirements				
			Practical • Identify and correct any hazards that you can deal with safely, competently and within the limits of your authority • Follow your organization's emergency procedures promptly, calmly, and efficiently • Demonstrate how to complete any health and safety records legibly and accurately	**SSC/N9003** **PC 3, PC 5, PC 7**	Practical demonstration/ Role play on Workplace health and safety/ Optional field visit	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety	**6 Hours**
		Session 2 Compliance With Organization's Policies	• Identify legislative requirements and organization's procedures for health, safety and security and your role and responsibilities in relation to this • Demonstrate how to complete accurate, well written work with attention	**SSC/N9003** **KU1, GS1, GS2, GS6, GS7, GS8, GS9, GS10**	Classroom lecture/ PPT session/ Handbook/Peer review session/ Quiz or exercise on policies and guidelines	policy document. Emergency broadcast system and mock emergency signage in the	**6 Hours**

			to detail • Discuss how to read instructions, guidelines, procedures, rules and service level agreements • Demonstrate how to build and maintain positive and effective relationships with colleagues and customers • Apply problem solving approaches in different situations • Analyse data and activities • Apply balanced judgments to different situations • Describe how to help reach agreements with colleagues			appropriate areas of the training institute. Whiteboard and Markers. LCD Projector and Laptop for presentations.	
			Practical • Comply with your organization's current health, safety and security policies and procedures	**SSC/N9003** **PC 1**	Industry expert session/ Role Play on OHSC	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety policy document. Emergency broadcast system and mock emergency signage in the	**6 Hours**

						appropriate areas of the training institute.	
		Session 3 Compliance With Organization's Policies (Cont.)	• Evaluate importance of maintaining high standards of health, safety and security • Check your work is complete and free from errors • Demonstrate how to get your work checked by peers • Demonstrate how to work effectively in a team environment • Identify and refer anomalies • Describe how to help reach agreements with colleagues • Demonstrate how to keep up to date with changes, procedures and practices in your role	**SSC/N9003** **KU6, GS11, GS12, GS13, GS14, GS15**	Classroom lecture/ PPT session/ Handbook/Peer review session/ Quiz or exercise on policies and guidelines	White-board and Markers. LCD Projector and Laptop for presentations.	**6 Hours**
			Practical • Comply with your organization's current health, safety and security policies and procedures	**SSC/N9003** **PC 1**	Industry expert session/ Role Play on OHSC	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety policy document. Emergency	**6 Hours**

						broadcast system and mock emergency signage in the appropriate areas of the training institute.	
		Session 4 Reporting In Case Of Hazards And Emergencies	• Discuss what is meant by a hazard, including the different types of health and safety hazards that can be found in the workplace • Recognise how and when to report hazards • Recognise limits of your responsibility for dealing with hazards • Explain how to use the health, safety and accident reporting procedures and the importance of these	**SSC/N9003 KU2, KU3, KU4, KU11**	Classroom lecture/ PPT session/ Handbook/ Optional guest lecture	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**6 Hours**
			Practical • Demonstrate how to report any hazards that you are not competent to deal with	**SSC/N9003** **PC 4**	Video Sessions/ Lab sessions with practical demonstrations	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety policy document. Emergency	**8 Hours**

						broadcast system and mock emergency signage in the appropriate areas of the training institute.	
		Session 5 Breach In Health And Safety Issues Or Problems	• Analyse implications that any non-compliance with health, safety and security may have on individuals and the organization • Identify different types of breaches in health, safety and security and how and when to report these	**SSC/N9003** **KU7, KU8**	Classroom lecture/ PPT session	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**6 Hours**
			Practical • Demonstrate how to report any identified breaches in health, safety, and security policies and procedures to the designated person	**SSC/N9003** **PC 2**	Industry expert session/ Role Play or video sessions followed by quiz	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety policy document. Emergency broadcast system and mock emergency signage in the	**6 Hours**

						appropri-ate areas of the training institute.	
		Session 6 Breach In Health And Safety Issues Or Problems (Contd.)	• Analyse impli-cations that any non-compliance with health, safety and security may have on individuals and the organiza-tion • Identify different types of breaches in health, safety and security and how and when to report these	**SSC/N9003**	Classroom lecture/ PPT session/ Hand-book	White-board and Markers. LCD Pro-jector and Laptop for presenta-tions.	**4 Hours**
			Practical • Demonstrate how to report any iden-tified breaches in health, safety, and security policies and procedures to the designated person	**SSC/N9003** **PC 2**	Industry expert session/ Video sessions/ case studies as op-tional activity	The train-ing orga-nization's current health, safety and security policies and proce-dures. Provision for online research in the Lab. A sample health and safety policy doc-ument. Emergency broadcast system and mock emergency signage in the ap-propriate areas of the training institute.	**4 Hours**

		Session 7 Opportunity For Health And Safety Improvement	• Recognise government agencies in the areas of safety, health and security and their norms and services	**SSC/N9003 KU12**	Classroom lecture/ PPT session/ Handbook	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**4 Hours**
			Practical • Identify and recommend opportunities for improving health, safety, and security to the designated person	**SSC/N9003** **PC 6**	Industry expert session/ Role Play or Video session	The training organization's current health, safety and security policies and procedures. Provision for online research in the Lab. A sample health and safety policy document. Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute.	**4 Hours**
		Session 8 Managing Health and Safety	• Comply with organization's current health, safety and security policies and procedures a. Ensure safely at all times, complying with health and safety legislation, regulations and other relevant guidelines	**SSC/N9003** **KU6, KU11**	Classroom lecture/ PPT session/ Handbook	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**8 Hours**

			b. Evaluate that health and safety instructions applicable to the work place are being followed c. Check the worksite for any possible health and safety hazards d. Identify if the site is assessed for safety and emergency readiness compliance as per company's guidelines • Identify and report any breaches in health, safety, and security policies and procedures to the designated person a. Ensure electrical safety compliances and EMI/ EMC hygiene requirements are met as per the guidelines • Identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel				
			Practical • Identify and recommend opportunities for improving health, safety, and security to the designated person • Demonstrate how to complete any health and safety records legibly and accurately	**SSC/N9003** **PC1, PC2, PC3**	Industry expert session/ Role Play based on scenarios/ Accident prevention video presentation	The training organization's current health, safety and security policies and procedures.	**6 Hours**

			• State methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices; safety notices, advice			policy document. Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute.	
		Session 9 Identify and Report Potential Hazards	• Identify and correct any hazards that can be dealt with safely, competently and within the limits of authority a. Demonstrate how to undertake first aid activities in case of any accident, if required and asked to do so b. Select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines	**SSC/N9003** **KU2**	Classroom lecture/ PPT session/Handbook	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**4 Hours**
			Practical • Identify and correct any hazards that can be dealt with safely, competently and within the limits of authority • Undertake first aid activities in case of any accident, if required and asked to do so	**SSC/N9003** **PC4, PC5**	Industry expert session/ Role play on scenarios	The training organization's current health, safety and security policies and procedures. Provision	

			• Select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines			for online research in the Lab. A sample health and safety policy document. Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute.	
		Session 10 Respond to critical medical situations	• Follow their organization's emergency procedures promptly, calmly, and efficiently a. Estimate appropriate procedure in case a of fire emergency b. Demonstrate rescue techniques applied during fire hazard c. Demonstrate the correct use of a fire extinguisher	**SSC/N9003** **KU5, KU6, KU7**	Classroom lecture/ PPT session	Whiteboard and Markers. LCD Projector and Laptop for presentations.	**4 Hours**
		Session 10 Respond to critical medical situations	**Practical** • Follow electrical safety measures while working • Demonstrate how to free a person from electrocution • Demonstrate how to respond promptly and appropriately to an accident situation or medical emergency	**SSC/N9003** **PC6, PC7**	Lab Session/ Role play for First Aid/ Video presentation/ Quiz sessions	The training organization's current health, safety and security policies and procedures. Provision for online	**6 Hours**

						research in the Lab. A sample health and safety policy document. Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute.	
6.	**SSC/N9004 Provide data/ information in standard formats**	**Session 1 Collate necessary information**	• Identify the organizations procedures and guidelines for providing data/ information in standard • Discuss about the knowledge management culture of the organization • Identify the organizations policies and procedures for recording and sharing information and the importance of complying with these • Check that work meets customer requirements and exceed expectations • Apply problem solving approaches in different situations • Configure data and disseminate relevant information to others	**SSC/N9004** **GS 7,8,9** **KU 1,2,3**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	**6 Hours**

			Practical • Establish the data/ information you need to provide, the formats in which you need to provide it, and when you need to provide it • Obtain data/information from reliable sources • Validate if the data/ information is accurate, complete and up-to-date • Obtain advice or guidance from appropriate people where there are problems with the data/ information	**SSC/N9004** **PC 1, 2, 3,4**	Lab Session/ Role play for First Aid/ Video presentation	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	**6 Hours**
		Session 2 Process necessary information	• Discuss the importance of validating data/ information before use and how to do this • Identify the procedures for updating data in appropriate formats and with proper validation • Discuss the purpose of the CRM database • Show how to use the CRM database to record and extract information • Discuss the importance of having data/information reviewed by others • Discuss the importance of keeping within the scope of work and adhering to timescales • Identify data/ information one may need to provide including the sources	**SSC/N9004 GS 10, 11, 12, 13 KU 4, 5, 6,7, 8,9, 10, 11,12**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	**6 Hours**

			and how to do this • Know templates and formats used for data/information including their purpose and how to use these • Apply balanced judgments to different situations • Use information technology effectively, to input and/or extract data accurately • Validate and update data • Store and retrieve information				
			Practical • Carry out rule-based analysis of the data/information, if required • Insert the data/information into standard templates • Prepare report on unresolved anomalies in the data/information to appropriate people	**SSC/N9004 PC 5, 6, 7**	Lab Session/ Role play for First Aid/ Video presentation	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	**6 Hours**
		Session 3 Technical application for data processing	• Complete accurate, well written work with attention to detail • Read instructions, guidelines, procedures, rules and service level agreements	**SSC/N9004 GS 1,2, 3,4,5 KU 14, 15, 16**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having internet	**6 Hours**

			• Listen effectively and orally communicate information accurately • Perform rule-based decision-making processes • Apply decisions on suitable courses of action • Rule-based analysis on the data/information • Identify typical anomalies that may occur in data/information • Identify whom to go to in the event of inaccurate data/ information and how to report this			connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	
			Practical • Provide complete, accurate and up-to-date data/ information to the appropriate people in the required formats on time	**SSC/N9004** **PC 8**	Lab Session/ Role play for First Aid/ Video presentation	Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other customer communication tool. MS–Office, Server connected in a network, CRM tool	**4 Hours**
7.	**SSC/N9014 Implement & Improve the Gender Sensitivity, PWD**	**Session 1 Sustainable practices**	• Take initiatives towards efficient use of natural resources and energy, reduction and prevention of pollution and promoting waste	**SSC/N9014** **KU 6, 7, 8, 9, 10, 11** **GS 4**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having	**4 Hours**

	(Person/ People with Disability) Sensitivity and Greening		avoidance and recycling measures • Discuss about various energy options including renewable and non-renewable with their environmental impacts, health issues, usage, safety and energy security • Identify implications that any non-compliance with electricity and energy may have on individuals and the organization • Discuss organization's electricity first aid emergency procedures • Monitor and report performance of environmental conservation different types of electricity accidents, safety and security and how and when to report these • Use the electricity/energy safety, accident reporting, emergency procedures • Clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency			internet connection.	
			Practical • Optimize usage of electricity/energy, materials, and water in various tasks/activities/ processes and plan the implementation of energy efficient systems in a phased manner.	**SSC/N9014** **PC 1,2** **GS 7**	Role play/ video presentation/ expert session		

			• Practice reduction of the carbon footprint of business activities and embed environmental responsibility • Segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management				
		Session 2 Promote diversity and equality	• Identify inclusive tools and practices of communication to acknowledge/ validate, share and promote the cause of gender parity at workplace. For example - supporting women with mentorship programs, speaking out against discriminatory practices or harassment • Discuss the concept of gender, gender equality and gender discrimination, and all forms of gender discrimination, violence and inequality, including the current and historical causes of gender inequality in the workplace • Identify organization's redressal mechanisms (like the POSH committee) to address harassment and bias at the workplace, with awareness of prevalent legislations against bias and sexual harassment • Show awareness of one's own gender identity and gender role; and respectful of the gender performances of others	**SSC/N9014** **KU 2,3,5** **GS 2,3,5,8**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having internet connection.	**4 Hours**

			• Organize team building or sensitization workshops to address gender biases, stereotypes and potentially blind spots • Perform calibration session with employees to discuss gender biases, stereotypes and potentially blind spots				
			Practical • Understand the diversity policy of the organization and use internal & external communication to colleagues to improve. • Practice specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc. • Use and advocate for appropriate verbal/ nonverbal communication, schemes and benefits of PwD.	**SSC/N9014** **PC 3,5,6**	Role play/ video presentation/ expert session		**4 Hours**
		Session 3 Create conducive work environment	• Discuss organization's policies and procedures about gender inclusivity, equality and sustainability while working with colleagues and your role and responsibilities in relation to this. • Discuss how to maintain and provide a conducive work environment that is free from any harassment; facilities and amenities to PwD to perform and excel in their role • Read PwD instructions, guidelines, procedures, diver	**SSC/N9014 KU 1,4 GS 1**	Classroom lecture/ PPT session with handbook	Computer Lab with 1:1 PC: trainee ratio and having internet connection.	**3 Hours**

			sity policies/acts, rules and service level agreements				
			Practical • Practice PwD inclusive policies for an adaptable and equitable work environment • Apply balanced judgments in gender diversity situations	**SSC/N9014** **PC 4, GS 6**	Role play/ video presentation/ expert session	Computer Lab with 1:1 PC: trainee ratio and having internet connec-tion.	**3 Hours**
Total Duration							**420 Hours**

Annexure II
Assessment Criteria

Job Role	**Technical Support Executive Non-Voice**
Qualification Pack	**SSC/Q7201, Version 2.0**
Sector Skill Council	**IT-ITeS**

Guidelines for Assessment

1. Criteria for assessment for each Qualification File will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective / option NOS/set of NOS
4. 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 this criterion
6. To pass a QF, a trainee should score an average of 70% across generic NOS' and a minimum of 70% for each technical NOS
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.

Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out Of	Marks Allocation	
				Theory	Skills Practical
1. SSC/N7201 (Deal remotely with basic IT service request/ incidents-non-voice)	PC1. confirm to customers that the service requests/incidents have been received	**100**	5	5	-
	PC2. express concern for any difficulties caused and make commitments to resolve them		10	-	10
	PC3. obtain sufficient information from customers to understand the nature of the problems and perform initial diagnosis		5	5	-
	PC4. record and categorize service requests/incidents accurately using the organization's incident management tool		10	-	10
	PC5. support customers remotely to test potential solutions		10	-	10
	PC6. prioritize service requests/incidents according to		10	-	10

	organizational guidelines				
	PC7. provide customers with a justifiable resolution time, where an immediate solution cannot be found		5	5	-
	PC8. refer problems to line managers and obtain advice and guidance, where the problems cannot be resolved by the helpdesk		10	10	-
	PC9. monitor problems to keep customers informed about progress and any delays in resolving them		10	-	10
	PC10. obtain confirmation from customers those problems have been resolved		5	5	-
	PC11. record the resolution of problems accurately		10	-	10
	PC12. comply with relevant standards, policies, procedures, and guidelines when dealing with basic IT service requests/incidents		10	-	10
		Total	**100**	**30**	**70**
2.SSC/N9001 (Manage your work to meet requirements)	PC1. Establish and agree your work requirements with appropriate people	**100**	6.25	-	6.25
	PC2. Keep your immediate work area clean and tidy		12.50	6.25	6.25
	PC3. Utilize your time effectively		12.50	6.25	6.25
	PC4. Use resources correctly and efficiently		18.75	6.25	12.5
	PC5. Treat confidential information correctly		6.25	-	6.25
	PC6. Work in line with your organization's policies and procedures		12.50	-	12.50
	PC7. Work within the limits of your job role		6.25	-	6.25
	PC8. Obtain guidance from appropriate people, where necessary		6.25	-	6.25
	PC9. Ensure your work meets the agreed requirements		18.75	6.25	12.5
		Total	**100**	**25**	**75**
3. SSC/N9002 (Work effectively with colleagues)	PC1. communicate with colleagues clearly, concisely, and accurately	**100**	20	-	20
	PC2. work with colleagues to integrate your work effectively with theirs		10	-	10
	PC3. pass on essential information to		20	20	-

	colleagues in line with organizational requirements				
	PC4. work in ways that show respect for colleagues		20	-	20
	PC5. carry out commitments you have made to colleagues		10	-	10
	PC6. identify any problems you have working with colleagues and take the initiative to solve these problems		10	-	10
	PC7. follow the organization's policies and procedures for working with colleagues		10	-	10
		Total	**100**	**20**	**80**
4. SSC/N9003 (Maintain a healthy, safe and secure working environment)	PC1. Comply with your organization's current health, safety and security policies and procedures	**100**	20	10	10
	PC2. Report any identified breaches in health, safety, and security policies and procedures to the designated person		10	-	10
	PC3. Identify and correct any hazards that you can deal with safely, competently and within the limits of your authority		20	10	10
	PC4. Report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected		10	-	10
	PC5. Follow your organization's emergency procedures promptly, calmly, and efficiently		20	10	10
	PC6. Identify and recommend opportunities for improving health, safety, and security to the designated person		10	-	10
	PC7. Complete any health and safety records legibly and accurately		10	-	10
		Total	**100**	**30**	**70**
5. SSC/N9004 (Provide data/ information in standard formats)	PC1. establish and agree with appropriate people the data/information you need to provide, the formats in which you need to provide it, and when you need to provide it	**100**	12.50	12.50	-
	PC2. obtain the data/information from reliable sources		12.50	-	12.50
	PC3. check that the obtained data/		12.50	6.25	6.25

	information is accurate, complete, and up to date				
	PC4. obtain advice or guidance from appropriate people where there are problems with the data/information		12.50	-	12.50
	PC5. carry out rule-based analysis of the data/information, if required		25	-	25
	PC6. insert the data/information into the agreed formats		12.50	-	12.50
	PC7. report any unresolved anomalies in the data/information to appropriate people		6.25	6.25	-
	PC8. provide complete, accurate and up-to-date data/information to the appropriate people in the required formats on time		6.25	-	6.25
		Total	**100**	**25**	**75**
6. SSC/N9014 (Maintain an inclusive, environmentally sustainable workplace)	PC1. optimize usage of electricity/ energy, materials, and water in various tasks/activities /processes and plan the implementation of energy efficient systems in a phased manner	**100**	20	5	15
	PC2. segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management		20	5	15
	PC3. understand the diversity policy of the organization and use internal & external communication to colleagues to improve		15	5	10
	PC4. comply with PwD inclusive policies for an adaptable and equitable work environment		10	-	10
	PC5. improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.		20	-	20
	PC6. improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.		15	5	10
		Total	**100**	**20**	**80**

Annexure III
Video Links

Module No.	Unit No.	Topic Name	Page No.	URL	QR Code (s)
Module 2: Attending Customer Queries (SSC/ N7201)	Unit 2.2: Identify the nature and range of queries	Identify the nature and range of queries	16 PHB	youtu.be/nNaLLR_kI3k	
Module 3: Deal with Customer Queries (SSC/ N7201)	Unit 3.1: Query Resolution Software	Standard script for query handling, and role play	43 PHB	youtu.be/75Xsxu44jBc	
Module 9: Manage Your Work to Meet Requirements (SSC/ N9001)	Unit 9.1: Work Ethics to Follow in an Organization	Work ethics to Follow	121 PHB	youtu.be/TFsRN3elqLk	
Module 10: Work Effectively with Colleagues (SSC/ N9002)	Unit 10.2: Significance of Healthy Team Bonding in Ideal Work Culture	Work Effectively with Colleagues	140 PHB	youtu.be/zJyKTpOVTm8	
Module 11: Maintain a Healthy, Safe and Secure Working Environment (SSC/N9003)	Unit 11.2: Evacuation Procedures for Workers and Visitors	Evacuation Procedures	151 PHB	youtu.be/eWQBEooK_mg	
	Unit 11.4: Health, Safety, and Accident Reporting Procedures and the Importance of These	Health Safety and Accident Reporting	162 PHB	youtu.be/6qCvSvpxhR4	

Module No.	Unit No.	Topic Name	Page No.	URL	QR Code (s)
Module 12: Workplace Data Management (SSC/N9004)	Unit 12.2: Follow the Accurate Process Flow to Analyse Data	Workplace Data Management	178 PHB	youtu.be/YHlkZSTLAhc	
Module 13: Maintain an Inclusive, Environmentally Sustainable Workplace (SSC/N9014)	Unit 13.1: Sustainable Practices	Sustainable Practices	185 PHB	youtu.be/s1qhuM4N7P8	

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