CALL CENTER AGENT

Version 1 - July 2013

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Contents:

1. INTRODUCTION

1.1   Curriculum for "CALL CENTER AGENT"

What is a CALL CENTER (CC)?
A Call Center is a work environment in which the business is mediated by computer and telephone-based technologies.

A Call Center is a platform for INBOUND (incoming voice traffic) and OUTBOUND (outgoing voice traffic) calling services for areas including but not limited to:

a) Customer Support Services and Retention (In Bound / Out Bound)

b) Tele-Marketing / Tele-Sales (Out Bound)

c) Management Information / Customer Feedback (In Bound)

d) Surveys (Out Bound)

e) After hour services (In Bound)

In business operations, call center is the bridging point between a customer and business. CC serves as the means through which the organization can create and maintain long term business relationship with its customers, while providing service satisfaction through its representatives. It is also a source of telemarketing and product information for the customers. Hence, the role of a Call Center Agent is one of the most important elements in call center and business operations.

What is a CALL CENTER AGENT (CCA)?
The CCA is an individual who represents her/his organization to the customer, through the medium of CC, via Phone / Exchange / Automatic Dialer / VoIP etc. The CCA is the bridge which relays, required/requested information to/from the client/customer within the specific time frame. The more calls an agent is able to respond to, the more efficient the system is.

In many cases, CCA is the only point of contact an individual has, with its service provider, such as PTCL, NADRA, Mobilink, PIA, etc. CCA is an essential and crucial part of human resource and is hired after great scrutiny, as he/she is the face of the organization.

An eligible candidate is the one with good communication skills, customer service skills as well as the right disposition, personality and temperament. Product knowledge/information is a must for CCA.

1.2   Overall Objective of Course:

The objective of this course is to train a Call Center Agent who is competent in computer operations, good communication skills and is able to process the inquiries/services as desired by the customer, while adhering to the organizational policies and protocols.

The CCA will become competent in delivering quality services while achieving the set organizational goals.

CCA shall be able to handle account inquiries, customer complaints/orders within a given time frame, while maintaining professionalism and providing desired information to the customer's satisfaction.

1.3   Competencies gained after the completion of the course:

- ✓ Business Professionalism / Courtesy
- ✓ Customer Service Skills
- ✓ Excellent Communication Skills
- ✓ Persistence and Tenacity
- ✓ Computer and Keyboard Skills
- ✓ Organizational skills
- ✓ Basic Computer Troubleshooting Skills
- ✓ Multitasking

- ✓ Tolerance for Stress
- ✓ The ability to work well under pressure
- ✓ The ability to sit for a long period over the phone / headphones

1.4   Job opportunities available immediately and in the future:

Trainees can be employed in a government / semi-government / private organization, Call Centers etc. Experienced resources may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

- Call Center/Sale Operator/Agent
- Senior Call Center/Sale agent/Representative
- Supervisor of CSR/TSR
- Technical Team Lead
- Project Manager
- Operations Manager
- Call Center Quality Control Manger

1.5   Minimum Trainee Qualification:

- Minimum prior education: 12 years (Intermediate)/Metric with computer stream.
- Computer fundamentals (trained) / Basic knowledge of computer system
- Basic soft skills is a bonus but not mandatory
- Prior work experience is a bonus but not mandatory

1.6 Minimum Trainer/Teacher qualification:

- Bachelor's degree in Computer Sciences /Software Engineering / Information Technology/ Web-designing and development
- Two years of experience in a call center
- One year experience in training/teaching
- Presentation and facilitation skills in a support environment
- Expert knowledge of documentation and reporting tools, such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint
- Trainers must be competent at Level 3 in English and numeracy

1.7 Medium of instruction:

Recommended in Urdu / English / Local (regional) Language

1.8 Group/Class Size

Proposed ideal group/class size for Call Center Agent training programme shall be 20 trainees per session/class, subject to availability

of resources for practice in the institute to ensure thorough impartation of knowledge/competencies as demanded by this curriculum.

1.9 Sequence of the Modules:

Module 1	Perform basic computer functions related to the call center operations
Module 2	Demonstrate knowledge and use of Internet / Intranet
Module 3	Execute the role of a Call Center Agent

Module 4	Exercise professional ethics / code of conduct
Module 5	Practice communication and soft skills
Module 6	Memorize and present product/ training
Module 7	Apply health and safety measures at work

1.10   Description of the structure of the course

This curriculum comprises of 7 modules spread over 800 hours. It is proposed that the course may be delivered in a period of six months (5 days a week). Trainer may schedule this course as deemed necessary to cater trainees over a part-time /evening basis.

Total = 800 hours   **Theory = 160 hours (20%)**   **Practical = 640 hours (80%)**

Duration = 6 Months   **Weekly = 5 Days**   **Total = 7 Modules**

Module	Theory[1] Days/hours	Workplace[2] Days/hours	Total hours
Module 1: Perform basic computer functions related to the call center operations	42	168	210
Module 2: Demonstrate knowledge and use of Internet / Intranet	2	8	10
Module 3: Execute the role of a Call Center Agent	56	230	286

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[1]   Learning Module hours in training provider premises

[2]   Training workshop, laboratory and on-the-job workplace

Module 4: Exercise professional ethics / code of conduct	10	52	62
Module 5: Practice communication and soft skills	40	160	200
Module 6: Memorize and present product/ training	8	14	22
Module 7: Apply health and safety measures at work	2	8	10
TOTAL	**160**	**640**	**800**

1.11 Laws and regulations:

Trainer/Institute shall ensure record of updated/current laws, standards and regulations – at both national and regional levels relating to the Call Center Agent, copyrights, cyber-crime, and other relevant issues. These currently include:

- ➢ The Information Technology University of the Punjab Act 2012
- ➢ Payment System Electronic funds Transfer Act 2007
- ➢ The Research and Development Fund Rules 2006
- ➢ The Pakistan Telecommunication Authority (Functions and Powers) Regulations, 2004
- ➢ The Freedom of Information Ordinance 2002 (XCVI of 2002)
- ➢ Electronic Transaction Ordinance 2002
- ➢ The Pakistan Electronic Media Regulatory Authority Ordinance 2002 (XIII of 2002)
- ➢ The Pakistan Telecommunication Rules 2000
- ➢ The Punjab Information Technology Board Ordinance 1999
- ➢ The Pakistan Telecommunication Corporation Act, 1991 (XVIII of 1991)
- ➢ National resource centre for cyber crime(NR3C-FIA)

2. Overview of the curriculum for Call Center Agent:

Module Title and Aim	Learning Unit	Time of Module
Module 1: **Perform basic computer functions related to the call center operations:** **Aim**: This module aims to educate the trainee about the basic knowledge of peripheral devices, system log on/off procedure, software applications, lodge customer complaint, and troubleshoot basic system errors.	**LU 1.** Understand and demonstrate procedure for the use of peripheral devices, learn keyboard short keys and log on/off function. **LU 2.** Learn the importance and use of call center software/ applications. **LU 3.** Record/ report customer complaint. **LU 4.** Troubleshoot system errors.	**Total:** 210 Hours **Theory:** 42 Hours **Practical:** 168 Hours
Module 2: **Demonstrate knowledge and use of Internet / Intranet:** **Aim:** This module aims to educate the trainee about the world wide web/internet, intranet, web-browsers, and how to	**LU 1.** Know and use the World Wide Web / internet. **LU 2.** Understand and use Intranet. **LU 3.** Use web browser.	**Total:** 10 Hours **Theory:** 02 Hours

manage frequently used websites.	**LU 4.** Search through the world wide web. **LU 5.** Manage frequently used websites.	**Practical:** 08 Hours
Module 3: **Execute the role of a Call Center Agent:** **Aim:** This module aims to educate the trainee about the basic role of a call center agent, time management skills, and working under pressure.	**LU 1.** Adapt Time Management Skills / TAT (turnaround time). **LU 2.** Begin answering calls / customer queries. **LU 3.** Mange to work well under pressure.	**Total:** 286 Hours **Theory:** 56 Hours **Practical:** 230 Hours
Module 4: **Exercise professional ethics / code of conduct** **Aim:** This module aims to educate the trainee about a CCA's responsibility, authority, good practices at workplace, and use of confidential information.	**LU 1.** Adhere to job description with responsibility while reporting violations. **LU 2** Exhibit good practices and understand misuse of work hours / company property. **LU 3.** Protect and prevent the misuse of confidential information.	**Total:** 62 Hours **Theory:** 10 Hours **Practical:** 52 Hours

Module 5: **Practice communication and soft skills:**		Total: 200 Hours
Aim: This module aims to educate the trainee about the importance and use of effective communication skills.	**LU 1.** Use effective communication skills. **LU 2.** Learn The Components of Communication. **LU 3.** Value 7 Cs for effective communication.	**Theory:** 40 Hours **Practical:** 160 Hours
Module 6: **Memorise and present product/ training**		Total: 22 Hours
Aim: This module aims to educate the trainee about the importance of keeping abreast with product knowledge/updates, assisting new recruits, objection and irate customer handling.	**LU 1.** Understand the need of training. **LU 2.** Train and assist new recruit. **LU 3.** Apply relevant rebuttals to handle objection and irate customer.	**Theory:** 08 Hours **Practical:** 14 Hours
Module 7:		Total:

Apply health and safety measures at work		10 Hours
		Theory:
Aim: This module aims to ensure that the trainee is able to maintain a safe and healthy environment and is capable of combating risks and hazards at the work place. It also discusses personal hygiene and health check-up.	**LU 1.** Identify health and safety hazards and carry out risk assessment.	02 Hours
	LU 2. Learn to use safety equipment.	
	LU 3. Understand and perform first aid.	**Practical:**
	LU 4. Ensure personal hygiene and health checkup/ensured the equipment hygiene	08 Hours

3. Call Center Agent Curriculum Contents (Teaching and Learning Guide)

These modules serve as a training package for a Call Center Agent.

The following material aims to:

- Cover the competencies required for a call center agent.

- Ensure increased consistency in performance/training.

- Provide flexible options for better understanding.

Joint learning is a primary feature of most of the modules covered in this curriculum. Interaction among team mates and trainer using board, email or chat tools / application, telephone lines, cell phones etc. **role-plays** is one of the most **important tools** for better understanding of the training programme.

Module 1:
Perform basic computer functions related to the call center operations

Objective - This module aims to educate the trainee about the basic knowledge of peripheral devices, system log on/off procedure, software applications, lodge customer complaint, and troubleshoot basic system errors.

Learning Units	Learning Outcome	Learning Elements	Duration	Materials Required	Learning Place
LU 1 Understand and demonstrate procedure for the use of peripheral devices, learn keyboard short keys and log on/off function.	**The trainee should be able to:** **a.** Recognise and manage use of peripheral device(s). **b.** Use computer short keys / functions. **c.** Check system and log on/ off to initiate system start-up or shut-down.	**a.** Identify different types of input/output (peripheral) devices that are common e.g. computer mouse, keyboard, headset (with microphone), monitor, USB, CD ROM, Web cam, Scanner, Printer etc. **b.** Show the keyboard and its keys to demonstrate their functions and elaborate on short keys *(see Appendix B).* **c.** Make a list of important check points before initiating system start up. **d.** Practise log on or off following the standard procedures	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Relevant Handouts • Reference books • Class notes • Computer / Internet (optional) ❖ Sample headset/scanner/printer may be used for demonstration purposes (optional) ❖ UPS applies to the entire curriculum	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab
LU 2.	**The trainee should be**	**a.** Define and list down different	**Total Time:**	• Whiteboard, Markers,	For theoretical

Learn the importance and use of call center software/ applications.	**able to:** **a.** Identify different types of existing CRM(s) used in various types of call centers. **b.** Operate the call center "specific" software (CRM) or tools (CLI). **c.** Know the importance of KPI and how it can benefit the agent in improving his/her performance. **d.** Manage customer data and customer interaction. **e.** Access / retrieve customer information for use within the software.	types of existing CRM(s) used in various types of call centers for e.g. SAP CRM/Salesforce (B2B, B2C) etc. **b.** Give an account of the importance and use of relationship management software which is a tailored feature with service response based on customer feedback and direct communication. **c.** Define and explain KPI as a performance tool and its relevance for a call center agent. **d.** Describe how customer data is developed. **e.** Discuss how customer data is used to begin liaison with customer. **f.** Give detail of how customer information can be accessed / retrieved within a CRM *(show snapshots of SAP/ Salesforce*	**Theoretical:** **Practical:**	duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility Sample CRM snapshots can be used for demonstration purposes from a SAP or Salesforce software	learning: Class room with multimedia aid and audio facility For practical learning: Computer Lab

		software).			
LU3. **Record/ report customer complaint**	**The trainee should be able to:** **a.** Launch customer complaint. **b.** Relay customer complaint to the relevant department. **c.** Prioritize customer complaint as per organisational SOP(s).	**a.** Illustrate how a customer complaint is launched. **b.** Describe how the complaint is relayed to the relevant department for further action. **c.** Elaborate on the importance of prioritizing customer complaint as per organizational SOP(s).		• Whiteboard, Markers, duster • Relevant Handouts • Reference books • Class notes • Computer / Internet (optional)	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab
LU4. **Troubleshoot system errors**	**The trainee should be able to:** **a.** Understand and define troubleshooting. **b.** Troubleshoot screen freeze by restarting system or use task manager. **c.** Isolate the problem by determining the possible reason e.g. if the cursor	**a.** Elucidate troubleshooting (trace and fix) computer problems. **b.** Define the purpose of windows task manager. **c.** Show how to use windows task manager. **d.** Demonstrate how basic trouble shooting is performed in case of screen freeze. **e.** Demonstrate how to isolate the problem.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Show screenshots of	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

	is not moving check the mouse/ perform the cable check, CPU ports etc.	**f.** Exemplify how to recognise error codes/messages displayed on the screen.		error code/messages for demonstration purposes	
	d. Recognise error codes/messages displayed on screen and take notes.	**g.** Show different ports and their relevant cables or peripheral devices e.g. Ethernet/ USB etc. to ensure connection establishment.			
	e. Rectify port issues and ensure proper cable connectivity.	**h.** Demonstrate how to operate the system through the keyboard/ short keys in case the mouse is not working			
	f. Use the system through the keyboard/ short keys in case the mouse is not working				

3.2 Module 2:
Demonstrate knowledge and use of Internet / Intranet

Objective - This module aims to educate the trainee about the world wide web/internet, intranet, web-browser, and how to manage frequently used websites.

Learning Units	Learning Outcomes	Learning Elements	Duration	Material Required	Learning Place

LU1. Know and use the World Wide Web/ Internet.	**The trainee will be able to:** a. Explain internet and its use. b. Establish internet connection through (dsl / Wi-Fi /dialup/broadband). c. Indicate the usefulness of internet. d. Use internet/world wide web. e. Know about different internet domains.	**a.** Define internet / the world wide web and its uses **b.** Explain how an internet connection is established by means of (dsl / Wi-Fi /dialup/broadband). **c.** Justify internet as a useful tool. **d.** Demonstrate the use of internet/world wide web. **e.** Explain and inform about domain abbreviations, e.g. .com (commercial), .edu (educational), .net (net providers) etc.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Intern et (optional)/ intranet facility • Show illustrations of internet connectivity	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab
LU2. Understand and use Intranet.	**The trainee will be able to:** a. Give an account of what is intranet. b. Understand benefits of Intranet. c. Differentiate between internet and intranet	**a.** Define intranet. **b.** Survey benefits of intranet. **c.** Compare intranet vs. Internet. **d.** Show /Share illustrations of intranet connectivity. **e.** Explain its use.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Intern et (optional)/	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

		d. Use intranet		intranet facility	
LU3. **Use web browser.**	**The trainee should be able to:** **a.** Elucidate the term web browser. **b.** Identify types of web browsers. **c.** Navigate through web browsers. **d.** Make use of the multiple functions of the browser address bar. **e.** Use browser commands.	**a.** Define web browser. **b.** Illustrate types of web browsers. **c.** Demonstrate how to navigate through web browsers (Internet Explorer, Fire Fox, Safari, and Google Chrome). **d.** Spell out multiple uses of the browser address bar (Search and navigate to the website). **e.** Summarise web browser commands for e.g.*(Return to the previous page: Click the Back button/Reload the current page: Press Ctrl+R or hit Reload/Refresh*	**Total Time:** **Theoretical:** **Practical:** s	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Show different types of web browser	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab
LU4. **Search through the world wide web.**	**The trainee should be able to**: **a.** Search through the world wide web. **b.** Use different search engines. **c.** Filter /extract information through search.	**a.** Give an account of search process over the world wide web. **b.** Give examples of the types of search engines for e.g. google, yahoo, bin etc. **c.** Demonstrate the use of search engine. **d.** Show how to filter/extract information through search	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility	**For theoretical learning:** Class room with multimedia aid &and audio facility **For practical learning:**

	The trainee should be able to:	a. Discuss bookmarking/saving a webpage	Total Time:	Whiteboard, Markers, duster	For theoretical learning:
LU5. **Manage frequently used websites.**	**a.** Understand what bookmarking is. **b.** Remember why a webpage/site is bookmarked. **c.** Bookmark a webpage/site.	b. Explain why a webpage/site is bookmarked (for easy access/saving time). **c.** Demonstrate bookmarking of a website.	**Theoretical:** **Practical:**	• Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility s	Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

3.3 Module 3:
Execute the role of a Call Center Agent

Objective - This module aims to educate the trainee about the basic role of a call center agent, time management skills, and working under pressure.

Learning Units	Learning Outcomes	Learning Elements	Duration	Material Required	Learning Place
LU1. **Adapt Time Management Skills**	The trainee should be able to: **a.** Understand and Implement TAT. **b.** Log on/off the system on time.	a. Explain the term TAT in detail to ensure that the trainee is able to implement the TAT strategy. **b.** Educate the trainee to log on/off the system on time. **c.** Instruct the trainee about average	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes	**For theoretical learning:** Class room with multimedia aid and audio facility

TAT (turnaround time).	c. Maintain average talk time. d. Minimise call time e. Put the customer on hold with due procedure. f. Wrap/close call as per standard procedures.	talk time slot to manage customer queries in a given time frame d. Educate the trainee to be active, confident, and up to date with the product knowledge to ensure minimum call time. e. Guide on proper hold procedure *(See Appendix F).* f. Demonstrate the techniques of wrapping/closing a call as per standard procedures (such as saying a company specific phrase).		• Computer/Internet (optional)/ intranet facility • Explain terms such as TAT, hold time, average talk time • Share handouts on "how to put a customer on hold"	**For practical learning:** Computer Lab
LU2. Begin Answering calls / customer queries.	**The trainee should be able to:** **a.** Use standard greeting. **b.** Smile and speak with clarity. **c.** Sound active and confident. **d.** Ensure application of telephone professionalism and etiquettes. **e.** Give caller undivided attention to make them	**a.** Explain the importance of a standard greeting upon receiving a call (ensuring smile on face while maintaining clarity). **b.** Discuss how an active and confident voice helps customer trust the CCA to comfortably communicate his/her concerns **c.** List down and guide trainees about essential phone etiquettes and involve trainees in role-plays (*See Appendix E).*	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Conduct a lot of role-plays (with smile/active voice	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

	feel important. **f.** Empathize and sympathize with the customers/callers with complaints. **g.** Obtain information from the customer/caller with due diligence.	**d.** Demonstrate through role-plays how to make the customer feel important. **e**. Compare and define the term empathy and sympathy *(see Appendix D).* **f.** Elaborate on how to project empathy/sympathy towards an irate/complaining customer *(see Appendix D and C)* *g.* Educate the trainee to obtain important information from customer with care and attentiveness.		and without smile and active voice) to let the trainees determine the professional element of answering a call in a certain way • Share handouts of standard statements use for empathizing/sympathizing with the customer *(see Appendix D)* • Share handouts for telephone etiquettes and practice role-plays	
LU3. **Mange to work well under pressure.**	**The trainee should be able to:** **a.** Manage increased call load and work under	**a.** Illustrate the scenario of increased call load and to work well under work pressure and respond efficiently while maintaining the call	**Total Time:** **Theoretical:**	• Whiteboard, Markers, duster • Reference Books • Handouts	**For theoretical learning:** Class room with

	pressure during the shift, esp. peak hours. **b.** Maintain focus and enthusiasm while relaying the same information over and over again. **c.** Measure and observe occupancy levels. **d.** Utilize smart call wrapping skills under call load/pressure. **e.** Multitask and respond swiftly in relaying the information, compiling complaint content while receiving input data from the customer.	flow and average talk time. **b**. Talk about the importance of believing in the organizations product(s) in order to relay the same information to different customers repeatedly but with even enthusiasm and interest without losing focus. **c.** Explain occupancy levels and how a CCA can measure it. (Occupancy is a measure of how hard the agent is working). The standard calculation is: Occupancy Percentage = Total Talk Time **+** Total After-Call Work Time **÷** Total Sign-on Time. **d.** Highlight how careful and smart wrapping skills assist in managing call load/pressure. **e.** State the importance of multitasking while relaying the	**Practical:**	• Class notes • Computer/Internet (optional)/ intranet facility	multimedia aid and audio facility **For practical learning:** Computer Lab

		information swiftly to the customer, compiling complaint, receiving/input data.			

3.4 Module 4:

Exercise professional ethics / code of conduct

Objective - This module aims to educate the trainee about a CCA's responsibility, authority, good practices at workplace, and use of confidential information.

Learning Units	Learning Outcomes	Learning Elements	Duration	Material Required	Learning Place
LU1. **Adhere to the job description with responsibility while**	**The trainee should be able to:** **a.** Perform as per job description. **b.** Justify his/her role while being considerate of his/her responsibility.	**a.** Give an account of how an agent must comply to specific job description. **b.** Emphasise on the importance of sense of responsibility. **c.** Make the trainee aware of the authority a CCA exercises while	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical**

reporting violations.	**c.** Exercise the right of authority within due limits. **d.** Report possible violations.	performing job as a mediatory between a customer and an organization. **d.** Educate the trainee to report violations of policies, procedure or ethical value on priority.		(optional)/ intranet facility	**learning:** Computer Lab
LU2. **Exhibit good practices and understand misuse of work hours / company property.**	**The trainee should be able to:** **a.** Utilize work hours wisely while avoiding personal engagements / activities. **b.** Ensure use of company equipment strictly for official purposes. **c.** Take ownership of the company assets and understand the boundaries of work against financial gain/bribery from a	**a.** Guide the trainee not to engage in personal activities during work hours that interfere with or prevent from fulfilling job responsibilities. **b.** Inform the trainees not to use company computers and equipment for unofficial purposes or for illegal or unethical activities. **c.** Elaborate on ethical boundaries (taking ownership) against personal/financial gain/bribery/ misuse of company property or information. **d.** Spell out dignified and respectful practices at work. **e.** Guide trainees to be polite and	**Total Time:** 35hrs **Theoretical:** 7hrs **Practical:** 28hrs	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

	particular individual. **d.** Adapt polite/humble behaviour and avoid personal conflict.	humble with callers /customers/ co-workers/ and avoid personal, organisational conflict.			
LU3. **Protect and prevent the misuse of confidential information.**	**The trainee should be able to:** **a.** Define confidentiality. **b.** Understand the importance of ensuring confidentiality. **c.** Maintain confidentiality of the customers/ colleagues. **d.** Implement the code of conduct for confidential information. **e.** Identify misuse of confidential information.	**a.** Define the term confidentiality. **b.** Explain work place confidentiality (as keeping the employee, customer, and client information private). **c.** Discuss how to ensure confidentiality of the information about customers, clients, and employees (information generated and gathered is an asset of the company, and should be protected regardless of its form or format). **d.** Show sample examples of different organizational policies on confidential information. **e.** Talk in detail about misuse of	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Share examples of different organizations having confidentiality policies	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

		confidential information and consequences.			

3.5 Module 5:
Practice communication and soft skills

Objective - This module aims to educate the trainee about the importance and use of effective communication skills.

Learning Units	Learning Elements	Learning Outcome	Duration	Material Required	Learning Place
LU1. **Use effective communicatio n skills.**	**The trainee should be able to**: **a.** Define the term communication and its types. **b.** Establish the importance of communication. **c.** Communicate effectively. **d.** Enact with other team members for constant improvement. **e.** Know important vocabulary related to call center operations.	**a.** Illustrate the term and types of communication. **b.** Emphasize on the importance of communication for a CCA. **c.** Demonstrate effective communication skills by conducting role-plays and employing 7C's of communication *(see Appendix C).* **d.** List down important words to enhance trainees' vocabulary. **e.** Elaborate how to be an active listener. **f.** Demonstrate through a role play	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Int ernet (optional)/ intranet facility	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

	f. Listen to the customer concerns actively and extract the required information.	how to extract relevant information.		• Ensure ample role-play activities to enhance communicati on skills	
LU2. **Learn Components of Communicati on.**	**The trainee should be able to:** **a.** Utilize the three components of communication. **b.** Differentiate between formal/ informal communication.	**a.** Describe the three components of communication namely; Verbal/ Para-verbal / Nonverbal. **b.** Elaborate formal and informal communication.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Int ernet (optional)/ intranet facility	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab
LU3. **Value 7C's of Communicati on**	**The trainee should be able to:** **a.** Use correct grammar **b.** Be concise and know how	**a.** Explain basics of grammar that are essential for telephone		• Whiteboard, Markers, duster	

	to summarize a long conversation/message **c.** Communicate with clarity in both written and verbal form **d.** Speak and leave complete messages **e.** Avoid incomplete messages and use complete messages to ensure clear understanding **f.** Use concrete and clear sentences and avoid ambiguous/vague sentences **g.** Apply courteous approach in verbal/non-verbal / written communication	communication **b.** Discuss limited /basic (call center specific) correct grammar tenses that are commonly misused **c.** Give examples of how a long conversation or message is summarized and made concise **d.** Practice and provide agents short recorded conversations in which people speak with clarity while using easily understandable words **e.** Discuss the disadvantage of an incomplete message **f.** Engage in activity with the trainees where incomplete and complete messages are utilized in a conversation and see its effect on the parties engaged in conversation **g.** Explain the importance of being clear / firm and concrete in communication using 7C's **h.** Practice courteous tone and gestures with the trainees, explain		• Reference Books • Handouts • Class notes • Sample Recordings • Role-plays for complete and incomplete statements • *Use and* ***(see Appendix C)***	

		how courtesy impacts a positive or negative situation			

3.6 Module 6:

Memorise and present product/ training

Objective – This module aims to educate the trainee about the importance of keeping abreast with product knowledge/updates, assisting new recruits, objection and irate customer handling.

Learning Units	Learning Elements	Learning Outcomes	Duration	Material Required	Learning Place
LU1. **Understand the need of training.**	**The trainee should be able to:** **a.** Define the importance of keeping abreast with product upgrades / updates. **b.** Make and manage product list for ready reference during customer interaction. **c.** Present company products to the customer and provide technical	**a.** Highlight the importance of keeping up with the product updates and customer demand. **b.** Prepare company product list. **c.** Teach different techniques of presenting the product and providing technical support. **d.** Describe self-management skills.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

	support. **d.** Utilize self-management skills.				
LU2. **Train and assist new recruit.**	**The trainee should be able to:** **a.** Orientate and welcome new recruits. **b.** Introduce the policies and procedures of the company to the new team members. **c.** Provide technical/product training.	**a.** Give an account of how an orientation session is conducted for new staff/recruit. **b.** Share a sample (illustration) of policies and procedures of a call center. **c.** Elaborate how a technically sound agent can assist new colleague about products.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Use sample policies and procedures of an existent call center for demonstration purposes.	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

LU3. **Apply relevant rebuttals to handle objection and irate customer.**	**The trainee should be able to:** **a.** Overcome objections raised by the customer. **b.** Tackle irate customer while delivering appropriate rebuttals.	**a.** Illustrate how a trainee may overcome objections faced during live interaction with a customer. **b.** Conduct role plays highlighting objection handling and irate customer. **c.** Provide scenarios where a trainee can utilize standard rebuttals while tackling a customer.	**Total Time:** **Theoretical:** **Practical:**	• Whiteboard, Markers, duster • Reference Books • Handouts • Class notes • Computer/Internet (optional)/ intranet facility • Provide a sample list of various types of rebuttals and objection handling statements	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Computer Lab

3.7 Module 7:

Apply health and safety measures at work

Objective – This module ensures that the trainee is able to maintain a safe and healthy environment and is capable of combating risks and hazards at the work place. It also discusses personal hygiene and health checkup.

Learning Units	Learning Elements	Learning Outcomes	Duration	Material Required	Learning Place
LU1. **Identify health and safety hazards and carry out risk assessment.**	**The trainee should be able to:** **a.** Identify a safe and healthy environment. **b.** Manage a safe and healthy surrounding. **c.** Assess possible risks/ hazards at the work place. **d.** Take safety measure to avoid a risk/hazard by carrying out a risk assessment.	**a.** Discuss what a safe and healthy environment is. **b.** Give in detail how a safe and healthy environment can be maintained. **c.** Illustrate the possible risks and hazards at work place. **d.** Demonstrate safety measures against the risks/ hazards. **e.** Explain the procedure of carrying out a risk assessment.	**Total Time:** **Theoretical:** **Practical:**	- Whiteboard, Markers, duster - Reference Books - Handouts - Class notes	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Class room
LU2. **Learn to use safety equipment.**	**The trainee should be able to:** **a.** Identify the types of safety equipment present at workplace.	**a.** List down safety equipment. **b.** Show pictorial images of the equipment. **c.** Explain the use of safety equipment.	**Total Time:** **Theoretical:**	- Whiteboard, Markers, duster - Reference Books - Handouts	**For theoretical learning:** Class room with multimedia aid and

	b. Know when and how to use the safety equipment for e.g. fire-fighting and the evacuation drill.	**d.** Talk in detail about the measures employed against various types of hazardous situations.	**Practical:**	Class notes • Sample Safety Chart with pictorials of safety equipment may be used for demonstration purposes	audio facility **For practical learning:** Class room
LU3. Understand and perform first aid.	**The trainee should be able to:** **a.** Define the term first aid. **b.** Know the importance of first aid. **c.** Recognise the first aid kit equipment. **d.** Use the first aid kit equipment.	**a.** Elaborate the term first aid **b.** Narrate the importance of first aid. **c.** .Show pictorial charts displaying first aid equipment and its use. **d.** Demonstrate how to perform first aid.	**Total Time:** **Theoretical:** **Practical:**	• • Whiteboard, Markers, duster • Reference Books • Pictorial Charts • Handouts • Class notes • Show the first aid kit items for demonstration purposes	**For theoretical learning:** Class room with multimedia aid and audio facility **For practical learning:** Class room
LU4.	**The trainee should be**	**a.** Educate the trainee on the	**Total Time:**	• Whiteboard,	

| Ensure Personal hygiene and health checkup. | able to:
a. Maintain personal hygiene.
b. Review and perform quarterly health check-up.
c. Promote and adopt healthy activities.
d. permute and adopt equipment hygiene. | importance of personal hygiene and oral health.
b. Advise trainees to follow a quarterly medical check-up programme.
c. Guide the trainees on taking interest in health and fitness activities. | **Theoretical:**

Practical: | Markers, duster
• Reference Books
• Handouts
• Class notes | **For theoretical learning:**
Class room with multimedia aid and audio facility

For practical learning:
Class room |

4. Assessment guidance Call Center Agent curriculum

It is beneficial to make use of sessional and final assessment as a combination, rather than using only one type of assessment. Sessional assessment shall be conducted on regular basis. The purpose of regular sessional assessment is to provide feedback and keep check on trainee's learning:

- For trainee: to identify achievement and areas of further work
- For teacher: to evaluate the effectiveness of teaching to date, and to focus on future plans.

Assessors shall prepare sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy.

Final assessment is generally conducted upon completion of a course or module, which reflects whether the trainee has "passed" or not. It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. It is of significant consideration to ensure that the trainee who gets the credit is indeed the person who did the work.

Methods of assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the trainee's performance. Direct assessment may include: work performances, demonstrating a specific process, direct questioning, paper-based tests (multiple choice or short answer questions).

Indirect assessment is the method where the performance cannot be observed, and the evidence is gained indirectly.

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

Principles of assessment

All assessments should be *valid, reliable, fair and flexible*:

Validity means that a valid assessment assesses what it claims to assess.

Reliability means that the assessment is consistent and reproducible. For example, if the work performance of preparing a chart in excel has been assessed, another assessor (e.g. the future employer) should be able to see the same work performance and witness the same level of achievement.

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one trainee gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the trainee's needs.

Sessional assessment

The sessional assessment for all 7 modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification. Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short questions- answers. For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under "planning for assessment".

Final assessment

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification. The final theoretical assessment shall consist of one 3-hour paper, consisting of multiple choice and short answer questions, covering all modules.

For the final practical assessment, each trainee shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totaling 12 hours of practical assessment for each trainee. During this period, each trainee must be assessed on his/her ability of comprehension for each of the module.

The assessment team

The number of assessors must meet the needs of the trainee and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of ten trainees per assessor. In this example, a group of 20 trainees shall therefore require assessments to be carried out in one day.

Planning for assessment

Sessional assessment: assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use for the planning of assessments. It is advised to insert the days/hours/dates as per current session.

Assessment strategy for Call Center Agent Curriculum

This curriculum consists of 7 modules:

    1.1   Module 1: Perform basic computer functions related to the call center operations

    1.2   Module 2: Demonstrate knowledge and use of Internet / Intranet

    1.3   Module 3: Execute the role of a Call Center Agent

1.4   Module 4: Exercise professional ethics / code of conduct

1.5   Module 5: Practice communication and soft skills

1.6   Module 6: Memorise and present product/ training

1.7   Module 7: Apply health and safety measures at work

Planning aid for sessional assessments:

Module 1: Perform basic computer functions related to the call center operations				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Recommended Sessional Assessment**	**Scheduled Dates**
LU1: Understand and demonstrate procedure for the use of peripheral devices, learn keyboard short keys and log on/off function	(*sample time)* **a.** 25mins **b.** 20mins **c.** 20mins **d.** 10mins	(*sample time)* **a.** 45mins **b.** 30mins **c.** 40mins **d.** 20mins	**a.** Trainer shall ask each trainee to install different input/output devices for e.g. computer mouse, keyboard, headset, monitor, USB, CD ROM, scanner, printer etc. Trainee may be assessed for successful installation during the class. Successful Installation is when a connection of input/ output device has been established and a result operation can be performed i.e. a computer mouse is working on screen; print command results in a printed document etc. **b.** Each trainee shall be given a list of activities/tasks to perform by the trainer and against each activity the trainee shall be able to write the short key for that task (this task may be assessed during the class). The answers to short key questions may be found in Appendix B. **c.** Trainer shall instruct the trainees to compile a list of	Dates shall be filled in by the trainer against each assessment as per their training session plan.

			important check points that must be performed before initial system start up (this task may be assessed during the class). **d.** Each trainee shall be able to log on or off following the standard procedures (this task may be assessed during the class). Sample standard procedures may be compiled by the trainer before the teaching session of this learning unit.	
LU2: Learn the importance and use of call center software/ applications			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to: **a.** Define CRM and list down the types of CRM. **b.** Explain and define KPI and its relevance for a CCA. **c.** Describe how customer data is developed. **d.** Explain how customer data is managed, accessed and retrieved through a specific software (this can be explained keeping in mind only one specific CRM).	Dates shall be filled in by the trainer against each assessment as per their training session plan.
LU3: Record/ report the customer complaint			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to **a.** Explain how a customer complaint is launched.	Dates shall be filled in by the trainer against each assessment as per their training

				b. Describe how the complaint is relayed to the relevant department for further action. c. What is the importance of prioritizing customer complaint as per organizational SOP(s).	session plan.
LU4: Troubleshoot system errors				a. Trainer shall provide the trainee with some basic computer errors on an assessment paper; trainee shall be able to write and perform a practical of troubleshooting (trace and fix) computer problems. b. Trainer shall ask each trainee to open the windows task manager and define its components and use. c. Trainee shall be able to demonstrate how to isolate the problems/errors. d. Trainee shall be able to explain how to recognize error codes/messages displayed on the screen and know to operate the system through the keyboard/ short keys in case mouse is not working e. Trainee shall show the trainer the different ports and their relevant cables or peripheral devices e.g. Ethernet/ USB etc. to ensure connection establishment.	Dates shall be filled in by the trainer against each assessment as per their training session plan.

It is recommended that the trainee be assessed during the class/training session. Alternatively, the trainee must go through the sessional assessments at the end of each module.

Module 2: Demonstrate knowledge and use of Internet / Intranet				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Recommended Sessional Assessment**	**Scheduled Dates**
LU1 : Know and use the World Wide Web / internet			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b, c, and e). (d) is a practical assessment **a.** Define internet and its use. **b.** Explain different mode through which an internet connection can be established. **c.** Give an account of why internet is a useful tool? **d.** Each trainee shall be asked to log onto their internet browsers and demonstrate use of the internet **e.** Explain different types of domain abbreviations and their purpose	Dates shall be filled in by the trainer against each assessment as per their training session plan.
LU2 : Understand and use Intranet			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b and c). (d) is a practical assessment **a.** Define intranet and its use. **b.** What are the advantages of an intranet? **c.** Differentiate between internet and intranet**.**	Dates shall be filled in by the trainer against each assessment as per their training session plan.

			d. Trainer shall ask each trainee to log/enter into the prototype intranet and demonstrate its use.	
LU3 : Use web browser			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b and d). (c and e) are practical assessments **a.** What is a web browser? **b.** List down different types of browsers used commonly. **c.** Trainer shall ask each trainee to navigate through different web browsers (at least two main web-browsers) to check their command over web browser usage. **d.** Explain different functions and uses of the web browser. **e.** Trainer shall give each trainee different set of web browsing commands and trainee shall be able to write against that the type of button/tab or short key to use to perform the task.	Dates shall be filled in by the trainer against each assessment as per their training session plan.
LU4: Search through the world wide web			Each trainee can be provided with short question-answer assessment paper where the trainee shall be able to write the answers (for a and b). (c and d) are practical assessments **a.** Give an account of search process over the world wide web **b.** Give examples of the types of search engine	Dates shall be filled in by the trainer against each assessment as per their training session plan.

			commonly used today	
			c. Each trainee shall be asked to search on a specific topic through a search engine of their choice	
			d. Each trainee shall be asked to filter further through the search and obtain the most useful information related to their topic	
LU5: Manage frequently used websites			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a and b). (c) is a practical assessment	
			a. What is bookmarking / saving a web-page is?	
			b. Why is a website bookmarked or saved?	
			c. Trainer shall ask each trainee to bookmark/save at least 10 different websites or webpages	

Module 3: Execute the role of a Call Center Agent				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Recommended Sessional Assessment**	**Scheduled Dates**
LU1: Adapt Time Management Skills / TAT (turnaround time)			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b, c, d and e). (f) is a practical assessment	Dates shall be filled in by the trainer against each assessment as per their training session plan.
			a. What is TAT and how can you adapt it into your daily routine?	
			b. Why is it important to log on/off on time?	

			c. What is the importance of maintaining average talk time? **d.** Why is it important to keep abreast with the product knowledge? **e.** Write the appropriate steps of putting the caller on hold. For this particular unit (e), trainer may assess through a role-play a proper hold procedure while grouping trainees and conducting a one on one role-play, OR assess them during role-plays in the next LU2 of Module 3. Appendix F shall be used to check the correct hold procedure. **f.** Trainees shall be divided into groups and each group shall be assigned with a standard but different greeting and closing statement, trainees shall practice/role-play while being a caller and an agent. The trainer shall be able to assess the flow and wrap/close procedure of each trainee during this exercise.	
LU2: Begin answering calls / customer queries			Trainer shall ask each trainee to demonstrate each learning outcome one by one for this learning unit to be competent in answering calls. Trainer shall conduct role-plays by grouping 2 trainees in each group (one caller and one agent). Trainer shall ask each group to begin the role-play while utilizing all units of LU2. **a.** through **g.** all the units shall be used in the role-play. Trainer shall be able to use Appendix D, E and F to	Dates shall be filled in by the trainer against each assessment as per their training session plan.

			assess proper role-play and competency of the trainee.	
LU3: Mange to work well under pressure			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the short answers in the shape of paragraphs to (a, b, c, d and e). (b) can also be assessed as a practical. **a.** What is an increased call load? How is work/call load managed under pressure? What is meant by average talk time and why is it important to maintain the average talk time? **b.** Why is it important to believe in your organizations product(s) or service(s)? Loosing focus or enthusiasm and repeatedly relaying the same information are important elements, which can be assessed during one on one role-plays. LU3 may also be assessed during the role-plays conducted in LU2 of Module 3. **c.** What is an occupancy level and how can it be measured? **d.** What are smart wrapping skills? Why do smart wrapping skills come handy during a call wrap-up? **e.** What is multi-tasking and why is it important for a Call Center Agent?	Dates shall be filled in by the trainer against each assessment as per their training session plan.

Module 4: Exercise professional ethics / code of conduct				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Scheduled Dates**	
LU 1. Adhere to the job description with responsibility while reporting violations			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the short answers in the shape of paragraphs to (a, b, c and d). **a.** What is a call center agent's job description? **b.** What do you understand by the term sense of responsibility and how can you justify your role as a call center agent? **c.** What is the level of authority a call center agent exercises while being a mediatory between a customer and an organization? **d.** What kind of incidents, events or actions shall be reported to the relevant department while exercising your duties at work? Should such events that you have mentioned in your answer be notified immediately or can wait till you find the time to do so?	Dates shall be filled in by the trainer against each assessment as per their training session plan.
LU 2 Exhibit good practices and understand misuse of work hours / company property			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the short answers in the shape of paragraphs to (a, b, c and d). **a.** Give an account of activities that can and cannot be	Dates shall be filled in by the trainer against each assessment as per their training

			carried out during work hours?	session plan.
			b. What are the activities you must not do while utilizing the company equipment/computer?	
			c. Explain scenarios that are considered unethical and should you feel responsible towards company property, why or why not?	
			d. When having a heated discussion with someone at work, what should be your approach to deal with this scenario?	
LU 3. Protect and prevent the misuse of confidential information			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b, c, d and e).	
			a. Define the term "confidentiality"?	
			b. Why is it important to maintain/ensure confidentiality of the data/information that is processed through a call center agent?	
			c. What are different ways to ensure the information about customers/employees remains confidential?	
			d. List down at least 2 different policies that a call center implements to maintain confidentiality of clients and data?	
			e. What consequences could the call center agent be subjected to should the agent misuse confidential	

			information?	

Module 5: Practice communication and soft skills:				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Scheduled Dates**	
LU 1. Use effective communication skills			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a and b). c, d, e and f are practical assessments. **a.** What are different terms and types of communication? **b.** Why do you think communication is an important element for a call center agent? **c. + d. + e. + f.** Trainer shall divide trainees in groups. Two trainees in each group (one caller and one agent). Each group shall conduct role-plays and during the mock call they shall employ all 7C's of communication and project good vocabulary usage. The trainer may refer to the 7C Appendix "C" to assess all 7C's of communication. Trainer shall also be able to assess the active listening and information gathering skills of the trainee during the role-play.	Dates shall be filled in by the trainer against each assessment as per their training session plan.
LU 2. Learn The Components of Communication			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a and b). **a.** Describe the three components of communication with an example.	Dates shall be filled in by the trainer against each assessment as per their training

				session plan.
			b. Differentiate between formal and informal communication.	
LU 3. Value 7 C's of communication			**a.** Trainer shall provide each trainee with an assessment sheet where the trainer has set out a short passage with unstructured / scrambled sentences in which the trainee has to correct the grammar or re-arrange the sentence. For e.g. Re-arrange the following sentences: The inconvenience for I apologize I apologize for the inconvenience. On a hold I put for you may moment May I put you on hold for a moment? **b.** In the next assessment question the trainer may assess the trainees on verb usage, such as : These sentences need the subject of the sentence and the verb to agree. Choose ONE of the verbs in brackets to complete the sentence. e.g. The number of products offered by our company (are/is) six. Answer: _____	

			The customer on hold (wants/want) to talk to the supervisor. Answer: _____ **c.** Subsequent to assessments a. and b. the trainer shall provide each trainee with a long paragraph (related to call center operations) and instruct the trainee to shorten and summarize the paragraph while making note of important information. **d. + e. + f. + g. + h.** Trainer shall divide trainees into groups of two each and play audio recordings of two person(s) on a phone call (agent/caller). The conversations in the recording shall be sample recordings to help trainees develop a moderate speaking pace, courteous tone, use simple and brief sentences in their communication and speak with clarity. Similarly, some audio recordings shall be played reflecting incomplete/vague statements (such audio recordings shall help trainees understand the impact of incomplete/vague/unclear messages). When these recordings are played, the tonality, clarity, speaking pace, incomplete/complete, vague sentences etc. shall be noticed and well understood by the trainees so that they are able to employ a good communication pattern in their jobs and daily routine. When the audio recordings are stopped the trainer shall ask each group to begin their role-play (caller/agent) utilizing the sample audio	

			recordings. The trainer shall be able to assess each group/ trainee during their role-plays against the pattern of audio recording.	

Module 6: Memorise and present product/ training				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Scheduled Dates**	
LU1. Understand the need of training			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a,b, and d). c. shall be a practical assessment **a.** Why is it relevant to keep abreast with product upgrades/updates? **b.** Why is important to have a ready-reference product list during customer interaction? **c.** Trainer shall divide trainees into a group of two each, and provide each group with a general/any product, for instance a "pen", "pencil", "marker", or "cellphone". The trainer shall then ask each group to have 5 to 10 minutes of group discussion to brainstorm the idea of how each group would like to present their product over the phone to the customer. Then each of these groups shall begin their role-play (caller/agent). The trainees shall be assessed on their presentation skills during the role-	

			plays.	
			d. Trainer shall instruct the trainees to list down at least 5 "self-management" skills that can assist at work place.	
LU2. Train and assist new recruit			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to (a, b, and c). **a.** Give an account of how you as a call center agent can help orientate new recruits in your team? **b.** Write at least 10 examples of policies that any kind of call center is bound to have. **c.** If you are to train your new colleague, what would be your approach to train them on company products? Give few examples.	
LU3. Apply relevant rebuttals to handle objection and irate customer			For this entire learning unit, it is best to conduct as many role-plays as time permits as objection handling is one of the most important parts of an agent/customer interaction. The trainer shall divide trainees into a group of two each,	

			and provide each group with at least 5 different types of objections that shall be used during the role-play where one person is a caller and the other agent. It is important that the trainer assess the rebuttals and tones used while handling objections and irate customer.	

Module 7: Apply health and safety measures at work				
Learning Units	**Theory days/hours**	**Workplace days/hours**	**Recommended Sessional Assessment**	**Scheduled Dates**
LU1 : Identify health and safety hazards and carry out risk assessment	Total for each LU 20 minutes All LU's taught in class can be tested in one go **or** each LU can be tested individually as well		Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to: **a.** What is a safe and healthy environment? **b.** Explain how a safe and healthy environment can be maintained. **c.** Explain possible risks and hazards at work place. **d.** Write down a few safety measures against the risks/ hazards mentioned in your answers for assessment (c). **e.** Briefly explain the procedure of carrying out a risk assessment. (these tasks may be assessed during the class)	Dates shall be filled in by the trainer against each assessment as per their training session plan.

| LU2:
Learn to use safety equipment | | | Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to

a.   Trainer shall provide a handout with pictorial images of the equipment. The trainee shall be able to write against each picture the name and use of the safety equipment.

b.   Give short scenarios on a worksheet where different hazardous situations are mentioned. The trainee shall be able to write down the measures taken in each type of hazardous situation.
(these tasks may be assessed during the class) | Dates shall be filled in by the trainer against each assessment as per their training session plan. |
| LU3 :
Understand and perform first aid | | | Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write small paragraphs to explain their understanding of each topic.

a.   Explain the term first aid.

b.   Explain why it is important to perform first aid.

c.   Trainer shall provide a handout with pictorial images of the first aid equipment. The trainee shall be able to write against each picture the name and use of the equipment. | Dates shall be filled in by the trainer against each assessment as per their training session plan. |

			d. Take a practical assessment of 2 trainees at a time, where one trainee is the performer of first aid and the other is the recipient of first aid procedure. (these tasks may be assessed during the class)	
LU4 : Ensure personal hygiene and health check up			Trainer shall provide each trainee with short question-answer assessment paper where the trainee shall be able to write the answers to **a.** The importance of self-hygiene and oral health. **b.** A feasible plan to implement a quarterly medical check-up program in their work place. **c.** Write several ways or activities to maintain self-health and fitness. (these tasks may be assessed during the class)	

Tools and equipment:

Documents, policies and guidelines (Class size: 20 trainees/trainees)

20 copies per class	Text books for this course

20 copies per class	Organisational procedures for dealing with problems relating to call center operations
20 copies per class	Organisational guidelines for responding to and reporting complaints/
1 class set	Organisational policy and procedures for performing day to day task
5 copies per class	Directories of existing businesses
1 completed class copy as example 20 blank copies	Examples of business plans
1 completed class copy as example 20 blank copies	Examples of financial plans
1 class set	Advertising materials for potential business premises
1 class set	Copies of job advertisements
1 class set	Information on sources of finance
1 completed class copy as example 20 blank copies	Business planner templates
1 completed class copy as example 20 blank copies	Start-up-costs estimator
Contact details for colleagues, supervisor	

Tools and Equipment:
(Class size: 20 trainees)

1 set	**Fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs**
1 set	**Computer, Scanner, Printer, Multimedia Projector, Microphone, Speakers**

1 set	Software
	- **Dialler**
	- **Skype** (current version)
	- **Team Viewer** (current version)
	- **Adobe Reader** (current version)
	- **Microsoft Office** (current version)
	- **Mozilla Fire fox** (current version)
	- **Google Chrome** (current version)
	- **IDM** (current version)

List of consumables:

Sr. No.	Name of Item/ Equipment / Tools
1.	Notebooks / Writing Pads
2.	CD / DVD
3.	CD/DVD Writer
4.	Photocopy Paper
5.	White Board
6.	White Board Markers
7.	Plastic file
8.	Paper markers (red 10 and blue/black 20)
9.	Flip chart paper
10.	Meta Cards (Red 200, White or Blue 800)
11.	Pin board pin
12.	Paper knife

13.	Ball pen
14.	Pencil (please sharpen)
15.	Eraser
16.	Glue stick
17.	Paper clip
18.	Stapler + Stapler pin
19.	Scissors
20.	Punching machine

Recommended Books:

1. The Power of One, e-book listed under the ISBN number 978-3-906052-00-7

2. The Call Center Handbook, 5th edition: The Complete Guide to Starting, Running, and Improving Your Call Center by Keith Dawson, softcover, 382 pages, 2004

3. Telephoning in English (Cambridge Professional English) - Published August 16th 2004 by Cambridge University Press (first published March 28th 1987) - Paperback, 128 pages - ISBN 0521539110 (ISBN13: 9780521539111)

4. Call Center Agent Motivation and Compensation: The Best of Call Center Management Review by Brad Cleveland (Editor) ISBN 1932558020 (ISBN13: 9781932558029)

Total Appendices developed/supplied by the Author(s) of the Call Center Agent curriculum:

1. Call Center Agent - Appendix - A - Acronym - Terms Glossary

2. Call Center Agent - Appendix - B - Shortcut Key Chart

3. Call Center Agent - Appendix - C – 7C's of Communication (This appendix has been taken from the book *Effective Public Relations)*

4. Call Center Agent - Appendix - D - Empathy Statements

5. Call Center Agent - Appendix - E - Telephone Etiquette Tips

6. Call Center Agent - Appendix - F - Putting customer on hold