NASSCOM®

Global Business Foundation Skills (GBFS)

Guideline Document for the Facilitator

in the Outcomes Based Format (OBF)

Acknowledgements

Introduction to the Program

The GBFS program will increase the industry readiness of students who want to start a career in BPO-KPO companies. Developed by experts from member companies, like Accenture, Convergys, Deloitte, Dell, Genpact, and IBM, the program encompasses a vision of up-skilling graduating students.

The program has been developed using the Outcomes Based Format (OBF) keeping the focus on the key skills required to perform a given job role. The program has two tracks–one that focused on training and guide for the facilitator and the other for the student.

Objective of the Program

The GBFS program has been developed to with an objective to train students in basic foundation skills to help them be better equipped for employment.

About the Program

To increase the funnel of available quality students at 'entry' level, NASSCOM suggests the basic/foundation skills termed as GBFS be run as an add-on program in various education institutions. In the long term one of the purposes of this initiative is to ensure that Universities/Colleges will consider integrate the development of these skills into the teaching learning program and allocate substantial credits for attainment of these skills.

The course will be interactive and will involve experiential learning. The students will be expected to supplement their classroom sessions with self-paced study. A pre-assessment metric called NASSCOM Assessment of Competence (NAC)-Diagnostic will help identify the skill gaps that need to be addressed during the course. Post the training, the students will be required to take the final NAC assessment. The NAC scorecard will highlight their skills and competencies in areas relevant to the BPO-KPO industry. The skills acquired through this course will not only help the students prepare for employment at this stage, but orient them towards life-long learning.

The course will encompass the following modules:

- Industry Awareness
- Business Communication Skills
- Customer Management Skills
- PC and Data Skills
- Campus to Corporate

Eligibility

The course is targeted at final year students across all undergraduate streams of universities.

Program Duration

The program offers a blended learning solution. This comprises of a mix of guided learning or instructor-led training, tutorials and practical exercises. It is designed as a 120 hours program to be delivered over 20 weeks, 3 days a week, 2 hours per day.

Table of Contents – GBFS Program

MODULE I. Industry Awareness

Lesson Plan
1. Understanding Business Process
2. BPO Industry — An Insight
3. BPO Verticals
4. Industry Growth
5. A Career in BPO: Pros and Cons
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MODULE II. Business Communication

A. Voice and Accent Training

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2. Consonant Sounds
3. Vowel Sounds
4. Syllables and Syllabic Stress
5. Vowel Reduction
6. Sound Deletions and Word Endings
7. Sentence Stress, Modulation and Chunking
8. Fluency
9. Vocabulary

B. Grammar

Lesson Plan
1. Sentence Structure
2. Nouns
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Assessment 1
Assessment 1-Key
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Assessment 3
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MODULE III. Customer Management

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Appendix 1: Assessments
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MODULE IV. PC and Data Skills

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3. MS Word
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7. Keyboard and Typing Skills

Appendix 1: Assessment
Appendix 2: Answer key

MODULE V. Campus to Corporate

Lesson Plan
1. Growth and Change
2. Professional Image
3. Self Management

Appendix 1: Assessment
Appendix 2: Answer key
Appendix 3: Integrity-related Issues and Steps Taken to Address Them

How to Use this Program?

In order to make the teaching-learning process effective, this program has been developed based on the OBF for curricula design.

The curricula framework highlights an integrated output that encompasses the following for the program:

- Outcomes
- Processes
- Inputs

The curricula framework enables every parameter to be detailed to maximize impact and empower the learner with the requisite skills and competencies towards lifelong learning and gainful employment.

For the expected learning outcomes, the facilitator must refer to the GBFS OBF detailed in the following pages.

The module content identified is followed by a suggested lesson plan and the associated assessments with assessment keys.

Outcomes Based Format for Curricula Design

Global Business Foundation Skills

(GBFS)

Curricula Framework

NASSCOM®

IT-ITeS Sector Skill Council

An Industry Initiative

Outcomes Based Format for the GBFS Curricular Framework

Framework for 'Employment' oriented curricula

The 'Curricula Framework' highlights an integrated output that encompasses 'Outcomes', 'Processes' and 'Inputs'. The frame will enable stakeholders develop and customize programs of learning using different media to empower candidates with the desired foundation skills necessary for entry level employment for the BPO-KPO industry.

Outcomes	Processes	Inputs

Part-I
*Specifies the direct and indirect outcomes of the curriculum w.r.t. the:
 	
1. Course/program:
    i. Generic
    ii. Domain/s
    iii. Employment
2. Student learning
3. Classroom design/layout
4. Learning experiences
5. Summative assessment
6. Continuous assessment
7. Processes instituted
8. Inputs provided (quantify and qualify):
    i. Infrastructure and facilities
    ii. Faculty
    iii. Support staff
    iv. Governance
    v. Land and buildings
9. Institution
	Part-II
	*Indicates development and implementation of processes as applicable towards:
	
	1. Empowering personal
	2. Attributes and soft skills
	3. Employment skills
	4. Domain skills and competencies
	5. Generic transferable skills and competencies
	6. Course/program delivery methods using
	    i. Blended learning
	    ii. ICT
	    iii. E-learning
	7. Pedagogy-appropriate usage
	8. Learning experiences to be provided
	9. Higher Order Thinking Skills (HOTS)
	10. Assessments and evaluation: Continuous and summative
	11. Classroom design/layout and impact.
	12. Accreditation of the curriculum
	13. Institutional efficiency
	14. Publications, report writing
	15. IPR, R&D, innovation
	16. Entrepreneurship
		Part III
		*Identifies the required inputs towards:
		
		1. Curriculum structure
		2. Syllabus
		3. Infrastructure
		4. Classroom layout
		5. Faculty and support staff
		6. ICT
		7. Content (text books and labs, internship programs etc.)
		8. E-learning program– content and facilities
		9. Administrative processes
		10. Lesson plans
		11. Blended teaching– learning methodologies
		12. Assessment and evaluation practice
		13. Certification
		14. Approvals for standardization and parity national and international
		15. Placement process (if applicable)
		16. Industry standards and acceptance

Metrics and Evaluation Support System:
- Identifies Key Performance Indicators (KPIs) and Performance Ensuring Measures (PEMs).
- Enables analysis, and reconciles the same as feedback.
- Aims at greater impact and efficiency, while achieving the set outcomes.

We propose the course assessments, formative and summative, to be based on the learning styles, as explained in the adaptation of the Bloom's taxonomy. Please refer to the illustration below.

Current Practice (Anecdotal evidence)		Proposed System (Subject to module requirement)
80	Remembering	10
15	Understanding	15
5	Applying	15
	Analyzing	15
	Evaluating	15
	Creating	15
	Effective Communication	15

Part-I: Outcomes
Name of the Program: Global Business Foundation Skills This program can be offered for all UG streams or equivalent programs/courses. This program is also applicable for PG graduates who aspire to join the industry at the entry level.
In keeping with the current and future landscape of the IT–BPO industry, NASSCOM has facilitated the design and development of the foundation skills course for students. The objective of the course is to train students on basic/foundation skills to help them be better equipped for employment.

1. Program Outcomes	
i. Generic	• Global Standard Communication Skills • Customer Service Skills • Orientation to Culture • Analytical and Reasoning Skills (available as separate modules) • PC and Data Skills
ii. Domain/s	Industry Awareness–BPO
iii. Employment	Develop skills relevant to: • Business, service, and leadership areas of all industries • IT and ITeS Industries • Helping all entrepreneurs, as well as developing life skills
iv. Other outcome	R&D: • Searching for information • Organizing and reporting the requested for data

2. Student Learning Outcomes	Student Learning Objectives	Key Performance Indicators (KPI)	Performance Ensuring Measure (PEM)
Knowledge: i. Foundation ii. Specialized Domain	At the end of the program, the students will have: • Basic knowledge of ITeS industry • An understanding of the kinds of jobs and careers available in this industry • Knowledge of the basics of the subject and specialized information • Strong foundation knowledge, and generic and specialized skills	Demonstrates: • Understanding the ITeS industry • Subject knowledge and subject skills	• Simple quiz • Role play • Written assessment • Certified by external branded institutions • Certification on par with national and international industry requirements

Understanding/ Comprehension	At the end of the program, the students will have:
	• Clarity on problem requirements
	• An idea about the recommended process
	• Understanding team dynamics
	• Mastered the skills and competencies
		Demonstrates:
		
		• Understanding of the requirement, i.e. the
		  o subject
		  o problem
		  o strengths and weaknesses of team members
		• Leadership w.r.t. team building
		  o uses team dynamics to move ahead in
			• Practical/project assessment
			• Viva voce

		planning the project/solving the problem	
Application	• Ability to apply skills, concepts, logic appropriately to the job/task to be undertaken	• Attention to detail • Ability to apply concepts to solve problems • Ability to customize and apply solutions to the situation/culture/recipient	• Practical assessment • Written assessment • Viva voce
Analysis (HOTS)	• Ability to analyze a given project/requirement • Capability to provide multiple solutions to a given problem	• Ability to analyze multiple opinions and collate • Skills to sequence thought and action, and prioritize tasks • Skills to analyze information received and clearly articulate instructions	• Practical assessment • Written assessment • Viva voce • Peer evaluation
Synthesis(HOTS)	• Ability to synthesize and focus on an apt solution for a given problem/situation/require ment	• Ability to choose the most pertinent solution from multiple available/developed	• Practical assessment • Written assessment • Viva voce
Evaluation (HOTS)	• Ability to evaluate the effectiveness/appropriaten ess of a suggested solution for a given situation. • Capability to devise a recommended process • Ability to establish the correlation between analysis and synthesis	• Logical thinking skills • Sequential conclusion ability • Ability to effectively build on past results and information	• Simulation practical assessment • Written assessment • Viva voce

3. Skill Development	Skills	Key Performance Indicators (KPI)	Performance Ensuring Measure (PEM)

Learning Ability and Technology Skills	At the end of the program the student will have the skills required to:
	• Take up a job in the sector
	• Understand the aptitude required to succeed in a basic ITeS/BPO job
	• Be equipped with techniques to improve his/her skills to perform a ITeS/BPO related task efficiently
		Demonstrates:
		
		• PC and data skills:
		  o MS Office: MS Word, MS Excel, MS PPT, and MS Outlook
		• Keyboard skills
		  o Speed and Accuracy
		• Internet and browsing/information searching skills
		• Ability to transfer skills from one process and project to another
			• Assessment and grading by instructor at the end of the training
			• Attain the desired range scores/grades necessary as cut-offs for employment
			
			For training the facilitators:
			• Train the Trainer

			(T3) practice sessions and grading by T3 (All student and faculty assessment packages are available)
Communication Skills	At the end of the program, the student should be able to: • Understand various accents from around the world • Converse in a neutral accent, using the correct grammar, pronunciation and intonation with clarity • Use the most appropriate words to make it easy for any customer to understand them E-mail communication: • Ability to communicate effectively with customers using grammatically correct English using e-mails	Demonstrate appropriate: • Voice and accent • Grammar • Accent familiarisation • E-mail etiquette	• Written and verbal assessments • Grading by instructor at the end of the training • Attaining the desired range scores/grades; necessary as cut-offs for employment For training the facilitators: • T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)
Behavioral Skills • Interpersonal Skills • Winning Behavior	Interpersonal Skills and Winning Behaviour: • Team work • Attitude • Ethics • Aptitude • Discipline • Values-led behaviour • Change management • Hunger to succeed • Respect for others • Thriving on change • Sense of urgency • Conflict resolution At the end of the program the student must be able to: • Work successfully in teams • Understand, relate with, and • Display ethics and values common to most corporate. They must also display: • Discipline • An ability to learn and work to instructions • Willingness to put in hard	Demonstrates: • Team work • Attitude • Ethics • Aptitude • Discipline • Values-led behaviour • Change management • Hunger to succeed • Respect for others • Thriving on change • Sense of urgency • Conflict resolution • Attain the desired range scores/grades; necessary as cut-offs for employment	• Quiz • Mock trial sessions • Questions on situations asked during the training session • Assessment and grading by instructor and peers at the end of the training For training the facilitators: • T3 practice sessions and grading by T3 (All student and faculty assessment packages are available

	work as required		
Employment Skills • Project Management skills • Verbal Ability • Numerical Ability • Attention to detail • Abstract Reasoning	The student must be able to: • Process numbers and carry out quick calculations around basic mathematical functions • Develop an attention to detail • Reason and take logical steps/decisions in any given situation • Provide and manage the end -to-end solution for a given project, in requisite situation • Demonstrate leadership skills • Manage time efficiently and effectively • Develop an effective project report	Demonstrate appropriate: • Numerical ability • Attention to detail • Abstract reasoning • Project report writing skills • Successfully achieve the given project outcomes • Attain the desired range scores/grades necessary as cut-offs for employment	• Written Assessments, Questions on situations asked during the training session. • Presentation assessment • Peer evaluation • Appropriate and effective project report For training the facilitators: • T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)
R&D skills • Data management and searching/organizing skills	The students must be able to: • Work with large amounts of data on computer systems • Organize data effectively • Identify and use relevant information effectively. • Research required information and data from either the given documents or from common search engines on the Internet	Demonstrate appropriate: • Data management and searching/organizing skills	• Assessment and grading by instructor at the end of the training/project. • Appropriate and effective project report For training the facilitators: • T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)
Innovation Skills	_	_	_

Part-II: Processes		
Processes required for conducting the Program	Process developed to attain the 'Course Outcome'	Process Implementation
1. Processes for **Empowering Soft Skills and Personal Attributes**	• Pre-assessment metric called NAC-Diagnostic will help identify the skill gaps that need to be addressed during the course. Post the training, the students will be required to take the NAC-Final assessment. • Pre, interim and post assessments with the program • Interactive Instructor Led Classroom sessions with a proper feedback mechanism • Self study tutorials • Practice sessions–2 types: instructor monitored and peer practice sessions	1. Conduct assessments and provide timely feedback at regular intervals using the provided assessment sheets 2. For NAC Final, the NAC scorecard will highlight their skills and competencies in areas relevant to the BPO-KPO industry. 3. Monitor and keep track of students' progress during self study tutorials 4. Conduct practice session and provide immediate feedback 5. Encourage and track peer practice sessions during the tutorial hours

2. Processes for empowering **Employment Skills** (Team work, project management skills, attitudinal, ethics, etc	• Speaking activities
	• Writing activities
	• Listening and reading comprehension
		1. Assign topic and explain the activity.
		2. Activities such as
		  • Reading passages for correct sounds and usage
		  • Free speech practice through Storytelling, and corrective feedback
		  • Active listening exercises
		  • Role plays on dealing with customers, con calls, meetings
		  • Open discussions
		3. Facilitate activity by giving feedback, ensuring class participation and discussion.
		4. Team presentation – Ensure feedback from audience, peer, and facilitator
		5. Effective use of group exercises and discussion to ensure class participation and reinforce learning of key aspects for the skill being taught.

3. Processes to develop **Domain Skills and Competencies**	• Lectures by students • Demo lectures by faculty • Domain Research projects – lectures by students (time bound) • Assignments • Doubt clearing sessions	1. Lectures that communicate ideas with practical examples. Lectures to be interactive in nature, where students to be challenged with problems and assisted to discover the solution 2. Assignments to be solved by groups of students so that inter

	• Hands on exercises • Role-plays • Assignments and projects	personal skills are developed 3. Detailed lab guides for Hands On Exercises to enable to students to work on their own with little intervention from the faculty members 4. Exercises to be worked out by students on their own with constructive evaluation done by the teacher Interactive dialogue between teacher, and students and among students 5. Role-plays involving two more students demonstrating concepts/ideas 6. Projects to be supplemented with detailed specifications, templates and checklists to give a real life feel
4. Processes to develop **Generic Transferable skills and Competencies**	• Active listening • Speaking assertively • Reading and comprehension • Keyboard and typing skills • Writing emails and other written communication • Dealing with Irate callers • MS Office skills • Preparing presentations • Analytical skills • Interactive instructor led classroom sessions • Activities during the sessions • Assignments given by the faculty • Feedback and debriefing on the assignments done by the students	1. Encourage students to share their opinions and ideas during the session 2. Conduct activities like Brain storming to encourage participation and sharing of their ideas 3. Conduct assessments through assignments and provide feedback

5. Processes to develop **Course/Program Delivery Methods** Using
  i. Blended learning
  ii. ICT
  iii. E-Learning
 	
6. Process for delivering the appropriate Pedagogy-appropriate Usage to empower the requisite skills
	• Prepare slides for concepts
	• Build activities to practice concepts
	• Faculty guidelines/manuals on how to evaluate and provide feedback
	• URLs that would help self/peer study
	• Blended approach with instructor led training and Technology enabled learning
	• Teaching techniques made available as part of the GBFS package
	• Interactive Instructor led sessions
		1. Faculty to go through the Pedagogy modules before handling sessions
		2. Conduct sessions in a discussion mode Conduct sessions, activities as per session plan and provide feedback for activities

7. Process to empower the Learning Experiences to be Provided		KPI	PEM
Entrepreneurship and Leadership Innovation approach R&D methods Assessments (Continuous and Summative) Industry Internship Internal Team Projects Tutorials Practical Face-Face-Teaching	• Include activities for practice of concepts through relevant exercises suggested in session plan • Facilitate role plays. • Encourage and evaluate participation • Reward and recognize the student for significant participation • Assign roles and responsibility to students to ensure active participation • Developing speaking and leadership skills • Ensure developmental and good feedback is shared as soon as possible • Encourage sharing of personal, creative examples	• Student involvement, participation in class • Scores on the program level assessment • NAC-Final scores	• Contribution of ideas and examples from students • Grades or scores in the assessments • Marked improvement in the NAC Final score from NAC Diagnostic scores
8. Processes to empower Higher Order Thinking Skills (HOTS)		KPI	PEM
Applying	Application–Lab guides, student workbook	• Submitted and presented the case findings • Submitted completed assignments, filled workbooks	• Grades given by faculty on the submissions and presentations
Analyzing	Analysis–Annotated case studies		
Evaluating	Evaluation–Review processes (code/document)		
Creating	Synthesis–Software development life cycle processes		
9. (A) Processes to design and develop Assessments and Evaluation: Continuous		KPI	PEM

Knowledge:
  i.   Foundation
  ii.   Specialized Domain
Understanding
Application (HOTS)
Analysis (HOTS)
Synthesis (HOTS)
Evaluation (HOTS)
Behavioral Skills
Effective Communication
	• Design and conduct a pre test to assess level of students
	• Design and conduct interim assessment to track progress
	• Design and conduct a post test to assess level after completion of course
	• All speaking/written activities need to be evaluated and given feedback on knowledge–simple classroom quizzes
	• Students to take NAC Final for a final evaluations and for eligibility for jobs in the BPO-KPO industry
		• Assessments scores
		• For NAC Final, the NAC scorecard will highlight their skills and competencies in areas relevant to the BPO-KPO industry.
		• Students' progress evaluation done by faculty during self study
			• Grades or scores in the assessment and track records
			• Marked improvement in the NAC Final score from NAC Diagnostic scores

		KPI	PEM
	• Understanding–Concept description exercises • Application–Case studies and hands on • Analysis–Solved case studies for analysis • Synthesis–Real life application development • Evaluation–Review of real life applications	tutorials • Faculty and peer feedback practice session	
9. (B) Processes to develop Assessments and Evaluation: Summative		KPI	PEM

Knowledge:
   i. Foundation
   ii. Specialized Domain
	Same as 9A		

Understanding			
Application (HOTS)			
Analysis (HOTS)			
Synthesis(HOTS)			
Evaluation (HOTS)			
Effective Communication			
10. Classroom Design/layout		KPI	PEM
Infrastructure	• Preferably online classrooms with Projector will enhance the learning experience in the classroom • Lab guides will help the students to be on their own while doing Hands On Assignments and reduce intervention from faculty • Class size: 20–25. • Classroom with required capacity, classrooms with movable chairs to facilitate speaking activities and with tables for written activities • Computer, projector • White board and marker pens • Language lab with facility to record	• Facilitator's effectiveness • Availability of resources to deliver the training • Student participation and learning	• Number of students passing the NAC Final • Number of students employed in the industry
Tutorial rooms			
Internet			
LAN/WAN			
Labs			
Webinars			
11. Process of Accreditation of the Curriculum		KPI	PEM
By an Industry Body/Sector Skills Council for IT and ITeS	As per recommendation from the BPO council and approval process. BPO council will be actively involved in the content development and deployment of the program. Members will review design and content inputs at various phases of development along with	• Enrolments to the program • Student satisfaction from the courses • Facilitator satisfaction on	• No of enrolments • Satisfied scores given by the student to the training • Facilitator effectiveness • Rise in the number of

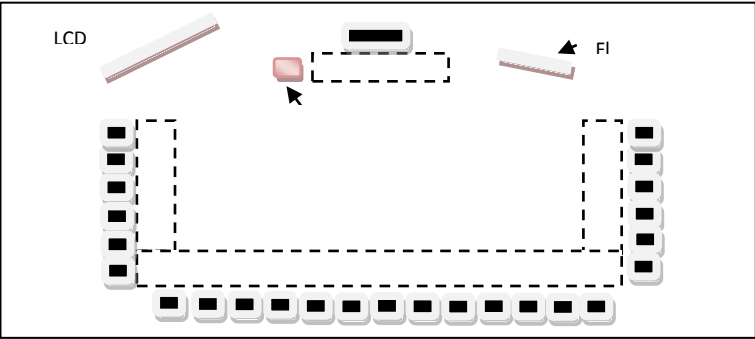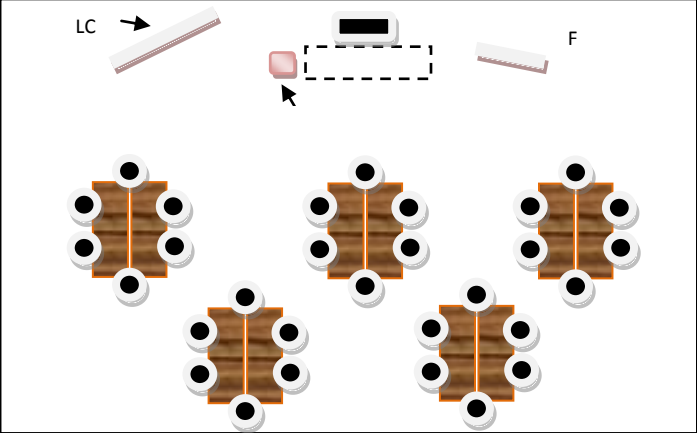|		NASSCOM.	completeness of the material	students taking the NAC assessment
12.	Processes to ensure Institutional Efficiency	Real time classrooms with appropriate, adequate seating arrangement that will: • encourage student participation • facilitate group activities the classroom should have: 1. Adequate lighting 2. White board and pens 3. Projector Lab should have: 1. Infrastructure–20 computers, white board, white board markers, projector.		
13.	Process to ensure Publications and Report Writing	• Appropriate faculty development for learner centric mode of teaching • Infrastructure (hardware and software) availability for conduct of the program • 100% Placements for students		
14.	Process to ensure		Yes	No
	IPR generation	IPR for the final materials will lie with NASSCOM. The individual member companies who have provided the content will hold the IPR for their individual topics.	√	
	R&D	Research and development in learning models more appropriate for the adult audience, have led us to pick up the tried and tested training modules as they are delivered in the companies, for this program.	√	
	Innovation	The pedagogy used in this program promotes a learner centric approach and emphases on the use of Innovative and collaborative learning methods such as group discussions, puzzles, demonstrations, model making, mnemonic instruction and impersonation.	√	
15.	Process to ensure Entrepreneurship	NA	NA	NA

Part-III: Inputs

Inputs for the Program	Are the inputs in place?		
	Yes	No	Details
1. Curriculum structure in place	√		- Program brief
2. Syllabus in place	√		- Content outline - Session plans - Session inputs

3. Infrastructure in place	√		• For TTT/TOT (batch of 25 trainers):
			  o Classroom size–Min. 10 ft. x 15 ft.
			  o U-Shaped table with a seating capacity of 25
			  o Computer/Laptop with speakers and CD ROM–1 (for master trainer)
			  o Computer lab with 25 Computers (desktop) with following:
			    ▪ CD Rom
			    ▪ MS Office
			    ▪ Typing Tutor (software)
			    ▪ Speakers
			    ▪ Headphones with microphone–25
			    ▪ Internet
			  o LCD projector and screen–1
			  o Whiteboard–1
			  o Flip charts–5
			• For Student Training (batch of 30 candidates):
			  o Classroom size - Min. 10 ft. x 15 ft.
			  o Tables/chairs–30
			  o Computer/Laptop with speakers and CD ROM–1 (for trainer)
			  o Computer lab with 25 Computers (desktop) with following:
			    ▪ CD Rom
			    ▪ MS Office
			    ▪ Typing Tutor (software)
			    ▪ Speakers
			    ▪ Headphones with microphone–30
			    ▪ Internet
			  o LCD Projector and Screen–1
			  o Whiteboard–1
			  o Flip Charts–5

4. Classroom Layout in place	√		
5. Faculty and Support Staff in place	√		Institution to provide the faculty and support staff as required. For the
6. ICT in place		√	ICT to be available at the training institute based on the stated requirements.
7. Content: text books and labs, internship programs etc. as prescribed are available	√		List of reference books and lab guides provided. Institution to ensure availability of the same for the training program.
8. E-learning Program -Content and Facilities in place		√	- Develop GBFS portal and host e-learning modules in the next phase - Content developed for the instructor led modules will be used as base for developing the e-content.
9. Administrative Processes in place		√	The administrative process to be established in the MOUs with the institutions delivering this course.
10. Lesson Plans in place	√		Session plan and facilitator handbooks will be made available in the e-book and print format for all the facilitators.
11. Blended Teaching-learning Methodologies in place	√		Included in the faculty handbook and Lab Guides.

12. Assessment and Evaluation Practice in place	√		Assessments and guidelines for conducting these assessments along with expected solution are provided in the facilitator handbook.
13. Certification in place		√	Certification framework to be worked. Currently this program along with NAC test score will be considered by the industry to gauge employability of the student.
14. Approvals for Standardization and Parity with National and International standards in place			Not Applicable
15. Placement Process in place (if applicable)			Not Applicable
16. Industry Standards and Acceptance		√	The industry has participated in the development of this program; outcomes of the program are for entry level roles in the BPO industry.

ANNEXURE-I

Curriculum Details

Curriculum Details	
Curriculum Structure	The following program to be run as an add-on program for students: • Basic Skills/Foundation Skills termed as Global Business Foundation Skills (GBFS) The program aims to build skills in the technology and the business area for students who are seeking jobs in the BPO industry. Foundation knowledge in the BPO domain and basic skills to perform a job role are covered in this program. Students undertaking this program will be industry ready and will require less number of training days to become productive in their job roles. The idea behind the initiative is, that going forward, Universities/colleges will consider making these programs compulsory for students or integrate the development of these skills into the teaching learning program by allocating credits to these programs. Flow of the program: • The detailed facilitator guide and student handbook for the program can be sourced by the University/college from the NASSCOM identified publisher. • This will be followed by Train-the-Trainer (TTT) programs for select University faculty by NASSCOM/BPO Skills Council members. • Post the TTT, the first batch of student training shall be launched in the University/affiliated colleges at identified centers. • Identified students, are pre-tested with the NAC diagnostic, subsequently trained by the trained faculty and finally accessed via the NAC final. • NAC scores will be forwarded to BPO companies for the first step towards employment. • An analysis of pre and post NAC scores will facilitate impact analysis w.r.t. skill transference, from the teacher to the taught. • Feedback to the University/college will aim to improve the teaching- learning methodology towards the development of these life skills and increased employability of the students concerned; it will also facilitate scaling faculty capacity.

Syllabus	• The course will encompass the following modules:
	  o Industry Awareness
	  o Business Communication Skills
	  o Customer Management Skills
	  o PC and Data Skills
	  o Campus to Corporate

Infrastructure Required	• For TTT/TOT (batch of 25 trainers):
	  o Classroom size–Min. 10 ft. x 15 ft.
	  o U-Shaped table with a seating capacity of 25
	  o Computer/Laptop with speakers and CD ROM–1 (for master trainer)
	  o Computer lab with 25 Computers (desktop) with following:
	    ▪ CD Rom
	    ▪ MS Office
	    ▪ Typing Tutor (software)
	    ▪ Speakers
	    ▪ Headphones with microphone–25
	    ▪ Internet
	  o LCD Projector and Screen–1
	  o Whiteboard–1
	  o Flip Charts–5
	• For Student Training (batch of 30 candidates):
	  o Classroom size–Min. 10 ft. x 15 ft.
	  o Tables/chairs–30
	  o Computer/Laptop with speakers and CD ROM–1 (for trainer)
	  o Computer lab with 25 Computers (desktop) with following:

	▪ CD Rom ▪ MS Office ▪ Typing Tutor (software) ▪ Speakers ▪ Headphones with microphone–30 ▪ Internet o LCD Projector and Screen–1 o Whiteboard–1 o Flip Charts–5
Classroom Layout	**For TTT/TOT:** **For student training:**
Faculty and Support Staff	Faculty to be evaluated based on classroom experience. The faculty should have skills in the subject area and should have presentation skills to be able to engage the student. Support staff for the lab and classroom is required with technological skills to be able to troubleshoot problems and procedures.
ICT requirements	We will be building e-content for the GBFS program in the next phase of development.
Text books	NA
Labs infrastructure	• A Lab with a minimum of 5 computers for every 3 students and peripherals required to set up a network • The Lab should have Licensed software available to build and install the operating systems, Domains and Email systems and a facility to record • The Lab should have internet facility available to students • Preferably online classrooms with Projector will enhance the learning experience in the classroom • White Board and Marker pens

	• Lab Guides will help the students to be on their own while doing Hands On Assignments and reduce intervention from Faculty
Internship programs	NA
E-learning Program - Content and Facilities	E-learning for the program will be developed post the roll out of launch of the Instructor led version
Lesson Plans Template	Lesson plan in Courseware
Blended Teaching-Learning Methodology Details	Blended methodology–classroom training, with hands on lab exercises, self paced learning, and evaluation through assignments and quiz.
Assessment and Evaluation, Practice Details, Sample Question Papers	Assessments and evaluation exercises are provided as a part of the courseware and will be delivered during the training. In addition, the student will be assessed through the NAC test. Please log on to www.nac.nasscom.in/nac for further details.
End of Elective Certification	NA
Employment Skill Assessment	A pre and a post assessment NAC is linked with the training. Details of the assessments are provided in Annexure V.

ANNEXURE-II

Content Outline–Guideline document for the Trainer: To be filled in by the trainer while customizing delivery

A	Customer Service Skills	Hours							Lesson Plan for each activity in place Y/N
		Face -to-Face	Team Work	individual project/Internship + feedback	Practical + Feedback	Practical + Feedback	Assessment +Feedback		
	Importance of exceptional customer service–Introduction to customer service, what do customers expect						Continuous	Summative	
	• Transactional Analysis • Active Listening • Empathy • Assertive Behavior • Service 'No' • Handling different types of customers • Irate Customers • Apology • Problem solving • Offering assistance • Building Rapport • Active Listening • Acknowledging the Customer • Small Talk–Initiating and Responding • Courtesy and professionalism • Polite Questions • Customer Service on phone–telephone etiquette-Hold-Mute-Transfer, Call Opening, Closing and Further assistance								
B	**Global Business Etiquette and Culture Training:** • High and Low context cultures, • Polychronic and Monochronic cultures, • High and Low Power distance cultures, • Individualistic and Collectivist cultures • Key Do's and Don'ts when dealing with different cultures • Understanding customer context and responding appropriately • Cross-Cultural Awareness–Differences in Indian culture and customs, behaviors and expectations from those of the U.S, UK, Australia etc.								

C	**US, UK, Australia, China** • Geography • Time Zones • Climate and Weather • History • Society • Multiculturalism • Daily Life • Currency • Life style • Specific terms, idioms, phrases, slang, • Business and social etiquette • Social Do's and Don'ts– political correctness • Postcodes and the Postal System • Common Names–first names, surnames								
D	**0.1 Voice and Accent** • Pronunciation • Fluency/Conversational Ability • Intonation • Vocabulary **0.2 Grammar:** • Parts of speech • Articles • Prepositions • Tenses • Subject verb Agreement • Indianisms								
E	**Accent Familiarization training** • US, UK, Australian accents								
F	**Business Etiquette** • Email Etiquette and • Business Writing Skills								
G	**PC and Data Skills: MS Office**: • MS Word • MS Excel • MS PPT • MS Outlook • Keyboard Skills o Speed and Accuracy								
H	**Internet and Browsing/Information Searching** • Understanding the ITeS Industry • Off-shoring: In-house vs. Outsourcing, models, current practices, Global size of the industry, growth projections • Call Centers and Transaction processing								

	centers–Different models in play–captive, third party, both • Global subject matter expertise–Scope, domains serviced, work and knowledge complexity handled • Building a career in the ITeS Industry–Roles, Typical hierarchies/Org structures, comparisons with other Industry, Imperatives of a BPO career • Functional departments–Operations, Quality, Training, Technology, HR, Finance, Business Development and Transitions, Customer Relationship Management								
I	**Behavioral Skills** Fundamentals of OB and OD (Organizational Behavior and Organizational Development) • Interpersonal Skills and Winning behavior: ○ Team work, attitude, ethics, aptitude, discipline, values led behavior, change management, hunger to succeed, respect for others, thriving on change, sense of urgency, conflict resolution.								

ANNEXURE-III

A. Lesson Plan Template: Example provided for the Trainer (Ref: GBFS courseware)

*Day wise template

Course Name	Business Etiquette (CRM)
Date, Day, Time	
Name of Faculty	
Name of Company/College/University	
Number and Nature of Students	16-20 students at Entry Level
Base Equipment	Overhead Projector/Chart Board/Pens etc) in Class or Conference Room

Session No	Faculty	Time	Name of session	Objective	Methodology
1.	Name	9:00AM–9:30AM	Introductions/Icebreakers/Setting Expectations	Understand the day's agenda/sharing content of knowledge in business etiquette/team set to prepare/acknowledge importance of session.	PPT/lecture
2.	Name	9:35AM–11:35AM	Cultivate Impression Management Skills in the workplace	Understand application and know-how on self disclosure, image creation, first impressions, and expression and language usage that impact performance. Team prepares to participate and practice the principle types of performance disruptions, 'unmeant gestures', 'incidents', 'embarrassments' and *faux pas*.	Seminar/Lecture/Case Studies and/or use of videos
3.	Name	11: 40am–1:00pm	Practice session/Do's and Don'ts on industry appropriate Grooming, Hygiene, Attire and best practices shared in Respecting Organizational Environment	Obtaining and following instructions on self confidence and overall executive presence. Team will demonstrate impact using situational scenarios and examples.	Lecture/videos/role-plays
4.	Name	1:05PM–1:45PM	Break for Group Luncheon	Observe dining etiquette and gather a few laughs. Team will acquire some tips and know-how on American/British/European/Japanese/Chinese food habits/mannerisms.	Open discussion on global do's and don'ts on mannerisms at the table

Session No	Faculty	Time	Name of session	Objective	Methodology
1.	Name	1:46PM - 3:30PM	Introduction to the Top 10 Trading Companies of the world–their views on Business Etiquette	Awareness and gathering of global etiquette to understand efficacy/change requirements of the workplace 'then' vs. current demands of workplace today. Team will demonstrate needs of today	PPT/collaborative learning/one case study

				e.g. self-managing careers/setting individual goals.	
2.	Name	3:35PM– 4:35PM	10 Essentials of Business Etiquette in Communication and Presentation via E-mail/Tele-conferencing/Memos and Letter-writing	Know and then to cultivate effectively, bringing out truth, passion and credibility. Team will hone in on etiquette and tools required for better style, confidentiality and delivery on commenting/opining/questioning etc. on everyday communication and presentation within the team and outside of it.	Work lab/Role–plays/PPT/Film/Video
3.	Name	4:36PM– 4:46PM	Break and Breathe	Team will reflect while shaking a leg!	Chat session
4.	Name	5PM–6:00PM	Recognizing Diversity in the Workplace •Connecting, socializing and working with women colleagues and vice-versa • Understanding Body language, verbal and non- verbal signs, honoring Space issues/Cultural Diversity norms	Celebrating the workplace as responsible corporate citizens. Team will give feedback/Review, exchange thoughts and ideate.	Lecture/Open discussion/creating framework within group/enacting

ANNEXURE-IV

Assessment Templates:
Any further assessments required by the trainer can be developed.

ANNEXURE-V
Employment Assessment

NASSCOM Assessment of Competence (NAC)
About NAC

NASSCOM has worked with the Indian BPO industry majors like Genpact, Accenture, Convergys, WNS, EXL, IBM, HCL and Deloitte to create a national industry standard assessment **NASSCOM Assessment of Competence (NAC)**, to be used for entry-level recruitment.

NAC has been conceived
1. To ensure the transformation of a "trainable" workforce into an "employable" workforce
2. To create a robust and continuous pipeline of talent for the ITES/BPO Industry, maximizing the employment opportunities for the deserving lot

This will be done by continuously assessing candidates on key skills through NAC which is a national-level assessment, thus making it easier for firms to screen candidates and also provide training need analysis to candidates. This will then be tied in to training and development efforts to help more candidates become competent to work in the industry.

Why NAC? - Advantages of NAC for various stakeholders

For Students
- Transparency in recruitment process across all BPO companies
- No need to go through the same recruitment process at different companies
- Ability to identify self strengths and weaknesses through test scores
- Ability to do a 'training-need analysis', which will help them improve on weak areas through training programs
- Employment facilitation using NAC scores

For Academic Bodies
- Identifying the training needs of students and analyzing the gaps
- Aligning the course curricula with industry requirements – bridging the "education" to "employability" gap
- Preparing the students on skills that act as pre-requisites to work in the industry
- Contributing to the industry by preparing the students through a pre-defined approach

For State Governments
- Employment generation through increased employability of talent
- Help in attracting serious investors
- Help create a concept of 'education' to 'employability'
- Identification of 'skill gaps' in youth to be filled at academia level

Key Features
- Eligibility – Final year undergraduates (all general / non-technical streams)
- Test price per candidate – Rs.350, plus taxes (where, infrastructure & proctors to be provided by the State)
- Employment facilitation – Scores of all NAC test takers are seen by the BPO companies and are considered for employment

NASSCOM®

NAC test matrix

Skill	Duration (in minutes)
Speaking & Listening - Sentence Mastery - Vocabulary - Fluency - Pronunciation	10
Analytical Ability	20
Quantitative Ability	20
Writing - Grammar - Content - Vocabulary - Spelling & Punctuation	20
Keyboard Skills - Typing Speed - Typing Accuracy	05
total duration	**75 minutes**

NAC infrastructure requirements

Description	Client PC (Test Taking PC) (with a Monitor, Mouse & Keyboard)
Operating System	Windows® XP SP3+, Vista, or 7
CPU	Pentium® IV and higher
RAM	512 MB RAM and above
HDD	At least 500 MB free disk space
Web browser:	Internet Explorer 7.0® (or higher)
Broadband Internet connection	(T1, DSL, or cable) with a bandwidth of at least 1 Mbps for 25-30 users
Sound Card with necessary audio and video drivers	Yes (Should support recording & playback capabilities)
Headset with Microphone	- Headset with a USB headset is strongly recommended - A room is required that is acoustically appropriate for the Speaking test
Java Scripts	Enable
UPS (assuming that generator will be used during power failure)	1.5 Hour Battery Backup
Generator (may be used for 8 hours or more if needed)	Yes
CD-ROM Drive	Yes
USB Ports	Yes

Antivirus	Yes
Screen resolution	1024 x 768 pixels

Test Environment – For Speaking & Listening Test

- Network security access to allow Cdtclient.exe application to access https://www.ordinate.com (port 443)
- Disable pop-up blocker
- Headphone Features:

Headphone features	Sound mode	Stereo
	Ear piece	Double
	Driver Unit Size	32 mm
	Frequency Response	20 - 20000 Hz
	Impedance	32 ohms
Microphone features	Frequency response	100 - 12000 Hz
	Impedance	3320

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