

Guidelines for Facilitator Guide

Having created the Participant Handbook which covers the NOSs in the form of modules, which are further subdivided into units of learning, the next step is to create a facilitator guide.

A facilitator is one who helps others learn or make things easy and helps the group move toward the specified goals/outcomes and initiates and assesses group processes.

A Facilitator Guide will help a facilitator/trainer to plan and conduct the course. The Guide when used in conjunction with the Participant Handbook will help the facilitator/trainer adapt the training material efficiently and make the course a success.

Elements of a Facilitator Guide

A Facilitator Guide may include the following elements:

- **Cover Page** which includes the name of the Sector/Sub-sector/Occupation/QP code/Version No./NSQF Level.
- **Copyright Page** which provides publisher, printer and IPR details.
- **About this guide** which talks about the background information about the sector and the program, purpose of the program and overall objectives of the program
- **Unit-wise instructions** which include detailed description as to how the Facilitator should move ahead with the session.
- **A training delivery plan (Annexure 1)** which will list the training outcomes and outline the session details, such as duration, methodology adopted and training tools used.

Training Delivery Plan			
Program Name	Sales Executive (Broadband)		
Qualification Pack Name & Ref. ID	Sales Executive (Broadband) - TEL/Q0201		
Version No.	1.0	Version Update Date	
Pre-requisites to Training (if any)	Training programs in customer orientation, dealing with difficult customers, telephone etiquettes etc.		
Training Outcomes	By the end of this program, participants will be able to: <ol style="list-style-type: none"> 1. Understand organisational policies, guidelines and standards 2. Identify and comply with Know Your Customer (KYC) guidelines 3. Learn about churned customers and how to identify them from Month-Till-Date (MTD) sales data 4. Seek appointment with prospects for sales 5. Define sales funnel and its importance 		

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Daily Sales Planning and Preparation	Icebreaker	<ul style="list-style-type: none"> Introduce each other Build rapport with fellow students and their trainer Understand the overall training outcomes of the program Be familiar with the ground rules and session structure 	NA	Team Activity: Passing the parcel	Chart paper, sketch pens, whiteboard, markers	T: 0 hour P: 1 hour

- **Assessment criteria (Annexure 2)** this is taken as is from the Qualification Pack being targeted for skilling.

Assessable Outcome (NOS CODE AND DESCRIPTION)	Assessment Criteria (PC)	Total Marks	Out Of	MARKS ALLOCATION	
				Theory	Skills Practical
4. TEL/N0207: PROCESS COMPLIANCE FOR BROADBAND SUBSCRIPTIONS	PC1. verify customer documents and check TAG availability	100	20	20	0
	PC2. process all verified documents for installation		20	20	0
	PC3. fill up daily reports and get them validated with TSM		20	20	0
	PC4. escalate potential buyer/existing customer's feedback, unresolved concerns/issues to TSM		20	20	0
	PC5. identify interested buyers from daily report and approach them accordingly		20	20	10
	NOS Total		100	90	10

Elements of Unit-wise Instructions

The Facilitator Guide should have Unit-wise instructions for each module to help the trainer impart training on all the modules covered in the Participant Handbook.

Each module may begin with the **Key Learning Outcomes** of the module. The unit-wise instructions may contain the following elements:

1. **Name** of the unit
2. **Unit Objectives** which should be introduced to the trainees. This includes the knowledge objectives or what a trainee should know at the end of the unit (competencies expected to be acquired by the end of the unit).
3. **Notes for Facilitation** which provide guidelines to plan the session and the resources to be used for the same beforehand.
4. **Resources to be used** such as Books, Handouts, Pen and Paper, Whiteboard, Slides, Computer, LCD Projector, Flip Charts, Post It stickers, etc.
5. **Do/Demonstrate** carries instructions on how the trainer should move ahead with the activity.
6. **Say** which indicates that the facilitator should follow the script by saying something which is similar to what is mentioned. This could include connecting the topic to previous knowledge or leading from simple to complex.
7. **Explain/Elaborate** which provides the trainer will ideas and information to explain or elaborate a particular topic. Examples may be written here to assist the facilitator in illustrating a topic.

8. **Activity** (including Role Plays, Workbook Exercises, Discussions and Games) carries instructions for the trainer to carry out classroom activities that will help the trainees understand and internalize what they have learnt.
9. **Field Visit** which enlists the steps of organizing a field visit for the trainees which will help increase their interest and engagement in the job role that they are being trained for and add a positive feeling for the course.
10. **Tips** for the trainer which will help the trainer to facilitate interaction with participants. It can include leading questions.
11. **Ask**, an evaluation component, includes a set of questions to test the participant's mastery of the instructed skills.
12. **FAQs**, Frequently Asked Questions, may be provided for the unit, to assist the facilitator in preparing well for the unit.

Icons that may be used in facilitator guides



General Instructions for Trainers

1. Read the Trainers Guide carefully before conducting the training. Familiarize yourself thoroughly with the domain knowledge as well as instructional style.
2. Ensure familiarity with the local language and culture.
3. Always enter the class at least 10 minutes before session is due to start.
4. Ensure all material/aids/equipment required for the training and activities (as per checklist) is ready and available, in advance.
5. Carry out attendance check at the start of every session/day. Keep track of absentees.
6. Ensure that all participants complete the required assessments. Maintain a careful record of assessment scores for every participant.
7. Always encourage participants. Never discourage participants from actively engaging in discussions.
8. Follow the lesson plan/session plan strictly.
9. Ensure key learnings are captured at the end of each session.
10. Regularly check participants' workbooks to ensure all exercises are being completed on time.
11. Seek responses from participants on their experience, what they learnt and whether the learning objectives were met.
12. How do you test understanding of concepts taught, at the end of each session? Reserve the last 5 to 10 minutes for a short test on the topic just covered. It could be in the form of multiple choice, True

or False questions or a verbal quiz.

The manual may also include the following elements detailing out the key skill requirements for a Facilitator/Trainer:

1. Attitude and Behaviour
2. Communication Skills
3. Communication styles
4. Need/skill gap identification
5. Personality Development and body language
6. Leadership styles
7. Pedagogic techniques
8. Time management
9. Problem Solving
10. Rapport Building
11. Floor management
12. Health and Safety measures

Disclaimer: The example given below is purely illustrative and has been provided as a reference to assist with the drafting of the document as per the template and the style of language. The contents given above may not strictly, in all senses, reflect a typical Facilitator Guide for the course.