

# WORKING IN TELECOMMUNICATIONS



## What? How? Why?

Call-centres answer thousands of calls a day from customers from all over the UK; those who answer the phones are known as agents. Agents work in large teams and help solve people's queries. A call-centre is usually a business that helps the customers of other businesses.



**Show this video to pupils to set the scene**  
[www.actonstem.co.uk](http://www.actonstem.co.uk)

## Skills Needed:

- Strong reading, writing and communication skills.
- Helpful & friendly personality.
- Strong listening skills.
- Basic computer skills.
- Attention to detail.
- Able to work well in a team – team work.
- Interest in people and helping them.
- Minimum of A\* - C grade GCSEs.
- Introductory courses available for Customer Service.

With technologies rapidly converging this truly is an exciting time to enter the world of telecoms!

**Chwarae Teg**



# TELECOMMUNICATIONS JOB EXAMPLES

## Customer Service Agent | Average Salary: £18,000 (Oct15)

Customer Service Agents work in the call-centre and handle large numbers of telephone calls from people from all over the country and sometimes beyond.

The team of Agents are skilled in solving customers' requests or problems. It is a level of communication that requires a lot of listening and understanding.

### Up-to-date full information:

 [www.careerswales.com/en/career-search/search?jobTitleId=10016](http://www.careerswales.com/en/career-search/search?jobTitleId=10016)

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## PA (Personal Assistant) | Average Salary: £30,000 (Oct15)

Personal Assistants (PA) help managers and other key staff organise their work. PAs play an important role in making sure important work is handled properly.

PAs have many roles and make great future managers.

### Up-to-date full information:

 [www.careerswales.com/en/career-search/search?jobTitleId=45592](http://www.careerswales.com/en/career-search/search?jobTitleId=45592)

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## Customer Services Manager | Average Salary: £35,000 (Oct15)

Customer Service Managers listen to customer needs and make sure they are happy with the product or service the company is supplying.

The Customer Service Manager brings the team together, understanding their strengths, abilities and organising how everything should work.

### Up-to-date full information:

 [www.careerswales.com/en/career-search/search?jobTitleId=10017](http://www.careerswales.com/en/career-search/search?jobTitleId=10017)

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## Telecommunications Resources....

 [www.careerswales.com/en/tools-and-resources/job-trends/it-telecommunications/](http://www.careerswales.com/en/tools-and-resources/job-trends/it-telecommunications/)



# CLASSROOM ACTIVITY SHIFT SUCCESS

TEACHER'S  
GUIDE

Pupils must pretend as a classroom that they are managers of a 24 hour call centre. Using a time chart the classroom must decide the staff shifts for one complete day. The total results of the shifts will then be presented in a pie chart.

## KEY SKILLS (NATIONAL CURRICULUM)

PROBLEM  
SOLVING

TIME

GRAPHS  
& CHARTS

DATA  
HANDLING

## PREPARATIONS & MATERIALS:

- Whiteboard/Smartboard
- Coloured pencils
- Exercise paper
- Attention of the Classroom

## METHOD

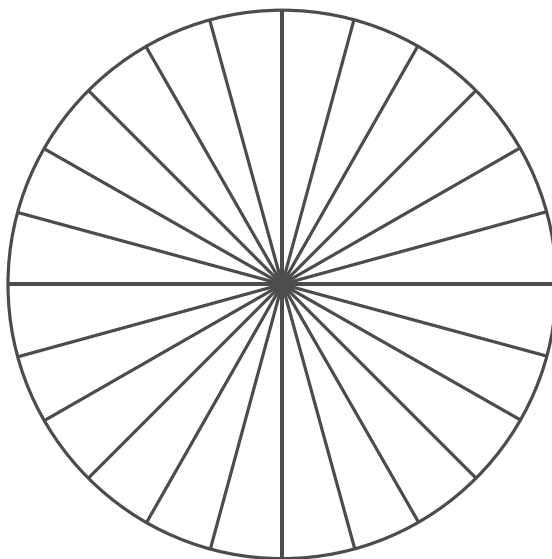
1. Ask the pupils to imagine, that they as a classroom, are managers of a busy 24 hour call centre responsible for a team of Customer Service Agents.
2. Once this concept has been established – draw up a time chart on the whiteboard covering a complete 24 hour period (example below):

TIME	STAFF MEMBER
00.00 - 01.00	
01.00 - 02.00	
02.00 - 03.00	
03.00 - 04.00	
04.00 - 05.00	
05.00 - 06.00	
06.00 - 07.00	

3. The next stage is deciding on the number of staff and giving them each names. Every staff member will work different shifts depending on whether they are full-time/part-time or work daytime/evening. Each staff member will have their own unique working hours, meaning that for this exercise only one staff member can populate each hour time slot.



4. Division of labour and breaks are important considerations before finalising on the various staff shifts.
5. The final results will then be presented in a pie chart. The number of sections, 24, is equal to that of the number of hours. Filling in the pie chart can be done by assigning each staff member a colour or alternatively by writing in their initials:



## LEARNING OUTCOMES

- Understanding of the 24 hour clock.
- Plot input/output in a graph format.
- Role-play designed to simulate the critical thinking and responsibilities required within a managerial role at an accessible level to Key Stage 2

## FURTHER INVESTIGATION & RESOURCES

### • Useful templates

 [www.nationalstemcentre.org.uk/elibrary/resource/10557/presenting-data-graphically](http://www.nationalstemcentre.org.uk/elibrary/resource/10557/presenting-data-graphically)

### • Graphs, Charts & Tables

 [www.bbc.co.uk/bitesize/ks2/maths/data/frequency\\_diagrams/read/1/](http://www.bbc.co.uk/bitesize/ks2/maths/data/frequency_diagrams/read/1/)

### • Moneypenny

 [www.moneypenny.com/uk](http://www.moneypenny.com/uk)

Produced in association with thanks to: 



# CLASSROOM ACTIVITY

## WHAT'S CAROL'S BUDGET?

TEACHER'S  
GUIDE

Imagine building a Call Centre business from scratch.

**Carol decides to start her own Call Centre business with a fixed budget:**



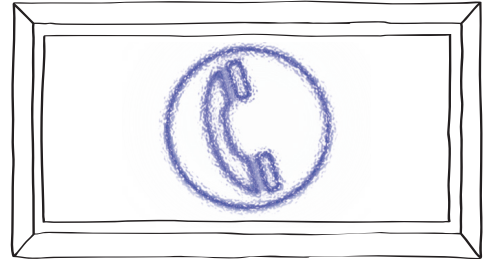
Carol spends  $\frac{1}{2}$  of her budget on construction - building the call centre.



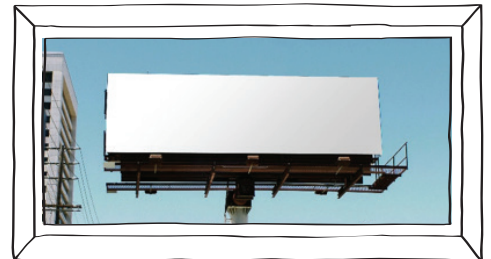
Carol then spends a  $\frac{1}{4}$  of what she has left on equipment.



She then splits the final amount equally between branding & company logos and 12 months advertising and launch.



Carol then spends her last £20,000 on advertising which is the same amount as the branding and company logos



**HOW MUCH WAS CAROL'S BUDGET?**

£

ANSWER: £160,000

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CLASSROOM ACTIVITY: CAROLS BUDGET



# CLASSROOM ACTIVITY MYSTERY CALLER

TEACHER'S  
GUIDE

Mystery Caller is a game very similar to Twenty Questions. One person must pretend to be the receiver and the other must be the caller! If the receiver can guess the caller in 20 guesses or less they win!

**Remember this is a “phone call” so the players must be back to back so there are no possible clues or signals.**

What country are you from?

Are you male or female?



Are you a famous person?

Are you someone from history?

People employed as telephone ‘agents’, such as those working for Money Penny, are very skilful in the way they deal with people over the phone.

When you can’t see people’s faces it’s difficult to know how they feel to help you judge whether they understand what you’re saying.

They might be rolling their eyes or opening their mouth in shock!

In this task called ‘Mystery Caller’ pupils will sit back to back with another pupil to guess the identity of the caller. This is a fun way to introduce a message about workplace skills.

## WHAT CAN PUPILS LEARN IN THIS TASK?

- How to describe things accurately
- How to project their voice clearly
- Speaking slower than usual
- Avoid distractions
- Listening very intently
- Asking the right questions
- Giving good information



These are essential skills that telephone agents certainly use and need for their day to day job, however these are also ‘transferrable’ skills that any employer would value in all jobs.

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