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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Reference ID: RAS/Q0107, Version 1.0
NSQF level: 7

Retail Store Manager



Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

The Retailers Association's Skill Council of India (RASCI) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this facilitator guide. The facilitator guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the preparation of the different modules in the facilitator guide. Wholehearted appreciation is also extended to all who provided peer review for these modules.

The preparation of this guidebook would not have been possible without the retail industry's support. Industry feedback has been extremely beneficial since inception to conclusion and it is with their guidance that we have tried to bridge the existing skill gaps in the industry. This facilitator guide is dedicated to the aspiring youth, who desire to achieve special skills that will be a lifelong asset for their future endeavours.

About this Guide

The facilitator guide (FG) for Retail Store Manager is primarily designed to facilitate skill development and training of people, who want to become professional retail store managers in various retail stores. The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Retailers Association's Skill Council of India (RASCI) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. Optimize inventory to ensure maximum availability of stocks and minimized losses (RAS/N0152)
2. Implement standard operating procedures, processes and policies at the store while ensuring timely and accurate reporting (RAS/N0153)
3. Manage sales and service delivery to increase store profitability (RAS/N0154)
4. Check and confirm adherence to visual merchandising plans (RAS/N0155)
5. Manage overall safety, security and hygiene of the store (RAS/N0156)
6. Implement promotions and special events at the store (RAS/N0157)
7. Lead and manage the team for developing store capability (RAS/N0158)
8. Conduct price benchmarking and market study of competition (RAS/N0159)

Post this training, the participants will be able to perform tasks as professional Retail Store Managers. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Retail Skill Sector of our country.

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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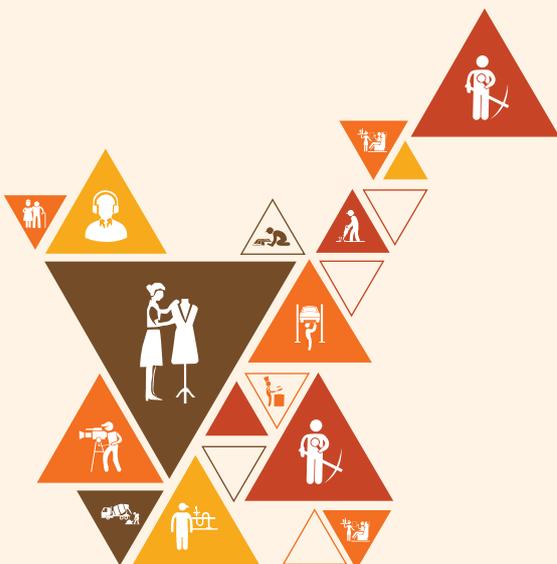
1. Optimizing Inventory

Unit 1.1: Management of Stock Levels

Unit 1.2: Receipt and Dispatch of Goods

Unit 1.3: Stock Records

Unit 1.4: Stock-Take/Cyclical Count



RAS/N0152

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Categorise inventory appropriately
2. Prepare a list of the benefits of the importance of inventory management for retail store managers
3. Analyse the effects of inventory management on store profitability
4. Demonstrate the processes of controlling the receipt and dispatch of goods
5. Perform an inspection to check the accuracy of store records if all stock records are accurate
6. Practise methods of avoiding shrinkage or pilferage of products

Unit 1.1: Management of Stock Levels

Unit Objectives

At the end of this unit, students will be able to:

- Define stock levels
- Categorise stock levels and inventory appropriately
- Calculate various stock levels
- Demonstrate purchase procedures

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, office/policy signage, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, calculator, equipment and tools (as recommended for the job role)

Note

This session of the programme will give the trainees an idea regarding how to optimize inventory to ensure maximum availability.

Ask

Ask the trainees the following questions:

- What do you understand by the term 'stock level'?
- How is inventory management related to maintaining stock level?

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

Elaborate

In this session, discuss the following points:

- Inventory or stock means the goods or materials that a store holds for sale. It is a discipline primarily concerned with the purchase and maintenance of stocked products meant for sale.
- A retail store manager must manage inventory at the store very efficiently because both over and under-procurement of inventory may lead to financial loss and loss of customer base. The nature and size of business determine the amount of inventory or stock to maintain at the store. For example, if a retail store lacks space, the retail store manager may allow for bulk purchase of inventory and get the vendor to store the same appropriately, against a fee.

- The purchase of merchandise or inventory is based upon the following factors:
 - Right items
 - Right time
 - Right price
 - Right quantity
 - Right quality

Say

We have learnt the concept of average stock level and re-order level. Let us participate in an activity to understand these concepts practically.

Ask

Ask the trainees the following questions:

- What is inventory management? Why is it done?
- Can anyone explain how inventory management affects store profitability?
- Can anyone state a few measures to reduce loss at the store?
- Can anyone mention the different types of stock/inventory?
- Can anyone mention the various levels fixed for effective stock control?
- How can one calculate average stock level?

Practical

Taking the dummy stock and inventory management system (software/physical register/Inventory tracker in .xls). Calculate the average stock level and reorder level as given in the participant handbook, based on the inputs of the dummy stock.

Activity	Duration	Resources used
Exchange Ideas Session	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, calculator

Do

- Help the students to understand the computer software used for inventory management
- Guide the trainees in performing the calculations for average stock level and re-order level

Notes for Facilitation

- Use real life examples and incidents to clarify the concept of inventory management
- Ensure that the calculation performed by the trainees are error free

Unit 1.2: Receipt and Dispatch of Goods

Unit Objectives

At the end of this unit, students will be able to:

- Analyse a few organisational policies regarding stock movements
- Compare inventory based on age
- Calculate the average inventory age of products
- Interpret the guidelines on negotiating with vendors with staff
- Calculate the credit period offered by vendors

Resources to be Used

Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, sample contact list of key internal and external stakeholders

Note

This session of the programme will give the trainees a complete idea regarding the stock movements and guidelines on negotiating with vendors.

Ask

Ask the trainees the following questions:

- Why do you think policies are necessary in any organization?
- What kind of policies should be applicable in case of receipt and dispatch of goods?

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

Elaborate

In this session, discuss the following points:

- Movement of goods keeps a retail store running and helps the store fetch revenues. The retail store manager needs to maintain constant and complete control of every instance of movement of goods at the store.
- However, to exercise complete control on the movement of goods, retail store managers must ensure that the store staff is aware of and complies with all store policies related to the movement of goods.
- Ageing of products is related to poor inventory management. A retail store manager may be unaware of the huge amount of stock / excess stock that is sitting idle at the store, whose details are not included in the inventory system.

- The average cost of inventory can be calculated using the below formula:
 $(\text{Beginning inventory} + \text{Ending Inventory})/2 = \text{Average Cost of Inventory}$
- The cost of goods sold is calculated with the help of the below formula:
 $\text{Beginning inventory} + \text{Purchases} - \text{Ending inventory} = \text{Cost of goods sold}$

Some of the organisational policies guiding the order, receipt and dispatch of goods are as follows:

1. Ensure that the logistics unit handles the receipt and dispatch of goods
2. Check the goods to ensure the quality and that they conform to the required specifications
3. Document the receipt of goods
4. Note down any shortages, damages, and losses, on the supplier's end
5. Coordinate with the programme and logistics unit to arrange for the transport of goods
6. Use stock and inventory management system to manage the receipt and dispatch of goods

Say

Let us now participate in another interesting activity to understand the organizational policies regarding stock movement.

Activity

- The activity will be in the form of a mock drill
- Divide the class into two different teams
- Provide each group with a sample of the existing stock
- Ask them to check the stock and calculate the re-order level
- The activity will help test the analytical and decision making skills of the students
- Allocate marks based on the performance of each group
- The final marks will be awarded based on the performance of individual groups

Activity	Duration	Resources used
Mock Drill Session	75 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, sample contact list of key internal and external stakeholders

Do



- Give the trainees a detailed overview of each and every component of the inventory management system as used for calculating re-order level
- Help the trainees in calculating the re-order level with the help of dummy stock and inventory management system

Notes for Facilitation



- Help the trainees in performing the calculation related to stock management
- Ensure that each and every trainee participates in the mock drill session
- Give the trainees an overview of the organizational ethics and professional code of practice

Unit 1.3: Stock Records

Unit Objectives

At the end of this unit, students will be able to:

- Check if all stock records are accurate
- Record costs during stock movements
- Examine if the store staff is following correct stock-taking methods
- Determine if the store staff is following appropriate procedures of preventing the inventory shrinkage/pilferage

Resources to be Used

Computer, black/ white- board, marker, chalk, duster, projector, Sample contact list of key internal and external stakeholders, dummy stock and inventory management system (software/physical register/ Inventory tracker in .xls) to demonstrate inventory management

Note

This session of the program will teach us regarding the stock management system and also demonstrate ways of addressing the pilferage of products.

Say

In our last session, we had discussed about how to receive and dispatch goods. Today, we will learn how to record stock movement and procedures of preventing the inventory shrinkage.

Ask

Ask the trainees the following questions:

- What do you understand by stock management?
- Are you familiar with the term 'pilferage'?

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

Elaborate

In this session, discuss the following points:

- The different methods of stock taking are as follows:
 - Periodic stock verification
 - Continuous, perpetual or automatic stock verification
 - Spot checks
 - Stock-out stores verification
 - Annual stock-taking
- A few stock management systems have been discussed below:
 - Barcode scanning
 - Inventory Optimization
 - Stock Notifications
 - Report Generation
 - Multi-location Management
 - Stock Returns Handling
 - Material Grouping
 - Purchase Order Records
- Shrinkage/Pilferage is the loss of inventory that can be accredited to the factors such as employee theft, shoplifting, vendor fraud, administrative error, damage in transit or store, and cashier errors that benefit the customer. Inventory Shrinkage is related to the loss of merchandise and currency from the store.

Say

Let us participate in a practical session to understand the various types of stock-taking

Practical

- Divide the students in five groups
- Allocate each group with a method of stock-taking
- Ask each group to record their inventory
- Allocate marks based on the performance of each group
- The activity will help them understand how to maintain stock records

Activity	Duration	Resources used
Stock taking practice	60 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management

Do 

- Help the trainees in stock taking with the help of dummy stock and inventory management system
- Ask the students to note down the stock details carefully without repetition or omission

Say 

Let us now participate in another practical, which will help us in understanding the concepts of inventory management system.

Practical 

- Divide the class into groups of two or three
- Provide each group with 50 assorted goods
- Instruct each group in performing the following processes – barcode scanning, inventory optimization, stock notification, report generation, multi-location management, stock returns handling, material grouping, purchase order records
- Based on these processes, instruct the students to generate a report of the entire stock using the dummy stock and inventory management system
- Allocate marks based on the performance of each group

Activity	Duration	Resources used
Stock management session	120 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, barcode scanner

Do 

- Inform the students to handle the fragile items with care while stock movement
- Help the students with the use of a bar code scanner
- Help the trainees in stock taking using dummy stock and inventory management system

Say 

Let us now understand with the help of a practical, what you should do in case of pilferage in your store.

Practical

- Ask each group, how will they deal with the situation
- Narrate the following scenario to the students.
- “Consider a situation where you find frequent missing of products. To investigate further, you see the CCTV footage where you find one of your staffs stealing the products.”
- For the ease of evaluation, divide the class into groups
- Ask each group, how will they deal with the situation and what should be the appropriate reaction to this situation?
- Answer the following question in context to the above scenario.
 - Will you terminate the staff found guilty or offer counselling?
 - Will you notify higher authority about this?
 - Will you discuss this situation in front of other staff members?

Activity	Duration	Resources used
Case study session	120 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Record the answer of each student on the whiteboard
- Ask for relevant explanation supporting the answer
- Explain the legal steps that can be taken in case of pilferage

Notes for Facilitation

- Analyze the problem solving skill of the students from the above activities
- Encourage teamwork
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 1.4: Stock-Take/Cyclical Count

Unit Objectives

At the end of this unit, students will be able to:

- Prepare a plan for an effective stock-taking process
- Inspect if data are recorded and transmitted accurately at the store
- Compare the calculated number of stocks with the physically available quantity at the store
- Analyse stock-take data as required by the organisation
- Demonstrate appropriate safety measures during stock-taking

Resources to be Used

Computer, black/ white- board, marker, chalk, duster, projector, Sample contact list of key internal and external stakeholders, Dummy stock and inventory management system (software/physical register/ Inventory tracker in .xls) to demonstrate inventory management

Note

This session of the program will give us an overview regarding stock taking process and also transmitting data.

Say

In this session, we will learn about recording and transmitting data accurately

Ask

Ask the trainees the following questions:

- What do you understand by variance of stock?
- How do you think data should be transmitted?
- Why do you think safety is necessary for stock-taking?
- What sort of preventive measures should be taken while stock-taking?

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

Elaborate

In this session, discuss the following points:

- Stock-taking is a fundamental part of any business that deals in goods. It is an effective way to keep track of inventory for checking if the ordering process is efficient and over-stocking is reduced.
- The different process of analyzing the stock-take date are as follows:
 - Train the teams regarding how to conduct counts and fill out the associated paperwork
 - Establish a cut-off line after which no further inventory is allowed in the store
 - Assign counting responsibility areas in the warehouse to each team
 - Distribute a pre-numbered sequence of count tags to each team
 - Ensure that one person identifies and counts inventory while the other person fills out the count tag
 - The count tag administrator checks to see if names are missing
 - The cost accountant compares the resulting information with the unit balances maintained in the company's perpetual inventory system
- Safety measures undertaken during stock-taking are as follows:
 - Avoid staying inside closed warehouses, without proper ventilation, for long hours
 - Train the employees on handling and managing heavy objects
 - Educate the store staff on the hazardous health effects of certain chemicals
 - Conduct risk assessments regularly
 - Carry out adequate supervision of all store operations

Say

In the next lesson we will learn how to record and re-check the variances of stock bought.

Practical

- Divide the class into groups for the ease of evaluation
- Instruct each group to record the number of stocks using the dummy stock and inventory management system
- Instruct each group to compare them with the quantity that is physically available
- Instruct each group to record if there are any variances available
- When everybody completes the given task, tell them to swap the thoughts and ideas with each other
- Allocate marks based on the performance of individual groups
- This will help analyze the observation and problem solving skills of the students

Activity	Duration	Resources used
Stock Checking	75 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system

Do 

- Ensure that each and every trainee participates in the recording and re-checking variances session
- Help the trainees in stock taking with the help of dummy stock and inventory management system
- Encourage teamwork and participation

Say 

In this practical activity, we shall learn how to assort data based on categories

Practical 

- Divide the class in groups of two
- Provide the students with 50 assorted products
- Instruct the students to open their participant handbook and follow the procedure to record the data
- Allocate marks based on the performance of individual groups

Activity	Duration	Resources used
Data sorting	60 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system

Do 

- Help the trainees to differentiate the products and categorize the stock
- Encourage teamwork and participation

Notes for Facilitation 

- Help the students to identify similar products and group them accordingly
- Give the trainees an overview about the organizational ethics and professional code of practice

Answers to Exercises for PHB

Unit 1.1

1. c
2. d
3. b

Unit 1.2

A.

1. d
2. b
3. a

B.

$1250 = 500 + 1/2 \text{ of Reorder Quantity}$

$1250 - 500 = 1/2 \text{ Of Reorder Quantity}$

$750 \times 2 = RQ$

$RQ = 1500$

Unit 1.3

1. d
2. b
3. d

Unit 1.4

1. c
2. b
3. a

Exercise

A.

1. d
2. a
3. c
4. b

B.

Re-order level = Avg demand * lead time + safety check

Re-order level = $1000 \times 5 + 0 = 5000$



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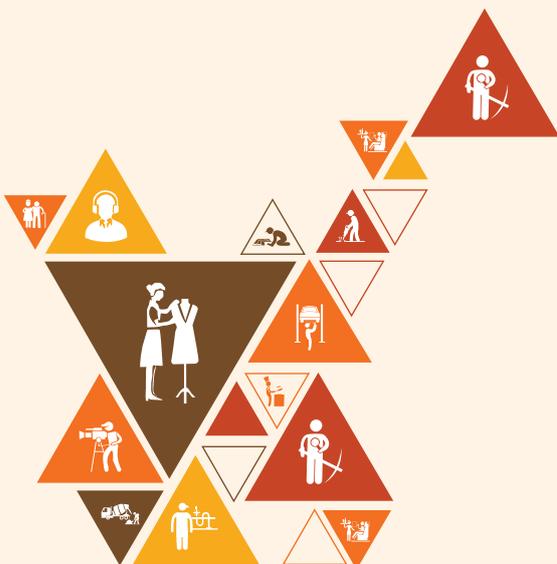
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2. Standard Operating Procedure and Policies

Unit 2.1: Store Policies, Guidelines and Statutory Regulations

Unit 2.2: Managing Operational Records



RAS/N0153

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Discuss, with team, the importance of following standard operating procedures at the store
2. Implement store and vendor policies
3. Manage operational records by apt maintenance, prompt submission, and safekeeping

Unit 2.1: Store Policies, Guidelines and Statutory Regulations

Unit Objectives

At the end of this unit, students will be able to:

- Examine the alignment of all processes with standard operational procedures
- Explain relevant store policies/guidelines to the team
- Carry out store audits by communicating effectively with the concerned authorities
- Devise solutions for non-compliance issues at the store
- Demonstrate the process of signing off and honouring contracts

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail sop manual covering do's & don'ts in a store, sample script for team briefing, sample contact list of key internal and external stakeholders

Note

This session of the programme will give the trainees an idea of how to adhere to standard operating procedures, processes and policies at the store.

Ask

Ask the trainees the following questions:

- How far do you feel policies are responsible for the smooth running of a store?
- Who, according to you, is a vendor?
- Why should store audits be conducted?

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

Elaborate

In this session, discuss the following points:

- To apply effective rules and regulations at the store, one must follow the process as below:
 - Consultation
 - Modification of policy
 - Defining obligations clearly

- To protect customer data, the retail store should have a privacy policy. As the name suggests, the privacy policy should be created to safeguard the privacy of the customer and ensure that private or personal information is not misused in any way. The second facet of statutory guidelines relates to safety standards that retail stores have to maintain while conducting their businesses.
- A “store audit” is a study of the retail store directed by brand authorities or retail store employees to collect data about the health of the brand’s products.
- Using retail audits is the most appropriate way for a Retail Store Manager to capture crucial information that affects the health of their store and its products. By analysing longitudinal data, business owners and managers can prove what works and what does not to make more informed decisions and adjustments to their retail plan.
- A Retail Store Manager’s task is to make a person act as per the rule book and to explain and enforce the penalties of a person’s choice of compliance or noncompliance.
- A contract is a pact voluntarily entered by two or more parties to create onus for both parties. Agreements play a part in many areas of life, from multi-million-dollar business deals to the purchase of goods from the local shopping centre.
- The starting point of the deal is that a party will be bounded by the terms of an agreement, regardless of whether they understood or read them. It sometimes happens that an employment agreement contains errors. Whether an employer is required to honor a term in a contract containing an error will depend on the situations that led to the failure.

Say



Let us participate in a role play session to understand how to implement processes according to store policies.

Activity



- For the ease of evaluation divide the class into groups.
- Provide the trainees with a hypothetical situation where the old stocks have been accumulated in excess and have to be cleared out before the fresh new stock arrives.
- Choose one student to play the role of a Retail Store Manager
- Choose 2 students to play the roles of stake holders
- Choose 2 students to play the roles of staff members
- Instruct the stakeholders and staff members to lay their viewpoints on what they expect from the store
- Instruct the Retail Store Manager to note down these viewpoints which will be used to formulate policies accordingly
- Allocate marks based on the performance of each group

Activity	Duration	Resources used
Role play activity	75 mins	Participant handbook, pen, notebook, whiteboard, markers, sample contact list of key internal and external stakeholders

Do 

- Ensure that each and every trainee participates in activity
- Help the trainees in understanding the decision making process
- Encourage teamwork and participation

Say 

In this activity we shall learn about conducting and cooperating during store audits.

Role Play 

- For the ease of evaluation, divide the class into groups.
- Provide the trainees with two different hypothetical situation
 - A store audit has been performed and there exists a few areas that show a difference in the financial ledger.
 - An employee has conducted fraud and has supplied your customer information and marketing strategies to a rival competitor.”
- Ask each group to analyse each situation and come up with possible solution.
- Allocate marks based on the performance of individual groups.

Activity	Duration	Resources used
Practical activity	75 mins	Participant handbook, pen, notebook, whiteboard, markers, sample script for team briefing

Do 

- Help the trainees in understanding how to coordinate when an external auditor conducts a store audit
- Explain the trainees the various types of agreements and contracts
- Explain the trainees how to handle a fraud / forgery situations

Notes for Facilitation 

- Give the trainees a detailed overview of each and every policy
- Describe the possible situations that can arise during the conduction of a store audit
- Explain in detail the non-compliance scenarios
- Describe the students how to tackle a legal issue

Unit 2.2: Managing Operational Records

Unit Objectives

At the end of this unit, students will be able to:

- Prepare a list of the benefits of maintaining store records
- Manage the processes of collecting, preserving, and transmitting relevant data
- Examine the quality of recorded data via regular checks and audits

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail sop manual covering do's & don'ts in a store, sample script for team briefing

Note

This session of the programme will give the trainees an idea regarding how to manage operational records

Ask

Ask the trainees the following questions:

- Why is it important to maintain records?
- What is importance of accurate and error-free collection, preservation and transmission of data?
- Why should you conduct checks and audits to ensure quality of data for records?

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

Elaborate

In this session, discuss the following points:

- The records list includes details of the recorded facts like the dates prepared, people, and offices preserving the records and media used in recording the data. Records of inventory help in administrative functions, such as planning, staying within budget, and identifying a company's information holdings.
- Accurate data collection is vital for maintaining the reliability of research. Both the choice of appropriate data collection instruments and delineated instructions for their proper use reduce the likelihood of errors occurring.
- Data preservation is the method of conserving and maintaining both the safety and integrity of data. Maintenance is done via formal activities that are administered by regulations, policies, and strategies focussed on protecting and extending the existence and authenticity of data.
- The standard for decent data quality can fluctuate depending on the necessity and the nature of the data.

Say

Let us participate in an activity session to understand the importance of maintaining records.

Activity

- Describe the following situation to the students.
“An employee has recently resigned from your store due to some personal reasons. You find that the former employee was responsible for maintaining and organising all records. She/he had no organisational skills and had haphazardly bunched up the important documents. This situation comes to your notice when a vendor claims his payment, who is supposed to have been paid already. You cannot find the payment receipt.”
- Ask the trainees how will they mitigate the situation
- Allocate marks based on overall participation and performance of each trainee

Activity	Duration	Resources used
Situation based activity	30 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Ensure that each and every trainee participates in the case study based activity
- Explain the students how to address such situations

Say

- Merely collecting data is not enough. Preserving the data is equally important. Do you remember the activity that we did for maintenance of records? Had the employee preserved all the records, then it would have been easier to resolve the issue.
- Now let us participate in a practical session to check for quality.

Practical

- Divide the class into groups, depending upon batch strength
- Provide dummy goods and stock to the students
- Instruct the students to check for quality by checking the following parameters by tallying with the stock management data
 - Accuracy
 - Relevancy
 - Completeness

- Timeliness
- Consistency
- Ask them to note down their observations and formulate a report
- Allocate marks based on the performance of each group

Activity	Duration	Resources used
Quality assurance	60 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy stock and inventory management system

Do

- Describe the students how to tackle situations when they find stock below quality standards
- Explain the students the importance of quality assurance
- Help the trainees in performing quality checks and assessments

Notes for Facilitation

- Guide the students on how to avoid any kind of errors during data collection
- Explain the possible outcomes of providing incorrect data
- Explain in brief, the impact of substandard product quality on the business and customer loyalty

Answers to Exercises for PHB

Unit 2.1

1. c
2. d
3. a

Unit 2.2

A.

1. c
2. d
3. b

B.

It might result in failure to report damage or theft of goods. Additionally, unrecorded stock could also affect the inventory management.

Exercise

1. c
2. a
3. c
4. a



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Transforming the skill landscape

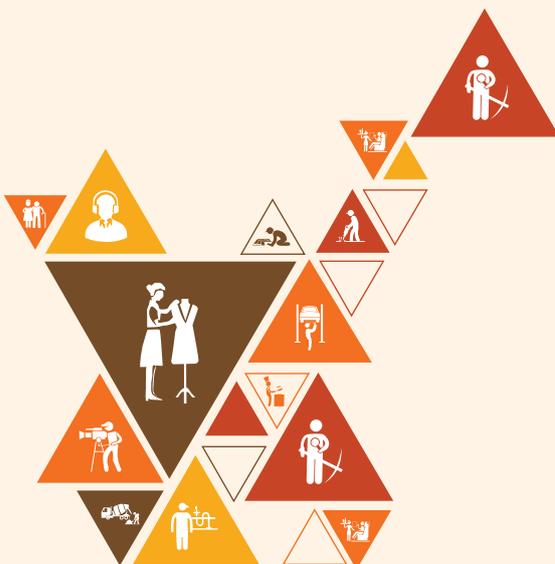


3. Manage Sales and Service Delivery

Unit 3.1: Operation and Maintenance of Store Equipment

Unit 3.2: Sales and Customer Service

Unit 3.3: Monitoring Store Profitability



RAS/N0154

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Operate all store equipment to check if they are working
2. Inspect the maintenance of store upkeep
3. Identify repeat customers
4. Generate footfall by developing relationships with new and existing customers
5. Devise ways of boosting sales at the store
6. Implement best practices in customer service at the store
7. Estimate overall store profitability
8. Compare achieved and target profits

Unit 3.1: Operation and Maintenance of Store Equipment

Unit Objectives

At the end of this unit, students will be able to:

- Review store upkeep policies
- Instruct the store staff to implement the reviewed upkeep and maintenance policies
- Identify the store equipment in urgent need of repair
- Organise the regular inspection of all store equipment for faults and defects

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail sop manual covering do's & don'ts in a store, script for team briefing, display racks, display boards

Note

This session of the programme will give the trainees an idea regarding operation and maintenance of store equipment

Say

In this session, we will learn about monitoring operation of store equipment and facilitating maintenance of store upkeep.

Ask

Ask the trainees the following questions:

- What do you mean by policy?
- What is importance of repair of equipment?

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

Elaborate

In this session, discuss the following points:

- A course or principle of action adopted or proposed by an organization or individual.
- Some of the examples of store policies are as follows:
 - Payment handling procedures and policies are essential to any retail operation, especially if the target is to provide the kind of smooth, hassle-free, pleasant services that makes customers keep coming back.
 - In order to determine what policies on hours of operation will be applicable in your store, ask your supervisor the following questions:
 - ◆ What are the regular hours of operation?
 - ◆ What hours will the store be open during the holiday season?
 - ◆ What holidays will the store be closed?
 - It is essential to create considerate customer care policies and put them on display so everyone understands how is the store expected to be represented.
 - Cleanliness is one major thing that keeps your business up and running. Every customer who walks out of the store dissatisfied, can be majorly because of improper house keeping, dirty lavatories, foul smells, open trash, etc.
- Ensuring timely checks and repairs of all store equipment

Say

Let us participate in an activity to understand the procedures of store upkeep and maintenance.

Activity

- Provide the trainees with the following hypothetical situations:
 - “Suppose you have a foreign customer in your store, who does not have Indian currency. The POS machine in the cash counter is not working properly so you do not have the option of swiping a debit/credit card. The customer needs the product for immediate consumption.”
 - “Your employees are complaining about the fact that they have to work late often and that causes them to face dark, quiet streets. The area is not so safe.”
 - “The sale has just ended. A customer who has bought a product during sale turned out to be defective. The return policy of regular products and the products on sale are not the same.”
 - “Many of your customers have complained that the toilet of your store is not well maintained. You notice that the customers who have complained, no longer visit your store.”
 - “The local goons have threatened you that they will burn down your store if you evacuate the building. They have started pestering the staff members.”
- For the ease of evaluation, divide the class into groups
- Ask each group to state three possible solutions for each problem statement
- Allocate marks based on the performance of individual groups
- Further add to the pointers mentioned by the class

Activity	Duration	Resources used
Problem Solving Session	60 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Ensure that each and every trainee participates in session
- Explain the students the importance of store maintenance
- Ensure the students have been briefed with an updated set of policies

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Describe the possible situations that can arise during judging the situations
- Explain in detail the possible outcomes of incorrect judgement
- Describe the students how to tackle situations when they find store equipment below quality standards

Unit 3.2: Sales and Customer Service

Unit Objectives

At the end of this unit, students will be able to:

- Perform training sessions to help the team identify key repeat customers
- Develop customer retention strategies to build brand loyalty
- Implement strategies to generate additional footfalls
- Instruct the store staff to collect customer feedback through various channels
- Modify sales and customer service strategies based on customer feedback
- Demonstrate the steps of handling and resolving customer complaints

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail sop manual covering do's & don'ts in a store, sample script for team briefing, sample contact list of key internal and external stakeholders, customer feedback forms, code of conduct

Note

This session of the programme will give the trainees an idea regarding sales and customer service

Say

In the last session we had discussed briefly about monitoring operation of store equipment and facilitating maintenance of store upkeep. Today we will learn about how to identify repeat customers and build relationships with new and existing customers to generate footfall.

Ask

Ask the trainees the following questions:

- What is the difference between a customer and a key repeat customer?
- How will you retain a customer's attention towards your store?

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

Elaborate

In this session, discuss the following points:

- Attracting customers is the primary goal of the retail industry.
- As a Retail Store Manager, you need to identify your customers. Each customer has different buying behaviour. You need to understand such behaviour and present the merchandise, thus satisfying the buying needs.
- Some of the strategies that one can apply to retain customers are:
 - Develop emotional connections
 - Build a community or forum
 - Hold a contest
 - Share exclusive content or offers
 - Create a product tour
 - Host an event
 - Offer free/discounted post sales services

Say

Let us participate in an activity session to understand how to enhance sales and customer service

Activity

- Ask the trainees to develop a sample customer feedback form
- Brief them on the questions they can ask the customers
- Allocate marks based on the performance of individual students

Activity	Duration	Resources used
Lab Activity Session	45 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Ensure that each and every trainee participates in the implementation of policies related to store maintenance session
- Guide the students in developing the question sets
- Encourage peer discussion

Notes for Facilitation



- Answer all the doubts raised by the trainees in the class
- Describe the students the need for customer feedback
- Explain in details what is the need for customer retention
- Describe the students the need for post sales activities for promoting the brand name
- Explain them various methods that can be used to address any customer escalation

Unit 3.3: Monitoring Store Profitability

Unit Objectives

At the end of this unit, students will be able to:

- Calculate sales targets for the store
- Devise strategies for achieving targets
- Develop ways of motivating the team to achieve targets
- Utilise resources optimally at the store to achieve sales targets

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, manual covering do's & don'ts in a store, customer feedback forms.

Note

This session of the programme will give the trainees an idea regarding how to monitor store profitability

Say

In this session, we will learn about how to monitor store profitability against targets.

Ask

Ask the trainees the following questions:

- What kind of difficulties can you face while developing strategies for achieving targets?
- What kind of resources is necessary for achieving targets?

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

Elaborate

In this session, discuss the following points:

- The store heads put heads together in formulating policies and strategies just to stay in the leading position of the market. The purpose of any retail store is to bring in customers, and it can only be accomplished through marketing.
- The process of determining the resources have been discussed below:
 - Process 1: Prepare the budget required for the execution of the plan

- Process 2: Prepare the time frame required for completion of the task
- Process 3: Calculate the manpower required for the execution of the task
- Process 4: Prepare the inventory of the merchandise
- Process 5: Prepare a GANTT chart describing the plan of execution

Say

Let us participate in an activity session to understand how to monitor store profitability against targets

Activity

- Ask the trainees to develop a GANTT chart based on the following hypothetical situation
“Your store has acquired a new client who is ready to sell his products to your store. You are responsible for chalking out a plan from acquiring of acquiring the products to putting them for display.”
- Allocate marks based on the performance of individual students

Activity	Duration	Resources used
Development of GANTT chart	45 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Ensure that each and every trainee participates in the monitoring activity
- Help the students in chalking out the business plan
- Help the students in identifying the important fields to be mentioned in the GANTT chart

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Conduct a SWOT (Strength, Weakness, Opportunity and Threat) analysis of the individual students in the context of developing strategies for achieving sales targets

Answers to Exercises for PHB

Unit 4.1

1. c
2. d
3. a

Unit 4.2

1. d
2. b
3. a

Unit 4.3

A.

1. c
2. d
3. b

B.

I would have encouraged the foreigner customer to make the payment using debit or credit card instead of foreign currency, as these notes are not acceptable in the region. Also, i would have ensured that sufficient confidentiality is maintained and no private details of the customer is leaked out.

Exercise

1. d
2. a
3. c
4. b



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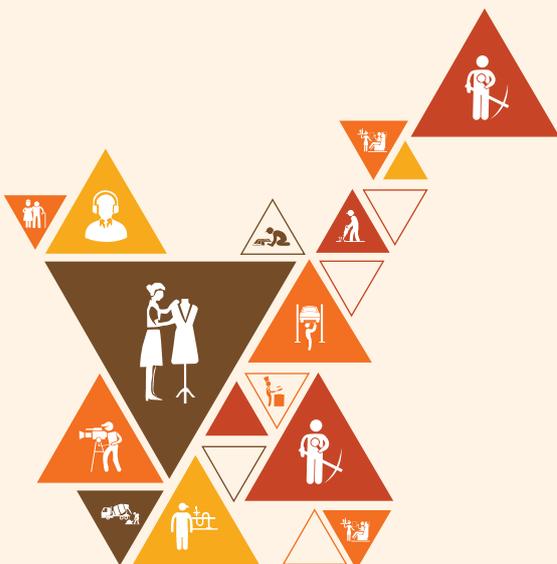


4. Visual Merchandising

Unit 4.1: Display of Merchandise

Unit 4.2: Application of Store Policies and Procedures

Unit 4.3: Relationship with Vendors



RAS/N0155

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Inspect the display of store merchandise to ensure maximum profits
2. Examine the store policies for visual merchandising
3. Communicate effectively with vendors to achieve successful negotiation

Unit 4.1: Display of Merchandise

Unit Objectives

At the end of this unit, students will be able to:

- List various retail processes at the store (stock rotation, product display, etc.)
- Perform checks to ensure the holistic quality of all retail processes at the store
- Carry out a discussion on the importance of planograms with the store staff
- Summarise the steps of creating a planogram
- Inspect the store for effective implementation of the planogram
- Arrange the display of products as per the updated planogram
- Provide adequate information during store audits

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, manual covering do's & don'ts in a store.

Note

This session of the programme will give the trainees an idea regarding how to execute visual merchandising

Say

In this session, we will learn how to display the merchandise.

Ask

Ask the trainees the following questions:

- What do you understand by stock rotation?
- What does the word 'planogram' mean?

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

Elaborate

In this session, discuss the following points:

- Quality conformance is the ability of a process, product, or service, to meet its design specifications. Design specifications are an interpretation of what the customer needs.
- Stock rotation is the method of organizing inventory to lessen the stock loss caused by expiration or uselessness. Basic stock rotation entails moving products with approaching sell-by dates to the front of the shelf and keeping products with later expiration dates at the back. The different methods of stock rotation are:
 - FIFO
 - FEFO
 - LIFO
 - Stock dating standards

Say

In this session , we shall learn the various methods of stock rotation

Practical

- Divide the class into groups, depending upon batch strength
- Provide the trainees with two such stocks arranged as per FIFO method
- Instruct each group to take down all the products from the shelf and restock keeping in accordance with the expiry date and stock & inventory management system
- Allocate marks based on the performance of individual groups

Activity	Duration	Resources used
Stock rotation	75 mins	Participant handbook, pen, notebook, whiteboard, markers, stock almirah with dummy products stocked as per FIFO method

Do

- Ensure that each and every trainee participates in the stock rotation session
- Explain the students the importance of stock rotation

Say

Let us now participate in another activity session to learn how to draw a planogram.

Activity

- Divide the students into a few groups
- Provide the students with an almirah of stocked products as per FIFO method
- Instruct each group to draw a planogram for the stock provided
- Allocate marks based on the performance of each group
- This will help evaluate the analytical skills of the trainees

Activity	Duration	Resources used
Drawing Planogram	120 mins	Participant handbook, pen, notebook, whiteboard, markers, almirah stocked with dummy products

Do

- Ensure that each and every trainee participates in the planogramming session
- Explain the students the various methods of planogramming

Notes for Facilitation

- Explain the various methods of stock rotation other than FIFO
- Put emphasis on the adjacency principle

Unit 4.2: Application of Store Policies and Procedures

Unit Objectives

At the end of this unit, students will be able to:

- Comprehend the importance of better store layout
- Perform training on store layout
- Prepare plans for promotional events in line with guidelines

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, manual covering do's & don'ts in a store, display racks, product detailers/specifications/catalogue, display/boards/standees, VM elements (mannequins - full/half bust, danglers, wobblers, hangers, fixtures, banners, POS display - led light box, signage board, sample contact list of key internal and external stakeholders.

Note

This session of the programme will give the trainees an idea of how to ensure application of store policies and procedures with respect to visual merchandising.

Say

In this session, we will learn how to ensure application of store policies and procedures with respect to visual merchandising.

Ask

Ask the trainees the following questions:

- Why is pre-planned store layout necessary before setting up a store?
- What is the need for displaying merchandise according to brand and category?
- Why are promotional events necessary for attracting customers?

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

Elaborate

In this session, discuss the following points:

- The importance of a better store layout are as follows:
 - Better layouts help in the flow of customers
 - An effective layout gives more opportunity to display products to customers
- Some of the basic guidelines which should be followed for display of merchandise are as follows:
 - The signs displaying the name and logo of the product must be installed at a place where it is visible to all.
 - The store must offer a positive ambiance to the customers so that they leave the store with a smile.
 - Make sure the mannequins display the latest trends and are according to the target market.
 - The trial rooms mirrors must be kept clean.
 - The retailer must choose the right colour for the walls to set the mood of the customers.
 - The fixtures or furniture should not act as an object of an obstacle.
 - The merchandise should be well-arranged and organised on the shelves assigned for them.
 - The store should be adequately lit so that the products are easily visible to the customers.
- Some of the cleanliness and security guidelines are as follows:
 - The floor tiles, carpet, ceilings, and the racks should be kept clean and stain-free
 - There should be no foul odour at the store as it irritates the customers
 - The entry and the exit of the store must be free and not overstocked
 - Plan the store in a way that minimises theft or shoplifting
 - Merchandise should never be exhibited at the exit or entrance of the store

Say

We will now participate in a activity that will help us to understanding the concept of how to display the merchandise in accordance with brand and category.

Practical

- Divide the students into a few groups
- Instruct the groups to open the participant handbook and take help of the display of merchandise section
- Arrange for display racks (gondolas), product detailers/specifications/catalogue, display/boards/standees, VM elements (mannequins - full/half bust, danglers, wobblers, hangers, fixtures, banners, POS display - led light box, signage board
- Provide the students with nearly 100 products of assorted categories
- Instruct each group to use the props provided and recreate the floor of a store by arranging the products on the props keeping the invariant right principle in mind

Activity	Duration	Resources used
Rearranging merchandise	120 mins	Participant handbook, pen, notebook, whiteboard, markers, display racks (gondolas), product detailers/specifications/catalogue, display/boards/standees, VM elements (mannequins - full/half bust, danglers, wobblers, hangers, fixtures, banners, POS display - led light box, signage board)

Do

- Ensure that the students handle the fragile items with care
- Supervise the students while they re-arrange the products

Say

In this activity, we shall learn how to utilise promotional events as an effective marketing strategy.

Activity

- Divide the class into groups, depending upon batch strength
- Provide the class with hypothetical situations as below:
 - “A new car has been launched in the market. You decide to create a promotional event where the potential buyers can take the car for a test drive.”
 - “A new restaurant has opened. You are the manager of the store. You decide to charge nothing for the first week for all the customers who come to eat at your restaurant.”
 - “A famous author has come to your book store for a story telling session for the children.”
- For each of the above situations ask any chosen student from a group, as a retail store manager how he/she plans to carry out the promotional events.
- Ask the groups to prepare schemes depicting promotional offers on chart paper
- Allocate marks based on the performance of each group
- This activity will allow the students to apply their creativity and tactics in business management

Activity	Duration	Resources used
Promotional activity	60 mins	Participant handbook, pen, notebook, whiteboard, markers, chart papers

Do

- Explain different promotional strategies to the students
- Help the students in coming out with better promotional offers
- Explain the importance of promotion in the sale of a product

Notes for Facilitation

- Explain the importance of social media in formulating marketing strate
- Point out to the students to display the unique selling points of the products while designing display boards of a particular product

Unit 4.3: Relationship with Vendors

Unit Objectives

At the end of this unit, students will be able to:

- Discuss the importance of effective vendor management with the team
- Devise appropriate ways of negotiating with the vendors
- Inspect if the concerned staff is negotiating with vendors as directed

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, manual covering do's & don'ts in a store, sample script for team briefing, sample contact list of key internal and external stakeholders.

Note

This session of the programme will give the trainees an idea of how to maintain liaison with vendors to ensure compliance with the store's norms.

Say

In this session, we shall learn how to liaise with vendors to ensure compliance with the store's norms.

Ask

Ask the trainees the following questions:

- Who is a vendor?
- What is the need for vendor management?
- How should you negotiate with vendors?

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

Elaborate

In this session, discuss the following points:

- In any retail business, the negotiation with vendors is carried on by the head office. The store manager does not participate in this negotiation.

- The different ways to negotiate with the vendors are as follows:
 - Set up objectives when negotiating with suppliers
 - Conduct a background research and understand the need of your supplier
 - Write down what your negotiating strengths are and how you might use them
 - Ensure that each member of the team is familiar with the negotiating strategy.
 - State the aspects of the deal that you are happy with
 - Make a lower counter-offer
 - Run checks on your supplier

Say

Let us participate in an activity session to learn how to negotiate with vendors

Activity

- The activity will be in the form of a role play. Provide the students with a hypothetical situation as below:

“A vendor had agreed on a certain amount as his remuneration against the delivery of his products. Due to sudden fall in the economy, there has been a price hike. Now the vendor is asking for an increase in the payment of the already cleared dues.”
- Divide the class into groups. Choose one student from each group.
- Ask one of the students to play the role of a retail store manager and the other student to play the role of a vendor.
- Allocate marks based on overall class involvement and exchange of ideas.
- When all the students have completed the task, ask them to exchange their answers so that all the ideas are on the table

Activity	Duration	Resources used
Role-play based activity session	45 mins	Participant handbook, pen, notebook, whiteboard, markers

Do

- Ensure that each and every trainee participates in the activity session
- Explain the students the importance of maintaining a good relationship with the vendors
- Train the students on the various tactics of negotiation

Notes for Facilitation



- Answer all the doubts raised by the trainees in the class
- Guide the students on communication tactics they can apply, while negotiating with vendors
- Explain the importance of drawing up a contract before purchasing anything from the vendors.

Answers to Exercises for PHB

Unit 5.1

1. d
2. b
3. a

Unit 5.2

1. b
2. d
3. a

Unit 5.3

A.

1. d
2. c
3. b

B.

As a Retail Store Manager , i will take care of the following display guidelines:

- The brand tags are mentioned
- The price tags are in place
- The products have been returned to the same place after they have been picked up any customer for checking

Exercise

1. c
2. a
3. b
4. d



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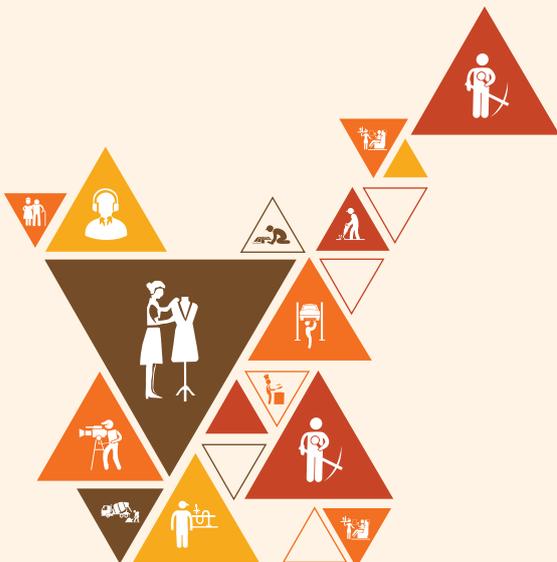
Retailers Association's
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5. Store Safety, Security and Hygiene

Unit 5.1: Health, Hygiene and Safety Compliance

Unit 5.2: Store Security Procedures to Minimize Theft and Losses

Unit 5.3: Security Procedures for Monetary Transactions



RAS/N0156

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Create awareness of health, hygiene and safety
2. Identify the health, hygiene and safety requirements at the store
3. Summarise staff training needs related to health, hygiene, and safety
4. Perform checks to ensure the implementation of store security procedures
5. Instruct the staff to handle monetary transactions safely

Unit 5.1: Health, Hygiene and Safety Compliance

Unit Objectives

At the end of this unit, students will be able to:

- Prepare plans for imparting health and safety training
- Implement the plan to train staff on health and safety
- Create awareness of health, hygiene and safety

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, manual covering do's & don'ts in a store, sample script for team briefing, HR manual - in store induction training, fire extinguishers, Personnel Protective Equipment (PPE)

Note

This session of the programme will give the trainees an idea of how to ensure overall safety, security, and hygiene of the store.

Say

In this session we will learn how to create awareness amongst staff on health, hygiene and safety through on-going training and policy adherence.

Ask

Ask the trainees the following questions:

- How many of you know about OSHA?
- What kind of safety measures should be taken in a workplace?
- On a personal level, what grooming standards should you maintain while coming to the workplace?

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

Elaborate

In this session, discuss the following points:

- Implement the plan to train staff on health and safety
- Create awareness of health, hygiene and safety

Say

Let us participate in a practical session to identify the various hazards at the workplace and how to report them

Practical

- The activity will be in the form of a mock drill session
- The trainees will perform the PASS technique of operation of fire extinguishers
- They will be awarded marks based on their overall participation in the mock drill session

Activity	Duration	Resources used
Mock fire drill	45 mins	Participant handbook, pen, notebook, whiteboard, markers, dummy fire extinguishers and Personnel Protective Equipment (PPE)

Do

- Ensure that every trainee participates in the mock fire drill session
- Explain the students the importance of safety at workplace
- Ensure that no student gets hurt during the mock fire drill session

Say

Now that we have performed a mock fire drill, let's assume that the cause of the fire has been found out by carrying out an investigation. You have to fill out a form to report the incident to the superior authorities.

Activity

- Divide the students into a few groups
- Instruct each group to design an incident reporting form and fill it out
- Allocate marks based on the performance of individual groups

Activity	Duration	Resources used
Develop a sample incident reporting form	45 mins	Participant handbook, pen, notebook, whiteboard, markers

Do 

- Ensure that every trainee participates in the incident reporting session
- Help the students in identifying the relevant fields in the sample reporting format

Notes for Facilitation 

- Ensure that no student gets hurt while conducting the mock fire drill
- Explain the various types workplace hazards and the possible solutions

Unit 5.2: Store Security Procedures to Minimize Theft and Losses

Unit Objectives

At the end of this unit, students will be able to:

- Prepare a list of the store security policies
- Implement training sessions on handling emergencies
- Apply security measures for emergencies
- Communicate effectively with officials to carry out audits and checks
- Devise ways of safe storage and maintenance of equipment
- Assess risks at the store

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail SOP manual covering do's & don'ts in a store, HR manual - in store induction training, sample contact list of key internal and external stakeholders, note detecting machine with note samples, customer feedback forms, attendance register, sample employee appraisal form, cash till for cash reconciliation and bank deposits, sample store profit & loss Statements/ledger book for maintaining accounts, script for team briefing, statutory compliance documents such as shops and establishments certificate

Note

This session of the programme will teach the trainees methods of examining security protocol. This is required to prevent theft and losses.

Say

In the last session we had discussed briefly about how to ensure health, hygiene, and safety compliance at retail stores. Today we shall learn how to establish a fool-proof and robust security protocol at the store to prevent theft and losses

Ask

Ask the trainees the following questions:

- What items, at the store, are subject to theft?
- What kind of losses can occur at the store?
- Can you suggest a few solutions for arresting theft and losses at your store?

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

Elaborate

In this session, discuss the following points:

- Ways of managing compliance with store security policies
- Methods of conducting team training on ways of handling emergencies
- Implementing security measures during emergency situations
- Inspecting security features for loopholes
- Helping the store staff select effective security measures
- Compliance with the store's security policy
- Ways of preventing employee theft
- Common signs hinting at theft by employees
- Importance of stock-taking and external audits at the store
- Disaster management plan at the store
- Risk management policies at the store

Say

Let us participate in an activity session to grasp the concepts.

Activity

- Take the trainees for a visit to the nearby shopping mall or supermarket
- Ask them to observe the store operations with respect to the following:
 - Ways of managing compliance with store security policies
 - Methods of conducting team training on ways of handling emergencies
 - Implementing security measures during emergency situations
 - Inspecting security features for loopholes
 - Helping the store staff select effective security measures
 - Compliance with the store's security policy
 - Ways of preventing employee theft
 - Common signs hinting at theft by employees
 - Importance of stock-taking and external audits at the store
 - Disaster management plan at the store
 - Risk management policies at the store

Activity	Duration	Resources used
Industry visit	3 hours	Participant handbook, pen, notebook, centre ID cards

Do

- Ensure that every trainee participates in the industry visit
- Instruct the trainees to maintain decorum throughout the visit
- Inform the trainees, beforehand, that they would wear formals for the visit

Notes for Facilitation

- Answer all the doubts raised by the trainees during the visit
- Make sure that no trainee goes for the visit without the centre ID card
- Ask the trainees to prepare individual reports on the visit outcomes and submit to you

Unit 5.3: Security Procedures for Monetary Transactions

Unit Objectives

At the end of this unit, students will be able to:

- Report financial transactions to the concerned authorities
- Inspect if financial processes are being implemented as per norms
- Perform training on monetary transactions

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering do's & don'ts in a store, HR manual - in store induction training, store profit & loss Statements/ledger book for maintaining accounts, sample STR (suspicious transaction reporting) forms

Note

This session of the programme will teach the trainees methods of examining if all financial processes, including cash management, detection of suspicious transactions, etc. are getting implemented at the store as per the laid down standards and norms.

Say

In the last session we had discussed briefly about how to ensure store security at retail stores with respect to the role of a retail store manager. Today we shall learn how to oversee financial transactions at the store to keep instances of loss, theft, money laundering, etc. at bay.

Ask

Ask the trainees the following questions:

- Can you name a few types of financial transactions at retail stores?
- What kind of suspicious transactions can occur, at the store?
- How would you differentiate between fake and genuine notes?

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

Elaborate

In this session, discuss the following points:

- Ways of training the store staff on cash handling procedures
- Methods of conducting training on transactions management
- Security features in currency notes, coins, cheques, and demand drafts
- Methods of detecting suspicious transactions at the store

Say

Let us participate in a practical session to grasp the concepts.

Practical

- Inform the trainees that they must work on the practical individually
- Provide each trainee with a handout comprising the below scenarios:
 - “You are the Retail Store Manager of a gold store. A customer wants to buy large quantities of gold bars and wishes to pay in hard cash. He does not have an identification proof. How do you tackle the situation?”
 - “You are required to send a large amount of cash to the bank, from the store, via a cash delivery van. You observe that the security guards in the van are unarmed. Furthermore, one of them is not carrying appropriate authorisation letters. Would you allow the cash transit? Prepare an analytical report justifying your answer.”
 - “Internal audit of your store is about to take place. The cashier in your store has not maintained the ledgers or cash books. How would you rectify the situation?”
 - “The cash moving van that carries cash from your store to the bank has broken down and cannot make the delivery. You are stuck with a huge amount of cash in your store. The location of the store is prone to robbery. What should you do in such a situation?”
 - “While closing the cash counter, the retail cashier working at your store detects that he/she has erroneously:
 - ◆ Taken Rs. 20000 less from customers
 - ◆ Taken Rs. 20000 more from customers
 - ◆ Accepted a few fake notes from customers
 - ◆ Accepted a few scribbled notes from customers
 Describe your plan of action to resolve each of the above situations.”

Activity	Duration	Resources used
Case study	2 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail SOP manual covering do's & don'ts in a store, HR manual - in store induction training, sample store profit & loss Statements/ledger book for maintaining accounts, sample STR (suspicious transaction reporting) forms

Do 

- Ask the trainees to use their discretion and solve the case study based questions
- Discuss all possible solutions and plans of action for the cases at the end of the practical

Notes for Facilitation 

- Conduct the practical in the IT lab so that the trainees are able to access the internet facilities for working on the cases/scenarios
- Encourage the trainees to come up with similar examples that they have personally experienced

Answers to Exercises for PHB

Unit 6.1

1. a
2. b
3. d

Unit 6.2

1. d
2. b
3. c

Unit 6.3

1. c
2. a
3. b

Exercise

1. d
2. b
3. c
4. a



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National
Skill Development
Corporation

Transforming the skill landscape

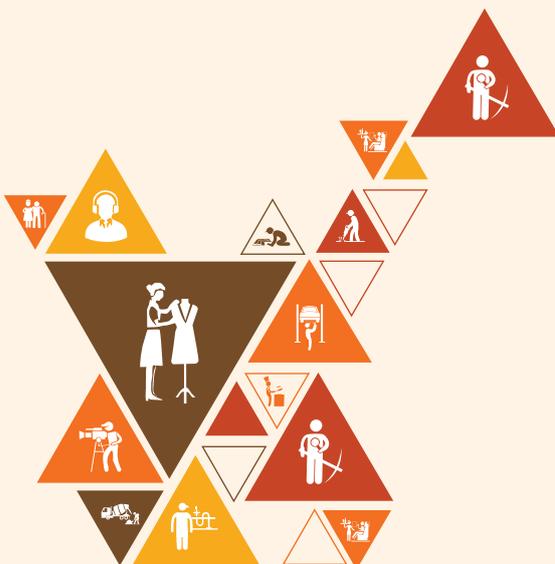


6. Promotions and Special Events

Unit 6.1: Implementation of In-Store Promotion

Unit 6.2: Reporting Promotion and Effectiveness of Data

Unit 6.3: Staff Requirements and Manpower Availability



RAS/N0157

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Practise assisting the staff in carrying out promotional activities
2. Assess the effectiveness of promotional activities at the store
3. Change promotional strategies as per need
4. Estimate manpower availability at the store

Unit 6.1: Implementation of In-Store Promotion

Unit Objectives

At the end of this unit, students will be able to:

- Develop strategies for in-store promotions
- Evaluate team competence for in-store promotions
- Report promotion-related data to the concerned authorities

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, display Racks, product specifications catalogue, display boards, calculator, stock almira with dummy products stocked as per FIFO method, point of sale (POS) terminal, barcode scanner, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, banners, POS Display - LED Lightbox, Signage Board, Offer/Policy Signage), shopping basket/cart, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, sample retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees learn various methods of planning and overseeing in-store promotional activities.

Say

In the last session we had discussed briefly about how to ensure compliance with respect to financial transactions at retail stores. Today we shall learn how to assist the store staff in planning and overseeing in-store promotional activities .

Ask

Ask the trainees the following questions:

- Can you suggest a few solutions for increasing sales at your store?
- Can you name a few promotional activities held at retail stores?
- Which one is the most effective among newspaper advertisements, door-to-door announcements, TV advertisements, and social media advertisements? Why?

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

Elaborate

In this session, discuss the following points:

- Ways of planning and implementing in-store promotions
- Methods of recording, assessing, and reporting the effectiveness of promotion-related data
- The process of determining staff requirements and ensuring sufficient manpower availability

Say

Let us participate in a practical session for understanding the concept better.

Practical

- Take the trainees to the lab
- Divide the trainees into a few groups depending on the batch size
- Ask each group to pick up a theme from among the following:
 - Christmas
 - Pongal
 - Navratri
 - Bihu
 - New Year's Eve
 - Valentine's day
 - Women's day
 - Grandparents' day
- Add a few more themes as per your discretion
- Instruct each group to prepare the following on the basis of the theme chosen:
 - List of target customers
 - Budget for an in-store promotion
 - Gantt chart for resource management and 100% utilisation
 - Plan for visual merchandising (with respect to the dummy inventory, visual displays, and props) and in-store promotion
 - Customer feedback form
- Review the performance and provide constructive feedback

Activity	Duration	Resources used
In-store promotion	4 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, display Racks (Gondolas), product retailers/specifications/catalogue, display/boards/standees, calculator, stock almirah with dummy products stocked as per FIFO method, point of sale (POS) terminal, barcode scanner, VM elements (Mannequins - Full/Half Bust, Danglers, Wobblers, Hangers, Fixtures, banners, POS Display - LED Lightbox, Signage Board, Offer/Policy Signage), shopping basket/cart, dummy stock and inventory management system (software/physical register/inventory tracker in .xls) to demonstrate inventory management, sample retail SOP manual covering dos and don'ts in a store

Do

- Provide each group with a sample of each deliverable
- Observe the teamwork performed by each trainee in a given group
- Provide inputs on how the groups may:
 - improve the visual merchandising
 - restrict the budget further
 - utilise resources better to save funds
 - monitor the workflow during the in-store promotional activities

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Ask the trainees to prepare individual reports on the practical session and submit to you
- Encourage peer discussion to facilitate more ideas

Unit 6.2: Reporting Promotion and Effectiveness of Data

Unit Objectives

At the end of this unit, students will be able to:

- Demonstrate processes related to data collection and transmission
- Analyse the collected data
- Interpret the results of data analysis
- Report the results of data analysis to the concerned authorities

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering dos and don'ts in a store, survey forms, online survey forms

Note

This session of the programme will give the trainees an idea regarding methods of collecting, analysing, and interpreting store data and how to utilise the same for continuous improvement.

Say

In this session we shall learn the process of assisting the store staff in collecting data and analysing the same for measuring the effectiveness of in-store promotional activities.

Ask

Ask the trainees the following questions:

- Can you name a few promotional activities held at retail stores?
- Can you suggest a few signs that reflect if an in-store promotional activity has been effective?

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

Elaborate

In this session, discuss the following points:

- Methods of primary data collection
- Methods of secondary data collection
- Different ways of conducting surveys
- Types of survey tools and questionnaire used for collecting feedback
- Different ways of conducting interviews and focus group discussions

Say

Let us participate in a practical session to grasp the concepts.

Practical

- Divide the trainees into a few groups depending on the batch size
- Provide a scenario that a general merchandise store has just completed the “Independence Day” sale
- Ask each group to prepare the following:
 - Face-to-face customer survey form, on behalf of a general merchandise store, for a target group comprising middle-aged homemakers
 - A questionnaire, comprising closed-ended questions, for the same target group
 - A questionnaire, comprising open-ended questions, on behalf of the same store, for a target group comprising senior citizens
 - A list of questions (both structured and unstructured), on behalf of the same store, for a focus group comprising athletes
- Ask random groups to explain how each of the above data collection tools be used to interpret the effectiveness of in-store promotional activities

Activity	Duration	Resources used
Data Collection and interpretation	4 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail SOP manual covering dos and don'ts in a store, sample face-to-face survey forms, focus group discussion forms, online survey forms

Do

- Provide each group with a sample of each deliverable
- Observe the teamwork performed by each trainee in a given group
- Provide inputs on how the group may improve visual merchandising

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Ask the trainees to prepare individual reports on the practical session and submit to you
- Encourage peer learning to boost ideas

Unit 6.3: Staff Requirements and Manpower Availability

Unit Objectives

At the end of this unit, students will be able to:

- Carry out a discussion on the need of sales promotion with the team
- Categorise sales promotion into appropriate groups
- Identify the role of the 5Ps (product, price, promotion, place, and people) of marketing in sales promotion
- Develop a feasible plan for promotional activities at the store
- Carry out appropriate promotional activities as planned

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees implement the 5Ps of marketing and devise ways to involve the staff for carrying out in-store promotional activities.

Say

In this session we shall learn regarding various sales promotion techniques.

Ask

Ask the trainees the following questions:

- Can you name a few sales promotion techniques held at retail stores?
- According to your personal experience, which sales promotion technique has, to date, urged you to buy more at a retail store?

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

Elaborate

In this session, discuss the following points:

- The need of sales promotion with the team
- Types of sales promotion techniques
- The role of the 5Ps (product, price, promotion, place, and people) of marketing in sales promotion
- Sales promotion plan and its components
- Why is staff involvement is required for carrying out appropriate promotional activities?

Say

Let us participate in an activity to grasp the concepts.

Activity

- Ask trainees to prepare case studies or give PowerPoint presentations on any one of the following:
 - The need of sales promotion with the team
 - Various types of sales promotion techniques
 - The role of the 5Ps (product, price, promotion, place, and people) of marketing in sales promotion
 - Sales promotion plan and its components
 - Staff involvement required for carrying out appropriate promotional activities as per plan

Activity	Duration	Resources used
PowerPoint Presentation	2 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do

- Provide each trainee with constructive feedback on the presentation
- Ensure that each case study meets the session objectives

Notes for Facilitation

- Explain to the class the importance of involving staff and checking manpower availability
- Discuss the role of manpower availability in preparing promotional plan
- Help the students understand the various components of sales promotion plan

Answers to Exercises

Unit 7.1

1. a
2. b
3. d

Unit 7.2

1. b
2. d
3. c

Unit 7.3

1. b
2. c
3. d

Exercise

1. c
2. d
3. a
4. b



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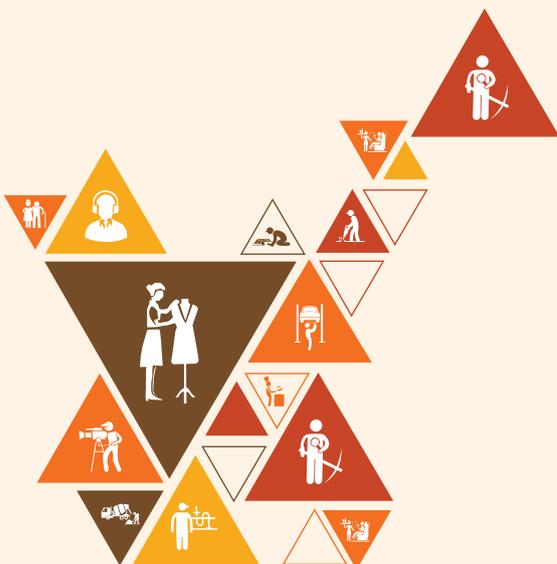


7. Managing Team and Store Capability

Unit 7.1: Staffing Needs of the Store

Unit 7.2: Creation of Positive Work Environment

Unit 7.3: Training and Development of Staff Performance



RAS/N0158

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Identify the training needs of the staff at the store
2. Create a positive work environment at the store
3. Practise imparting quality training to drive staff performance

Unit 7.1: Staffing Needs of the Store

Unit Objectives

At the end of this unit, students will be able to:

- Compare current and projected workload at the store
- Estimate staff recruitment needs at the store
- Compare the estimated manpower demand with the forecasted store performance
- Utilise the cost-effective channels of sourcing manpower
- Interview shortlisted candidates to recruit quality manpower
- Assess if human resource policies are being implemented at the store to facilitate staff recruitment
- Estimate future manpower requirements based on projected store plans

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees estimate the staffing needs of the store. Staffing needs must be estimated and fulfilled in close coordination with the human resources team. The staffing need must be forecasted in advance so that the daily store operations do not get hampered due to lack of manpower.

Ask

Ask the trainees the following questions:

- Can you name a few job portals?
- According to your personal experience, which is higher in the current economy – the number of unemployed persons or the number of vacancies? Why?
- Have you ever appeared for a recruitment process?

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

Elaborate

In this session, discuss the following points:

- Type of work to be done
- Ways of sourcing manpower
- Hurdles faced while sourcing candidates
- Process of recruiting new staff members
- Process of identifying future manpower requirement

Say

Let us participate in an activity to grasp the concepts.

Activity

- This will be a group activity
- Divide the class into groups, depending upon batch strength
- Provide the groups with hypothetical situations as below:
- “You, the Retail Store Manager, have been entrusted, by the senior management, with the task of achieving 200% revenue target for the quarter. You are required to hire new manpower for the sales team. Describe the steps of fulfilling the staffing needs of the store.
- “A large number of employees have been laid off due to dissatisfactory performance, thereby creating pressure on the remaining workforce. What, as a manager, would you do to restore the former work balance?”
- “The human resources department has asked for your inputs regarding innovative ways of motivating the staff members at the store. List a few ways that you would like to suggest.”
- Ask each group to suggest possible measures
- Encourage counterargument from the other group and vice versa
- Allocate marks based on overall performance and analytical skills of the students

Activity	Duration	Resources used
Case Study Based Activity Session	90 mins	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do

- Provide each trainee with constructive feedback
- Ensure that each case study meets the session objectives
- Help the trainees identify the staffing needs for a store
- Discuss why is it important to maintain work life balance

Notes for Facilitation

- Explain to the class the importance of sourcing the right candidate for a given job
- Discuss a few upcoming trends in retail recruitment

Unit 7.2: Creation of Positive Work Environment

Unit Objectives

At the end of this unit, students will be able to:

- Implement effective and open communication at the store
- Provide the store staff with guidance regarding roles and responsibilities
- Develop performance expectations
- Demonstrate accountability and authority
- Practise eliminating bias and ensuring equal opportunity to all staff members
- Solve intra-team conflict
- Implement self-grooming and hygiene practices for self and team

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees understand the importance of a positive work environment.

Ask

Ask the trainees the following questions:

- What, according to you, are the components of a positive work environment?
- Do you think work pressure can hamper the work environment?

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

Elaborate

In this session, discuss the following points:

- Effective and open communication
- Process of setting performance standards
- The importance of delegating accountability and authority
- The need for eliminating bias
- The importance of equal opportunity

- The process of resolving intra-team conflict
- Good practices in self-grooming and hygiene

Say

Let us participate in role play to grasp the concepts.

Activity

Provide the students with a hypothetical situation as below:

- “One of your colleagues has been facing discriminatory attitudes at the workplace related to unequal wages. Imagine yourself to be their confidant. State what are the measures that will be taken by you to solve the issue/s faced by your team member?”
- Allocate marks based on the performance of individual trainees in the mock activity session

Activity	Duration	Resources used
Mock Activity Session	45 mins	Participant handbook, pen, writing pad, whiteboard, flipchart, markers etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer queries/questions and boost peer learning in the class
- Answer all the questions/doubts raised by the trainees in the class

Unit 7.3: Training and Development of Staff Performance

Unit Objectives

At the end of this unit, students will be able to:

- Carry out a discussion with the team on individual roles as per organisational policies
- Identify training needs to improve performance
- Provide team members with adequate support to help them improve performance
- Provide staff with coaching and mentoring to staff
- Demonstrate the steps of conducting performance appraisals
- Compare different career paths with team members

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees an idea regarding the importance of training to improve staff performance.

Ask

Ask the trainees the following questions:

- What, according to you, are the skills that make you a potential retail store manager?
- Do you think all of you have the skills and qualities of a good retail manager?

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

Elaborate

In this session, discuss the following points:

- Objectives of individual roles
- How to train a new employee?
- Helping the team in enhancing performance
- Importance of providing appraisals
- Clarification on career goals

Say

in the following activity to understand the importance of providing training to staff on a regular basis and how it can facilitate development

Activity

- Provide each trainee with the below handout:

Skills you have	Skills you need	Your plan of action
1.	1.	1.
2.	2.	2.
3.	3.	3.
_____	_____	_____
_____	_____	_____

- Each trainee will contemplate his/her individual training needs and submit the list to you.
- Conduct a face-to-face discussion, on individual basis, to discuss the plans of action with each trainee

Activity	Duration	Resources used
Training need analysis	2 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do

- Encourage trainees to list their missing skills transparently
- Discuss, with each trainee, how he/she can acquire the missing skills through this course

Notes for Facilitation

- Clarify, to the class, the need to constantly update their skills
- Explain the need for upskilling and multi-skilling in the current industry
- Discuss a few tips to stay updated with the new skills required by the industry

Answers to Exercises for PHB

Unit 8.1

1. b
2. d
3. c

Unit 8.2

1. c
2. d
3. a

Unit 8.3

1. d
2. b
3. c

Exercise

1. c
2. b
3. d
4. a



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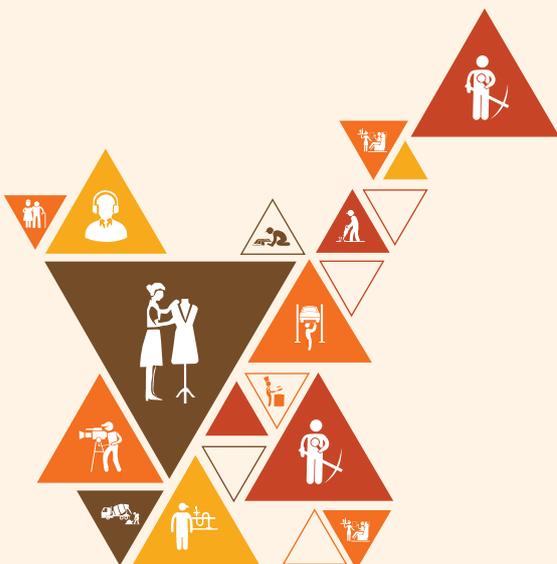
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8. Price Benchmarking and Market Study

Unit 8.1: Product and Pricing Policies

Unit 8.2: Training Team Members on Market Study



RAS/N0159

Key Learning Outcomes



At the end of this module, the students will be able to:

1. Develop appropriate product and pricing policies
2. Provide the team with appropriate guidelines to conduct market study

Unit 8.1: Product and Pricing Policies

Unit Objectives

At the end of this unit, students will be able to:

- Provide the store with information on pricing strategies
- Perform regular inspections to ensure that data collection policies are being followed by the staff

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees understand and compare various pricing strategies and data collection policies at the store. We shall learn about the various types of pricing strategies and how an understanding of pricing strategies would help retail store managers in their profession.

Ask

Ask the trainees the following questions:

- How do you think items are priced at stores?
- Do you think items at the store are priced in the same way?

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

Elaborate

In this session, discuss the following points:

Retail prices of a product are fixed on the basis of both internal and external factors.

- **Internal Factors:** Internal factors influencing retail prices include the following –
 - Manufacturing cost
 - Pre-determined objectives
 - Image of the firm
 - Product status
 - Promotional activity

- **External Factors:** External prices influencing retail prices include the following –
 - Competition
 - Purchasing power of customers
 - Government policies
 - Market conditions
 - Levels of channels involved
- The different types of pricing strategies are as follows:
 - Demand oriented pricing strategy
 - Cost-oriented pricing strategy
 - Competition-oriented pricing strategy
 - Differential pricing strategy
- Intelligent pricing consists of tracking, monitoring and analysing pricing data to understand the market and make educated pricing changes at speed and scale. As product pricing changes often, retailers need to constantly monitor their relative price position and incorporate changes within a dynamic strategy.
- Competitive pricing is the process of picking strategic price points to best take advantage of a product or service based market relative to the competition. This pricing process is used more often by stores selling similar products since services can vary from store to store.
- Retailers are witnessing an explosion in the quantity of personal data they need to protect from all threat types. Retailers are also facing heightened industrial espionage targeting their trade secrets such as, merchandising plans, store layout maps, pricing information, vendor contracts, consumer analytics, etc.

Say

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

Activity

- Ask trainees to prepare a PowerPoint presentations on any one of the following:
 - Factors influencing product pricing (internal and external)
 - Types of pricing strategies
 - Intelligent pricing
 - Competitive pricing
 - Various cases of data theft at famous retail stores

Activity	Duration	Resources used
PowerPoint Presentation	3 hours	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do 

- Provide each trainee with constructive feedback on the presentation
- Ensure that the trainees have used case studies and example to support their power-point presentation

Notes for Facilitation 

- Explain to the class the importance of involving staff and checking manpower availability
- Discuss the role of manpower availability in preparing promotional plan

Unit 8.2: Training Team Members on Market Study

Unit Objectives

At the end of this unit, students will be able to:

- Select team members for the collection of market information
- Identify critical activities related to market study
- Perform training on the merchandising /category teams with inputs on best prices
- Report analysed data to the head office

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, sample retail SOP manual covering dos and don'ts in a store

Note

This session of the programme will help the trainees understand how to perform market study.

Ask

Ask the trainees the following questions:

- What, according to you, are the components of a positive work environment?
- Do you think work pressure can hamper the work environment?

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

Elaborate

In this session, discuss the following points:

- Some of the importance of market study have been discussed below:
 - It serves the purpose of validating products
 - Market study gives insights to understand what people love/hate about a product
 - It helps to determine the proper pricing of products
 - Market research plays a crucial role in brand management in the face of cut-throat competition
 - It provides enough data and information to maintain customer satisfaction
- Some of the tips for choosing the right team members are as follows:
 - Look for excellent communicators
 - Seek members that are well-organised and self-disciplined

- Be an exceptional manager
- Look for resourceful and influential individuals
- Do your research well at all time
- Merchandising tells retailers the all-important four Ws:
 - What to sell
 - When to sell
 - Where to sell
 - Whom to sell
- As a Retail Store Manager, it is one of your primary duties to be constantly aware of the market price of the merchandise and formulate pricing strategies of these products, thereby communicating the correct price to the merchandising team to put up in the display.

Say



In this session, we shall learn how to perform market study

Role Play



- Divide the class into a few groups
- Ask each group to perform a market analysis using the “four W approach as below:
 - What to sell
 - When to sell
 - Where to sell
 - Whom to sell
- After performing the market study, they should pitch their individual promotional plans
- Allocate marks based on the performance of each group

Activity	Duration	Resources used
Role play	1 hour	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do



- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Explain to the class the role market study in acquiring new customers and increasing store sales
- Discuss a few tips to conduct effective market study
- Encourage peer discussion on contrasting ideas

Answers to Exercises for PHB

Unit 9.1

1. d
2. b
3. a

Unit 9.2

A.

1. c
2. d
3. b

B.

The 'four W' approach of market study.

Exercise

1. b
2. a
3. d
4. c



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



9. Employability & Entrepreneurship Skills

Unit 9.1 - Personal Strengths & Value Systems Unit

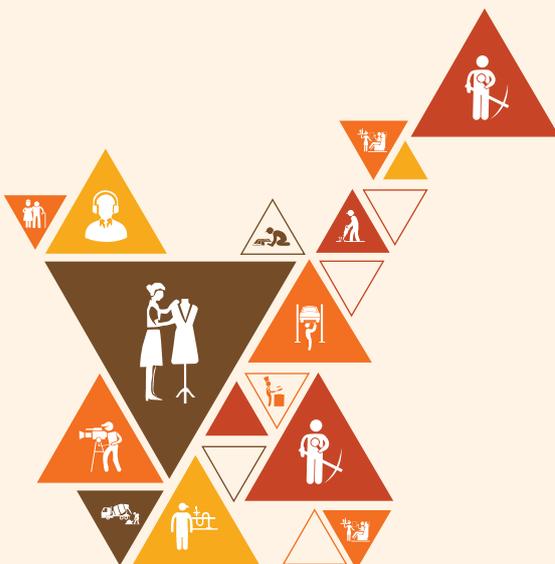
Unit 9.2 - Digital Literacy: A Recap

Unit 9.3 - Money Matters

Unit 9.4 - Preparing for Employment & Self Employment

Unit 9.5 - Understanding Entrepreneurship

Unit 9.6 - Preparing to be an Entrepreneur



Key Learning Outcomes



At the end of this module, the students will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall the functions of basic computer keys
36. Discuss the main applications of MS Office
37. Discuss the benefits of Microsoft Outlook
38. Identify different types of e-commerce

39. List the benefits of e-commerce for retailers and customers
40. Discuss Digital India campaign will help boost e-commerce in India
41. Describe how you will sell a product or service on an e-commerce platform
42. Discuss the importance of saving money
43. Discuss the benefits of saving money
44. Discuss the main types of bank accounts
45. Describe the process of opening a bank account
46. Differentiate between fixed and variable costs
47. Describe the main types of investment options
48. Describe the different types of insurance products
49. Describe the different types of taxes
50. Discuss the uses of online banking
51. Discuss the main types of electronic funds transfer
52. Discuss the steps to follow to prepare for an interview
53. Discuss the steps to create an effective Resume
54. Discuss the most frequently asked interview questions
55. Discuss how to answer the most frequently asked interview questions
56. Identify basic workplace terminology
57. Discuss the concept of entrepreneurship
58. Discuss the importance of entrepreneurship
59. Describe the characteristics of an entrepreneur
60. Describe the different types of enterprises
61. List the qualities of an effective leader
62. Discuss the benefits of effective leadership
63. List the traits of an effective team
64. Discuss the importance of listening effectively
65. Discuss how to listen effectively
66. Discuss the importance of speaking effectively
67. Discuss how to speak effectively
68. Discuss how to solve problems
69. List important problem solving traits
70. Discuss ways to assess problem solving skills
71. Discuss the importance of negotiation
72. Discuss how to negotiate
73. Discuss how to identify new business opportunities
74. Discuss how to identify business opportunities within your business
75. Explain the meaning of entrepreneur
76. Describe the different types of entrepreneurs
77. List the characteristics of entrepreneurs
78. Recall entrepreneur success stories
79. Discuss the entrepreneurial process
80. Describe the entrepreneurship ecosystem

81. Discuss the purpose of the Make in India campaign
82. Discuss key schemes to promote entrepreneurs
83. Discuss the relationship between entrepreneurship and risk appetite
84. Discuss the relationship between entrepreneurship and resilience
85. Describe the characteristics of a resilient entrepreneur
86. Discuss how to deal with failure
87. Discuss how market research is carried out
88. Describe the 4 Ps of marketing
89. Discuss the importance of idea generation
90. Recall basic business terminology
91. Discuss the need for CRM
92. Discuss the benefits of CRM
93. Discuss the need for networking
94. Discuss the benefits of networking
95. Discuss the importance of setting goals
96. Differentiate between short-term, medium-term and long-term goals
97. Discuss how to write a business plan
98. Explain the financial planning process
99. Discuss ways to manage your risk
100. Describe the procedure and formalities for applying for bank finance 15. Discuss how to manage their own enterprise
101. List the important questions that every entrepreneur should ask before starting an enterprise

Unit 9.1: Personal Strengths & Value Systems Unit

Unit Objectives

At the end of this unit, students will be able to:

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses
- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

9.1.1: Health, Habits, Hygiene: What is Health?

Resources to be Used

Participant Handbook

Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Ask

When did you visit the doctor last? Was it for you or for a family member?

Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Summary

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.

- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say

Let us now see how many of these health standards we follow in our daily life.

Ask

How many of you think that you are healthy? How many of you follow healthy habits?

Say

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summary

Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

Ask **Discuss:**

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say 

Discuss the meaning of hygiene as given in the Participant Handbook.

Activity 

Health Standard Checklist: Hygiene

Say 

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

Ask 

- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?

Summary

Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

Ask

What is a habit?

Say

Discuss some good habits which can become a way of life.

Summary

Tell them about good and bad habits and the reasons to make good habits a way of life.

9.1.2: Health, Habits, Hygiene: What is Health?

Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

Say

- There are many common safety hazards present in most workplaces at one time or another. They include
- unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
 - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
 - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
 - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
 - Electrical hazards like cords, missing ground pins, improper wiring.
 - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

Team Activity

Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

Ask 

How could you or your employees get hurt at work?

Say 

Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

Do 

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

Say 

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

Do 

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Ask **De-briefing**

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

Summary

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

9.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

Activity

- This is a paper pencil activity.
 - What are the three sentences that describe you the best?
 - What do you need to live happily?
 - What are your strengths and weaknesses?

Do

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

Say

Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

Team Activity

Tower building

- Each group which will create tower using the old newspapers.

Do

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

Ask

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

Say

Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

Ask

Is your attitude positive or negative?

Say

Let me tell you a story:

It's Little Things that Make a Big Difference.

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

Ask



What did you learn from this story?

Activity



What Motivates You?

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do



- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

Say



Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

Summary



Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

9.1.4: Honesty & Work Ethics

Resources to be Used

Participant Handbook

Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- “Let’s understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
 - What went wrong?
 - Who was at fault?
 - Whom did it impact- the customer or the businessman?
 - How would it impact the business immediately? What would be the long term impact?
 - What could be done?
 - What did you learn from the exercise?

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Ask 

Case Study Analysis

Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media. This will directly affect Rajni's business. What would you do if you were in Rajni's place?

Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailender. But she did not receive the dress for a month. When she asked for a cancellation, Shailender started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after tomorrow, etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

Do

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

9.1.5: Creativity and Innovation

Resources to be Used

Participant Handbook, Chart papers, Marker pens

Say

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebastiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Ask

- If they can, why can't you? Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity

Activity De-brief

Think of any one famous entrepreneur and write a few lines about him or her.

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the participants they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

Notes for Facilitation

- Source for stories on innovations:
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

9.1.6: Time Management

Resources to be Used

Participant Handbook

Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

Example

- Let's look at these two examples:

Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

Activity

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss “What is Time Management” with the participants as given in the Participant Handbook.

Ask

- Why is it important to manage time? How does it help?
- What happens when you don’t manage your time effectively?
- Do you find it difficult to prioritize your work?

Say

- Discuss the benefits of time management given in the Participant Handbook.
- Let’s learn effective time management with the help of an activity.

Activity

Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
 - Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- **Category 1: Urgent/Important**
 - This category is for the highest priority tasks. They need to get done now.
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

URGENT-IMPORTANT GRID

<p>URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> ○ Meetings ○ Last minute demands ○ Project deadlines ○ Crisis 	<p>NOT URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> ○ Planning ○ Working towards goals ○ Building relationship ○ Personal commitments 				
<table border="1"> <tr> <td style="width: 30px; height: 30px; text-align: center;">1</td> <td style="width: 30px; height: 30px; text-align: center;">2</td> </tr> <tr> <td style="width: 30px; height: 30px; text-align: center;">3</td> <td style="width: 30px; height: 30px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2				
3	4				
<ul style="list-style-type: none"> ○ Interruptions ○ Phone calls/ E-mails ○ Other people’s minor demands <p>URGENT/ NOT IMPORTANT</p>	<ul style="list-style-type: none"> ○ Internet surfing ○ Social media ○ Watching TV <p>NOT URGENT/ NOT IMPORTANT</p>				

URGENT/ IMPORTANT GRID format

<p>URGENT/ IMPORTANT</p>	<p>NOT URGENT/ IMPORTANT</p>				
<table border="1"> <tr> <td style="width: 30px; height: 30px; text-align: center;">1</td> <td style="width: 30px; height: 30px; text-align: center;">2</td> </tr> <tr> <td style="width: 30px; height: 30px; text-align: center;">3</td> <td style="width: 30px; height: 30px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2				
3	4				
<p>URGENT/ NOT IMPORTANT</p>	<p>NOT URGENT/ NOT IMPORTANT</p>				

Do

- Put down the formats for the to-do list and the urgent/ important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- **Category 1: Urgent/Important**
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- **Category 2: Not Urgent/Important**
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- **Category 3: Urgent/Not Important**
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- **Category 4: Not Important and Not Urgent**
 - You also want to minimize the tasks that you have in this category.
 - These activities are just a distraction – avoid them if possible.
 - You can simply ignore or cancel many of them.
 - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summary

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
 - One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, “Is this jar full?” Everyone in the class said, “Yes.” Then he said, “Really?”
 - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, “Is the jar full?” By this time, the class began to understand. “Probably not,” one of them answered. “Good!” he replied.
 - He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, “Is this jar full?” “No!” the class shouted. Once again he said, “Good.” Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, “What is the point of this illustration?” “One student raised his hand and said, “No matter how full your schedule is, if you try really hard you can always fit some more things in it!” “No,” the speaker replied, “that’s not the point. The truth this illustration teaches us is: If you don’t put the big rocks in first, you’ll never get them in at all.” What are the ‘big rocks’ in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you’ll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you’ll fill your life with little things you worry about that don’t really matter, and you’ll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...
So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the ‘big rocks’ in my life? Then, put those in your jar first

9.1.7: Anger Management

Resources to be Used

Participant Handbook

Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

Say

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

Activity

- Do you remember any incident which has hurt
 - you physically
 - you mentally
 - your career
 - your relationships

Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Do

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

Ask

De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

Summary

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

9.1.8: Stress Management: What is stress?

Resources to be Used

Participant Handbook

Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

Say

- You've probably heard people say, "I'm really stressed out" or "This is making me totally stressed."

Ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Explain their discussion should result in getting answers for the following questions:
 - What was/ were the cause(s) of stress?
 - Was the stress avoidable or manageable under the given circumstances?
 - If yes, how do you think that the stress could be avoided (managed)?
 - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

Team Activity

Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick; not in a position to attend the call or finish the reports on time.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

Ask **De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

Say 

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

Do 

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

Say 

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:**Scenario 1**

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently. Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 

- Ask one of the participant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
- What kind of stress was Rakesh undergoing in this case?
 - Was the stress avoidable or manageable under the given circumstances?
 - What was the result of the stress?

Say

De-brief:

- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

Summary

- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interactive.

Unit 9.2: Digital Literacy: A Recap

Resources to be Used

At the end of this unit, students will be able to:

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

9.2.1: Computer and Internet Basics: Basic Parts of a Computer

Resources to be Used

Participant Handbook , Computer Systems with the required applications

Say

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

Explain

- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

Say

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

Practical

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.

- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
 - What was/ were the cause(s) of stress?
 - Was the stress avoidable or manageable under the given circumstances?
 - If yes, how do you think that the stress could be avoided (managed)?
 - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

9.2.2: MS Office and Email: About MS Office

Resources to be Used

Participant Handbook, Computer Systems with MS Office

Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

Say

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

Explain

Explain the working and frequently used features of Office on a real system.

Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

Say

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss “Why Choose Microsoft Outlook?” with the participants as given in the Participant Handbook.

Do

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system.

Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

Practical

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

9.2.3: E-Commerce

Resources to be Used

Computer System with internet connection, Participant Handbook

Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

Explain

Explain the working and frequently used features of Office on a real system.

Ask

- What other types of transactions have you performed on the internet other than buying products?

Say

- Give examples of e-commerce activities from Participant Handbook.

Team Activity

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.

- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss “Types of E-commerce” from the Participant Handbook.

Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the “Digital India Campaign”.
- Discuss “Digital India Campaign” from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.

- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - Developing the website
 - Hosting the website
 - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new ecommerce platform to sell their product or service.

Ask

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do

Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

Ask

Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

Say

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
 - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
 - With digital payment modes, you can pay from anywhere anytime.
 - Digital payments have less risk.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

Unit 9.3: Money Matters

Resources to be Used

At the end of this unit, students will be able to:

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

9.3.1: Personal Finance – Why to Save?

Resources to be Used

Participant Handbook

Say

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

Explain

- Let's look at these two examples:

Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Say

- We should always set aside some and save some money from our monthly pay. The future is unpredictable.
- Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss “Importance of Saving” with the participants as given in the Participant Handbook.

Ask 

- What are the benefits of saving money?
- What does being financially independent mean to you?

Say 

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani’s story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani’s decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask 

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

Say 

- Let’s learn personal saving with the help of a group activity.

Team Activity **Personal Finance- Why to save**

- This activity has two parts:

PART 1
WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

PART 2
HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say

Discuss the importance of personal finance and why it is important to save money.

Summary

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

9.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be Used

Account opening sample forms, Participant Handbook

Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

Explain

- Let's look at these two examples:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

Say

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the participants as given in the Participant Handbook.

Ask

- Can someone say what are the different types of bank accounts?

Say

- Let's learn about the different types of bank accounts through an activity.

Team Activity

Activity De-brief

Each group to present the key points of their account.

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Say

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

Ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

Team Activity

Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief**How did you design the form?**

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?

Do

- Instruct the participants to read the section “Opening a Bank Account’ of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

Summary**Note:**

- You can summarize the unit through a role play.
 - A person wanting to open an account in the bank.
 - What is the procedure that he will go through?
 - Discuss the key points of different types of bank accounts.
 - How to select the type of account
 - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

SAVING BANK ACCOUNT OPENING FORM	
Account No.: _____	Date: _____
Name of the Branch	
Village/Town	
Sub District/Block Name	
District	
State	
SSA Code/Ward No.	
Village Code/Town Code	

Applicant Details:

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile			Date of Birth	
Aadhaar No.			Pan No.	
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				
Detail of Assets		Owning House: Y/N	Owning Farm : Y/N	No. of Animals : Any other:
Existing Bank Alc. of family members/household		Y/N If yes, No. of A/cs. _____		

Kisan Credit Card	Whether Eligible	Y/N
-------------------	------------------	-----

I request you to issue me a Rupay Card.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration: I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place:

Date:

Signature/LTI of Applicant

Nomination:

I want to nominate as under				
Name of Nominee	Relationship	Age	Date of birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date:

Signature/LTI of Applicant

Witness(es)*

1. _____

2. _____

***Witness is requires only for thumb impression and not for signature**

9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

Say

Discuss: Fixed and Variable cost with examples. Let us do a small activity.

Team Activity

Identify the type of cost

1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

Say

- We saw that your utility bills like rent, electricity, telephone, etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material, etc.
- Discuss “Cost: Fixed vs. variables” with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.

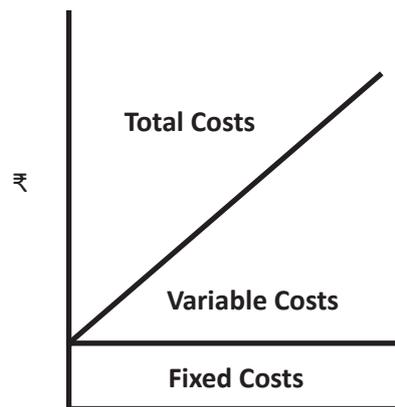


Fig. 9.3.3.1: Relation between fixed and variable costs

- Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity

Fixed vs. Variable Costs

You want to start your own entrepreneur business.

- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

Notes for Facilitation

- Answers for the activity - Identify the type of cost

1. Rent	(Fixed)
2. Telephone bill	(Fixed)
3. Electricity bill	(Fixed)
4. Machinery	(Fixed)
5. Insurance	(Fixed)
6. Office supplies/ Raw materials	(Variable)
7. Employee salaries	(Fixed)
8. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

9.3.4: Investments, Insurance and Taxes

Resources to be Used

Participant Handbook

Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

Explain

- Let’s have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

Say

Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

Ask

How do investments, insurances and taxes differ from each other?

Say

Let’s learn the differences between the three by having an activity.

Say 

We will have a quiz today.

Team Activity 

The activity is a quiz.

Do 

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summary 

- Summarize the unit by discussing the key points and answering question

Notes for Facilitation **Questions for the quiz****1. What are bonds?**

Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be borrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

6. What is the difference between mutual and hedge funds?

Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

7. Why is a loan taken from the bank to purchase real estate?

To lease or sell to make profit on appreciated property price.

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

9. Which insurance product offers financial protection for 15-20 years?

Term Insurance

10. What is the benefit of taking an endowment policy?

It offers the dual benefit of investment and insurance.

11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?

Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

Sales Tax

20. What is the difference between custom duty and OCTROI?

Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

9.3.5: Online Banking, NEFT, RTGS, etc.

Resources to be Used

Participant Handbook, Computer System with internet connection, Debit card

Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
 - It saves time, as you need to visit the branch.
 - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- Tell the class the various features of online banking:
 - Through their website set-up your online account.
 - Choose a secure username and password.
 - Set-up your contact information.
 - Once your information is verified, you are good to go.
 - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

Do

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

Summary

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

Unit 9.4: Preparing for Employment & Self Employment

Resources to be Used

At the end of this unit, students will be able to:

- Discuss the steps to follow to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Identify basic workplace terminology

9.4.1: Interview Preparation: How to Prepare for an Interview?

Resources to be Used

Participant Handbook

Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

Activity 1

- Introducing Yourself

Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - o Any work experience that you might have
 - o A brief summary of your educational qualifications
 - o Your strengths and achievements
 - o Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - o Detailed description of your family (unless you are specifically asked to do so)
 - o Too much information about your weaknesses
 - o Information that is not true

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Activity

- Planning the right attire

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Summary



- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - o Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - o The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - o Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - o The participants will get only one chance to create a good first impression.

9.4.2: Interview Preparation: How to Prepare for an Interview?

Resources to be Used

Participant Handbook, Blank papers, Pens

Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

Say

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children’s hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What’s your passion? Whether you’re into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we’re looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar’s commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel/Hotels/Restaurants/Airlines/Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people.

Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summary

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla
 #1XX7, Sector XX-D
 Chandigarh-160018
 Mobile No: 91-988XXXXX01
 E-mail: nxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
 - o Responsible for cleanliness and maintenance of one floor in the hotel.
 - o Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

9.4.3: Interview FAQs

Resources to be Used

Participant Handbook

Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

Role Play

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - o How do you explain this huge time gap in your resume?
 - o What is the reason for this?
 - o Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - o There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
 - o Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - o How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - o Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
 - o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say

De-brief:

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - o If you get this job, what salary package do you expect us to give you?

Say

De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
 - o Do you have any questions for me?

Say

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
 - o When will I be informed about the results of the interview?
 - o What are the working hours?
 - o Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

Activity 1

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?

How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summary

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

9.4.4: Work Readiness – Terms and Terminology

Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens.

Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say 

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

Ask 

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 

- Let’s now continue the activity.

Team Activity **Terms and Terminology**

- This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do 

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- Let’s go ahead with the activity.

Team Activity

Terms and Terminology

The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

Unit 9.5: Understanding Entrepreneurship

Unit Objectives

At the end of this unit, students will be able to:

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

9.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Resources to be Used

Participant Handbook

Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

Team Activity

Quiz Questions

- Who is the founder of Reliance Industries?
Dhirubhai Ambani
- Who is the Chairman of Wipro Limited?
Azim Premji
- Who launched e-commerce website Flipkart?
Sachin Bansal and Binny Bansal
- Who is the founder of Paytm?
Vijay Shekhar Sharma
- CEO OLA Who is of Cabs?
Bhavish Aggarwal
- Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
- OYO Who is the founder of Rooms?
Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask



- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say



- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summary



- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation



- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in, etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

9.5.2: Leadership and Teamwork

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.

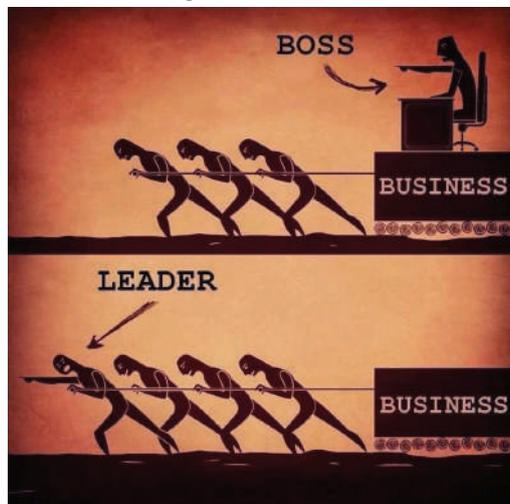


Fig. 9.5.2.1: Difference between Leader and Boss

Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We”.
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask

- Do you consider yourself a team player?

Team Activity**Long Chain**

- This is a group activity.

Do

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

Say**De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team’s success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.

- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summary

- Close the discussion by summarizing about the importance of teamwork for employees.
 - o Teamwork helps in reducing stress for the employees.
 - o Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

9.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Resources to be Used

Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.

- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
 - o “You’re not listening to me!”
 - o “Why don’t you let me finish what I’m saying?”
 - o “You just don’t understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

- Let’s play a game to understand effective listening process better.

Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 1

Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 1

Elevator Pitch: You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would be better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

- 5. Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

- 6. Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summary

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

9.5.4: Problem Solving & Negotiation Skills

Resources to be Used

Participant Handbook

Say

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business . Your goal will be to reach the finishing line after crossing these hurdles.

Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
 - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
 - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

- You have just set up your business and need extra human resource. You have tried interviewing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

Do

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say

De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

Say

- Discuss the important traits for problem-solving as given in the Participant Handbook.

Ask

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

Say

- Discuss how to assess for problem-solving skills as given in the Participant Handbook.

Summary

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity 1

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. The candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation **Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summary 

- Wrap the unit up after summarizing the key points and answering questions.

9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

1. Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
2. Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity 1

Do your SWOT analysis

<p>Strength</p> <p>What are your strengths? What unique capabilities do you possess? What do you do better than others? What do others perceive as your strengths?</p>	<p>Weakness</p> <p>What are your weaknesses? What do your competitors do better than you?</p>
<p>Opportunity</p> <p>What trends may positively impact you? What opportunities are available to you?</p>	<p>Threat</p> <p>Do you have solid financial support? What trends may negatively impact you?</p>

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summary

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

9.5.6: Entrepreneurship Support Eco-System

Resources to be Used

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

1. Let's learn more about these domains by conducting an activity.
2. You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.

- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

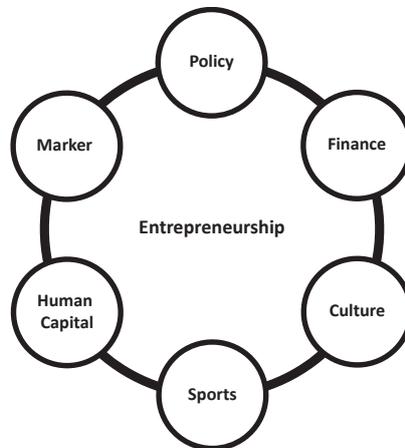


Fig. 9.5.6.1: key domains of entrepreneurship

Ask

What kind of government support eco-system is available for entrepreneurs in India?

Say

Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summary

Summarize the unit by discussing the key points and answering questions the participants may have.

9.5.7: Risk Appetite & Resilience

Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let’s have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let’s see what type of risks Rohit and Suresh took.
- Discuss ‘Risk Appetite and Resilience’ with the participants as given in the Participant Handbook.

Say

- Let’s learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity
- did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

Risk Appetite

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr. Dhirubhai Ambani and Dr. Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

Activity De-brief

Entrepreneurship and Resilience

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

9.5.8: Success and Failures

Resources to be Used

Participant Handbook

Ask

- Have you heard the quote ‘nothing is impossible’?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let’s have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the ‘Badshah of Bollywood’. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, “I will rule this city one day”. Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summary

Wrap the unit up after summarizing the key points and answering questions.

Unit 9.6: Preparing to be an Entrepreneur

Unit Objectives

At the end of this unit, students will be able to:

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage their own enterprise
- List the important questions that every entrepreneur should ask before starting an enterprise

9.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Resources to be Used

Participant Handbook, Chart papers, Markers pens, Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

Market Study

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

By opening a tuition centre you are offering a service.

Ask 

What factors will you keep in mind before opening it?

Say 

Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

Let’s learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief
4 Ps of Marketing

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do

Instruct the participants that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summary

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

9.6.2: Business Entity Concepts

Resources to be Used

Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity 1

The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summary

- Summarize the unit by discussing the key points.

Notes for Facilitation

Questions for the quiz

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

Valuation

6. You are buying a house. What type of transaction is it?

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

9. How will you calculate the cost of goods sold?

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

$A = P(1 + rt)$; $R = r * 100$

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as .

Depreciation

15. What are the two main types of capital?

Debt and Equity

9.6.3: CRM & Networking

Resources to be Used

Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Say

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

Do

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion

- Conduct a group discussion in the class on how they can do networking for their business.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

9.6.4: Business Plan: Why Set Goals?

Resources to be Used

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Notes for Facilitation

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company’s organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

9.6.5: Procedures and Formalities for Bank Finance

Resources to be Used

Participant Handbook, Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - **Bootstrapping:** Also called self-financing is the easiest way of financing
 - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
 - **Angel investors:** Individual or group of investors investing in the company
 - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - **Bank loans:** The most popular method in India.
 - Microfinance Providers or NBFCs
 - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summary

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Resources to be Used

Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

Say

Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief Enterprise Management

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Say

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.



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& ENTREPRENEURSHIP



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Corporation

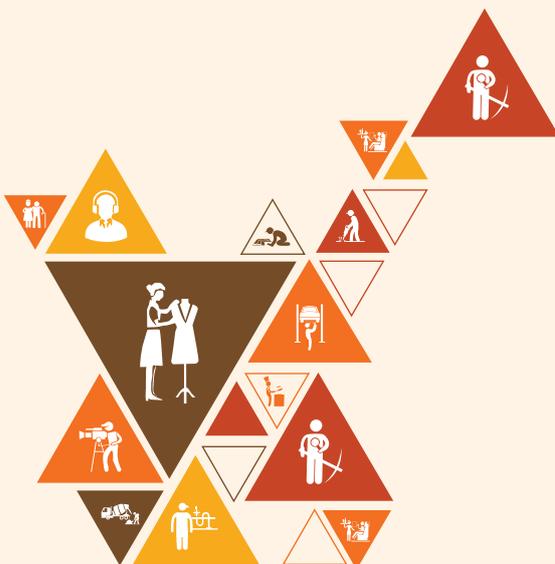
Transforming the skill landscape



10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Retail Store Manager		
Qualification Pack Name & Ref. ID	RAS/Q0107, V 1.0		
Version No.	1.0	Version Update Date	10-02-2017
Pre-requisites to Training (if any)	12th standard pass, preferably		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Optimize inventory to ensure maximum availability of stocks and minimized losses 2. Adhere to standard operating procedures, processes and policies at the store while ensuring timely and accurate reporting 3. Manage sales and service delivery to increase store profitability 4. Execute visual merchandising displays as per standards and guidelines 5. Ensure overall safety, security and hygiene of the store 6. Implement promotions and special events at the store 7. Lead and manage the team for developing store capability 8. Conduct price benchmarking and market study of competition 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Optimize inventory to ensure maximum availability of stocks and minimized losses	Overview of the retail industry	<ul style="list-style-type: none"> • Summarise the current scenario of the retail industry in India • Describe how the Indian retail industry grew over time • Classify retail marketing • Discuss the importance of retail • Summarise the role of a retail store manager • Discuss the employment potential for retail store managers • List various responsibilities of and the skills required by a retail store manager 	Bridge Module	Classroom lecture/ PPT session, Practical demonstration, etc.	Computer, black/white-board, marker, chalk, duster	Theory Duration (hh:mm) 1:00 Practical Duration (hh:mm) 1:00

		<p>Define stock levels as per market trends and consumption</p> <ul style="list-style-type: none"> • Implement stock levels like average stock level, re-order level • Organise policies on stock management like inventory budgets, purchase procedures • Analyse data and relevant reports related to inventory management and stock movement 	RAS/N0152 PC1, KB1, SA1, SB7	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Offer /Policy Signage, Dummy stock and inventory management system (software/physical register/ Inventory tracker in .xls) to demonstrate inventory management	<p>Theory Duration (hh:mm) 3:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Monitor receipt and dispatch of goods</p> <ul style="list-style-type: none"> • Identify the organizational policies on ordering, receipt and dispatch of goods • Comprehend the concept of ageing of products • Plan with vendors about stocks/return and damages, credit period, price cover policy, reverse logistics policies of the organization 	RAS/N0152 PC2, KB2, SA3, SA4, SA7,	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Dummy stock and inventory management system (software/physical register/ Inventory tracker in .xls) to demonstrate inventory management,	<p>Theory Duration (hh:mm) 3:00</p> <p>Practical Duration (hh:mm) 4:00</p>

						Sample contact list of key internal and external stakeholders	
		Maintain stock records	<ul style="list-style-type: none"> • Manage accurate records of stock bought and sold • Record costs during stock movements • Develop team understanding of stock management systems being followed by organisation • Inspect shrinkage/pilferage of products to minimize losses • Plan activities to ensure adequate stock levels 	RAS/N0152 PC3, PC4, PC5, PC6, PC7, SA2, SA5, SA8, SB3,	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Sample contact list of key internal and external stakeholders, Dummy stock and inventory management system (software/physical register/Inventory tracker in .xls) to demonstrate inventory management	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		Co-ordinate stock take/cyclical count	<ul style="list-style-type: none"> • Establish a timely and well-coordinated stock take process • Carry out accurate recording and transmission of data • Determine recording and re-checking of variances • Analyse stock-take data as required by organization • Establish safety and well-being of team involved in stock-take 	RAS/N0152 PC8, PC9, PC10, PC11, PC12, KB3, SA6, SA9,	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Dummy stock and inventory management system (software/physical register/Inventory tracker in .xls)	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

						to demonstrate inventory management, Sample contact list of key internal and external stakeholders	
		Follow organisational policies and guidelines	<ul style="list-style-type: none"> Identify organization policies on stock management Implement organization policies on ordering, receipt and dispatch of goods Implement statutory rules and regulations related to inventory management 	RAS/N0152 KA1, KA2, KA3	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, dust-er, projector, Dummy stock and inventory management system (software/ physical register/ Inventory tracker in .xls) to demonstrate inventory management,	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Working effectively with others	<ul style="list-style-type: none"> Make appropriate decisions regarding the responsibilities of the job role Complete tasks efficiently and accurately within stipulated time Provide tasks to team members to ensure completion of work efficiently and keeping team motivated at the same time Identify problems immediately and take up solutions quickly to resolve delays 	RAS/N0152 SB1, SB2, SB5	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, dust-er, projector, Code of conduct, Sample Retail SOP manual covering do's & don'ts in a store,	Theory Duration (hh:mm) 3:00 Practical Duration (hh:mm) 3:00

						Sample contact list of key internal and external stakeholders	
2	Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting	Ensure compliance to all store policies, vendor guidelines and statutory regulations	<ul style="list-style-type: none"> Implement processes in alignment to store policy Describe relevant store policies/ guidelines to the team Carry out store audits as required Understand all non-compliance issues and work towards resolving the same Categorize all legal contracts in alignment to statutory requirements Identify terms and conditions in employee contracts 	RAS/N0153 PC1, PC2, PC3, PC4, PC5, PC6, KA1, KA2, KA3, KA4,	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Sample Retail SOP manual covering do's & don'ts in a store, Sample script for team brief-ing, Sample contact list of key in-ternal and external stakehold-ers	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		Ensure maintenance, timely submission and safe keeping of operational records	<ul style="list-style-type: none"> Describe to the team the importance of records to be maintained Describe the importance of accurate and error-free collection, preservation and transmission of data Carry out checks and audits to ensure quality of data for records Communicate with authorities while conducting audits and furnish required information without revealing confidential data 	RAS/N0153 PC7, PC8, PC9, SA9, KA5, KA6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Sample script for team brief-ing	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		<p>Understanding the auditing process and analysing data</p> <ul style="list-style-type: none"> Examine data mining systems and tools being used by the organization Carry out internal and external audit process Infer complex problems into single and manageable components within his/her area of work 	<p>RAS/N0153 KB1, KB2, SB7, SB8, SB9</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Calculator,</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Working effectively with the team</p> <ul style="list-style-type: none"> Make sense of appropriate decisions regarding the responsibilities of the job role Provide suitable tasks to appropriate team members to improve efficiencies Complete tasks efficiently and accurately within stipulated time through effective planning and organizing Develop relationships with customers, statutory bodies and vendors by using customer centric approach 	<p>RAS/N0153 SB1, SB2, SB3, SB4</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Sample script for team briefing, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct, Sample contact list of key internal and external stakeholders</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Preparation, reading and interpretation of documents</p> <ul style="list-style-type: none"> Create documents related to statutory records Read documents related to store audits Identify documents needed by vendors as per their policies and requirements Prepare relevant reports Read and interpret documents related to statutory guidelines Interpret documents related to organizational guidelines Interpret terms mentioned in vendor contracts 	<p>RAS/N0153 SA1, SA2, SA3, SA4, SA5, SA6, SA7</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Sample contact list of key internal and external stakeholders</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		Communication with the team and solving problems	<ul style="list-style-type: none"> Communicate relevant policies and guidelines to internal teams Identify problems immediately and take up solutions quickly to resolve delays 	RAS/N0153 SA8, SB5	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct	Theory Duration (hh:mm) 3:00 Practical Duration (hh:mm) 3:00
3	Manage sales and service delivery to increase store profitability	Monitor operation of store equipment and facilitate maintenance of store upkeep	<ul style="list-style-type: none"> Implement policies related to store upkeep and maintenance Manage store upkeep and maintenance of all equipment in line with policy Provide timely checks and repairs of all store equipment Describe to the team about operating and maintaining store equipment Implement standard operating procedures and policies Understand the working principle of the systems used by organization to monitor operations and service Comprehend the guidelines relating to maintenance of store equipment 	RAS/N0154 PC1, PC2, PC3, PC4, KA1, KB2, KB3	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Display Racks (Gondolas), Display/boards/standees	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Identify repeat customers and build relationships with new and existing customers to generate footfall	<ul style="list-style-type: none"> Identify key repeat customers and develop customer retention strategies to build brand loyalty Implement strategies to generate additional footfalls 	RAS/N0154 PC5, PC6, PC7, KA2	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, projector, Customer feedback forms, Code of conduct	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

			<ul style="list-style-type: none"> Develop relationships with new and existing customers to augment business and brand reputation Identify customer life cycle 			Sample contact list of key internal and external stakeholders, chalk, duster	
		Identify and implement ways to enhance sales and augment customer service	<ul style="list-style-type: none"> Implement customer engagement initiatives to enhance customer satisfaction Establish a mechanism for collecting feedback from customers for further improvement of service Develop robust post-sales services to build brand loyalty and customer satisfaction Establish a system for addressal of escalations and analyse the cause of escalations to prevent recurrence Comprehend the systems used to access customer data Identify customer queries, escalations and grievances 	RAS/N0154 PC8, PC9, PC10, PC11, KB1, SB6, SB7	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Customer feedback forms	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Analyse overall store profitability and monitor the same against targets	<ul style="list-style-type: none"> Set sales targets and develop a strategy for achieving the targets Communicate sales targets and plans to team and motivate team to achieve the targets Determine requisite resources required to be able to perform optimally to achieve targets Enhance performance management Carry out project management 	RAS/N0154 PC12, PC13, PC14, KA3, KA4	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Customer feedback forms	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

		<p>Understanding and creating documents</p> <ul style="list-style-type: none"> • Create reports on sales and service delivery • Complete documents related to customer acquisition and retention • Carry out store audits • Read the store operations manual • Read documents related to policies • Read documents related to customer complaints and requests 	<p>RAS/N0154 SA1, SA2, SA3, SA4, SA5, SA6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Customer feedback forms</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Working effectively with team</p> <ul style="list-style-type: none"> • Explain operating processes to team and customers, as required • Communicate with external and internal customers to address requests and complaints • Make appropriate decisions regarding the responsibilities of the job role • Delegate suitable tasks to appropriate team members to improve efficiencies plan and • Draw up plans to achieve sales targets • Plan and organize service feedback files/ documents • Schedule daily activities and draw up priorities; allocate start times, estimate completion times and materials, equipment and assistance required for completion • Identify problems immediately and take up solutions quickly to resolve delays • Think through the problem, evaluate the possible solution(s) and adopt an optimum / best possible solution(s) 	<p>RAS/N0154 SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB8, SB9, SB10, SB11, SB12</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct, Customer feedback forms</p>	<p>Theory Duration (hh:mm) 3:00</p> <p>Practical Duration (hh:mm) 3:00</p>

			<ul style="list-style-type: none"> Interpret and infer data Break down complex problems into single and manageable components within his/her area of work Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
4	Execute visual merchandising displays as per standards and guidelines	Ensure display of goods and merchandise to maximize store profitability and cost optimization	<ul style="list-style-type: none"> Provide conformance to retail processes like stock rotation, adjacency Communicate regarding product display norms Provide training to staff on concept of Planogramming and its effective implementation Show products aligned to updated store planogram Provide support company officials for carrying out necessary audits and checks Record impact of promotions and offers 	RAS/N0155 PC1, PC2, PC3, PC4, SA2	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Stock almirah with dummy products stocked as per FIFO method, Dummy stock and inventory management system (software/physical register/Inventory tracker in .xls) to demonstrate inventory management	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Ensure application of store policies and procedures with respect to visual merchandising	<ul style="list-style-type: none"> Provide training to team on guidelines for store lay out Provide training to team on guidelines for display of merchandise and promotion elements (brand and category wise) 	RAS/N0155 PC5, KA1, KA2, KA3, KA4, SA1, SA3, SA4	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Display Racks (Gondolas),	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

			<ul style="list-style-type: none"> • Provide training to team on guidelines for executing promotional events • Identify visual merchandising norms of the vendors • Recognise focus products • Implement merchandising schemes and visual display themes for the season • Record impact of merchandising changes, new themes and schemes • Read documents related to merchandising issued by the head office • Read documents related to merchandising issued by business partners and vendors 			Product detailers/specifications/catalogue, Display/boards/stand-ees, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, banners, POS Display - LED Lightbox, Signage Board, Sample contact list of key internal and external stakeholders	
		Liaison with vendors to ensure compliance with visual merchandising norms	<ul style="list-style-type: none"> • Communicate with vendors on spacing requirements of the store as against the vendor plans • Communicate with vendor to arrive at a profitable revenue understanding as against space allocation • Include vendors' compliance to visual merchandising guidelines • Develop relationships with vendors for smooth execution of visual merchandising displays 	RAS/N0155 PC6, PC7, PC8, SB6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Code of conduct, Sample contact list of key internal and external stakeholders	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Understanding miscellaneous concepts	<ul style="list-style-type: none"> • Perform marketing and promotions • Explain merchandising principles • Discuss planogramming 	RAS/N0155 KB1, KB2, KB3	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

		<p>Working effectively with team</p> <ul style="list-style-type: none"> • Explain organization requirements to team with respect to policies and guidelines • Communicate with internal teams to understand relevant policies and guidelines • Communicate planogram change/s to the team • Carry out appropriate decision making regarding placement of merchandise • Provide suitable tasks to appropriate team members to improve efficiencies • Organize elements of visual display to attract customer attention • Perform daily activities and draw up priorities; allocate start times, estimate completion times, materials and equipment required for completion 	<p>RAS/N0155 SA5, SA6, SA7, SB1, SB2, SB3, SB4, SB5</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Identifying problems and providing solutions</p> <ul style="list-style-type: none"> • Identify problems immediately and take up solutions quickly to resolve delays • Analyse the problem and possible solution(s) and adopt an optimum /best possible solution(s) • Analyse data • Separate information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 	<p>RAS/N0155 SB7, SB8, SB9, SB10, SB11</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/white-board, marker, chalk, duster, projector, Code of conduct, Customer feedback forms</p>	<p>Theory Duration (hh:mm) 3:00</p> <p>Practical Duration (hh:mm) 3:00</p>

5	Ensure overall safety, security, and hygiene of the store	Create awareness amongst staff on health, hygiene and safety through on-going training and policy adherence	<ul style="list-style-type: none"> • Explain store policy and procedures in regards to health, hygiene and safety clearly and accurately • Organise training at regular intervals on health, hygiene and safety • Provide access to team members on relevant store policies • Provide clear and accurate information on identified hazards and risk control procedures to team members • Resolve issues raised by staff in alignment with store policies • Identify resource requirements to ensure safe lifting or shifting and manual handling techniques are applied by staff • Manage handle store emergencies in the prescribed frequency • Manage reporting procedures to facilitate communication and recording of details of safety-related incidents • Create awareness on 'prevention of sexual harassment' and enforce adherence to policy • Organise mock fire and safety drills at regular intervals • Practise personal grooming standards for self as well as team • Identify organizational policies on health, safety and security • Identify organization policies and procedures with respect to financial transactions • Create reports related to safety and security 	RAS/N0156 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, KA1, KA2, SA1, SA2, SA6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, dust-er, projec-tor, Code of conduct, HR manual - in store induction training, Dummy fire extin-guishers, Personnel Protective Equipment (PPE)	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
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			<ul style="list-style-type: none"> Record exceptional situations and the handling of the same Explain organization requirements to staff and concerned authorities with respect to safety and security 				
		Ensure implementation of store security procedures to minimize thefts and losses	<ul style="list-style-type: none"> Ensure management of and conformation to store security procedures Ensure training of team to handle emergencies Ensure implementation of security measures in case of emergencies Cooperate with officials in carrying out all audits and checks Establish resource requirements to ensure equipment is maintained and stored safely Establish and maintain procedures for risk assessment and integrate with systems of work Identify possible safety hazards in a retail environment Recognize emergencies in a business environments Follow international best practices to minimize thefts and losses in retail environment Read and interpret documents related to safety and security Read and interpret reports related to safety and security Read and interpret cases related to exceptional situations Plan and organize mock drills, training at timely intervals 	RAS/N0156 PC12, PC13, PC14, PC15, PC16, PC17, KB1, KB2, KB3, SA3, SA4, SA5, SB2	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector, Fake note detecting machine with note samples, Cash till for cash reconciliation & Bank deposits, Sample store profit & loss State-ments/ledger book for main-taining accounts, Personnel Protective Equipment (PPE)	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		<p>Ensure implementation of security procedures with respect to monetary transactions</p> <ul style="list-style-type: none"> • Ensure availability of trained staff to handle financial processes • Ensure adherence to security procedures with respect to identification of authorities and implementation of financial processes 	<p>RAS/N0156 PC18, PC19</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Cash till for cash reconcilia-tion & Bank deposits, Sample store profit & loss State-ments/led-ger book for main-taining accounts, Fake note detecting machine with note samples</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Working effectively</p> <ul style="list-style-type: none"> • Address grievances and complaints of internal and external customers with respect to safety and security • Make appropriate decisions regarding the responsibilities of the job role • Schedule daily activities estimate materials, equipment and assistance required to work in a conducive environment • Build customer relationships and use customer centric approach • Identify problems immediately and take up solutions quickly to resolve delays • Think through the problem, evaluate the possible solution(s) and adopt an optimum / best possible solution(s) • Interpret and infer data 	<p>RAS/N0156 SA7, SB1, SB3, SB4, SB5, SB6, SB7, SB8, SB9</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Sample contact list of key in-ternal and external stakehold-ers, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct</p>	<p>Theory Duration (hh:mm) 2:00</p> <p>Practical Duration (hh:mm) 2:00</p>

			<ul style="list-style-type: none"> • Break down complex problems into single and manageable components within his/her area of work • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
6	Implement promotions and special events at the store	Plan and ensure implementation of in-store promotions	<ul style="list-style-type: none"> • Develop strategies to drive promotions and special events • Develop team competence in effective implementation of in-store promotions • Correlate promotion-related data for future analysis and working • Practise promotional norms of the organization • Apply promotional norms of the vendors • Identify category norms • Plan promotions and special events by drawing up objectives and desired outcomes from the promotions and special events • Identify priorities; estimate completion times and materials, equipment and assistance required for successfully launching promotions and special events • Develop strategy for promotions and special events keeping the customer buying decisions in mind 	RAS/N0157 PC1, PC2, PC3, KA1, KA2, KA3, SB3, SB4, SB5	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Customer feedback forms, Sample script for team briefing	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		<p>Assess, record and report promotion effectiveness data</p> <ul style="list-style-type: none"> Analyse organisational processes on collection and transmission of Differentiate promotion related information and data Perform data analysis as required by head office and share relevant feedback Record impact of promotional themes and schemes Read documents related to promotions issued by the head office and brand partners Interpret marketing and promotion data 	<p>RAS/N0157 PC4, PC5, SA1, SA2, SB10</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector, Sample store profit & loss Statements/ledger book for maintaining accounts</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Determine staff requirements and ensure sufficient manpower availability</p> <ul style="list-style-type: none"> Understand the promotion and its requirements completely Identify required resources Provide required resources to team for effective implementation of promotion 	<p>RAS/N0157 PC6, PC7, PC8</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Research on case studies</p> <ul style="list-style-type: none"> Research on basics of marketing and promotions Analyse various case-studies on promotional schemes in retail stores 	<p>RAS/N0157 KB1, KB2</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Communication with stakeholders</p> <ul style="list-style-type: none"> Explain organization requirements to vendors Communicate with internal teams to explain promotions Use customer centric approach 	<p>RAS/N0157 SA3, SA4, SB6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector, Code of conduct, Sample contact list of key internal and external stakeholders</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		Working effectively	<ul style="list-style-type: none"> Analyse data and relevant reports Identify problems and take up solutions quickly to resolve delays Evaluate the possible solution(s) and adopt an optimum /best possible solution(s) Break down complex problems into single and manageable components Analyse information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 	RAS/N0157 SB7, SB8, SB9, SB11, SB12	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct	Theory Duration (hh:mm) 3:00 Practical Duration (hh:mm) 3:00
7	Lead and manage the team for developing store capability	Plan the staffing needs of the store	<ul style="list-style-type: none"> Analyse current and projected volume and type of work to be undertaken Determine staff recruitment needs and compare with store performance plans Identify cost effective channels of manpower sourcing and interview effectively to recruit quality manpower Implement human resource policies to support recruitment of staff Identify future manpower requirements based on projected store plans Understand recruitment norms of the organization Implement performance management policies Identify training and development policies Understand the concept of team dynamics 	RAS/N0158 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KA4	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

		<p>Create a positive work environment for the store</p> <ul style="list-style-type: none"> • Establish and foster effective and open communication channels with store staff • Guide staff regarding individual and team's roles and responsibilities • Set performance expectations in line with organisational policies • Delegate accountability and authority to the team based on individual strengths • Consult with team members and share feedback whenever required • Eliminate bias and ensure equal opportunity to all staff • Foster effective team collaboration and take a leadership role to resolve intra-team conflict • Follow and establish self-grooming & hygiene practices in line with store policy for self and team • Conduct annual appraisals and create reports • Build intra/inter team relationships 	<p>RAS/N0158 PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, SA2, SB7</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector, Attendance register, Sample employee appraisal form, Sample statutory compliance documents such as shops & establishments certificate, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Train and develop store staff to improve individual and team performance</p> <ul style="list-style-type: none"> • Communicate the goals and objectives of roles in line with organisational policies • Provide support to individuals and teams to enhance performance and achievement of organisational goals and completion of work requirements • Provide on-going personal advice, coaching and mentoring to staff to build skill and team performance 	<p>RAS/N0158 PC14, PC15, PC16, PC17, PC18, PC19, PC10, SB3, SB4, SB5</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Computer, black/ white-board, marker, chalk, duster, projector, Offer /Policy Signage, HR manual - in store induction training,</p>	<p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p>

			<ul style="list-style-type: none"> • Provide performance appraisals according to the organisation's standard procedures • Discuss career paths with team members to ensure motivation and enhance retention • Identify training needs to improve performance • Manage poor performance in line with organisational standards, policies and procedures, and legal requirements • Plan regular performance reviews • Organize training in alignment to training plans • Plan developmental sessions with the team 			Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct, Sample employee appraisal form, Sample statutory compliance documents such as shops & establishments certificate, Code of conduct	
		Identify training needs	<ul style="list-style-type: none"> • Review interviewing techniques • Research on feedbacking techniques • Identify how to train, coach and mentor team members • Record interview assessment / feedback form • Identify documents and reports required during coaching interventions 	RAS/N0158 KB1, KB2, KB3, SA1, SA3	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Code of conduct	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Working effectively	<ul style="list-style-type: none"> • Explain team policies with reference to resource recruitment • Explain team processes of reviews and appraisals • Implement appropriate measures within the purview of responsibilities of the job role • Provide suitable tasks to appropriate team members to improve efficiencies • Use customer centric approach to build external relationships 	RAS/N0158 SA7, SA8, SB1, SB2, SB6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, dust-er, projec-tor, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

		Identifying problems and resolving them	<ul style="list-style-type: none"> Identify problems and take up solutions quickly Evaluate the problems and the optimum /best possible solution(s) Interpret data Break down complex problems into manageable components Evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 	RAS/N0158 SB8, SB9, SB10, SB11, SB12	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector, Code of conduct	Theory Duration (hh:mm) 3:00 Practical Duration (hh:mm) 3:00
8	Conduct price benchmarking and market study of competition	Collect and analyse market information to aid in creating appropriate product and pricing policies	<ul style="list-style-type: none"> Describe all policies related to collection of market data Identify team members for collection of market information Carry out collection of relevant data Analyse the data Identify product line performance Communicate all analysis data to head office on the basis of collected market Data Provide input to the merchandising / category teams on best prices offered by competitors 	RAS/N0159 PC1, PC2, PC4, PC5, PC6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Training team members on market study	<ul style="list-style-type: none"> Instruct team members on critical activities involving market study Explain processes of conducting market study to team 	RAS/N0159 PC3, SA5	Classroom lecture/ PPT session, Practical demonstration	Computer, black/white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00

		Comply with organizational policies <ul style="list-style-type: none"> Implement organizational policies related to collection of market data Identify statutory requirements related to collection of market data 	RAS/N0159 KA1, KA2	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Training on collection and analysis of data <ul style="list-style-type: none"> Create data collection questionnaire Interpret collected data Record survey data Create survey reports 	RAS/N0159 KB1, KB2, SA1, SA2	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Reading and understanding documents <ul style="list-style-type: none"> Read populated survey forms Analyse survey reports 	RAS/N0159 SA3, SA4	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector	Theory Duration (hh:mm) 4:00 Practical Duration (hh:mm) 4:00
		Working effectively <ul style="list-style-type: none"> Develop and modify reports Identify relevant information from the internet, as required Complete tasks efficiently and accurately within stipulated time Identify the responsibilities of the job role Provide suitable tasks to appropriate team members to improve efficiencies Analyse data and relevant reports 	RAS/N0159 SB1, SB2, SB3, SB4, SB5, SB6	Classroom lecture/ PPT session, Practical demonstration	Computer, black/ white-board, marker, chalk, duster, projector, Sample Retail SOP manual covering do's & don'ts in a store, Code of conduct	Theory Duration (hh:mm) 3:00 Practical Duration (hh:mm) 3:00
Total duration						Theory Duration (hh:mm) 175:00 Practical Duration (hh:mm) 175:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Store Manager	
Job Role	Retail Store Manager
Qualification Pack	RAS/Q 0107, V 1.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by Retailers Association's Skill Council of India. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
5	To pass the Qualification Pack, every trainee should score a minimum marks as mentioned in respective QP
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
1. RAS/N0152 (Optimize inventory to ensure maximum availability of stocks and minimized losses)	PC1. maintain, conform and implement the following as per seasonality and market trends: a. stock levels like average stock level, re-order level b. inventory budgets c. purchase procedures	100	4	2	2
	PC2. record and control the following: a. ageing of products b. vendor norms about stocks/return and damages c. credit period offered by vendors d. price cover policy offered by vendors reverse logistics policies of the organisation viz-a-viz vendors' policies		4	2	2
	PC3. maintain accurate records of stocks bought and sold		4	2	2
	PC4. record costs during stock movements		4	2	2
	PC5. develop team understanding of stock management systems being followed by organisation		4	2	2
	PC6. control shrinkage/pilferage of products to minimize losses		4	2	2
	PC7. maintain records on shrinkage/pilferage of products		4	2	2

	PC8. establish a timely and well-coordinated stock take process		4	2	2
	PC9. maintain accurate recording and transmission of data		4	2	2
	PC10. determine recording and re-checking of variances		4	2	2
	PC11. analyse stock-take data as required by organisation		3	1.5	1.5
	PC12. ensure safety and well-being of team involved in stock-take		3	1.5	1.5
		Total	100	50	50
2. RAS/N0153 (Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting)	PC1. implement processes in alignment to store policy	100	5	2.5	2.5
	PC2. describe relevant store policies/guidelines to the team		5	2.5	2.5
	PC3. cooperate and collaborate with authorities to conduct store audits as required		5	2.5	2.5
	PC4. understand all non-compliance issues and work towards resolving the same		5	2.5	2.5
	PC5. sign off all legal contracts in alignment to statutory requirements		5	2.5	2.5
	PC6. sign off and honour all terms and conditions in employee contracts		5	2.5	2.5
	PC7. describe to the team the importance of records to be maintained		5	2.5	2.5
	PC8. describe the importance of accurate and error-free collection, preservation and transmission of data		5	2.5	2.5
	PC9. conduct checks and audits to ensure quality of data for records		6	3	3
		Total	100	50	50
3. RAS/N0154 (Manage sales and service delivery to increase store profitability)	PC1. understand and implement policies related to store upkeep and maintenance	100	4	2	2
	PC2. ensure store upkeep and maintenance of all equipment in line with policy		4	2	2
	PC3. ensure timely checks and repairs of all store equipment		3	1.5	1.5
	PC4. describe to the team about operating and maintaining store equipment		4	2	2
	PC5. train the team to identify key repeat customers and develop customer retention strategies to build brand loyalty		3	1.5	1.5
	PC6. implement strategies to generate additional footfalls		4	2	2
	PC7. build relationships with new and existing customers to augment business and brand reputation		3	1.5	1.5
	PC8. train and work with team to implement customer engagement initiatives to enhance customer satisfaction		3	1.5	1.5
	PC9. establish a mechanism for collecting feedback from customers for further improvement of service		3	1.5	1.5
	PC10. develop robust post-sales services to build brand loyalty and customer satisfaction		3	1.5	1.5
	PC11. establish a system for addressal of escalations and analyse the cause of escalations to prevent recurrence		3	1.5	1.5
	PC12. set sales targets and develop a strategy for achieving the targets		3	1.5	1.5

	PC13. communicate sales targets and plans to team and motivate team to achieve the targets		3	1.5	1.5
	PC14. determine requisite resources required to be able to perform optimally to achieve targets		3	1.5	1.5
		Total	100	50	50
4. RAS/N0155 (Execute visual merchandising displays as per standards and guidelines)	PC1. establish conformance to retail processes like stock rotation, adjacency principles and product display norms	100	6	3	3
	PC2. train staff on concept of planogramming its effective implementation		6	3	3
	PC3. confirm that display of products is aligned to updated store planogram		5	2.5	2.5
	PC4. support company officials for carrying out necessary audits and checks		5	2.5	2.5
	PC5. impart training to team on: a. guidelines for store lay out b. guidelines for display of merchandise and promotion elements (brand and category wise) c. guidelines for executing promotional events		6	3	3
	PC6. negotiate with vendors on spacing requirements of the store as against the vendor plans		6	3	3
	PC7. negotiate with vendor to arrive at a profitable revenue understanding as against space allocation		6	3	3
	PC8. confirm vendors' compliance to visual merchandising guidelines		6	3	3
		Total	100	50	50
5. RAS/N0156 (Ensure overall safety, security and hygiene of the store)	PC1. explain store policy and procedures in regards to health, hygiene and safety clearly and accurately	100	1.5	0.75	0.75
	PC2. organise training at regular intervals on health, hygiene and safety		1.5	0.75	0.75
	PC3. provide access to team members on relevant store policies		1.5	0.75	0.75
	PC4. provide clear and accurate information on identified hazards and risk control procedures to team members		1.5	0.75	0.75
	PC5. resolve issues raised by staff in alignment with store policies		1.5	0.75	0.75
	PC6. establish resource requirements to ensure safe lifting or shifting and manual handling techniques are applied by staff		1.5	0.75	0.75
	PC7. establish resource requirements to handle store emergencies in the prescribed frequency		1.5	0.75	0.75
	PC8. establish and maintain reporting procedures to facilitate communication and recording of details of safety-related incidents		1.5	0.75	0.75
	PC9. create awareness on 'Prevention of Sexual Harassment' and enforce adherence to policy		1.5	0.75	0.75
	PC10. organise mock fire and safety drills at regular intervals		1.5	0.75	0.75
	PC11. adhere to personal grooming standards for self as well as team		1.5	0.75	0.75
	PC12. ensure management of and conformation to store security procedures		1.5	0.75	0.75
	PC13. ensure training of team to handle emergencies		1.5	0.75	0.75

	PC14. ensure implementation of security measures in case of emergencies		1.5	0.75	0.75
	PC15. cooperate with officials in carrying out all audits and checks		1.5	0.75	0.75
	PC16. establish resource requirements to ensure equipment is maintained and stored safely		1.5	0.75	0.75
	PC17. establish and maintain procedures for risk assessment and integrate with systems of work		1.5	0.75	0.75
	PC18. ensure availability of trained staff to handle financial processes		1	0.5	0.5
	PC19. ensure adherence to security procedures with respect to identification of authorities and implementation of financial processes		1.5	0.75	0.75
		Total	100	50	50
6. RAS/N0157 (Implement promotions and special events at the store)	PC1. develop strategies to drive promotions and special events	100	6	3	3
	PC2. develop team competence in effective implementation of in-store promotions		5	2.5	2.5
	PC3. collect and preserve promotion-related data for future analysis and working		6	3	3
	PC4. implement organisational processes on collection and transmission of promotion related information and data		6	3	3
	PC5. conduct data analysis as required by head office and share relevant feedback		6	3	3
	PC6. understand the promotion and its requirements completely		6	3	3
	PC7. explain promotion to relevant team members thoroughly and collaborate to identify required resources		6	3	3
	PC8. provide required resources to team for effective implementation of promotion		5	2.5	2.5
		Total	100	50	50
7. RAS/N0158 (Lead and manage the team for developing store capability)	PC1. analyse current and projected volume and type of work to be undertaken	100	3	1.5	1.5
	PC2. determine staff recruitment needs and compare with store performance plans		3	1.5	1.5
	PC3. identify cost effective channels of manpower sourcing and interview effectively to recruit quality manpower		3	1.5	1.5
	PC4. follow HR policies to support recruitment of staff		2	1	1
	PC5. identify future manpower requirements based on projected store plans		2	1	1
	PC6. establish and foster effective and open communication channels with store staff		2	1	1
	PC7. guide staff regarding individual and team's roles and responsibilities		2	1	1
	PC8. set performance expectations in line with organisational policies		3	1.5	1.5
	PC9. delegate accountability and authority to the team based on individual strengths		2	1	1
	PC10. consult with team members and share feedback whenever required		2	1	1

	PC11. eliminate bias and ensure equal opportunity to all staff		2	1	1
	PC12. foster effective team collaboration and take a leadership role to resolve intra-team conflict		2	1	1
	PC13. follow and establish self-grooming & hygiene practices in line with store policy for self and team		2	1	1
	PC14. establish and communicate the goals and objectives of roles in line with organisational policies		3	1.5	1.5
	PC15. provide support to individuals and teams to enhance performance and achievement of organisational goals and the effective completion of work requirements		2	1	1
	PC16. provide ongoing personal advice, coaching and mentoring to staff to build skill and team performance		2	1	1
	PC17. conduct performance appraisals according to the organisation's standard procedures		2	1	1
	PC18. define and discuss career paths with team members to ensure motivation and enhance retention		2	1	1
	PC19. identify training needs to improve performance		3	1.5	1.5
	PC20. manage poor performance in line with organisational standards, policies and procedures, and legal requirements		2	1	1
		Total	100	50	50
8. RAS/NO159 (Conduct price benchmarking and market study of competition)	PC1. Identify and describe all policies related to collection of market data	100	8	4	4
	PC2. identify team members for collection of market information		6	3	3
	PC3. train team members in critical activities involving market study		8	4	4
	PC4. ensure collection of relevant data and analysis of the same to identify product line performance		8	4	4
	PC5. communicate all analysis data to head office on the basis of collected market data		8	4	4
	PC6. provide input to the merchandising /category teams on best prices offered by competition		8	4	4
		Total	100	50	50



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