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Facilitator Guide



Sector
Telecom

Sub-Sector
Service Provider

Occupation
Sales and Distribution – Service Segment

Reference ID: TEL/Q0200, Version 4.0
NSQF level: 3

Field Sales Executive



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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 Telecom Sector Skill Council (TSSC) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this facilitator guide. The guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the development 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 guide would not have been possible without the telecom industry's support. Industry feedback has been extremely beneficial since inception to conclusion, and it is with the industry's 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 Field Sales Executive is primarily designed to facilitate skill development and training of people, who want to become professional Field Sales Executives in various stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Sector Skill Council (TSSC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. TEL/N0216 – Prepare and plan to achieve sales targets
2. TEL/N0217 – Perform activities to enroll new customers
3. TEL/N0218 – Sell broadband subscriptions
4. TEL/N9101 – Organize work and resources as per health and safety standards
5. TEL/N9102 – Interact Effectively with Team Members and Customers
6. DGT/VSQ/N0101: Employability Skills (30 Hours)

Post this training, the participants will be able to perform tasks as professional Field Sales Executive. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Telecom 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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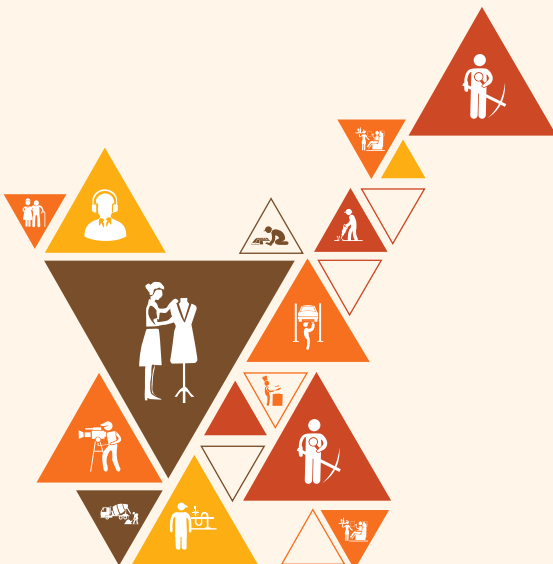


1. Introduction to the Role of Field Sales Executive

Unit 1.1 - Introduction to the Program

Unit 1.2 - Telecom Industry and its Sub-sectors

Unit 1.3 - Roles and responsibilities of a Telecom Field Sales Executive



Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Analyse the requirements of the course and prepare as per the pre-requisites of the course
2. Describe the size and scope of the Telecom industry and its various sub-sectors
3. Explain the role and responsibilities of a Field Sales Executive
4. Discuss the various opportunities for a Field Sales Executive in the Service Provider sub-sector
5. Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role
6. Explain the process workflow in the organization and the role of the Field Sales Executive in the process
7. List the various daily, weekly, and monthly operations/activities that take place at the site under a Field Sales Executive

Unit 1.1: Introduction to the Program

Unit Objectives

By the end of this unit, the participants will be able to:

1. Outline the course objectives and outcomes
2. List the necessary skills on which the participant will be trained

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

The key learning outcomes and unit objectives were mentioned at the module's beginning. Make sure that these outcomes and objectives are shared with the participants at the beginning, and when the module gets over, do collective feedback to ensure all have been covered.

Say

Good morning, participants and a very warm welcome to this training program called "Field Sales Executive."

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program
- Talk about your expectations from them about their conduct, laying ground rules
- Explain the rules of the game you are going to play as an "Ice Breaker".

Say

Before we start the training, let us spend some time introducing ourselves and knowing each other. We shall play a game.

Activity

- Arrange the class in a semi-circle/circle
- Each of us will tell the class their name, hometown, hobbies and special quality about themselves, starting with the 1st letter of their name. I will start with mine.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Activity	Duration	Resources used
Ice Breaker	60 minutes	Pen, Notebook, Notebook, etc.

Remember to:

- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other, which will help us go ahead with our training session.

Note

In this unit, we will discuss about the training program.

Say

Let us begin the session by discussing about the training program.

Ask

Ask the participants the following questions:

- Which government organisation do you think regulates the telecom sector in India?

Write down the trainees’ answers on a whiteboard/flipchart. Take appropriate clues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- This program aims to train candidates for the “Field Sales Executive” job in the “Telecom” Sector/ Industry.
- Overview of the program
 - Basic skills
 - Main activities
- Ground rules

Do

- Ensure all the trainees participate in the icebreaker session
- Jot down the crucial points on the whiteboard as the trainees speak

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class

Unit 1.2: Telecom Industry and its Sub-sectors

Unit Objectives

By the end of this unit, the participants will be able to:

1. Illustrate the size and scope of the Telecom industry and its various sub-sectors in India.
2. Outline the growth of the Indian Telecom Sector

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

In this unit, we will discuss the telecom sector in India and its sub-sectors.

Say

Good morning and welcome back to this training program, “Field Sales Executive”. Today we shall discuss about the telecom sector in India and its sub-sectors.

Ask

Ask the participants the following questions:

- What do you understand by telecom?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

- Introduction to the telecom industry
- Top Mobile handset players in India
- Major subsectors of the Telecom Industry
 - Infrastructure
 - Equipment
 - Mobile Virtual Network Operators (MNVO)
 - White Space Spectrum
 - 5G
 - Telephone service providers and
 - Broadband

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is a group activity
- Divide the class into four groups and provide chart paper and other required items to each group
- Now, ask each group to make a chart paper presentation on major sub-sectors of the Telecom Industry
- Ask them to explain each of the types
- They can use hand-drawn diagrams or pasted pictures
- After the groups complete their work, collect all the chart papers and evaluate them

Activity	Duration	Resources used
Chart paper presentation	60 minutes	Participant handbook, pen, notebook, chart paper, sketch pens, pencils, eraser, ruler, laptop, etc.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 1.3: Roles and responsibilities of a Telecom Field Sales Executive

Unit Objectives

By the end of this unit, the participants will be able to:

1. Explain the roles and responsibilities of a Field Sales Executive
2. List the qualities of a Field Sales Executive
3. Illustrate the career progression of a Field Sales Executive

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss the roles and responsibilities of a Telecom Field Sales Executive.

Say

Good morning and welcome to this training program on “ Field Sales Executive”. In this session, we will learn about the roles and responsibilities of a Telecom Field Sales Executive.

Ask

Ask the participants the following questions:

- What do you understand by telecom sales?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate clues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

- Who is a Field Sales Executive?
- Key responsibilities
- Qualities that make a successful field sales executive
- Opportunities for a field sales executive in the service provider sub-sector
- Organizational policies for field sales executive job

- Incentives
- Delivery Standards
- Personnel and Public Relations (PR)
- Activities under field sales executives

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Conduct a group discussion on the skills required for a Telecom Field Sales Executive
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the ways to develop each of the skills

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, pen, notebook, laptop, overhead projector, microphone (if required), etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

Answers to Exercises for PHB

Multiple-choice Question:

1. a) Wireless communication
2. a) Public Relations
3. a) indirect distribution channel
4. a) company representative
5. a) experience

Descriptive:

1. Refer UNIT 1.2: Telecom Industry and Its Sub-sectors
Topic - 1.2.2 Top Mobile Handset Players in India
2. Refer UNIT 1.3: Roles and Responsibilities of a Field Sales Executive
Topic - 1.3.1 Who is a Field Sales Executive?
3. Refer UNIT 1.3: Roles and Responsibilities of a Field Sales Executive
Topic - 1.3.2 Key Responsibilities
4. Refer UNIT 1.3: Roles and Responsibilities of a Field Sales Executive
Topic - 1.3.5 Organizational Policies for Field Sales Executive Job
5. Refer UNIT 1.3: Roles and Responsibilities of a Field Sales Executive
Topic - 1.3.6 Activities under Field Sales Executives



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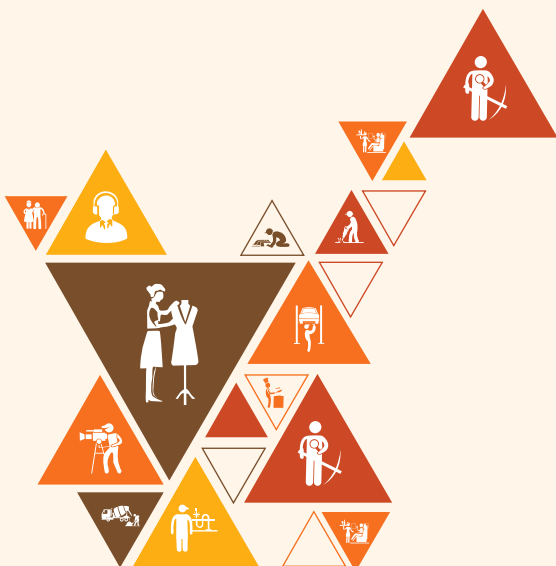


2. Interact with Retailers

Unit 2.1 - Personal Grooming of a Field Sales Executive

Unit 2.2 - Merchandizing Products to Retailers

Unit 2.3 - Trends and Sales Strategies



TEL/N0216

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Discuss the importance of personal grooming and hygiene
2. Analyse sales target received from territory sales manager
3. Identify the features, strengths, and benefits of the products and the latest schemes/offers applicable to retailers
4. Elaborate on the importance of maintaining query logs, feedback, and customer referrals
5. Identify open-ended and close-ended questions
6. Inspect stock and merchandise and report any damages/anomalies to the authorities
7. Identify and discuss some strategies for retailers to generate sales leads
8. Analyse the Business Health Report (BHR) of retailers created as per the standards formats or organizational system software to analyse their sales and growth
9. Describe the different types of merchandising products and services offered by the organization
10. Elaborate on the importance of creating brand visibility in a retailer's outlet
11. Follow pre-defined routes and beat plan while going into the field
12. Distinguish between different types of selling, such as line selling and range selling
13. Calculate month till date (MTD) sales by applying basic arithmetic and numeric calculations
14. Explain know your customer (KYC) guidelines and norms as per Telecom Regulatory Authority of India (TRAI)
15. Perform steps to compile daily reports along with the unresolved concerns for validation by Territory Sales Manager (TSM)
16. List the considerate factors to categorize customers for follow-ups
17. Describe different payment collection methods to the retailers

Unit 2.1: Personal Grooming of a Field Sales Executive

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the importance of personal hygiene and grooming
2. List the grooming guidelines for the Field Sales Executives

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about personal grooming of a field sales executive.

Say

Good morning and welcome back to this training program on “Field Sales Executive”. In this session, we will discuss about personal grooming of a field sales executive.

Ask

Ask the trainees the following questions:

- What is personal hygiene?
- What are the ill effects of alcohol?

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

Elaborate

In this session, we will discuss the following points:

- Personal grooming and hygiene for a Field Sales Executive
 - Appearance
 - Uniform guidelines for men and women
 - Personal hygiene
 - Alcoholism

- Tobacco
- Gutka
- Punctuality

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the entire class into 4 groups
- Provide each group with poster paper and art supplies
- Give each group a “hygiene duty” to represent on their poster
- When finished, groups can present their finished posters to the class
- Ask them to explain what their posters shows and the message they want to give through the poster

Activity	Duration	Resources used
Poster making	60 minutes	Participant handbook, whiteboard, marker, notebook, pen, laptop, overhead projector, poster paper, pencil, sketch pens, rulers, scissors, etc.

Do

- You can ask questions during the presentation, like
 - “Why is covering our coughs and sneezes important?”
 - “What type of personal hygiene products do people use?”
 - “What do germs do to our bodies?”
 - “Why do we brush our teeth?”
 - “Who helps us to stay healthy?”
 - “How do our bodies fight germs?”
- Answer all the doubts raised by the trainees in the class
- Provide each group with constructive feedback

Notes for Facilitation

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

Unit 2.2: Merchandizing Products to Retailers

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss the importance of pre-sales planning
2. Explain the importance of maintaining query log, feedback and referrals of customers
3. State the importance of creating brand visibility at a retailer's outlet
4. Describe the different types of merchandising products and services offered by the organization
5. Identify open-ended and close-ended questions

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about merchandizing products to retailers.

Say

Good morning and welcome back to this training program on “Field Sales Executive”. In this session, we will learn about merchandizing products to retailers.

Ask

Ask the participants the following questions:

- What is sales planning?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate clues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

- Pre-sales planning
 - Selling of ‘Simplified Tariffs’
- Understanding monthly targets and dividing them into weekly and daily targets
- Understanding products and services for sale
 - Telecom products and services

- Merchandising elements
- Understanding your territory
- Understanding your customer
- Pre-sales information
 - Importance of pre-sales information
 - Sources of pre-sales information
- Importance of maintaining query log, feedback and referrals of customers
 - Why is maintaining a query log important?
 - Why is maintaining feedback important?
 - Why is maintaining referrals of customers important?
 - Range of products and services
 - Prepaid services
 - Lifetime validity
- Strengths of services
 - Cutting-edge technology
 - Customer support
 - Competitive pricing
 - High-performing cable equipment
- Benefits of the Services
 - Superior network
 - Added services
 - No interruption
- FAB (Feature, Advantage and Benefit)
- Open-ended and Closed-ended Questions

Say

Let us participate in an activity to explore the unit a little more.

Practical

- Make small groups, each consisting of 2 trainees
- Now, ask them to change the following questions from close-ended to open-ended questions, then practice asking and answering them with their partner
 - Nice weather we're having, isn't it?
 - Did you like your last job?
 - Are you tired?
 - Do you like chicken?
- Close the activity by summarising the key takeaway

Activity	Duration	Resources used
Questioning	60 minutes	Pen, notebook, participant handbook, laptop, paper, pencil, overhead projector, etc.

Do 

- Guide the trainees throughout the activity
- Ensure that all the trainees participate in the activity

Notes for Facilitation 

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 2.3: Trends and Sales Strategies

Unit Objectives

By the end of this unit, the participants will be able to:

1. Evaluate strategies to reach/meet/influence the most retailers possible and generate sales leads
2. Analyse the latest trends and sales strategies trending in the market
3. Analyse sales target received from territory sales manager
4. Use effective ways of communication with superiors to achieve sales targets
5. State the importance of creating brand visibility at a retailer's outlet
6. Explain the Know Your Customer (KYC) guidelines
7. Discuss the guidelines of the Telecom Regulatory Authority of India (TRAI)

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about trends and sales strategies.

Say

Good morning and welcome back to this training program on “Field Sales Executive”. In this session, we will discuss about the trends and sales strategies.

Ask

Ask the participants the following questions:

- Who are loyal customers?
- State some of the latest trends in the handset market.

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

Elaborate

In this session, we will discuss the following points:

- Strategies to meet/ reach/ influence retailers to generate sales leads
- Importance of increasing the brand visibility
 - Using posters, danglers etc.
 - High visibility and frequency
 - Diverse audience reach
 - Strong visual impact
 - Brand growth and awareness
 - Impact via location
- Latest trends in the telecom market
 - Connectivity technologies
 - Speed
 - Compliance and cyber security
 - Secure automation
 - 5G technology
 - Faster processor
 - Superior camera
 - Sustainable technology
- Drawing the attention of the retailer
- Monitoring retailer performance: Ways to generate more sales
- Increasing customer base
- Increasing sales
- Know Your Customer (KYC)
- TRAI Guidelines
- Considerate factors to categorize customers for follow up
- Line Selling and Range Selling
- Importance of continuously motivating retailers
- Analysing the product needs and outlets of the retailers
- Categorisation of outlets
 - Multi-brand outlets
 - Branded retail outlets
 - Kirana stores (Mom and Pop stores)
- How to do outlet mapping?
 - What should outlet mapping information convey?

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Make 30 paper chits and write the names of the objects on them. The objects can be everyday items. For example:
 - Stapler
 - Mobile Phone
 - Pen
 - Watch
 - Fancy Photo Frame
 - Bottle opener
 - Flask
 - Pen stand
- Put the chits in a bowl and place it on a table
- Explain that each trainee must pick a chit and provide a 30-seconds sales pitch on the object mentioned in it
- Also, instruct them that the sales pitch must be based on the FAB method
- Ask for a volunteer to start the sales pitches
- After each pitch, ask other trainees to provide feedback
- Continue until everyone has provided a pitch
- Conclude the activity with a discussion

Activity	Duration	Resources used
Selling skill – FAB technique	30 minutes	Participant handbook, whiteboard, laptop, internet connection, overhead projector, notebook, pen, marker, etc.

Do

- Share your inputs and insight to encourage the trainees
- Ensure that all trainees participate in the activity
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive

Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant manual

Answers to Exercises for PHB

Multiple-choice Question:

1. a) customer demand
2. a) visible
3. a) danglers
4. a) Range selling
5. a) Multi-brand outlets

Descriptive:

1. Refer UNIT 2.3: Trends and Sales Strategies
Topic - 2.3.5 Know Your Customer (KYC)
2. Refer UNIT 2.1: Personal Grooming of a Field Sales Executive
Topic - 2.1.1 Personal Grooming and Hygiene for a Field Sales Executive
3. Refer UNIT 2.3: Trends and Sales Strategies
Topic - 2.3.1 Strategies to meet/ reach/ influence retailers to generate sales leads
4. Refer UNIT 2.3: Trends and Sales Strategies
Topic - 2.3.4 Increasing Customer Base
5. Refer UNIT 2.3: Trends and Sales Strategies
Topic - 2.3.4 Increasing Customer Base



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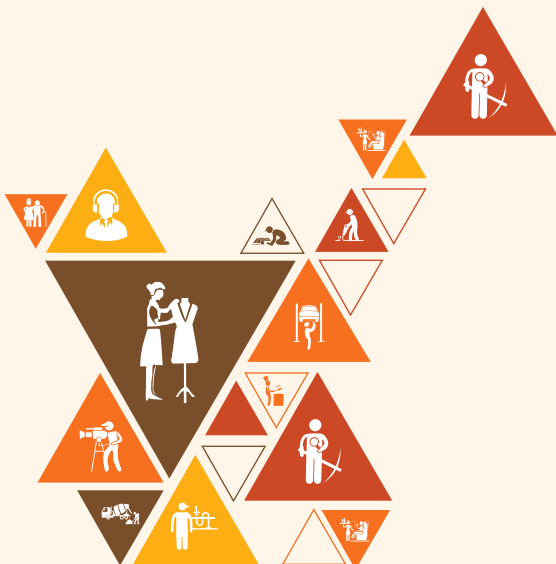


3. Expand the Retailer Base

Unit 3.1 - Increasing the Scope of Product Distribution

Unit 3.2 - Procedures and Guidelines for Product Activation

Unit 3.3 - Return on Investment (ROI)



TEL/N0217

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Describe the outlet selection guidelines for identifying new retail outlets to promote products
2. Elaborate on the ways of expanding the ways of increasing the market size
3. Identify the ways of selecting new retailer outlets
4. List the steps of calculating return on investment (ROI) as typically advised by the Telecom industry's sales sub-sector
5. State the various procedures and guidelines for the mobile number activation process, alongwith KYC norms and TRAI guidelines
6. List all the relevant documents required for the mobile number activation
7. Illustrate the correct method to activate a customer's mobile number using a mobile handset
8. Describe the functioning of the SIM card by giving a demo
9. Discuss some common retailers' complaints and their solutions

Unit 3.1: Increasing the Scope of Product Distribution

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the ways of expanding the market size
2. Explain how to communicate with customers
3. Explain the importance of complying with merchandising and visibility norms

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about increasing the scope of product distribution.

Say

Good morning and welcome back to this training program on “Field Sales Executive”. In this session, we will discuss about increasing the scope of product distribution.

Ask

Ask the participants the following questions:

- What is a multi-brand outlet?
- What is visible merchandising?

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

Elaborate

In this session, discuss the following points:

- Expanding the market size
 - Selection of outlet
 - Categorisation of Outlets
 - Multi-brand outlets
 - Branded retail outlets

- Kirana stores
 - How to do outlet mapping?
 - What should outlet mapping information convey?
 - Process of outlet mapping
 - Illustration of categorisation of outlets
 - Offer value proposition
 - Distribution procedure margins
- Importance of communication
 - Why is communication important?
 - Essentials of good communication
 - Clarity in communication
- Importance of complying with merchandising and visibility norms
 - Increased visibility
 - Increase in profit
 - Derive the maximum brand value

Say

Let us participate in an activity to explore the unit a little more.

Practical

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as a Field Sales Executive and the other as a retailer
- Once roles have been assigned, tell the trainees that are acting as Field Sales Executive to convey the promotional offers he/she has for the retailer
- Ask them to explain the benefits of the scheme to the retailer and convince them to place a bulk order
- The retailer can ask clarifying questions and raise concerns. The Field Sales Executive has to come up with accurate rebuttals
- Repeat the activity with other trainees

Activity	Duration	Resources used
Role-play	120 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed) etc.

Do 

- Provide the trainees with constructive feedback
- Ensure that the role-play meets the session objectives
- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

Notes for Facilitation 

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

Unit 3.2: Procedures and Guidelines for Product Activation

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the ways of expanding the market size
2. Elaborate the steps to build a retailer network
3. Explain the TRAI guidelines for identity verification
4. Identify the relevant documents required for the mobile number activation
5. Explain the functioning of SIM card
6. Explain the method to activate a mobile number
7. Identify common retailers' complaints and their solutions.

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about procedures and guidelines for product activation.

Say

Good morning and welcome back to this training program on "Field Sales Executive". In this session, we will discuss about procedures and guidelines for product activation.

Ask

Ask the participants the following questions:

- What is LAPU?
- What is CAF?

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

Elaborate

In this session, we will discuss the following points:

- Expanding the market size
 - SIM (Security Identification Module)
 - LAPU
 - Recharge vouchers
 - SIM activation procedure
- Steps to build retailer network
 - Mobile Number Activation
 - Prepaid and Post-paid
- Documentation required for new prepaid and postpaid mobile connection
 - Verification process of prepaid and postpaid mobile connection
 - Action against furnishing fake information in CAF
 - Know Your Customers (KYC)
 - Connection Startup KIT
- Activating mobile number
 - Mobile Number Portability (MNP)
- Know Your Customer (KYC) norms
- TRAI guidelines
- Dealing with customer complaints
 - Common retailers' problems and their possible solutions

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- This is a team activity
- Give each trainee a name tag on a piece of paper and ask all of them to stay in a circle.
- Each of them should think of two or three requests. They can choose to ask reasonable and realistic questions or make them imaginary and outlandish.
- Allow them to think about their request for a few minutes. Let them know that even though it's a game and it should be fun, they shouldn't make inappropriate requests. Then give them the rules of the game.
- Each employee is to take turns calling out the name on another employee's tag and make a request.
- The named trainee is to decline without saying "No," then call another employee and make a request—the process of requesting and declining continues until no request is left.

Activity	Duration	Resources used
Group Discussion	40 minutes	Participant handbook, pen, notebook, laptop, overhead projector, microphone (if needed), etc.

Do

- Ensure the activity meets the training objectives
- Guide the trainees in performing correct procedures throughout the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 3.3: Return on Investment (ROI)

Unit Objectives

By the end of this unit, the trainees will be able to:

1. List the steps of calculating return on investment (ROI)
2. Calculate return on investment (ROI) for retailers

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about Return on Investment (ROI).

Say

Good morning and welcome back to this training program on “Field Sales Executive”. In this session, we will discuss about Return on Investment (ROI).

Ask

Ask the participants the following questions:

- What do you understand by return on investment

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

Elaborate

In this session, we will discuss the following points:

- Calculating the Return on Investment
- Return on Investment for Retailers

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as a seller and the other as the customer. The customer wants to purchase a mobile handset
- Now, the seller will try to convince the customer to purchase a higher-value product (Upsell)
- If the customer is not ready and upselling is not possible, then try to sell additional products (cross-sell) to the customer
- Now, repeat the activity with all other trainees in the class

Activity	Duration	Resources used
Role-play	60 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed), etc.

Do

- Ensure a friendly atmosphere during the activity
- Ensure that all the trainees participate in the role-play
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication techniques in role-playing

Answers to Exercises for PHB

Multiple-choice Question:

1. a) Weekly sales report
2. a) Up-Selling
3. b) Immediately remove it from the stock to stop it from moving to the shelves for display
4. c) Standees
5. b) No Deduction in Price

Descriptive:

1. Refer UNIT 3.1: Schemes and Promotions
Topic - 3.1.2 Promotional Schemes for Retailers
2. Refer UNIT 3.2: Displaying Products at Retail Outlet
Topic - 3.2.3 Reporting Defects
3. Refer UNIT 3.4: Demand Forecast
Topic - 3.4.2 Demand Planning
4. Refer UNIT 3.1: Schemes and Promotions
Topic - UNIT 3.1: Schemes and Promotions
5. Refer UNIT 3.3: Cross-Selling and Up-Selling
Topic - 3.3.1 Additional Selling



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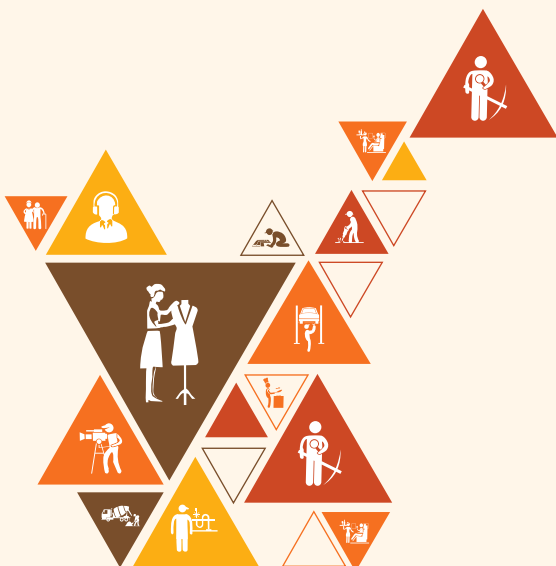
Transforming the skill landscape



4. Sell Broadband Subscriptions

Unit 4.1 - Understanding Customer Needs

Unit 4.2 - Market Visit and CEF Collection



TEL/N0218

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Identify customer requirements and analyse their needs
2. Explain the plan for selling broadband subscriptions
3. Visit the target area and customers as per the pre-defined plan.
4. Describe the importance of selecting suitable sales strategies as per the requirement/context
5. Present the USPs, strengths and feature advantage benefits (FAB) of the products
6. Explain different financial options for payments
7. Visit the retail outlet to collect Customer Enrolment Forms (CEF)
8. Discuss reasons for compliance/technical issues in CEFs with the retailers
9. Exhibit the steps to assist customer/s in selecting the best plans and resolve any objections raised to ensure their satisfaction
10. List the important factors to identify high-profile customers

Unit 4.1: Understanding Customer Needs

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the requirements of a customer
2. Describe the importance of selecting suitable sales strategies as per the requirement/context
3. Use the FAB approach to explain the USPs of the product
4. State the significance of various promotional methods to create product awareness
5. Discuss different financial options for payments
6. Identify high-profile customers

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools

Note

In this unit, we will discuss about requirements of customers and their importance

Say

Good morning and welcome back to this training program on “Field Sales Executive.” Today we shall learn about the importance of analysing customer needs.

Ask

Ask the participants the following questions:

- What do you understand by broadband?
- What are the advantages of Broadband technology?

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

Elaborate

In this session, discuss the following points:

- Analysing customer needs
- Features, advantages and benefits of broadband technology
- Selecting suitable sales strategies
- Promotional and financial aspects of broadband subscriptions
- Different financial options for payments
- Identifying high-profile customers

Say

Let us participate in an activity to explore the unit a little more.

Practical

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as a Field Sales Executive and the other as a customer
- Ask the FSE to explain about their Broadband connection to the customer using FAB technique
- The customer can ask clarifying questions and raise concerns. The FSE has to come up with accurate rebuttals
- Repeat the activity with other trainees in the class

Activity	Duration	Resources used
Role-play	120 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed) etc.

Do

- Provide the trainees with constructive feedback
- Ensure that the role-play meets the session objectives
- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

Notes for Facilitation



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

Unit 4.2: Market Visit and CEF Collection

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Visit the target area and customers as per the pre-defined plan
2. Visit the retail outlet to collect Customer Enrolment Forms (CEF)
3. Discuss reasons for compliance/technical issues in CEFs with the retailers

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools

Note

In this unit, we will discuss about requirements of customers and their importance

Say

Good morning and welcome back to this training program on “Field Sales Executive.” Today we shall learn about the importance of market visits and the collection of CEF.

Ask

Ask the participants the following questions:

- What do you understand by Beat Plan?
- What is CEF?
- Why is it important to visit the targeted area and customers per the pre-defined plan?

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

Elaborate

In this session, discuss the following points:

- Beat Plan
- Customer Enrolment Forms (CEF)
- Compliance/Technical Issues in CEFs

Say

Let us participate in an activity to explore the unit a little more.

Practical

- Conduct a group discussion on probable challenges to be faced during a field visit
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the ways to develop each of the skills

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, pen, notebook, laptop, overhead projector, microphone (if required), etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

Answers to Exercises for PHB

Multiple-choice Question:

1. a) Analysing Customer Needs
2. d) Analysing Customer Needs
3. d) Promotional and Financial Aspects of Broadband Subscriptions
4. d) Different Financial Options for Payments
5. a) Beat Plan

Descriptive:

1. UNIT 4.1: Understanding Customer Needs
Different Financial Options for Payments
2. UNIT 4.1: Understanding Customer Needs
Analysing Customer Needs
3. UNIT 4.1: Understanding Customer Needs
Promotional and Financial Aspects of Broadband Subscriptions
4. UNIT 4.1: Understanding Customer Needs
Promotional and Financial Aspects of Broadband Subscriptions
5. UNIT 4.1: Understanding Customer Needs
Identifying High-Profile Customers



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5. Plan Work Effectively, Optimise Resources and Implement Safety Practices

Unit 5.1 - Workplace Health & Safety

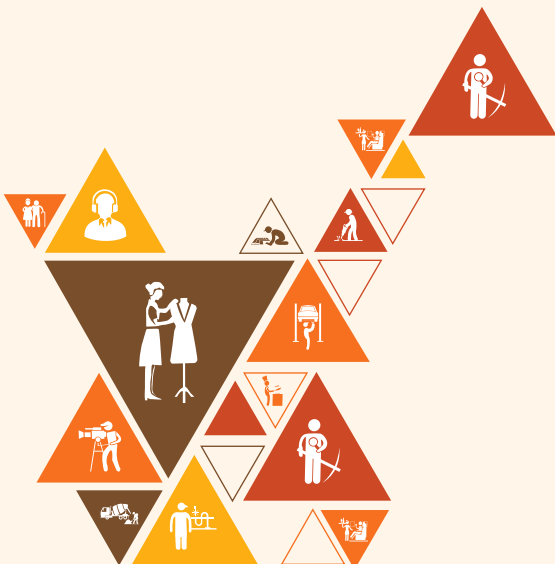
Unit 5.2 - Different types of Health Hazards

Unit 5.3 - Importance of Safe Working Practices

Unit 5.4 - Reporting Safety Hazards

Unit 5.5 - Waste Management

Unit 5.6 - Organisations' Focus on the greening of jobs



TEL/N9101

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Explain about workplace health and safety
2. Differentiate various health hazards
3. Demonstrate various first-aid techniques
4. Importance of safety at the workplace
5. Understand Basic hygiene Practices and hand-washing techniques
6. Explain the need for social distancing
7. Understand the reporting of hazards at the workplace
8. Explain e-waste and the process of disposing of them
9. Explain the greening of jobs

Unit 5.1: Workplace Health & Safety

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand about workplace health and safety
2. Explain tips to design a safe workplace
3. Explain precautions to be taken at a workplace

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about workplace health & safety.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about workplace health & safety practices.

Ask

Ask the participants the following questions:

- What do you understand by workplace safety?

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

Elaborate

In this session, we will discuss the following points:

- Safety: Tips to design a safe workplace
- Non-Negotiable employee safety habits

Say



Let us participate in an extempore activity to understand this unit better.

Activity



- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the safety hazard report
- Now ask each of them to fill up the report individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

Activity	Duration	Resources used
Role-play – Safety Hazard Report	40 minutes	Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of safety hazard report, etc.

Do



- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity

Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

Unit 5.2: Different types of Health Hazards

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the health hazards
2. Demonstrate First Aid Techniques

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about various health hazards.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about different types of health hazards.

Ask

Ask the participants the following questions:

- What is a health hazard?
- Can you name any health hazards that may occur at the workplace?

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

Elaborate

In this session, we will discuss the following points:

- First aid
- First aid techniques
- For burns
- For broken bones and fractures
- For heart attack/stroke
- For head injury

- Using breathing apparatus
- Briefing and guidance for firefighters
- Evacuation process
- Special evacuation requirements for specially-abled persons
- Importance of fire safety drills

Say

Let us participate in an activity to understand this unit better.

Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them - safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.
- Now ask the trainees to identify the PPE and state their usage
- After the session, you will select a few volunteers and make them wear PPEs.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration	Resources used
Practical activity - PPE	40 minutes	Participant handbook, laptop, overhead projector, internet connection, various protective equipment like safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.

Do

- Ensure that all trainees participate in the activity
- Share your inputs and insight to encourage the trainees and add to what they talk about

Notes for Facilitation

- Encourage peer learning in the class
- Use video references from different sources for a better explanation

Unit 5.3: Importance of Safe Working Practices

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain Basic Hygiene Practices
2. Understand the importance of Social Distancing
3. Demonstrate the safe working practices

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the importance of safe working practices.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about the importance of safe working practices

Ask

Ask the participants the following questions:

- List a few personal hygiene tips that you regularly follow.
- How social distancing helps to reduce the spread of Covid 19?

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

Elaborate

In this session, we will discuss the following points:

- Basic hygiene practices
- Personal hygiene
- Personal hygiene practices at home
- Importance of social distancing
- Social distancing and isolation
- Self-quarantine
- Disposing off the PPE kits
- Safe workplace practices
- Supplies and Accessories in the first aid box
- CPR

Say

Let us participate in a practical activity to understand this unit better.

Practical

- Gather all the trainees in the laboratory and divide them into groups of two
- Ask each group to demonstrate the correct process for performing CRP
- Ensure the students follow all the steps of CPR in the correct sequence
- This activity can also be performed on a dummy, if available

Activity	Duration	Resources used
Practical activity - CPR	60 minutes	Participant handbook, whiteboard, notebook, laptop, pen, marker, dummy (if available), etc.

Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

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

Unit 5.4: Reporting Safety Hazards

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the process of reporting in case of emergency (safety hazards)
2. Understand methods of reporting hazards

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about reporting safety hazards

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about reporting safety hazards.

Ask

Ask the participants the following questions:

- What is a safety hazard?

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

Elaborate

In this session, we will discuss the following points:

- Methods of reporting safety hazards
- Describing hazard matrix
- Hazard report form

Say



Let us participate in an activity to understand this unit better.

Activity



- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration	Resources used
Quiz – Interpreting Signs	40 minutes	Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer

Do



- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session

Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant handbook

Unit 5.5: Waste Management

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand what e-waste is
2. Understand the concept of waste management
3. Explain the process of recycling e-waste

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about waste management.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about waste management.

Ask

Ask the participants the following questions:

- What do you understand by waste management?
- What are the sources of medical waste?

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

Elaborate

In this session, we will discuss the following points:

- Introduction to e-waste
- What is e-waste?
- Electronic goods/gadgets are classified under three major heads
- E-waste management process
- Recyclable and non-recyclable waste

- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees
- The first topic in this session will be air pollution.
- The second topic on which the trainees will prepare their extempore will be on waste disposal method.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee, with a simple explanation but rich content, will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Notebook, Pen, Pencil, Marker, etc.

Do

- Encourage the non-participating trainees to open up and speak
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ask a student to summarise what was discussed in the session

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants

Unit 5.6: Organisations' Focus on the greening of jobs

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the concept of ESG
2. Explain the different factors of ESG

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about organisations' focus on the greening of jobs.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss the organisations' focus on the greening of jobs.

Ask

Ask the participants the following questions:

- What is ESG?

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

Elaborate

In this session, we will discuss the following points:

- What is ESG?
- ESG stands for Environmental, Social, and Governance.
- Environmental, social, and governance (ESG) investing refers to a set of standards for a company's behaviour used by socially conscious investors to screen potential investments.
- Investors are increasingly applying these non-financial factors as part of their analysis process to identify material risks and growth opportunities.

- Factors of ESG
- Environmental
- Social
- Governance

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the factors of ESG
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of the ESG in recent times

Activity	Duration	Resources used
Group discussion	45 minutes	Participant handbook, whiteboard, notebook, notebook, pen, pencil, marker, microphone, etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly and cordial atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

Answers to Exercises for PHB

Multiple-choice Questions:

1. a. First Aid
2. b. Luke warm
3. a. Antiseptic
4. a. Chemical hazards
5. a. Cardio Pulmonary Resuscitation

Descriptive:

1. Refer - UNIT 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Importance of Health and Safety
2. Refer - UNIT 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Effects of Poor Maintenance
3. Refer - UNIT 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Importance of Health and Safety
4. Refer - UNIT 5.2 Safety Practices
Topic – Securing Customer Records
5. Refer - UNIT 5.2 Safety Practices
Topic – Securing Customer Records



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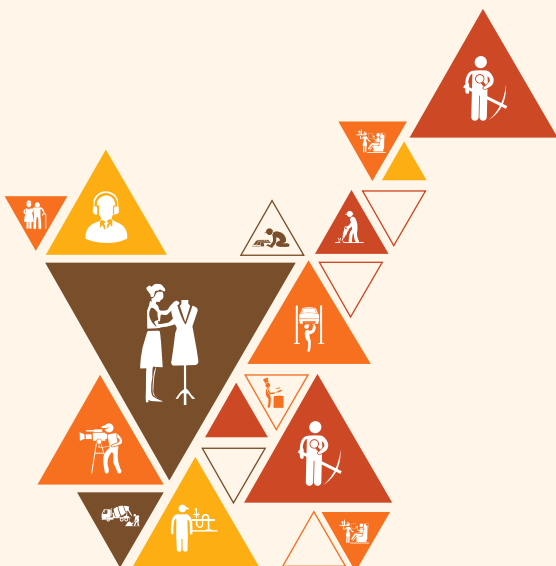
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6. Communication and Interpersonal Skills

Unit 6.1 - Interaction with Supervisor, Peers and Customers



TEL/N9102

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Understand what communication is and the importance of communication in the workplace
2. Understand effective communication and communicate effectively for success
3. Discuss types of communication - verbal and non-verbal
4. Communicate at workplace
5. Communicate effectively with superiors
6. Communicate effectively with colleagues and customers using different modes viz face-to-face, telephonic and email communication
7. Understand the hurdles to effective communication
8. Conduct professionally at the workplace
9. Respect differences in gender and ability
10. Communicate effectively with a person with disabilities
11. Respect for disabled people

Unit 6.1: Interaction with Supervisor, Peers and Customers

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the importance of communication
2. Understand types of communication

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss how to communicate with supervisors, peers and customers.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss how to interact with supervisors, peers and customers.

Ask

Ask the participants the following questions:

- What is communication?
- What is non-verbal communication?
- What are the barriers to effective communication?

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

Elaborate

In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
- Effective communication for success

- Significance of clear and effective communication
- Types of communication
- Verbal communication
- Non-Verbal communication
 - Signs and symbols
 - Gestures and expressions
- Communication at workplace
- Communication with supervisors
- Communication with colleagues & customers
- Face-to-face communication
- Telephonic communication
- Email communication
- Importance of timely completion of tasks
- Standard operating procedure
- Escalation matrix
- Escalation mechanism
- Escalation through CRM
- Escalation Issues at work
- What does it mean to escalate an issue at work?
- When should you escalate an issue at work?
- Hurdles for effective communication
- Professional conduct
- Respect gender differences
- Communication with a disabled person
- Communicating with people with a hearing impairment
- Respect People with disability
- Safety at the workplace for people with disability
 - Responsibilities of an employer towards disabled people
- Workplace adaptations for people with disability
- Workplace adaptations

Say

Let us participate in an activity to understand this unit better.

Activity

- This is an individual activity
- Provide the trainees with a hypothetical situation mentioned below
- Consider one of your colleagues who has been facing discriminatory attitudes at the workplace related to unequal wages. Imagine yourself to be their confidant.
- State what measures you will take to solve the issue/s faced by your team member.
- Repeat the activity with all the trainees

Activity	Duration	Resources used
Mock activity	60 minutes	Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc.

Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

Notes for Facilitation

- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a. Signature
2. a. Late
3. b. Polite
4. a. Gestures
5. b. Effective communication

Descriptive:

1. Refer UNIT 6.1: Interaction with Supervisor, Peers and Customers
Topic - 6.1.2 What is Communication?
2. Refer UNIT 6.1: Interaction with Supervisor, Peers and Customers
Topic - 6.1.23 Communicating with People with a Hearing Impairment
3. Refer UNIT 6.1: Interaction with Supervisor, Peers and Customers
Topic - 6.1.9 Face-to-face Communication
4. Refer UNIT 6.1: Interaction with Supervisor, Peers and Customers
Topic - 6.1.21 Respect Gender Differences
5. Refer UNIT 6.1: Interaction with Supervisor, Peers and Customers
Topic - 6.1.19 Hurdles for Effective Communication



Skill India
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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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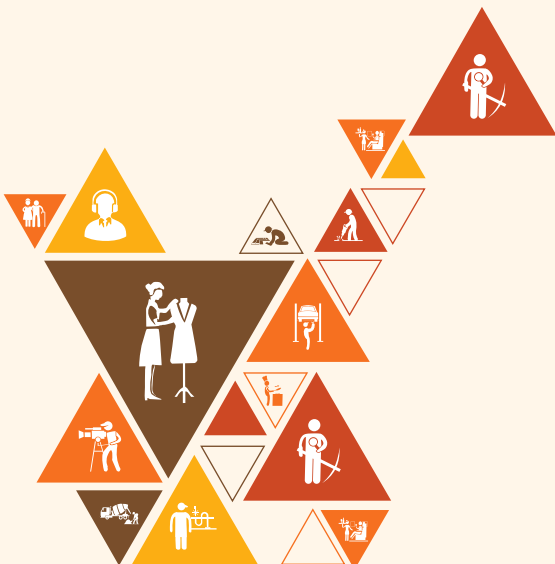


7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Field Sales Executive		
Qualification Pack Name & Ref. ID	TEL/Q0200 VERSION 4.0		
Version No.	4.0	Version Update Date	27/12/2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Strategies for brand visibility and maximise the retailer base 2. Enrol new retailers and increase the retailer base 3. Optimise resources, work efficiently and adhere to safety standards 4. Interact effectively with others while being sensitive to gender and persons with disabilities 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Bridge Module	Introduction to the role of a Field Sales Executive	<ul style="list-style-type: none"> Analyse the requirements of the course and prepare as per the pre-requisites of the course. Describe the size and scope of the Telecom industry and its various sub-sectors 	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	Laptop, white-board, marker, projector, Documents of standard operating procedures, code of conduct, checklists, schedules, tools and equipment, status report	7 Theory (5:00) Practical (2:00)
			<ul style="list-style-type: none"> Explain the role and responsibilities of a field sales executive Evaluate the role of a field sales executive by visiting a work site and interacting with colleagues and seniors Discuss the various opportunities for a field sales executive in the Service Provider sub- sector 				7 Theory (5:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role. Describe the process workflow in the organization and the role of field sales executive in the process List the various daily, weekly, monthly operations/activities that take place at the site under a field sales executive. 				8 Theory (5:00) Practical (3:00)
			<ul style="list-style-type: none"> Describe the importance of splitting sales target. Identify and improve soft skills by formal training and perform the SWOT analysis. 				8 Theory (5:00) Practical (3:00)
2	Interact with Retailers	Generate sales leads	<ul style="list-style-type: none"> Explain how to collect and record data from all reliable sources such as showroom walk-ins, telephonic enquiries, promotional / marketing campaigns, kiosks etc. Conduct categorisation of customers who showed interest in buying the broadband service for follow-up Practice interacting with superiors/ supervisor to analyse sales target/ data collected for increased target and lead generation Develop an effective strategy to follow up leads/generate sales lead on a daily basis 	TEL/N0216 PC1, PC2, PC3, PC4, KU1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board, marker, projector, Product manuals, customer registration form, customer feedback form, merchandise, sales record book, Laptop with software such as MS Office and CRM Laptop, Protective Equipment: Fire Drill Accessories,	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Prepare for a field visit to retailers	<ul style="list-style-type: none"> State the importance of maintaining personal grooming and hygiene to ensure adherence to company standards Analyse daily sales targets/overall sales targets received from the territory sales manager (TSM)/area manager Develop a plan/strategy to cover the maximum retailers within the territory Employ various methods to implement the plan/strategy based on time, targets (daily, weekly and monthly) and prospective customers Identify the latest sales strategies in the market and keep yourself up-to-date with trends, schemes, and offers from the manufacturers 	TEL/N0216 PC5, PC6, PC7, PC8, PC9		first aid kit, different types of fire extinguisher	7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Analyse the trends of business using the BTS utilisation model (low, medium and high utilisation sites) Analyse month till date (MTD) sales against the monthly target Practice collecting stock and merchandise from the distributor Show how to inspect stock and merchandise to ensure they are in good condition and well packed 	TEL/N0216 PC10, PC10, PC11, PC12, PC13, PC14			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Role-play a scenario to report to the concerned person (distributor) if the packaging or product seems defective/damaged 				
		Visit retailers to promote new products	<ul style="list-style-type: none"> Plan to visit sites/retailers as per the pre-defined route and beat the plan State the importance of creating brand visibility by arranging merchandise in retail outlets like posters, danglers etc. Explain how to monitor retailer cards/register for secondary/tertiary sales Prepare Business Health Report (BHR) check on the retailer's secondary/tertiary sales records Conduct observation/inspection of the outlet physically to check stock availability 	TEL/N0216 PC15, PC16, PC17, PC18, PC19			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Enquire about the product needs of the retailer by asking relevant questions Explain how to offer a range of products/services to retailers by explaining utility and highlighting exclusive features of the product vis-à-vis competitor's products Dramatise a situation to motivate the retailer by quoting high selling retailer's sales achievement Discuss the importance of providing a required quantity of stock to retailers 	TEL/N0216 PC20, PC21, PC22, PC23, PC24, PC25			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Practice collecting payment from retailers against delivered stock State the importance of organising road shows for the promotion of products/services 				
		Comply with organisational processes	<ul style="list-style-type: none"> Assist the customer in filling in plan details, customer details and other documents required for putting an application for installation of the broadband connection Explain know your customer (KYC) guidelines and norms as per Telecom Regulatory Authority of India (TRAI). Explain the importance of providing payment receipt after collecting payment as per the selected mode of payment Practice making records of documents provided by the customer 	TEL/N0216 PC26, PC27, PC28, PC29, KU25			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Compile daily reports to be validated by Territory Sales Manager (TSM) Perform steps to compile daily reports along with the unresolved concerns for validation by Territory Sales Manager (TSM). Role-play a scenario to obtain sales referrals from customers after closing sales call and ensuring positive customer feedback 	TEL/N0216 PC30, PC31, PC32			8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
3	Expand the Retailer Base	Enroll new retailers	<ul style="list-style-type: none"> Describe the outlet selection guidelines for identifying new retail outlets to promote products Communicate effectively and follow business customs and etiquette while interacting with the owners of retail outlets Explain the sales value proposition and associated processes to the retail outlet's owner 	TEL/N0217 PC1, PC2, KU1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	Laptop with software such as MS Office and CRM, white-board, marker, projector, Sample customer enrolment form, demo SIM card, product manuals, customer registration form, customer feedback form, merchandise, sales record book, Protective Equipment: Fire Drill Accessories, first aid kit, different types of fire extinguisher	7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Calculate return on investment (ROI) for retailers. Explain Return on Investment (ROI) to retailers by highlighting minimal investment and high inventory turns 	TEL/N0217 PC3, KU4			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Discuss ways to propose/pitch range of products/services and demonstrate various associated processes 	TEL/N0217 PC4, KU5			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain the enrolment formalities for the different products/services 	TEL/N0217 PC5			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Use various merchandising elements to display the product at the retailer outlet. State the importance of communicating and complying with merchandising/visibility norms at a retailer's outlet Provide demo SIM card to retailer as per company norms 	TEL/N0217 PC6, PC7, KU7, KU8			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Describe the functioning of SIM card by giving demo. 				
		Adhere to company policies for new enrolments	<ul style="list-style-type: none"> State the various procedures and guidelines for mobile number activation process, along with KYC norms and TRAI guidelines. 	TEL/N0217 PC8			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Verify customer enrolment forms for any discrepancies like use of ink eraser, signature mismatch, address mismatch, etc. List all the relevant documents required for the mobile number activation Discuss some common retailers' complaints and their solutions 	TEL/N0217 PC9, PC10, KU11, KU12			8 Theory (2:00) Practical (6:00)
4	Sell broadband subscriptions	Plan for sales	<ul style="list-style-type: none"> Visit the retail outlet to collect Customer Enrolment Forms (CEF) Discuss reasons for compliance/technical issues in CEFs with the retailers. 	TEL/N0218 PC1, KU1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	Sample customer enrolment form, demo SIM card, product manuals, customer registration form, customer feedback form, merchandise, sales record book, Laptop with software such as MS Office and CRM, whiteboard marker, projector,	8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Identify customer requirements from daily reports to approach them accordingly Analyse the market/geographical area to develop a sales plan 	TEL/N0218 PC2, PC3			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Describe the importance of selecting suitable sales strategies to achieve daily sales targets/cover-up backlogs Employ appropriate sales strategies suited for the target market/potential customers Analyse manufacturer/organisation data to narrow down on promotional methods 	TEL/N0218 PC4, PC5, PC6		Protective Equipment: Fire Drill Accessories, first aid kit, different types of fire extinguisher	8 Theory (4:00) Practical (4:00)
		Sell broadband subscription	<ul style="list-style-type: none"> Plan to visit the target area and customers as per the pre-defined plan. 	TEL/N0218 PC7, PC8, KU5			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain the need and impact of effective communication/interaction with the customers 				
			<ul style="list-style-type: none"> Role-play a situation to seek permission from the customer to offer a value proposition about the services Identify customer requirements with queries 	TEL/N0218 PC9, PC10			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Exhibit the steps to assist customer/s in selecting the best plans Practice providing information to the customer about value-added services, offers and schemes as specified by the organisation 	TEL/N0218 PC11, PC12			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Employ various ways to acknowledge and clarify objections raised by customer 	TEL/N0218 PC13			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Elaborate on the process to compare own product with competitors and highlight the unique selling proposition and features advantage benefits 	TEL/N0218 PC14, KU9			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Conduct an enquiry to know if the customer is satisfied with the offered product and willing to buy it Present the USPs, strengths and feature advantage benefits (FAB) of the products 	TEL/N0218 PC15, KU10			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain different financial options for payments, such as card, online, cash etc. List the important factors to identify high-profile customers. 	TEL/N0218 PC16, KU6			8 Theory (4:00) Practical (4:00)
5	Plan Work Effectively, Optimise Resources and Implement Safety Practices	Perform work as per quality standards	<ul style="list-style-type: none"> Employ appropriate ways to keep the workspace clean and tidy Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work Show how to record/document tasks completed as per the requirements within specific timelines Perform the steps to implement schedules to ensure the timely completion of tasks Identify the cause of a problem related to your work and validate it 	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board/blackboard marker / chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem 				
		Maintain a safe, healthy and secure working	<ul style="list-style-type: none"> Discuss how to comply with the organisation's current health, safety, security policies and procedures Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company 	TEL/N9101 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14			7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation's emergency procedures, within the limits of the individual's authority Discuss the significance of reporting any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected 				
			<ul style="list-style-type: none"> Explain how to maintain appropriate posture while sitting/standing for long hours Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture Discuss the importance of sanitising workstations and equipment regularly Show how to clean hands with soap and alcohol-based sanitiser regularly Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions 	TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22			7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> List the safety precautions to be taken while travelling, e.g., maintain a 1m distance from others, sanitise hands regularly, wear masks, etc. Role-play a situation to report hygiene and sanitation issues to the appropriate authority Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc. 				
		Energy conservation and waste management	<ul style="list-style-type: none"> Apply appropriate ways to optimise the usage of material, including water, in various tasks/activities/processes Use resources such as water, electricity and others responsibly Demonstrate the steps to carry out routine cleaning of tools, machines and equipment Apply appropriate ways to optimise the use of electricity/energy in various tasks/activities/processes Perform periodic checks of the functioning of the equipment/machine and rectify wherever required 	TEL/N9101 PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, KU19, KU20, KU21, KU22			8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> • Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment • Use electrical equipment and appliances properly • Identify recyclable, non-recyclable and hazardous waste • Apply appropriate ways to deposit recyclable and reusable material at the identified location • Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes 				
6	Interact Effectively with Team Members and Customers	Interact effectively with superiors	<ul style="list-style-type: none"> • Explain how to receive work requirements from superiors and customers and interpret them correctly • Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays • Practice participating in decision-making by providing facts and figures, giving/ accepting constructive suggestions • Practice rectifying errors as per feedback and ensure the errors are not repeated 	TEL/N9102 PC1, PC2, PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations, Sample of escalation matrix, organisation structure	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Interact effectively with colleagues and customers	<ul style="list-style-type: none"> Discuss how to comply with the organisation's policies and procedures for working with team members Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally Show how to respond to queries and seek/ provide clarifications if required 	TEL/N9102 PC5, PC6, PC7			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> Illustrate the process to coordinate with the team to integrate work as per requirements Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow Discuss how to recognise emotions accurately in self and others to build good relationships prioritise team and organisation goals above personal goals 	TEL/N9102 PC8, PC9, PC10, PC11			8 Theory (3:00) Practical (5:00)
		Respect differences of gender and ability	<ul style="list-style-type: none"> Use inclusive language irrespective of the gender/ disability of the person Demonstrate appropriate behaviour towards all genders and differently abled people Scrutinise about the different types of disabilities with their respective issues. State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD. 	TEL/N9102 PC12, PC13, PC16, PC14, PC15			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> List health and safety requirements for persons with disability. Describe the rights, duties and benefits available at workplace for person with disability. Explore the process of recruiting people with disability for a specific job. Discuss the specific ways to help people with disability to overcome the challenges. Prepare a list of institutes and government schemes that help PwD in overcoming challenges Demonstrate the ideal behaviour with a PwD in an organization 				
Total Duration							Theory Duration 120:00 Practical Duration 150:00
On the job training (Training provided by the relevant industry)							120:00
Employability Skills (DGT/VSQ/N0101) (https://eskillindia.org/NewEmployability)							30:00
Total Duration							Theory + Practical + OJT + ES 420:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Field Sales Executive	
Job Role	Field Sales Executive
Qualification Pack	TEL/Q0200 VERSION 4.0
Sector Skill Council	Telecom Sector Skill Council

S. No.	Guidelines for Assessment
1	Council. Each Element/ 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 Element/ PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6	To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation		
		Theory	Practical	Viva
TEL/N0216: Prepare and plan to achieve sales targets	PC1. collect and record data from all reliable sources such as showroom walk-ins, telephonic enquiries, promotional/marketing campaigns, kiosks etc.	1	1	-
	PC2. categorize customers who showed interest in buying the broadband service for follow-up	-	1	-
	PC3. interact with superiors/supervisor to analyse sales target/data collected for increased target and lead generation	1	-	-
	PC4. develop an effective strategy to follow up leads/generate sales lead on a daily basis	1	1	-
	PC5. maintain personal grooming and hygiene to ensure adherence to company standards	2	2	-
	PC6. analyse daily sales targets/overall sales targets received from territory sales manager (TSM)/area manager	2	2	-
	PC7. develop plan/strategy to cover maximum retailers within the territory	3	2	1
	PC8. implement the plan/strategy based on time, targets (daily, weekly and monthly) and prospective customers	3	-	1

	PC9. identify latest sales strategies in the market and keep yourself up-to-date with trends, schemes, offers from the manufacturers	1	-	1
	PC10. analyse the trends of business using BTS utilization model (low, medium and high utilization sites)	2	-	-
	PC11. analyse month till date (MTD) sales against monthly target	1	4	-
	PC12. collect stock and merchandise from the distributor	-	3	-
	PC13. inspect stock and merchandise to ensure they are in good condition and well packed	-	4	-
	PC14. report to the concerned person (distributor) if packaging or product seems defective/damaged	-	3	1
	PC15. visit sites/retailers as per the pre-defined route and beat plan	-	4	1
	PC16. create brand visibility by arranging merchandise in retail outlets like posters, danglers etc.	-	4	1
	PC17. monitor retailer card/register for secondary/tertiary sales	2	2	-
	PC18. prepare Business Health Report (BHR) check on retailer's secondary/tertiary sales records	3	4	-
	PC19. observe/inspect outlet physically to check stock availability	-	2	-
	PC20. enquire about the product needs of the retailer by asking relevant questions	2	-	1
	PC21. offer range of products/services to retailers by explaining utility and highlighting exclusive features of the product vis-à-vis competitor's products	-	2	1
	PC22. motivate the retailer by quoting high selling retailer's sales achievement	2	-	-
	PC23. provide required quantity of stock to retailers	2	-	1
	PC24. collect payment from retailers against delivered stock	2	-	-
	PC25. organise road shows for promotion of products/services	2	-	-
	PC26. assist the customer in filling plan details, customer details and other documents required for putting an application for installation of the broadband connection	1	2	1
	PC27. comply with know your customer (KYC) guidelines and collect customer's attested documents	2	2	-
	PC28. provide payment receipt after collecting payment as per selected mode of payment	1	-	-
	PC29. make a record of documents provided by the customer	1	2	-
	PC30. compile daily reports to be validated by Territory Sales Manager (TSM)	1	1	-
	PC31. escalate potential/existing customers feedback, unresolved concerns/issues to TSM	1	1	-
	PC32. obtain sales referrals from customer after closing sales call and ensuring satisfactory customer feedback	1	1	-
	NOS Total	40	50	10
TEL/N0217: Perform activities to enroll new customers	PC1. locate new retail outlets with high footfall to increase width of distribution	2	5	1
	PC2. discuss value proposition of buying different products/services with retailer	4	5	1
	PC3. explain Return on Investment (ROI) to retailers by highlighting minimal investment and high inventory turns	5	6	1

	PC4. propose/pitch range of products/services and demonstrate various associated processes	4	6	1
	PC5. provide information about enrolment formalities to retailers	4	6	1
	PC6. create brand visibility by arranging merchandise in retail outlets like posters, danglers etc.	4	4	1
	PC7. provide demo SIM card to retailer as per company norms	3	-	1
	PC8. provide details to retailers on mobile number activation process, mobile number probability (MNP), know your customer (KYC) norms, telecom regulatory authority of India (TRAI) guidelines etc.	5	6	1
	PC9. validate customer enrollment forms for any discrepancies like use of ink eraser, signature mismatch, address mismatch etc.	5	6	1
	PC10. collect relevant documents to process for activation of mobile numbers	4	6	1
	NOS Total	40	50	10
TEL/N0218: Sell broadband subscriptions	PC1. collect previous day's Customer Enrollment Forms (CEF)	2	5	-
	PC2. identify customer requirements from daily report to approach them accordingly	4	5	-
	PC3. analyze the market/geographical area to develop sales plan	4	4	-
	PC4. implement the plan/strategy to achieve daily sales target/cover up backlogs	4	4	1
	PC5. select sales strategies suited for target market/potential customers	3	4	1
	PC6. analyze manufacturer/organization data to narrow down on promotional methods	4	4	1
	PC7. visit the target area and customers as per the pre-defined plan	3	2	1
	PC8. interact with customers as per specified protocols	2	6	1
	PC9. seek permission from the customer to offer value proposition about the services	4	6	1
	PC10. identify customer requirement with queries	4	4	-
	PC11. assist the customer in selecting the best plans as per the need identified	1	1	-
	PC12. provide information to the customer about value-added services, offers and schemes as specified by the organization	1	1	1
	PC13. acknowledge and clarify objections raised by customer	1	1	1
	PC14. compare own product with competitors and highlight the unique selling proposition and features advantage benefits	1	1	-
	PC15. enquire if the customer is satisfied with the offered product and willing to buy it	1	1	1
	PC16. inform the customer about the different financial options for payments, such as card, online, cash etc.	1	1	1
	NOS Total	40	50	10
TEL/N9101: Organise Work and Resources as per Health and Safety Standards	PC1. keep workspace clean and tidy	-	1	-
	PC2. perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	1
	PC3. record/document tasks completed as per the requirements within specific timelines	-	1	1
	PC4. implement schedules to ensure timely completion of tasks	-	2	-
	PC5. identify the cause of a problem related to own work and validate it	2	2	-






PC6. analyse problems accurately and communicate different possible solutions to the problem	1	2	-
PC7. comply with organisation's current health, safety, security policies and procedures	1	1	-
PC8. check for water spills in and around the work space and escalate these to the appropriate authority	1	2	1
PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	1
PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	1
PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	1
PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority	2	1	-
PC13. participate regularly in fire drills or other safety related workshops organised by the company	1	3	-
PC14. report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected	1	3	-
PC15. maintain appropriate posture while sitting/standing for long hours	1	1	-
PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-
PC17. sanitize workstation and equipment regularly	1	2	-
PC18. clean hands with soap, alcohol-based sanitizer regularly	-	1	-
PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-
PC20. take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-
PC21. report hygiene and sanitation issues to appropriate authority	1	1	-
PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	1	1	-
PC23. optimize usage of material including water in various tasks/activities/processes	1	2	-
PC24. use resources such as water, electricity and others responsibly	1	2	1
PC25. carry out routine cleaning of tools, machine and equipment	1	2	-
PC26. optimize use of electricity/energy in various tasks/activities/processes	1	3	1
PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	1
PC28. report malfunctioning and lapses in maintenance of equipment	1	2	-
PC29. use electrical equipment and appliances properly	1	2	-
PC30. identify recyclable, non-recyclable and hazardous waste	1	2	1
PC31. deposit recyclable and reusable material at identified location	1	3	-
PC32. dispose non-recyclable and hazardous waste as per recommended processes	1	3	-
NOS Total	30	60	10

TEL/N9102: Interact Effectively with Team Members and Customers	PC1. receive work requirements from superiors and customers and interpret them correctly	1	2	-
	PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	1
	PC3. participate in decision making by providing facts and figures, giving/ accepting constructive suggestions	2	5	1
	PC4. rectify errors as per feedback and ensure the errors are not repeated	2	4	-
	PC5. comply with organisation's policies and procedures for working with team members	1	2	-
	PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written	2	4	1
	PC7. respond to queries and seek/provide clarifications if required	2	4	1
	PC8. co-ordinate with team to integrate work as per requirements	-	3	-
	PC9. resolve conflicts within the team/with customers to achieve smooth workflow	1	5	1
	PC10. recognize emotions accurately in self and others to build good relationships	1	4	-
	PC11. prioritize team and organization goals above personal goals	-	4	1
	PC12. maintain a conducive environment for all the genders at the workplace	2	5	1
	PC13. encourage appropriate behavior and conduct with people across gender	2	5	1
	PC14. assist team members with disability in overcoming any challenges faced in work	3	4	1
	PC15. practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)	2	4	1
	PC16. ensure equal participation of the people across genders in discussions	2	6	-
NOS Total	25	65	10	
DGT/VSQ/N0101: Employability Skills (30 Hours)	Introduction to Employability Skills	1	1	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-
	Constitutional values – Citizenship	1	1	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-
	Becoming a Professional in the 21st Century	1	3	-
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-
	Basic English Skills	2	3	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-
	Communication Skills	1	1	-
	PC5. follow good manners while communicating with others	-	-	-
	PC6. work with others in a team	-	-	-
	Diversity & Inclusion	1	1	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-






PC8. report any issues related to sexualharassment	-	-	-
Financial and Legal Literacy	3	4	-
PC9. use various financial products and servicessafely and securely	-	-	-
PC10. calculate income, expenses, savings etc.	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-
Essential Digital Skills	4	6	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-
Entrepreneurship	3	5	-
PC14. identify and assess opportunities for potential business	-	-	-
PC15. identify sources for arranging money andassociated financial and legal challenges	-	-	-
Customer Service	2	2	-
PC16. identify different types of customers	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-
PC18. follow appropriate hygiene and groomingstandards	-	-	-
Getting ready for apprenticeship & Jobs	1	3	-
PC19. create a basic biodata	-	-	-
PC20. search for suitable jobs and apply	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-
NOS Total	20	30	-






Annexure III






List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
Module 1: Introduction to the Telecom Sector and the Role of Distributor Sales Representative	UNIT 1.2: Telecom Industry and its Sub-sectors	1.2.1 Introduction to the Telecom Sector in India		https://youtu.be/Cag-bc-bivtM	 Introduction to the Telecom Sector in India
		1.2.2 Top Mobile Handset Players in India		https://youtu.be/008UoL-cYYbl	 Top Mobile Handset Players in India
		1.2.2 Mobile Handset Industry		https://youtu.be/mcHW-EBh4lw	 Mobile Handset Industry
	UNIT 1.4: Distribution and Selling	1.4.1 Distribution and Distributors		https://youtu.be/YqptddX-fQQQ	 Distribution and Distributors
		1.4.2 Selling Techniques		https://youtu.be/kZMrd-0m9eBY	 Selling Techniques

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.4.3 Market-ing Strategies		https://youtu.be/h5-Lpw-wQJ6M	 Marketing Strategies
	UNIT 1.5: Planning and Organizing the Work	1.5.1 Planning		https://youtu.be/IYa7OP-FoOpo	 Planning
		1.5.3 Basic Sales Termi-nologies		https://youtu.be/wvFrZX-mKW1o	 Basic Sales Terminologies
	UNIT 1.6: Work Ethics and Per-sonnel Manage-ment	1.6.1 Meaning of Work Ethics		https://youtu.be/5QxR_m1KKao	 Meaning of Work Ethics
		1.6.4 Com-mu-nication		https://youtu.be/JSMvsS-rGCHK	 Communication
		1.6.5 Groom-ing		https://youtu.be/FBWcK-pZwDYA	 Grooming

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.6.5 Things to be avoided		https://youtu.be/HSS0h-9J54XE	 Things to be avoided
Module 2: Coach retailers to achieve sales targets	UNIT 2.1: Basic Commercial Accounting	2.1.1 Introduction to Basic Commercial Accounting		https://youtu.be/zJMUR-bRkF2U	 Introduction to Basic Commercial Accounting
		2.1.2 Key Terms in accounting		https://youtu.be/CMu8TZ-byKMU	 Key Terms in accounting
		2.1.3 Collection		https://www.youtube.com/watch?v=JfYorh4jv2o	 Collection
Module 3: Perform pre-planning for product distribution	UNIT 3.2 Displaying Products at Retail Outlet	3.2.1 Merchandising and its Importance		https://youtu.be/K30rL7EEyO8	 Merchandising and its Importance

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		3.2.1 Concept of Planogram		https://youtu.be/-zHhx-FaP6v8	 Concept of Planogram
		3.2.2 Preparing Sales Reports		https://youtu.be/33ceh-PiKvn0	 Preparing Sales Reports
5. Plan Work Effectively, Optimise Resources and Implement Safety Practices	UNIT 5.2: Different types of Health Hazards	5.2.2 First Aid Techniques	104	youtu.be/GrxevjEvk_s	 First Aid at Work Place
	UNIT 5.3: Importance of Safe Working Practices	5.3.1 Basic Hygiene Practices	130	https://youtu.be/lsgLivAD2FE	 How to properly wash your hands
	UNIT 5.3: Importance of Safe Working Practices	5.3.3 Safe Workplace Practices	130	https://youtu.be/qzdLmL4Er9E	 How to give CPR to an Adult, a Child or an infant

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 5.5: Waste Management	5.5.4 E-waste Management Process	122	youtu.be/dq7bZUFR14	 E-Waste Recycling and Management
6. Communication and interpersonal skills	UNIT 5.1: Interaction with Supervisor, Peers and Customers	5.1.3 Effective Communication	106	https://youtu.be/8v60jWtecrQ	 Effective Telephone Tips from Successfully Speaking
	UNIT 6.1: Interaction with Supervisor, Peers and Customers	6.1.5 Types of Communication	134	youtu.be/K5qQ77cmNPs	 Types of Communication?
	UNIT 6.1: Interaction with Supervisor, Peers and Customers	6.1.8 Communication with Colleagues & Customers	136	youtu.be/wnzwgExFRR4	 Communication with Customer and Colleagues
Employability Skills				https://www.skillindiadigital.gov.in/content/list	



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