



Facilitator Guide



Sector
Retail

Sub-Sector
FMCG

Occupation
Sales

Reference ID: **RAS/Q0604, Version 1.0**
NSQF Level 4

Distributor Salesman



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

We thank the following organisations for endorsing the contents of this Facilitator Guide, thus contributing towards skilling based on the Qualification Pack (QP) and National Occupational Standards (NOSs).



Pioneer Agencies

***Ideal* Enterprises**

About this Guide

This Facilitator Guide is designed to enable training for the Distributor Salesman Qualification Pack (QP). Each National Occupational Standard (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

The guide aims to build trainer capability to deliver training programs by:

- Enabling a trainer to create conducive climate for learning
- Creating standardization and uniformity in training content and delivery
- Providing necessary knowledge and information on the Qualification Pack-National Occupational Standards for Retail Sales Associate
- Providing learning/reference material comprising Facilitation Notes, Tips, What to Say, What to Do, What to Ask etc. thereby enhancing quality of training delivery

Symbols Used



Steps



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Say



Demonstrate



Team Activity

Facilitation
NotesLearning
Outcomes

Example



Resources



Activity



Summary



Role Play

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सत्यमेव जयते
GOVERNMENT OF INDIA
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& ENTREPRENEURSHIP

N S D C
National
Skill Development
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Transforming the skill landscape



RASCI
Retailers Association's
Skill Council of India

1. Introduction to Distributor Salesmanship

Unit 1.1 - Icebreaker

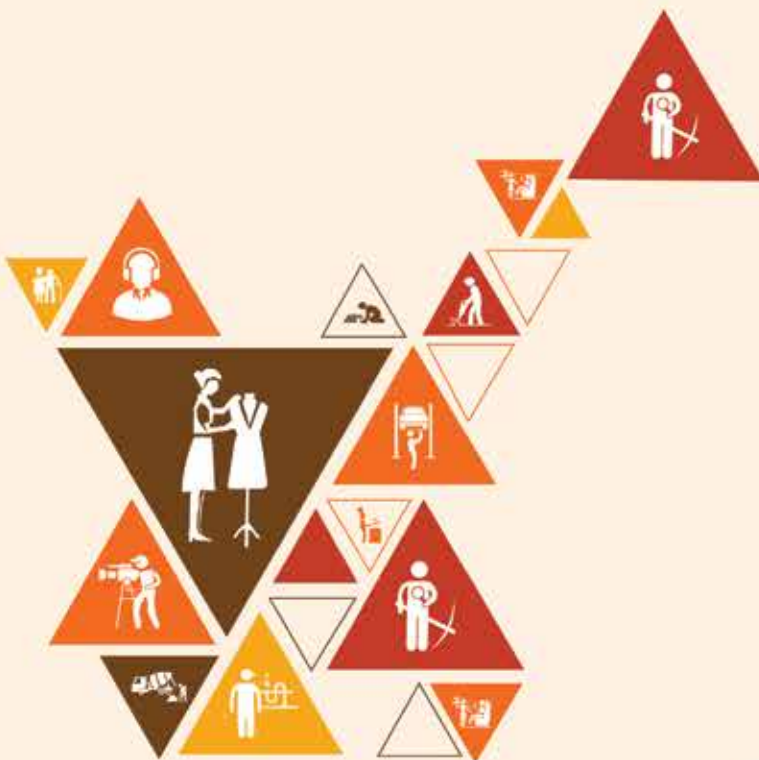
Unit 1.2 - Objectives of the Program

Unit 1.3 - Overview of FMCG Industry in India

Unit 1.4 - Overview of Distributor Salesman

Unit 1.5 - Career Progression of a Distributor Salesman

Unit 1.6 - Strategic Planning and Decision-making in Distribution



Key Learning Outcomes

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

1. Build rapport with fellow participants of the program
2. List the objectives of this course
3. Understand the basics of FMCG and retail in context of a distributor salesman
4. Describe who is a distributor salesman
5. Explain the roles and responsibilities of a distributor salesman in the Indian context
6. Describe the functions of a distributor salesman
7. Discuss the concept of strategic planning
8. Analyse the need of strategic planning
9. Examine the steps involved in strategic planning
10. Describe the skills needed for distribution salesperson

UNIT 1.1: Icebreaker

Unit Objectives

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

1. Introduce each other
2. Build a rapport with the fellow students and trainer
3. Know the name and additional information about the fellow students

Say

- My name is _____ and I will be your trainer for this session.
- Thank you all for your participation.
- Please take your respective seats.

Notes for Facilitation

Add more details when introducing yourself, such as your experience, your native place, your education, your hobbies, etc.

Resources to be Used

Pencil and paper (optional)

Activity

1. Ask the students to introduce themselves one by one.
2. Ask them to think of three statements about themselves; two of which must be true and one must be false.
3. Tell them that when one student is introducing himself/herself, the rest of the class has to guess and vote which of the three statements is false.
4. Give them some time to prepare and think.
5. Invite each student to come in front and say the three statements while introducing himself/herself.
6. To prevent chaos, repeat each statement said by the student and ask the rest of the class to raise their hands to vote for the false statement.
7. At the end, ask the student to reveal the false statement.

Notes for Facilitation

- Optionally, start the above activity by providing the students an example of the three statements related to themselves and asking the students to vote for the false statement. (For example, I play football. My favourite singer is Taylor Swift. I stay in Delhi.)
- Encourage shy students to provide information about themselves by approaching them and helping them to come up with the three statements.

Say

- Now that we all know each other, let's move on to knowing the objective of this module.
- I would request you all to participate and ask questions whenever you are in doubt.
- Let's make this session as interactive as we can.

Notes for Facilitation

Start the session only when the entire class is settled down.

Notes

UNIT 1.2: Objectives of the Program

Unit Objectives

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

1. Understand the roles, responsibilities, functions and skills of a distributor salesman
2. Gain knowledge of products and product merchandising
3. Understand the concept of business and productivity targets for effective performance
4. Understand elements of an effective sales call
5. Understand the concept of credit management in retail outlets
6. Build personal relationships with trade partners

Notes for Facilitation

- Ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.
- Start with a positive and happy note.

Notes

UNIT 1.3: Overview of FMCG Industry in India

Unit Objectives

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

1. Learn about the FMCG Industry
2. List the products of the FMCG industry
3. Describe the key functions in the FMCG sector

Ask

- Ask the students what they know the FMCG industry.
- Ask the students if they know about the key functions of the FMCG industry.

Notes for Facilitation

- Ask the aforementioned questions randomly to 3-4 students in the class.
- Once the students have finished talking about their pre-knowledge, reiterate the points.
- Talk about the FMCG industry.
- Explain the key functions of the FMCG sector.

Say

- The Fast Moving Consumer Goods (FMCG) industry is one of the fastest growing industry which has consumers at each point in the value chain.
- Growing awareness, easier access and changing lifestyles have been the key growth drivers for the sector.
- FMCG products are also known as consumer packaged products.
- Items in this category include all consumables (other than groceries/pulses) people buy at regular intervals.
- Popular products in the list are soaps, detergents, shampoos, toothpaste, shaving products, shoe polish, packaged foodstuff, household accessories to name a few. These items are meant for daily/frequent consumption and have a high return.
- There is huge growth potential in the market, and working in the FMCG industry allows you the opportunity to be on the cutting-edge of new products and innovative marketing schemes.
- In India, the sector is expected to grow at 15-20% each year.

Three key functions in the FMCG sector are:

Marketing

Marketing in this industry moves quickly and requires fast adaptation. What consumers want today vis-à-vis tomorrow may be different, hence it is important for marketers to be fully aware of consumer preferences and behavior shifts.

Sales

Sales in FMCG is significantly more fast-paced. Often consumer products do not target one specific group of people, and as a result one needs to be able to convince consumers from a wide range of cultures and ages to buy your product. Being a salesperson in the FMCG sector means having excellent communication and interpersonal skills, and being able to connect and interact with a wide range of people/customers.

Research & Development

Research and development in the FMCG sector looks to make small, incremental improvements to the product, rolling out different versions of it (for example, a new flavor of tea).

Fig. 1.1 Key Functions in the FMCG Sector

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise about the FMCG industry.
- Summarise about the various products available in FMCG.
- Summarise the key business functions in the FMCG sector.

Notes

UNIT 1.4: Overview of Distributor Salesman

Unit Objectives

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

1. Describe who is a distributor salesman
2. Understand the roles and responsibilities of a distributor salesman in the Indian context
3. Describe the functions of a distributor salesman

Ask

- Ask the students what they know about a distributor salesman and his roles.
- Ask the students how many retailing formats they have seen.

Notes for Facilitation

- Give students some time to think about the Indian context related to a distributor salesman.
- Set the context before explaining the roles and responsibilities of a distributor salesman.
- Ask students to make a list of the functions of a distributor salesman.
- Emphasise on the key duty of each salesman.

Say

- A distributor salesman is a person who interacts with traders or retailers to understand their requirements in order to provide them the relevant product offerings.
- In addition, they also perform sales operations, which include displaying products and merchandise for creating demand at the point of sales.



Fig. 1.2 Salesman Displaying Clothes for Sale

- Some of the main sales and distribution functions are sales, customer service, order administration, order preparation, order processing, invoicing, dispatching, door-to-door delivery, stock checking, inventory and credit control, sales administration and after sales service.
- In India, retail and FMCG giants like Hindustan Unilever, Procter & Gamble like Big Bazaar, Pantaloons, Reliance and Tesco employ more than one million distributor salesman for their outlets.

- In the next few years, the estimated requirement of workforce including these salesmen is about 10 million.
- The various retailing formats include speciality stores, departmental stores, full-line discount stores, branded stores, company franchisee/stores and convenience stores.
- Some roles and responsibilities of a distributor salesman include:
 - » Developing a territory and route plan
 - » Identifying outlets by potential customers
 - » Performing pre-sales evaluation of retail cards
 - » Checking stock in the dealer's outlet
 - » Selling into the outlet and collecting cash
 - » Providing credit information to the dealer
 - » Developing product knowledge
 - » Keeping abreast with the competitive activities
 - » Meeting company goals
 - » Making administrative calls
- Some of the functions of a distributor salesman are:
 - » Checking stocks and inventory
 - » Selling products
 - » Collecting dues and credit information
 - » Increasing product line and mix
 - » Keeping a track of market trends
 - » Counselling the dealer
 - » Displaying products at the dealer's outlet
 - » Providing feedback to the distributor/company

Notes for Facilitation

- Ask students if they have any doubts.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 1.5: Career Progression of a Distributor Salesman

Unit Objectives

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

1. List the benefits of being a distributor salesman
2. Explain the career progression of a distributor salesman

Ask

- Ask the students what they know about the career progression of a distributor salesman.
- Ask the students what they know about the benefits of this role.

Notes for Facilitation

- Focus on the positive aspects of the industry, especially the incentives.
- Brief about their role as a salesman.

Say

- Being in the FMCG segment offers exciting career opportunities for people.
- A distributor salesman is a part of channel distribution vertical and performs the role of sales. He/she has an opportunity for vertical mobility after spending productive time on field.
- He/she can progress from being a distributor salesman to sales supervisor and then take on future higher roles with a wider span of control such as Territory Sales Manager, Area Sales to Regional Head State Head and eventually leadership position of National Sales Head.
- FMCG companies are on the lookout for candidates who can work in a fast-paced environment and willing to bring an energetic and creative approach to their work. These candidates need to be ideally deadline driven and service orientated with effective communication and interpersonal skills.

Notes for Facilitation

- Encourage students to be competitive and progressive in the industry.
- Ask them if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the benefits of being a distributor salesman
- Explain the career progression of a distributor salesman.

UNIT 1.6: Strategic Planning and Decision-making in Distribution

Unit Objectives

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

1. Understand the concept of strategic planning
2. Explain the steps involved in strategic planning
3. Illustrate the skills required for a distribution salesman

Ask

- Ask the students what they understand by the term 'planning' in general.
- Ask the students if they are aware about some of the skills of distribution sales managers.

Notes for Facilitation

- Emphasise on the statement "If we fail...", given below.
- Explain the stages of strategic planning.
- Describe why there is a need for strategic planning.
- Illustrate the steps of strategic planning.
- Mention the skills of distribution sales managers.
- Emphasise on maintaining a good product brand image in the market.

Say

- Quote – "If we fail to plan, we then plan to fail".
- Planning refers to the study of the past to decide what, when, who and how of something in the future.
- Strategic planning is a proactive task used to set priorities, focus energy and assign resources to strengthen ways of working, in order to achieve the goals and results.

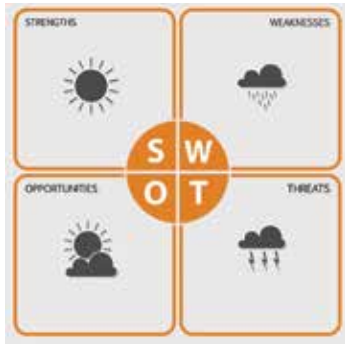
Steps: Strategic Planning



STEP 1: Plan meeting.



STEP 2: Assess the current business environment.



STEP 3: Focus on important strengths, weaknesses, opportunities and threats.



STEP 4: Map out an action plan.



STEP 5: Build consensus.



STEP 6: Define (or redefine) the company's mission.



STEP 7: Target completion dates.



STEP 8: Coordinate and monitor the strategic plan.



STEP 9: Create a contingency plan.

Say 

- Strategic Planning can be done at the level of a Distributor Salesman in his/her area of work.
- The steps involved in strategic planning are aimed to help the Distributor Salesman plan and approach work responsibility with clear goals and objectives
- Distribution sales managers monitor the performance and make corrections in case a salesperson deviates from the plan.
- A distribution sales manager needs to follow certain guidelines, which include hiring and selecting a competent sales staff, devising effective sales plans, imparting ongoing training, examining the performance of the sales staff, focusing on selling high bulk products, leading people, creating a sales and marketing structure and forecasting departmental sales.

Team Activity 

- Conduct a skill practice team activity.
- Write the steps of the strategic planning on the whiteboard non-sequentially.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask the students to discuss in their teams and write these steps in the correct sequence.
- Tell them that the team that will arrange the steps correctly first will be the winner.
- Tell them to walk up to you to show their answers.
- Make the class applaud the winning team with a clap.

Skill Practice	Time	Resources
Strategic planning steps	15 mins	Pencil and paper

Notes for Facilitation 

- Assist students in completing their exercise questions, as required.
- Ask them if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

Summarise 

- Summarise the concept of strategic planning.
- Summarise the steps involved in strategic planning.
- Summarise the skills required for a distribution sales manager .

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



2. Knowledge of Products and Merchandising

Unit 2.1 - Product Details and Product Portfolio

Unit 2.2 - Scheme Information with Different Categories

Unit 2.3 - Understanding the Role of Product Detailer

Unit 2.4 - Understanding Merchandising, Use of Point of Purchase (POP) Material and Product Samples

Unit 2.5 - Brand Availability Norms

Unit 2.6 - Competition Benchmarking

Unit 2.7 - New/Focus Stock Keeping Unit (SKU)



Key Learning Outcomes

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

1. Analyse current product portfolio and product details – grammage, price points and variants of your own and your competitive products, and update details accordingly
2. Illustrate up-to-date knowledge channel-wise, category-wise, outlet-type-wise schemes
3. Give relevant information to supervisors to plan schemes to be used by outlets
4. Identify hotspots in an outlet and try to convince the retailer to provide these for displays to achieve high order visibility by correct deployment of merchandising material
5. Explain how to brand materials on the area surrounding the rack and inside the rack
6. Identify natural visibility by clearing cluttered space and stocking the company's products
7. Place products next to the competitor's brand and maintain category and competition adjacency
8. Benchmark your own product with that of the competitor's as per the norms, and accordingly make your own products available at the outlet.
9. Learn about Unique Selling Proposition (USP) of new products – features and benefits to the retailer
10. Make an effective sales call to convince the outlets to place order to focus SKUs

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 2.1: Product Details and Product Portfolio

Unit Objectives

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

1. Learn about product details with grammage, price points and variants
2. Learn about the concept of product portfolio
3. Classify the products in a product portfolio
4. Identify how to break down product portfolio
5. Illustrate product-portfolio management

2.1.1 What are Product Details?

Ask

- Ask the students what they understand by product features.
- Ask the students to consider a product from a retail store (for example, a shampoo bottle or a t-shirt) and list its features.

Notes for Facilitation

- Provide an example of a product from a retail store and list its features.
- List the product details from a retailer's and consumer's point of view.
- Explain the various concepts related to product details.
- Provide an example of a product variant that students can relate to.
- Explain the concepts of breadth and depth of a product mix.
- Provide an example of trading up and trading down.

Say

- From a retailer's point of view, the following product details are given out:
 - » Product concept
 - » Design requirements and specifications
 - » Features
 - » Target market
 - » Pricing points
 - » Positioning strategy



Product Detail

Men's jacket
 Size – Medium
 Fabric – 100% cotton
 Warning – Do not bleach or iron

Fig. 2.1 Product Details

- From a consumer's point of view, these details include its:
 - » Benefits
 - » Form
 - » Presentation
 - » Price
 - » Purpose
- Also called basis weight, Grammage equals to mass (described as weight) per number of sheets. For example, USA and some other countries use the convention by using US paper, size of which is pounds of a ream or either 500 or 1000 sheets of a particular basis size. 20# implies 20 pounds per basis ream of 500 sheets.
- Price is in the form of rupees, dollars or any other currency and regulates the economic system. It also defines supply and demand.
- You can follow the below instructions to learn how product variants work and how a product manager can create them:
 - » The first or parent product is also the first variant.
 - » Once the variants are enabled, you must set all attribute categories on the same product page.
 - » Each variation has a unique Stock Keeping Unit (SKU) and inventory value.

Product Variants

Product 6-pack

₹119.17 ~~₹148.35~~

Ex Tax: ₹97.28

Availability: In Stock

Qty

1

Buy Now

Product 6-pack

₹133.76 ~~₹148.35~~

Ex Tax: ₹ 109.44

Availability: In Stock

Qty

2

Buy Now

Product 6-pack

₹148.35

Ex Tax: ₹ 121.60

Availability: In Stock

Qty

1

Buy Now

Fig. 2.2 Product Variant

- Product mix is defined as a complete range of products offered by a company for sale, including its breadth and depth. For example, a company like HUL provides various product lines, including soaps, shampoos and detergents. A combination of all these lines is called its product mix.



Fig. 2.3 Product mix

- Product line is defined as a group of products with the same type of physical characteristics and uses. For example, Nestle offers milk-based products including milkmaid, chocolate products like Kitkat, and food products like Maggi. These are its product lines.



Fig. 2.4 Product line

- Trading up is the technique of adding a high-priced product to the line to increase the price of a lower priced product. For example, you may be offered to buy a new car on a low EMI rate, when you actually intend to buy a two-wheeler.
- Trading down is the reverse of trading up where low priced product is added to the line of high priced product. For example, you may be offered to buy some cartridges when you are buying a new printer.

Resources to be Used

FMCG products of the same product line like soft drinks, processed foods or over-the-counter drugs.

Practical

- Show some FMCG products of the same product line and mix, and explain the following concepts related to the products:
 - » Product variants
 - » Product mix
 - » Product line
 - » Product features
 - » Grammage
 - » Price points
- Ask the students if they have any questions and resolve their queries.

2.1.2 What is Product Portfolio?

Say

- Product Portfolio is defined as a collection of two or more than two products representing the family of products manufactured by an organisation.
- The strongest item in the portfolio is the product line, which can be beneficial for the market competition.
- A product pipeline is created by the company, reviewed by investors and maintained by product managers. It represents new items that the company adds in its present portfolio.

Explain

- Explain the definition and benefits of a product portfolio.
- Explain the example of a homecare product being the product line for a company.
- Explain the impact of a product portfolio on the company's success.

Team Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Instruct them to search online and select an organization of their choice and find out its product portfolio.
- Ask them to list down the portfolio items on a sheet of paper.
- Help the students in case they need.
- At the end of the activity, ask two-three teams to volunteer and present their findings.

Skill Practice	Time	Resources
Finding product portfolio	1 hour	Pencil and paper

2.1.3 Classification of the Products in a Product Portfolio

Say

- A product classification is done through the BCG Matrix, which classifies a product on the basis of its market share and growth rate.
- A typical BCG Matrix is shown below:



Fig. 2.5 BCG Matrix

- It has four market buckets:
 - » **Stars:** This bucket includes high-growth, high market-share products
 - » **Cash Cows:** This bucket includes low-growth, high market-share products
 - » **Pets or Dogs:** This bucket includes low-growth, low market-share products
 - » **Question Marks:** This bucket includes high-growth, low market-share products

Explain

- Explain the benefits of the BCG Matrix to an organisation.
- Explain what each bucket of the matrix shows.

2.1.4 Breaking Down 'Product Portfolio'

Say

- Analysing consumer behaviour and understanding a new product's behaviour is important to manage a product portfolio.
- A broad portfolio provides more opportunities to the company to understand the various needs and preferences of customers.
- Each category has variant strategy and level of investment.

Example

- Provide an example of Coca Cola's product portfolio.



Fig. 2.6 Product Portfolio

- Provide an example of an organisation putting more money in high-strategy products.

Notes for Facilitation

- Ask students to refer to the product portfolio they explored in the last activity.
- Ask them to explore more in their spare time and look for the product on which the company focuses the most.

Resources to be Used

FMCG products like soft drinks, processed foods or over-the-counter drugs

Practical 

- Show some FMCG products of the same product portfolio and explain their features.
- Ask the students if they have any questions and resolve their queries.

2.1.5 Product Portfolio Management

Say 

- Product portfolio management provides an overall picture of the market positions of all your products.
- Some of its benefits are:
 - » Helps in resource allocation, market activities and product strategy
 - » Minimises the risks to individual products
 - » Aids in better decision making
 - » Increases the product value
 - » Protects the organisation from frequent market changes
 - » Provide a summary about decisions on product investments to the product manager

Notes for Facilitation 

- Ask them if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise product details with grammage, price points and vairants
- Summarise the concept of product portfolio.
- Summarise the classification of products.
- Summarise how to break down a product portfolio.
- Summarise the concept of product-portfolio management

Notes 

UNIT 2.2: Scheme Information with Different Categories

Unit Objectives

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

1. Provide updated knowledge about scheme/offer
2. Discuss product category management
3. Analyse the category management process
4. Illustrate up-to-date knowledge channel-wise, category-wise and outlet-type-wise schemes

2.2.1 Updated Knowledge about Scheme

Say

- The knowledge of the latest retail schemes and offers on various product categories is a must for a distributor salesman.
- A salesman/distributor should recommend the right products to a customer based on their needs.
- Schemes like lucky draw, scratch card or free monthly usage and discount in rates should also be explained to the customer.



Fig. 2.7 Lucky Draw



Fig. 2.8 Scratch Card



Fig. 2.9 Discount

Explain

- Explain the benefits of the updated scheme knowledge for a distributor salesman.
- Explain what can be the various requirements of a customer by providing an example.

2.2.2 Product Category Management

Say

- In the category management concept of retail and purchasing, a retail organisation buys products into small groups called product categories.

- Some benefits of category management are:
 - » Ensures the benefit of both the supplier and retailer on a product sale
 - » Helps in increasing profits by increasing the total sales
 - » Ensures that the supplier’s expertise about the market can be utilised

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of four.
- Distribute blank sheets of paper if they don’t have.
- Ask them to make some blank chits of paper.
- Ask them to recall some of the products they might have seen in a grocery store.
- Instruct each of them to write each of those products on those chits individually, one product on one chit.
- Give them 5 minutes to write these products.
- When they are done writing, ask them to work in their respective groups, collect the chits of their team members, and categorise those products under smaller groups.

Skill Practice	Time	Resources
Categorising Products	1 hour	Pencil and blank sheets of paper

2.2.3 The Category Management Process

Notes for Facilitation

- Explain the eight-step process of category management.
- Provide examples, wherever appropriate.

Steps: Category Management Process



STEP 1: Define Category: Understanding how a customer shops for a product



STEP 2: Define Category Role: Defining the importance of the product category categories to the retailer



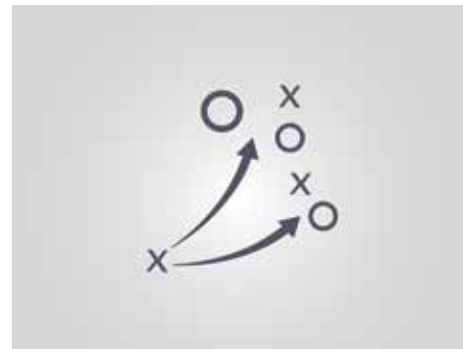
STEP 3: Define Category Appraisal: Understanding how a category performs in the market at various outlets



STEP 4: Define Category Scorecard: Defines the distribution of work to be performed to attain the category goals



STEP 5: Define Category Strategies: Fine tunes the category outlets



STEP 6: Define Category Tactics: Includes specific actions to attain specific category strategies goals



STEP 7: Implement Plan: Brings both strategies and tactics to life



STEP 8: Review and Assess Performance: Analyses, measures and reviews the results

2.2.4 Channel-wise Schemes

Notes for Facilitation

- Explain the distribution channels and categories types.
- Provide examples of the three types of entities.

Say 

- Channel-wise product schemes depend on the nature of the product and the key thing is to invest in the sales people.
- Nowadays, companies strive to get more and more of limited shelf space of shopkeepers.
- Different distribution channels are:

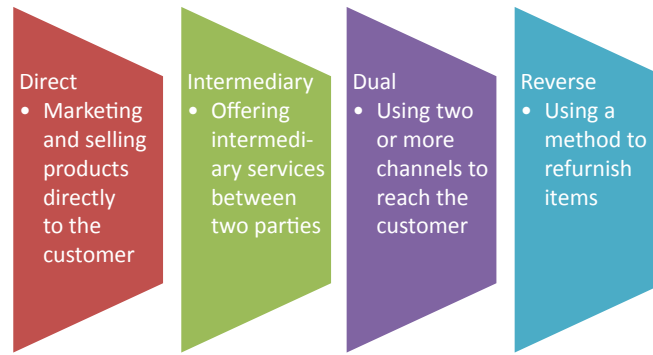


Fig. 2.10 Distribution Channels

- Three categories of entities included in channels:

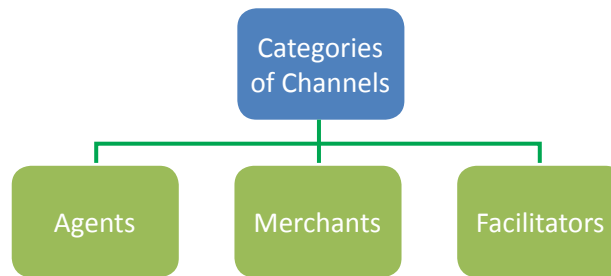


Fig. 2.11 Different Categories of Channels

2.2.5 Category-wise Schemes

Say 

Category-wise schemes are:

Indirect Marketing Channel	A chain of intermediaries through which a product is moved to make it available for the customer
Direct Marketing Channel	The direct sale from the manufacturer to the end buyer
Synthetic Channel	A term used to market products with the help of all available retaining channels
Horizontal Channel	The merger of firms that are of same level to achieve market opportunities

Fig. 2.12 Category-wise Channel

2.2.6 Outlet Type Schemes

Say

- A retail outlet sells small product quantities by buying them directly from the wholesaler and increasing their prices.
- A market is the place where items and services are interchanged.

Notes for Facilitation

Add examples, wherever appropriate, when elaborating retail outlets, product types and marketing strategies.

Explain

- Explain different retail outlets:



Fig. 2.13 Different Types of Retail Outlets

- Explain types of products in retail:
 - » Food products
 - » Hard goods or durable goods (hard-line retailers)
 - » Soft goods or consumables
 - » Arts

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 2.3: Understanding the Role of Product Detailer

Unit Objectives

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

1. Provide information about product detailing
2. Explain the roles of product detailer
3. Learn about the skills of a product detailer
4. Know about the necessity of product detailing

2.3.1 What is Product Detailing?

Ask

- Ask the students if they know what product detailing is.
- Ask the students why it is important to know about product detailing.

Notes for Facilitation

- If students do not the answer, explain the concept.
- Provide examples.

Say

- Product detailing is an important part of personal selling which is thoroughly rehearsed, memorised and practiced to an extent that when it is heard, it sounds spontaneous and natural.
- A few examples of product-detailing are car-care products, pharmaceutical products, etc.



Fig. 2.14 Car Care Product Detailing



Fig. 2.15 Pharmaceutical Product Detailing

2.3.2 What is the Role of a Product Detailer?

Ask

Ask the students what they think an effective product detailer provides.

Say 

The main role of a product detailer is to provide details about the product through videos, content labels and customer service options.

2.3.3 Skills of a Product Detailer

Say 

The main skills of a product retailer are:

- Product knowledge
- Quality focus
- Customer focus
- Client relationship
- Promotions and reporting skills
- Attention to details
- Territory management
- Competitive analysis

Field Visit 

- Conduct a field visit to a nearby FMCG retail store for students.
- Ask them to study the concept of product detailing and analyse the following:
- Product details
- Role of a product detailer
- How product detailing impacts Sales of a product
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the concept of product detailing.
- Summarise the roles of a product detailer.
- Summarise the skills of a product detailer.
- Summarise the necessity of product detailing.

UNIT 2.4: Understanding Merchandising, Use of Point of Purchase (POP) Material and Product Samples

Unit Objectives

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

1. Explain merchandising and discuss POP materials
2. Illustrate merchandising elements
3. Discuss the purpose of visual merchandising
4. Analyse merchandising support structures
5. Identify some examples of POPs in merchandising

2.4.1 What is Merchandising?

Ask

- Ask the students what they know about merchandising.
- Ask the students to share their experiences when a find a particular number of items is less in a store.

Say

Merchandising is:

- An activity done at the point of sale to stimulate purchase by informing the customer about the product to increase sale
- A technique to market products using various techniques to convince a customer to buy them
- A practice that helps in delivery the right product to the right person at the right time
- Not only targeting placing items on the store shelves, but also considering the market demand



Fig. 2.16 Merchandising of Products

Example

- Share an example of merchandising child-oriented products
- Share an example of what happens when a seller orders a high volume of products.

2.4.2 POP Materials**Say**

POP materials are the ones that are placed near to the merchandise, usually at checkout places and nowadays in any area of a store, for the sake of promoting it.

Team Activity

- Conduct a skill practice activity.
- Ask the students to pair themselves in teams of three or four, preferably with students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each team to decide a type of outlet they want to study.
- Instruct them to recall the type of POP materials they would have observed in that outlet while visiting them.
- Ask them to recall such instances and make a list.
- At the end, ask two teams to volunteer and share their experiences.

Skill Practice	Time	Resources
Finding POP materials	30 mins	Pencil and paper

2.4.3 Merchandising Elements**Ask**

- Ask the students what they understand by visual merchandising.
- Ask the students what impact a decorated store and attractive window display make on their buying decision.

Elaborate

Elaborate on students' responses to provide further details on merchandising elements like decorating the store, using attractive window display, etc.



Fig. 2.17 Attractive Window Display

Say

The purpose of visual merchandising is to:



Fig. 2.18 Purpose of Visual Merchandising

2.4.4 Merchandising Support Structures (POPs)

Team Activity

- Conduct a skill practice activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask the same teams made in the last activity to elaborate more on their experiences and recall the places they found those POPs.

- This time, ask different teams to come up and share their findings.

Skill Practice	Time	Resources
Finding merchandising elements	30 mins	Pencil and paper

Say 

The following support structures are available for Merchandising

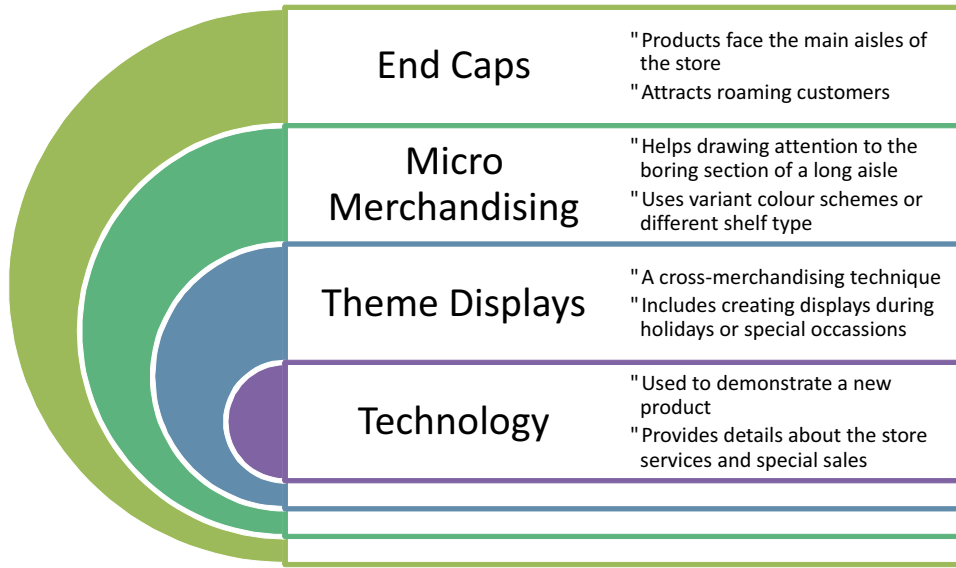


Fig. 2.19 Merchandising Support Structures for

Explain 

Explain the various tools used for visual merchandising:

- Exterior Presentations
- Exterior Signs
- Banners
- Window Display
- Colour and Lighting
- Props and Fixtures

2.4.5 Some Examples of POPs in Merchandising

Example 

Share the following examples of POPs in merchandising:

- **Cardboard Standaes:** Popular tools for advertising new CD releases, candy, magazines, events, new theoretical releases and other similar products; size varies from countertop displays to floor standees; lights, 3-D movable parts and shelf-talker functionality are also options.

- **Pole Toppers:** Custom signage mounted on metal or plastic poles with space to stack products; provide additional space high above other products; made of vinyl or cardboard with optional lights and sound.
- **Floor Graphics:** Use previously unused dimension creatively; have customised advertisements printed on vinyl with a non-skid coating and peel-away stack backing; hard to be avoided by the customer.

Activity

- Ask the students to refer to their Participant Handbooks, Page 36 for this activity.
- Ask them to tick the image that they think shows the tool used for visual merchandising.

Skill Practice	Time	Resources
Tools of Visual Merchandising	30 mins	Participant's Handbook and pencil

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the concept of merchandising and POP materials.
- Summarise the concept of merchandising elements.
- Summarise the purpose of visual merchandising.
- Summarise merchandising support structures.
- Summarise the examples of POPs in merchandising.

Notes

UNIT 2.5: Brand Availability Norms

Unit Objectives

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

1. Define the term brand
2. Analyse brand availability norms
3. Learn about developing distribution strategy
4. Illustrate the rules of brand naming

2.5.1 What is Brand?

Ask

Ask the students what they understand by the term 'brand' of a company.

Say

- A brand name, legal name trademark, is a combination of a unique design, symbol, sign or word that differentiates a product from its competitors.
- A company designs a logo or creates full strategy for its marketing content for its brand.
- There are certain norms that are developed and measured regularly in order to achieve the objective of the brand. The parameters that are judged are width and depth of distribution. The examples of depth of distribution are stock pressure, visibility, merchandising and other elements like frequency of coverage



Fig. 2.20 Brand Value

Notes for Facilitation

- Explain why it is important for a company to maintain its brand.
- Provide examples of width and depth of distribution.

2.5.2 Brand Availability Norms

Say

In India, with more than five thousand towns and 6 lakh villages, distribution is important to achieve the sales target.

Explain

Explain why it is important for marketers to distribute their products across the country with their products/services ready in the market.

2.5.3 Developing Distribution Strategy

Notes for Facilitation

- Explain the importance of distribution strategies.
- Provide examples wherever necessary.

Say

To develop a distribution strategy, you must know:

- The total distribution area with a timeframe
- Distribution objective
- The correctness to examine the market
- Distribution strategies
- Width and depth of strategies

Few recommendations to apply these strategies are:

Give sales and distribution high priority.

Use your own sales and distribution network.

Use appropriate sales and distribution monitoring system.

Choose competent and efficient salesmen.

Educate your employees on distribution strategies and implementation policies timely.

Fig. 2.21 Key Recommendations Apply the Main Strategies in Sale

2.5.4 The Rules of Brand Naming

Say

- A brand name must be distinct, must not be confusing with others, must include a legal element and must avoid some words.
- It should be memorable, engaging, supportive, personality builder and helpful in recalling the product/service.



Fig. 2.22 Assure the Engaging Brand Name

- Rules of brand revitalisation are:
 - » Refocusing the organisation
 - » Restoring brand relevance
 - » Reinventing the brand experience
 - » Reinforcing a result culture
 - » Rebuilding the brand trust
 - » Realising the global alignment

Activity

- Ask the students to think of some common brands they know.
- Ask them to write some of the special attributes of those brands that make them buy those brand products.

Skill Practice	Time	Resources
Finding Brand Attributes	30 mins	Pencil and paper

2.5.5 Rules of Global Brand Implementation

Notes for Facilitation

- Explain the rules of global brand implementation.
- Provide examples wherever necessary.

Say

- Brand consistency and quality is necessary to strive the competition, where investment in the key point.
- Factors affecting brand implementation programme are materials availability, reliable brand implementation resources, implementation guidelines and local supply chain.
- Some rules that can help you achieve brand change are:

Performing effective need analysis

Planning

Designing integrity

Maintaining global affordability

Employing Deserving candidates

Recognising the importance of time

Ensuring constant contact

Fig. 2.23 Rules Helping to Achieve Brand Name Change

2.5.6 The Effects of Brand Relationship Norms on Consumer Attitudes and Behaviour

Notes for Facilitation

Explain the effects of brand relationship norms on consumer attitudes and behaviour.

Say

- Consumer nowadays perceive brands and relate to them, as compared to the earlier times when they used to perceive and evaluate brands.
- Brand's interaction with consumer is marked as relational since their relationship is not as it would be between strangers.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the term brand.
- Summarise the brand availability norms analysis.
- Summarise the concept of developing distribution strategy.
- Summarise the rules of brand naming.

UNIT 2.6: Competition Benchmarking

Unit Objectives

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

1. Comprehend competition benchmarking
2. Learn about the features of competition benchmarking
3. Explain the benefits provided by a competition benchmarking exercise
4. Know about the steps guide to competition benchmarking
5. Understand competition benchmarking exercise

2.6.1 What is Competition Benchmarking?

Ask

Ask the participants if they understand what competition benchmarking is.

Notes for Facilitation

- Debrief and explain the concept of competition benchmarking.
- Outline the parameters and benefits of comparing a product as compared to its competitors.
- Provide examples.

Say

- Competition benchmarking is a continuous process of comparing a firm's practices and performance measures with that of its most successful competitors.



Fig. 2.24 Competition Benchmarking

- The following factors are considered to compare a product on the basis of price, quality and range to understand its competition:
 - » Response time
 - » Attention to details
 - » Collaboration
 - » Helpfulness

- Following are the benefits of this comparison:
 - » It helps in understanding how the product can be sold in the market.
 - » It results in the betterment of search, affiliate, email and social marketing campaigns.
 - » According to product and customer need, time decisions are made.

2.6.2 Different Types of Benchmarking

Notes for Facilitation

- Explain the various types of benchmarking reports used by companies.
- Provide examples.
- Explain the steps to find details about competitive benchmarking.

Say

Different types of benchmarking reports used by companies are:

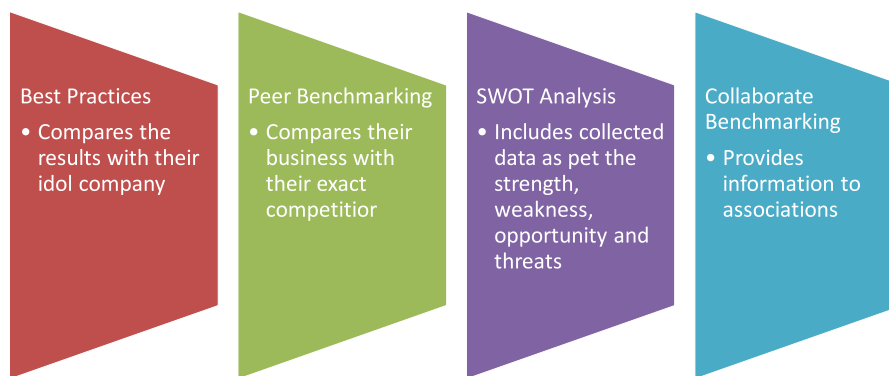
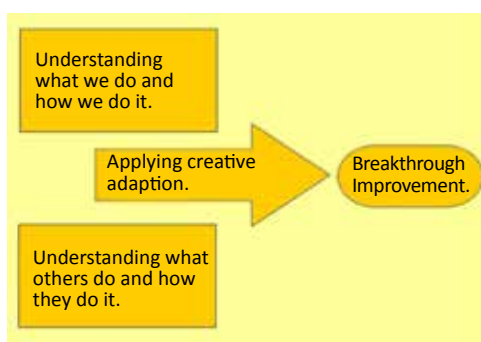


Fig. 2.25 Types of Benchmarking

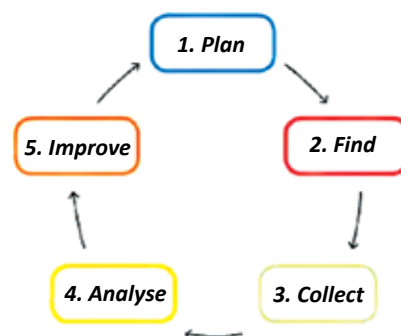
Explain

Many companies follow competitive benchmarking to ensure their growth. At this point, it is important to decide WHY are you benchmarking?

The figure below shows the steps to conduct competitive benchmarking



Benchmarking flow chart



Basic steps for Benchmarking

Steps: Find Details about Competitive Benchmarking



STEP 1: Determine what and why you are benchmarking.



STEP 2: Identify the drivers.



STEP 3: Find a way to measure.



STEP 4: State your current situation.



STEP 5: Identify who you are going to benchmark against.

2.6.3 Competition Benchmarking Best Practices

Explain

Explain the following best practices of competition benchmarking with examples:

- Be clear of what is been benchmarked and why.
- Remember that benchmarking should be a continuous process.
- Use the best tools
- Do not miss competitors; make it actionable and measure performance

2.6.4 What does Competition Benchmarking Mean for Brands?

Explain

Explain the:

- Importance of understanding customer needs
- Practice of competition benchmarking online

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Field Visit

- Conduct a field visit and ask students to visit atleast 3 FMCG stores.
- Ask them to study the products in each of the 3 stores and analyse the following on the basis of:
 - » Price
 - » Quality
 - » Product Range
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Summarise

- Summarise the concept of competition benchmarking.
- Summarise the features of competition benchmarking.
- Summarise the benefits provided by a competition benchmarking exercise.
- Summarise the steps to competition benchmarking.
- Summarise the competition benchmarking exercise.

Notes

UNIT 2.7: New/Focus Stock Keeping Unit (SKU)

Unit Objectives

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

1. Learn about Stock-Keeping Unit (SKU)
2. Explain the key differences between SKUs and Universal Product Code (UPC)
3. Learn about SKUs vs. products
4. Know about the tracking hierarchy

2.7.1 What is Stock Keeping Unit (SKU)?

Say

An SKU is a unit that keeps a track of how much of the product is used by the store.



Fig. 2.26 Meaning of SKU

Example

- Provide an example of SKU, 45790-32 and its components: Model number, Model name and a number linked with the Universal Product Code (UPC), such as in:

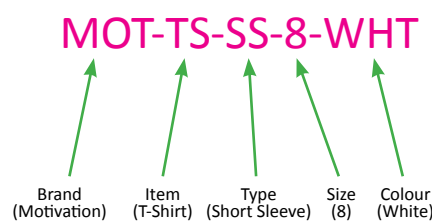


Fig. 2.27 Representation of SKU

- Provide an example how two products can have same SKUs and it does not affect the customer.

Explain

- Explain the difference between SKU and UPC.
- Explain the significance of SKU in inventory audits and inventory tracking.

2.7.2 SKUs vs. Products

Say

An SKU is specific to a location and there can be many SKUs for a specific product in one store.

Activity

- Ask the students to search online for the following:
 - » Relation between style number and SKU
 - » SKU and UPC
 - » Some examples of style number, SKU and UPC.
- Initiate a discussion among students basis their search.

Skill Practice	Time	Resources
Understanding style number, SKU and UPC	30 mins	Computer and Internet Connection

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise the concept of SKUs
- Summarise the key differences between SKUs and UPC
- Summarise about SKUs vs. products
- Summarise about the tracking hierarchy

Field Visit

- Conduct a field visit to a nearby FMCG retail store for students.
- Ask them to study the products of the store and analyse the following:
 - » Merchandising, Point of Purchase (POP) Material and product samples
 - » New/Focus Stock Keeping Unit (SKU)
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.



3. Business and Productivity Target

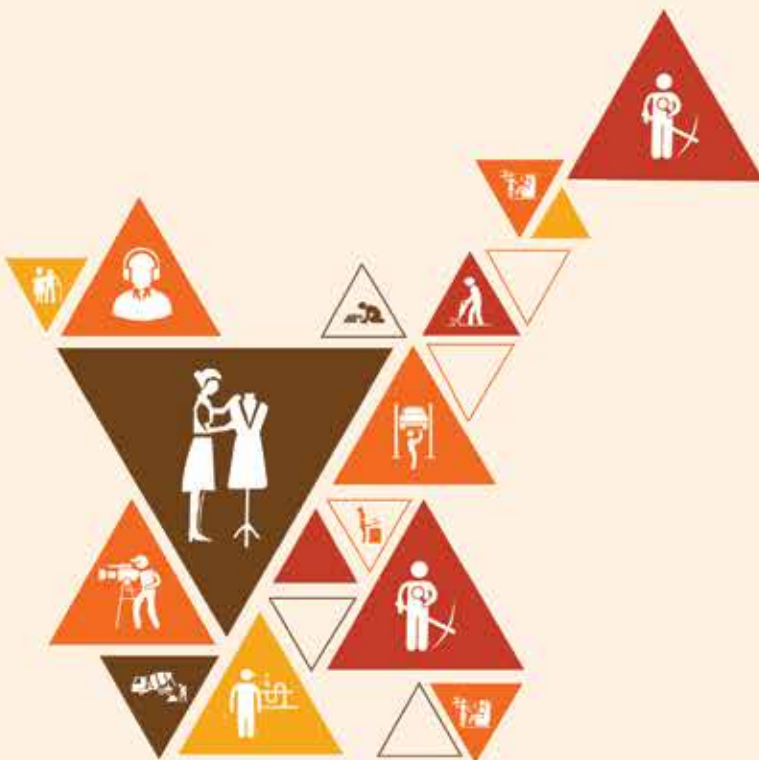
Unit 3.1 - Sales Objectives and Targets

Unit 3.2 - Category and Outlet-wise Billing Targets

Unit 3.3 - Availability of Newly Launched Products

Unit 3.4 - Optimising Order and Developing Action Plan

Unit 3.5 - Checking Stock Availability at Distributor Point



Key Learning Outcomes

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

1. Discuss sales objectives and targets
2. Illustrate how new product can be sold
3. Identify estimates sales and optimise orders
4. Classify ways of effective sales distribution
5. Learn the concept of management in the stock-check environment

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 3.1: Sales Objectives and Targets

Unit Objectives

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

1. Appreciate the benefits of setting sales objectives
2. Determine how to reach target sales
3. Discuss the use of market planner
4. Illustrate the areas to be covered while developing a marketing plan

3.1.1 What is Sales Target?

Ask

Ask the students what they understand by a sales target given to them.

Say

A sales target is a stated amount of sales that management aims to accomplish or outpace within a given time period.

Steps: Set Sales Objectives



STEP 1: Put sales objectives in writing.



STEP 2: Arrange for sales training.



STEP 3: Control spending and sell more.



STEP 4: Conduct efficient recruiting.



STEP 5: Ensure consistent follow-through during the entire process.

Activity

- Ask the students to write the steps they perform to set a sales target.
- When they are done writing, ask one or two volunteers to come forward and tell those steps.
- At the end, explain the correct steps to set a sales target.

Skill Practice	Time	Resources
Setting a Sales Target	1 hour	Pencil and Paper

3.1.2 Target vs. Achievement Graph

Ask

Ask the students what techniques they follow to achieve their sales targets.

Notes for Facilitation

- Explain the importance of the target vs. achievement graph both for the sales personnel and management.
- Debrief the answers from students and outline the techniques to achieve sales targets.

Say

- A target vs. achievement graph helps the management to design the targets of the next financial year and calculate the perks of the field force.

- It also helps the sales personnel to visualise their daily targets.



Fig. 3.1 Achieving Sales Success

3.1.3 Marketing Plan

Ask

Ask the students what they understand by a marketing plan and its need in an organisation.

Notes for Facilitation

- Debrief from students' responses to explain the definition, need and benefits of a marketing plan.
- Provide examples, as necessary.

Say

- A marketing plan is needed for:
 - » Giving strategic direction
 - » Initiating a dialogue with the top management
 - » Receiving buy-in from other departments
 - » Requesting resources
- Areas to consider:
 - » Market research
 - » Positioning
 - » Strategies and tactics
 - » Metrics
 - » Business plan alignment

The Role of Marketing

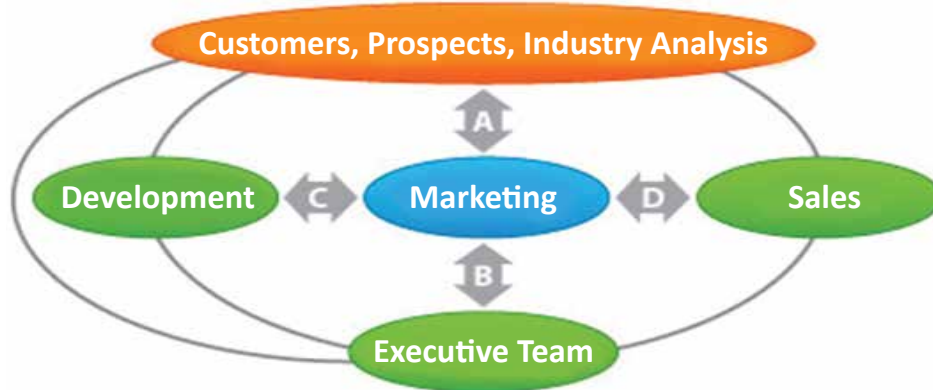


Fig. 3.2 Marketing Impacts the Entire Organisation

- Benefits of a marketing plan are:
 - » Improves the business environment
 - » Facilitates distinct decision making
 - » Harmonises long-term and short-term planning
 - » Precludes sudden decisions
 - » Initiates action upon important tasks
 - » Increases the knowledge of required financial support

Activity

- Ask the students to refer to their Participant Handbooks, Page 57.
- Ask them to tick mark a picture that they think helps in building a good relationship.

Skill Practice	Time	Resources
Building a good relationship	5 mins	Participant handbook

Role Play

- Ask two students to come forward for a role play of a Target Setting.
- Ask one of the students to play the role of a distributor salesman who is trying to sell packs of newly-launched biscuits.
- Ask the other student to play the role of manager who is helping the Distributor Salesman set performance targets
- At the end, provide them some tips on how the sales person should engage with the manager and he/she could have approached the situation better.
- Ask few more pairs of students to do the same role play and repeat the above steps

UNIT 3.2: Category and Outlet-wise Billing Targets

Unit Objectives

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

1. Understand concept of outlet billing
2. Recognise the importance of meeting outlet billing targets
3. Explain target outlet coverage and route plan
4. Ensure that the salesforce remains focused
5. Describe how to select an outlet and its respective trade channel

3.2.1 Outlet Billing

Explain

- Explain the importance of customer care and providing service at counters in making good customer relations.
- Explain the need of considering the following questions while achieving billing targets and records per the latest information:
 - » What are the steps the company is taking to transform the data into workable suggestions and actions to elevate the revenues, cut down the costs, or free up the capital?
 - » What are the proficiencies the company is targeting at in order to become a more customer-oriented and analytically driven organisation?

3.2.2 Covering Target Outlets and Entire Route

Notes for Facilitation

- Explain how consumer goods makers miss critical points that results in high variability of the sales executives' performance.
- Mention the critical gaps that companies should recognise and state their importance.
- Focus on keeping the salesforce focused on what really matters.

Say

- Organisations have realised that the sales procedure is more factual and scientific than artistic and hence it should use a programmed approach.
- Consumer goods makers miss:
 - » Assessing the prime outlets in an area
 - » Selecting the products within those areas

- » Positioning those products on the shelves
- » Motivating sales team to enhance the market share of those products
- » Quantifying the operations using few scales at every step
- Companies should recognise how to identify critical gaps in stores, including:
 - » Missing products
 - » Missing displays
 - » Wrong product positioning
- With the intention of giving priority to the sales product of more importance, marketing departments launch an operation that:
 - » Defines a high-end product isolation
 - » Creates displays for the store
 - » Increases product's visibility

3.2.3 Selecting an Outlet and Respective Trade Channel

Notes for Facilitation

- Explain the selection of effective marketing channels and types of marketing channels.
- Detail out the three initiatives taken by the company by providing examples.

Say

- Sales representatives are often initially sceptical about approaching a retail outlet and miss out on understanding the company's requirement.
- Channel strategy decisions include the following:
 - » Select the most effective distribution channel
 - » Select relevant level of distribution strength
 - » Select extent of channel synchronisation
- Four types of marketing channels that a salesperson can select are:

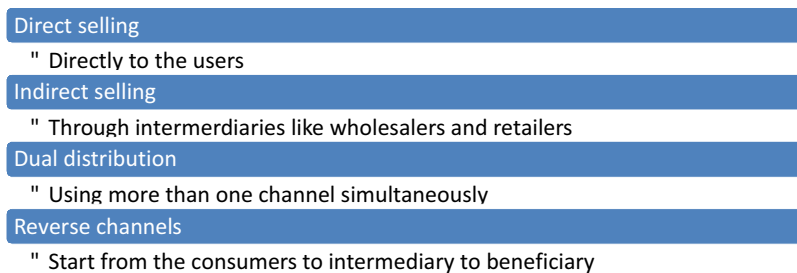


Fig. 3.3 Types of Marketing Channel

Example

Provide the example of a consumer product company that used an excellent sales approach by launching a multiyear cultural attention programme based on three major initiatives:

- Perceiving the most appealing outlets for productive growth by overseeing each store's budding market volume, stake, value, cost-effectiveness and strategic value within the brand
- Transforming its strategy into an action plan that explained how to get more sales in the focused areas
- Making obligatory the sales standards by measuring which stores has more frequent visit on the basis of an outlet's appeal

Field Visit

- Conduct a field visit to a nearby FMCG retail store for students.
- Ask them to study the concept of outlet billing and the need of considering the following questions while achieving billing targets and records per the latest information:
 - » What are the steps the company is taking to transform the data into workable suggestions and actions to elevate the revenues, cut down the costs, or free up the capital?
 - » What are the proficiencies the company is targeting at in order to become a more customer-oriented and analytically driven organisation?
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the concept of outlet billing.
- Summarise the importance of meeting outlet billing targets.
- Summarise target outlet coverage and route plan.
- Summarise that the salesforce should remain focused.
- Summarise how to select an outlet and its respective trade channel.

UNIT 3.3: Availability of Newly Launched Products

Unit Objectives

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

1. Discuss the launching techniques for product launch
2. Ensure availability of newly launched products
3. Describe how to achieve outlet-wise launch targets
4. Analyse launch credibility with partners

3.3.1 Launching Products

Say

- During a product launch, a distributor sales person has to establish his/her product in a way that it may allure more customers.



Fig. 3.4 Launching Product to Attract Customers

- He/she should build rapport with the customers so that a brand loyalty can be created.

Role Play

- Ask two students to come forward for a role play of a selling activity.
- Ask one of the students to play the role of a distributor salesman who is trying to sell packs of newly-launched noodles.
- Ask the other student to play the role of a kiranawala shop (mom-n-pop store) owner who usually buys a different brand of noodles from the salesman.
- At the end, provide them some tips on how the sales person could have approached the situation better.
- Optionally, ask another pair of students to do the same role play and repeat the above steps.

3.3.2 Ensure Availability of Newly Launched Products

Notes for Facilitation

- Focus on the fact that a distributor salesman should know his/her products well.
- Explain why it is important to make sure that the newly launched product is always available.

Say

- A distributor salesman must ensure:
 - » Newly launched products are available in all outlets.
 - » He/she has all the technical expertise about the product.
 - » He/she should have an effective relationship with the supplier to meet the customer’s demand for innovation.
 - » The product is always available and succeeding.
- If the product is new to the market, the company should strive for innovation.
- However, if the company has a few resources, it is better to be second in the market.

Example

Provide the example of noodles, explained in the last role play activity, and its features.

3.3.3 Achieving Outlet-wise Launch Targets

Notes for Facilitation

- Explain that a company should not miss the key factors while planning for a product launch.
- Mention the vital dimensions of a launch success.
- Describe the significance of launch credibility with trading partners.
- Provide an example of formally adopting the review phase of the new product launch cycle.

Say

- Usually, companies miss on the following points when launching a new product, which have an impact on the ROI:



Fig. 3.5 Key Points Impacting ROI

- The vital dimensions of success include execution, timelines, volume and market share.

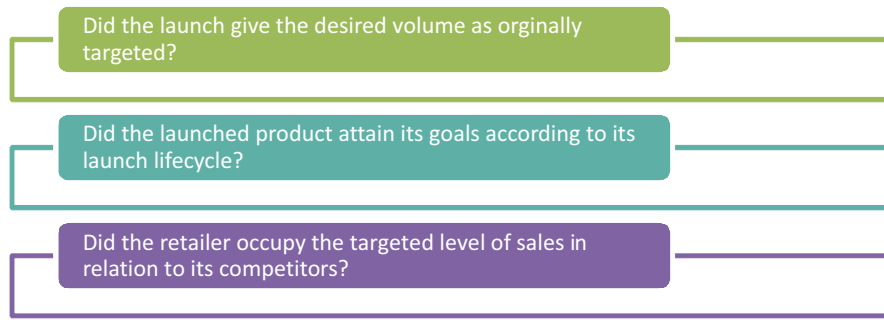


Fig. 3.6 Dimensions for the Launched Product

- Trust and respect with trading partners promotes data sharing, information and future goals in case of newly launched product.
- Sustaining launch prospects over time is a crucial dimension that makes everyone more comfortable.
- This trust can be built by:
 - » Laying down formal detailed plans for responsibility
 - » Outlining the process to engage over time

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the launching technique of products.
- Summarise the availability of newly launched products.
- Summarise how to achieve outlet-wise launch targets.

Notes

UNIT 3.4: Optimising Order and Developing Action Plan

Unit Objectives

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

1. Discuss about estimated sales and optimised orders
2. Outline the optimal assortment
3. Discuss how to localise assortment
4. Define action plan

3.4.1 Estimating Sales and Optimising Order

Say

A distributor salesman can assist the retailer in:



Fig. 3.7 Customer Identifying the Right Product

- Deciding what kind of product combination will improve sales
- Getting the right kind of product segregation
- Knowing the assortment optimisation
- Managing inventory and prices

3.4.2 Optimising the Assortment

Notes for Facilitation

- Focus on the challenges of finalising an assortment.
- Explain optimising order as per the stock availability.
- Describe coordination with supervisor.

Explain

Explain the need of optimising the assortment, which include:

- Decide which and what prices existing and new SKUs would be included.
- Know how much revenue each SKU would set up.
- Decide the final assortments.
- Calculate the potential revenue of each SKU.
- Start building your assortment with the highest revenue generating SKU first.

Say

- Due to the substitution of demand, each time you add an SKU to the assortment, you should adjust your values to account for how that new SKU influences demand for the ones you have added previously. This is not an easy task and throws challenges.
- Price estimations of the sales and boosting orders like utilisation demands of customers, if achieved, helps in maximising profits and remaining productive for a long time.
- In the current environment, there is no consideration for delay and delivery of low-quality products, and issues in logistics of distribution and transportation.
- The association between marketing units and the sales department is important in assisting an organisation bolster its customer base.

3.4.3 Localising the Assortment

Say

Developing localised assortments is a complex process. A trader should try to recognise how demand differs amongst stores and then build assortments that provide the store-specific assortments. Majority of the retailers find it quite complicated to carry exclusive assortment for each store; instead, they develop bunch of stores that uses the same assortment. For localising the assortment:

- the number of clusters to be developed is needed to be determined,
- the source of the bunch need to be recognised,
- the variety of assortment to use in each cluster needs to be determined.

3.4.4 Discussion on Action Plan

Say

The distributor salesperson should discuss the marketing action plan to boost sales in the route covered by him/her. This discussion also educates retailers

- Can we refurbish our assortment by substituting slow-selling products with the new ones? What is the possible demand for the potential new products?
- If the customers do not get their desired products, what is the possibility that they will replace it with another one?
- How will sales alter if we change the number of products we carry?

- Is there any logic in localisation-customising assortments by store or store clusters? If yes, then for which categories? If we determine to build clusters of stores with different assortments, how many should be developed, and what should be the idea behind those?

Steps: Understanding Attributes that Matter Most to Customers



STEP 1: Find the vital quality the customer is looking for.



STEP 2: Consider the customer's course of action if they do not get their preferred product.



STEP 3: Evaluate existing and potential sales by attribute.



STEP 4: Bring together sales data for the latest period.



STEP 5: Predict the demand for all potential SKUs.

Tips

Provide the following tips to achieve optimisation:

- Make categories for your inventory
- Automate demand prediction
- Automate replenishment
- Strive for continuous process improvements
- Invest into inventory upgradation technology

Resources to be Used

A homecare product like floor cleaner, tissue holder or towel rack

Practical

- Show a homecare product and explain its attributes.
- Explain how these attributes are useful for the customers.
- Ask the students if they have any questions and resolve their queries.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise estimated sales and optimised orders
- Summarise the optimal assortment
- Summarise how to localise assortment
- Summarise the concept of an action plan

Notes

UNIT 3.5: Checking Stock Availability at Distributor Point

Unit Objectives

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

1. Explain how to check the stock availability in the selling area shelves
2. Identify the available stock in the backroom and reserves
3. Analyse how to check stock for all brands
4. Describe how to capture order as per Suggested Order Quantity (SOQ)

3.5.1 Check the Stock Availability in the Selling Area/Shelves

Ask

Ask the students if they what category management is.

Say

- Category management deals with the reduction of out-of-stocks, leading to boosting of inventory effectiveness, consumer take away and sales of a brand
- Now-a-days category management has emerged completely to understand the consumers' buying behaviour and make sure that the brands meet their expectations.
- Merchandising or distribution is of utmost priority. We know that placing a product on the shelf at the right location and at the right stores is crucial for the success of any brand. Manufacturers are expected to work together with retailers to ensure that a product has adequate holding power (products available for sale on the shelves) for backing consumer takeaway .
- A typical strategy for a retailer is to have numerous days of supply of each product available on the shelf.

Example

Provide an example that if 12 items get into a box and a retailer sells an average of two per day, one may want to have adequate space on the shelf to carry 1.5 boxes of product.

3.5.2 Check the Available Stock in the Backroom and Reserves

Say

- Counting stock in a large store with a million of items and item level adjustments cause errors.
- The automated reordering system can send out a message to demand for more stock.
- Cycle counts can face the challenge of incorrect shrinkage data, especially in case of supermarkets and hyper markets.

3.5.3 Checking Stock for All Brands

Say

- Inventory should be renewed from time to time to avoid obsolete merchandise, especially for style merchandise.
- Promoting a brand that is not available to customers is a wasteful activity and leaves a bad impression on customers.

Notes for Facilitation

Emphasise on the importance of renewing and checking stock for all brands for a perfect inventory control.

3.5.4 Capturing Order as per Suggested Order Quantity (SOQ)

Explain

Explain the following:

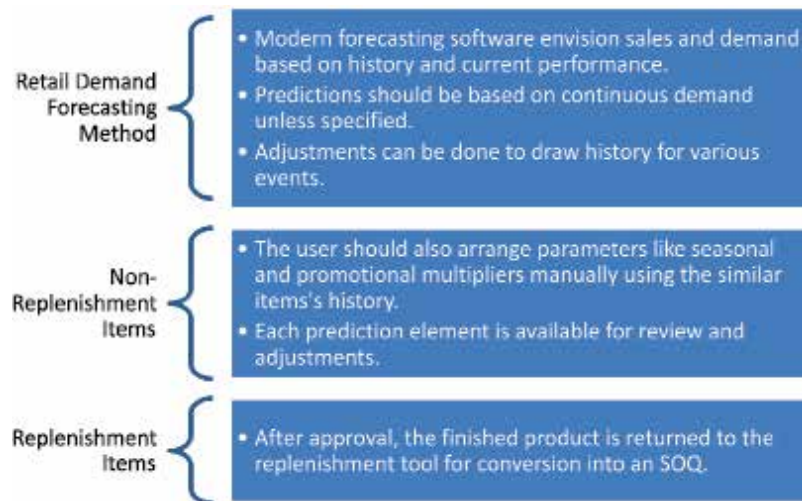


Fig. 3.9 Retail Demand Forecasting Method, Non-replenishment Items and Replenishment Items

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.



4. Effective Sales Call

Unit 4.1 - Estimating Sales Accurately to Avoid Out of Stock Events or Over stocking

Unit 4.2 - Scheme Communication and Range Selling

Unit 4.3 - Functionality of Plamtop/Handheld Device and its Features

Unit 4.4 - Stock Return, First Manufactured First Out (FMFO) and Stock Rotation

Unit 4.5 - Guidelines for Efficiently Servicing the Retailer



Key Learning Outcomes

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

1. Analyse current stock on hand and sales of the outlets
2. Explain how the recommendation will boost retailer's sales
3. Communicate the benefits and ask open-ended questions considering the retailer's needs
4. Ensure that the relevant schemes/slabs are discussed with the retailer
5. Analyse competition schemes
6. Ensure range selling by leveraging on own brand already available in the retail outlet
7. Explain route list, product list, scheme details, order capture process and retail survey features available in the palmtop and handheld device and its usage
8. Check and arrange stock as per FMFO, carry one stock rotation and replace damaged or expired goods
9. Maintain a pleasing personality and proper posture while talking with the retailer
10. Submit the order and check summary of the order communicating the order value to the retailer

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking

Unit Objectives

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

1. Analyse current stock on hand
2. Explain how sales recommendation will boost retailer's sales
3. Discuss all benefits which would accrue to the retailer in short and concise manner
4. Design open-ended questions to identify retailer's needs

4.1.1 Analysing Current Stock

Say

Also known as inventory control system, stock control system takes care of how much inventory a retail store should have at a point of time and how to maintain it.

Activity

- Ask the students to refer to their Participant's Handbooks, page 75.
- Ask them to tick the correct option for images that show stock representation.

Skill Practice	Time	Resources
Stock representation	30 mins	Participant's Handbook and pencil

4.1.2 How the Sales Recommendation will Boost Retailer's Sales

Say

Effective sales people:

- Help in building a business
- Consider a product's value over its price
- Focus on customers
- Remain in 'think, plan and prepare mode'

Explain

Explain the following terms:

- **Building Rapport:** Staff needs to know how to engage people from all walks of life in a genuine manner.

- **Value Selling:** It is easy to mark down items or steer customers toward the cheapest option.
- **Add-Ons:** The Sales people should have a clear understanding of other items as well, items that complement those products that they are selling.

4.1.3 Communicating Benefits

Say

- The sales people must be aware about the product features and also about his/her customers. Customers would trust and like to deal with those sales people who possess knowledge about products and can solve their queries
- Communicating benefits of a product or service includes:
 - » Advertising
 - » Public relations
 - » Personal selling
- Promotion is a marketing activity, which enhances basic value of a product and affects customer's purchase decisions.
- Advertising is an activity which helps a retailer in gaining control over product information and also in reaching mass audience.

Notes for Facilitation

- Focus on why it is important for sales people to know about product features and customers.
- Outline the benefits of knowing so.

Tips

Provide the following tips on knowledge of product or service and communicating the information to customers:

- Experience the product on their own
- Product brochures and catalogues
- Online sources
- Customers' feedback
- Publications of trade and industry
- Records from internal sales sources
- Utilise team member knowledge
- Try to see manufacturing process
- Attend sales training programmes
- Have up-to-date information about competitor

Steps : Sales Process



STEP 1: Product Knowledge: Equip oneself with information about the Product.



STEP 2: Prospecting: The key to prospecting effectively is knowing where to dig and what to look for. It is also important to distinguish among a lead, a prospect, and a qualified prospect.



STEP 3: The Approach: This is the step where you begin to build a relationship and the intelligence gathering continues (it started with prospecting).



STEP 4: The Needs Assessment: To be a highly effective salesperson, you first have to understand what are the needs of the customers.



STEP 5: The Presentation: To prove that your selling meets the customer needs



STEP 6: The Close: Closing is about advancing the sales process to ultimately get an order. What you are trying to sell at each stage may be different.



STEP 7: Follow-up: Sales people nurture a relationship with the help of follow-up. Staying at the forefront of a prospect's mind requires persistence and should not be confused with being bothersome.

4.1.4 Asking Open-ended Questions to the Retailer

Role Play

- Tell the students that they will be performing a role play activity.
- Ask one of the students to come forward to play the role of a salesperson and ask the other student to play the role of a customer (retailer).
- Encourage shy students to participate.
- Ask the student playing the role of a customer (retailer) a few questions to the other playing the role of a salesperson:
 - a. What is the purpose of the product?
 - b. How does it work?
 - c. How is it developed or manufactured?
 - d. How is it checked for quality?
 - e. How is it delivered?
 - f. How is it maintained and serviced?
 - g. How long is it likely to last (including any warranties)?
 - h. What is its price?
 - i. How does it compare to similar products the market offers?
 - j. How does it compare to competitors' products?
 - k. What are its strengths and limitations (the capability of the product to deliver benefits to clients)?
 - l. What are the other products that might complement it?
- Perform the role play 2-3 times involving different groups.
- Provide feedback at the end of each role play basis the corresponding ideal responses:
 - a. It will meet your needs and save your time and money.
 - b. It is easy to use so you won't be frustrated by its complicated features.
 - c. Through systematic improvement of processes.
 - d. Be confident and also go for live demo for its working.

- e. You do not have to worry about delivery; we would definitely organise it for you.
- f. You can be assured, if it needs maintenance, we would provide first free service as company norms.
- g. You can be confident; if it has any problems or complications, we will fix it or replace it while under warranty.
- h. You can comfortably afford it.
- i. You can base your decision on the good reputation our business has earned for selling other well-regarded products.
- j. You are receiving quality and value for money.
- k. You are buying a product that is well-matched to your particular needs.
- l. Buying this companion product will allow you to meet the needs of your entire household.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Field Visit

- Conduct a field visit to a nearby FMCG retail store for students.
- Ask them to study the sales process at the store and analyse the following:
 - » Importance of Building Customer Relationship
 - » Communicate product features and benefits
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Summarise

- Summarise the concept of current stock on hand.
- Summarise how sales recommendation will boost retailer's sales.
- Summarise all benefits which would accrue to the retailer in short and concise manner.
- Summarise open-ended questions to identify retailer's needs.

Notes

UNIT 4.2: Scheme Communication and Range Selling

Unit Objectives

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

1. Discuss scheme communication
2. Explain a distributor salesperson's need to be able to provide scheme communication
3. Discuss range selling for all categories
4. Describe cross-selling and up-selling

4.2.1 Introduction to Scheme Communication

Say

A distributor salesperson should be aware of:



Fig. 4.1 Distributor Salesperson

- All updated product schemes
- New product launches
- Promotions
- Special offers

Elaborate

Elaborate on knowing about the schemes, commissions and discount running at floor, which help in:

- Encouraging customers
- Obtaining trial purchase from customers
- Attracting new customers
- Making the customers aware about the new product and its advantages
- Creating additional talking points about the products
- Bridging the gaps between advertising and personal selling

Elaborate on sharing relevant information with supervisors to plan schemes/slabs based on your market research:

- Collaborating with the Territory Sales Manager in planning sales activities and setting sales goals for the assigned territories.
- Developing creative and innovative ways to market company's products or services
- Generating territory sales reports for the management on periodic basis
- Corresponding proactively with all corporate partners to maintain positive and long-term business relationships
- Communicating regularly with customers to inform them about the new products, special promotions, etc.
- Conducting product training and product demonstrations for customers
- Identifying sales and marketing opportunities within the assigned territories
- Assisting in development of annual operational and sales plan for assigned territories
- Recommending changes in sales or marketing approach to ensure that sales and service objectives are met successfully
- Giving relevant information to supervisors to plan relevant schemes/slabs by outlets and learn to utilise correctly
- Collaborating with other field sales executives to ensure effective coordination in the achievement of organisational goals
- Staying abreast of industry trends and market competitions through continuous market research and analysis
- Monitoring and managing sales expenses within the allotted budget

4.2.2 Range Selling for All Categories

Say

- A range means 'the wider portfolio of products an organisation produces or promotes or possesses'.
- If, in one visit, the distributor salesperson opens his/her sales call with Product A, then he/she should try to open the sales call with Product B and Product C or Product D on different other calls.

Role Play

- Tell the students that they will be performing a role play activity to sell products A, B, and C on various phone calls.
- Play the role of a customer and encourage students, who have never participated or less participated in the call, to come up and play the role of a salesperson.
- Ask the student to open a call and sell the product A first.
- Imagining that the next calls are being done on a different dates, ask the student to now open the call with a different product, basis the last discussion with the customer.

- Provide feedback at the end of the role play if a rule has not been followed.



Fig. 4.2 Range Selling

4.2.3 Cross-selling and Up-selling

Say

- An additional product or service offered to an existing customer comes under cross-selling.
- A sales technique, in which a seller offers more expensive, improvised product to an existing customer to earn more profit, is known as up-selling
- Most of the big business organisations generally offer a combination of cross-selling and up selling techniques to enhance sales.

Role Play

- Tell the students that they will be performing another role play activity to sell two products and understand the concept of cross selling and up selling.
- Play the role of the salesperson this time and ask another student to come up and play the role of the customer.
- Talk to the student as the salesperson and explain the concepts by selling products on the basis of the customer response.



Fig. 4.3 Cross-sell and Up-sell

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 4.3: Functionality of Palmtop/Handheld Device and its Features

Unit Objectives

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

1. Make a list of handheld equipment for point of sale
2. Explain the uses of barcode reader or barcodes scanner in POS system
3. Discuss docket printers and portable data units
4. Define electronic shelf labelling system and pricing guns

4.3.1 Equipment Used in Point of Sale

Ask

Ask the students how many handheld devices they know are used for the point of sale.

Elaborate

Elaborate on the students' responses and the following are handheld devices:





	<p>Barcode Reader or Barcode Scanner</p> <p>" An electronic system that recognise and read a product's barcodes " Includes a scanner, a decoder (it may be either built-in or external) and a cable, this cable connects the reader to the computer</p>
	<p>Docket Printers</p> <p>" Produce written copies of the sale " The written copy is given to the customer and forms the receipt or proof of purchase.</p>
	<p>Portable Data Units (PDU)</p> <p>" Can measure stock without " Can make stock orders easily by scanning the item directly off the shelf</p>
	<p>Pricing Guns</p> <p>" Can be manual or electronic and are used to price goods " Most stores work with bar codes for price identification</p>

Fig. 4.4 Handheld Devices Used in Retail

Resources to be Used

Barcode Reader or Barcode Scanner, Docket Printers, Portable Data Unit (PDU) and Pricing Gun.

Practical

- Show the following handheld devices and explain their working:
 - » Barcode Reader or Barcode Scanner
 - » Docket Printers
 - » Portable Data Units (PDU)
 - » Pricing Guns
- Ask the students if they have any questions and resolve their queries.

Team Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of 3-4 members each.
- Ask them to discuss in their team and come up benefits of handheld devices in Store Operations.
- Randomly ask any the teams to share their findings.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the list of handheld equipment for point of sale.
- Summarise the uses of barcode reader or barcodes scanner in POS system.
- Summarise docket printers and portable data units.
- Summarise electronic shelf labelling system and pricing guns.

Notes

UNIT 4.4: Stock Returns, First Manufactured First Out FMFO and Stock Rotation

Unit Objectives

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

1. Define stock return
2. Provide information regarding freshness norms
3. Discuss about first-manufactured, first-out (FMFO)
4. Discuss stock rotation and other methods of mitigating stock loss

4.4.1 Stock Return

Say

A distributor sales person should ensure that store owner carries out stock rotation in case stock movement is very low.

Explain

Explain how:

- Damaged or expired goods must be replaced with fresh stocks
- Information about damaged goods should be entered in the handheld device

4.4.2 Freshness Norms, FMFO and Stock Rotation

Ask

Ask the students what they know about the terms: freshness norms, FMFO and stock rotation.

Elaborate

Elaborate on students' responses and the following terms:

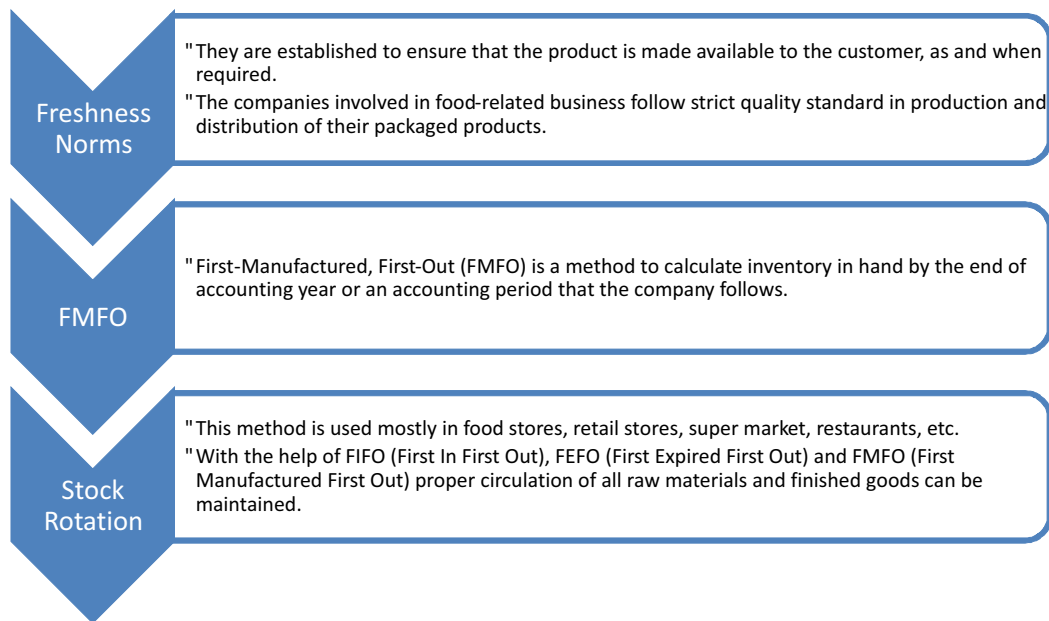


Fig. 4.5 Elaboration of Freshness Norms, FMFO, and Stock Rotation

Notes for Facilitation

Ask the students to refer to their Participant's Handbooks to view a chart that gives general suggestions for storage times from date of purchase for various food products stored under optimum conditions.

Say

- It is imperative for a retailer to strictly follow FMFO if products are perishable and have a use-by date or sell-by date on them.
- Older stock should be placed in front row and newer should be in the back row.
- However, there are few problems in this respect:
 - » Aware customers about stock rotation can reach at the end of the shelf or may ask sales person to give the newer product.
 - » Stock rotation will be nearly impossible when the product is heavy.
 - » Sometimes a careless salesperson may also create problems for stock rotation.

4.4.3 Other Methods of Mitigation of Stock Loss

Say

Some other methods to mitigate stock loss are:

- Making stock more appealing, which is near to its sell-by-date or use-by-date, by lowering the retail price of the product

UNIT 4.5: Guidelines for Efficiently Servicing the Retailer

Unit Objectives

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

1. Describe the professional behaviour of distributor salesperson
2. Recognise the customer's perspective
3. Outline guidelines for efficiently servicing the retailer
4. Explain how to maintain personal cleanliness and hygiene

4.5.1 Distributor Salesperson's Professional Courtesy Guidelines

Team Activity

- Conduct a skill practice team activity.
- Ask students to divide themselves in teams of 3 students.
- Ask them to discuss among themselves and write down a few main pointers that help them:
 - » To pitch a product or service
 - » Develop a relationship with a potential customer
- Randomly pick any 3 teams and ask the members to share their pointers with rest of the class.
- Correct them and provide feedback whenever they are out of scope detail.

Skill Practice	Time	Resources
Understanding distributor salesperson's professional courtesy guidelines	30 mins	NA

Explain

Explain students' pointers and explain the following pointers required to show professional courtesy:

- Learn about your customer
- Listen to your customer
- Find your customer's perspective
- Be respectful of time



Fig. 4.6 Learn about your Customer

4.5.2 Guidelines for Efficiently Servicing the Retailer

Explain

Explain the following guidelines for efficiently servicing the retailer:



Fig. 4.7 Key Guidelines for Efficiently Servicing the Retailer

4.5.3 Maintaining Personal Cleanliness and Hygiene

Ask

Ask the students why they think maintaining personal hygiene is important during customer interaction.

Elaborate

Elaborate on students' responses and introduce the following hygiene methods:



Fig. 4.8 Key Hygiene Methods

Activity

- Ask the students to refer their Participant's Handbooks, page 98.
- Ask them to state whether the given statements are true or false for general etiquette in retail.
- Tell them to write either T or F in the box against each statement.

Skill Practice	Time	Resources
Understanding general etiquette in retail	5 mins	Participant's Handbook and pencil

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise the professional behaviour of Distributor Salesperson.
- Summarise the customer's perspective.
- Summarise guidelines for Efficiently Servicing the retailer.
- Summarise how to maintain personal cleanliness and hygiene.

Field Visit

- Conduct a field visit to a nearby warehouse for students.
- Ask them to study the methods used for:
 - » Stock Return
 - » First Manufactured First Out (FMFO)
 - » Stock Rotation
 - » Equipment Used in Point of Sale
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Key Learning Outcomes

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

1. Appreciate the need of credit management in retail
2. State the role of distributor salesperson in collecting details of pending invoices
3. Analyse collection of information for pending bills
4. Know about gathering credit ageing information of retailer bills
5. Identify how to track pending display payment
6. Learn about tracking pending delivery and resolving related issues
7. Define reconciling receivables and payables with outlets

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 5.1: Collecting Information Regarding Pending Bills

Unit Objectives

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

1. Understand credit management in retail
2. Define pending invoices
3. Know about the role of distributor salesperson in handling pending invoices
4. Analyse the concept of 'due upon receipt'

5.1.1 Credit Management in Retail

Notes for Facilitation

- Explain the concept of credit management in terms of improving revenues and reducing financial risks.
- Describe the benefits of offering credit facility by retail companies.
- Ask the students and then mention the role of a distributor salesman in credit management.

Say

- Credit management is the process of controlling and collecting payments from customers.
- Retail companies frequently offer credit facility to clients and customers as part of their efforts to build healthy and long-term trade relations.
- Offering retail credit helps to decide the terms of the payment in advance.

Line Item	Quantity	Unit Price	Amount
Development	1.00	\$ 1,000.00	\$ 1,000.00
Total			\$ 1,000.00

Bill To : Burlington Textiles Corp of America 525 S. Lexington Ave Burlington, NC 27215 United States	Invoice # : INV-0000004055 Invoice Date : 12/17/2012 Due Date : 12/17/2012
--	---

Please pay 30 days within receipt of invoice.
Make checks payable to Kulturra.com.

Fig. 5.1 Payment Terms on Invoice

- A distributor sales person can contribute to credit management for a retail organisation, especially in roles like:
 - » Debt collection
 - » Gathering information regarding pending bills/invoices
 - » Maintaining healthy credit relationships with customers

5.1.2 What are Pending Invoices?

Ask



- Ask the students what they understand by the term invoice.
- Ask the students what the components of an invoice are.

Explain



Elaborate on students' responses and explain the term and its components:

- Product
- Price and quantity of product offered by the seller
- Payment terms like due date of payment, modes of payment accepted and discounts offered

RETAIL INVOICE				
Invoice Number: 489755			Date: 5/2/2015	
XYZ Ltd. 42, Vijay Nagar, Indore (M.P.)			To, Shyam Agarwal 56, MG Road, Indore (M.P.)	
Serial Number	Description	Quantity	Unit Price	Total
1.	Jeans	2	750	1500
2.	Shirt	2	375	750
Sub Total				2250
- Discount @ 10%				225
Total				2025
- Paid				500
Total Due				1525
				Signature

Fig. 5.2 Retail Invoice

Example



- Provide an example: For a 2/10 Net 30 invoices for 2nd September, the customer would get a 2% cash discount for payment by 12th September. If the customer does not pay within the given time period, the net amount will be due within 30 days, or by 2nd October.
- Provide examples for the following components on an invoice:

Due upon receipt	" Payment must be submitted as soon as the invoice is received by the client or customer.
Net 30	" The seller expects to receive payment with thirty days after the date of the invoice
2/10, Net 30	" The seller is offering the customer a 2% discount if payment is made within 10 days from when the invoice is generated.
Due and payable	" A specified amount of money is due and the time has arrived when payment ought to be made.

Fig. 5.3 Example for Net Amount Paid by Customer

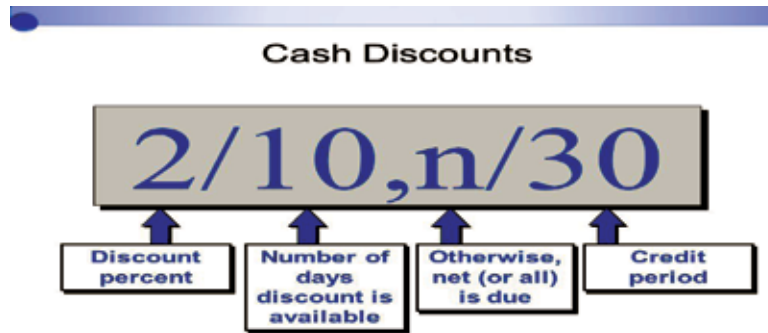


Fig. 5.4 2/10, Net 30 Payment Terms

Resources to be Used

An invoice sample

Practical

- Show an invoice and explain its components written on it, such as:
 - » Product
 - » Price and quantity of product offered by the seller
 - » Payment terms
 - » Due upon receipt
 - » 2/10, Net 30
 - » Due and payable
- Ask the students if they have any questions and resolve their queries.

5.1.3 Role of Distributor Salesperson in Handling Pending Invoices

Ask

Ask the students what they think is the role of a distributor salesperson in handling pending invoices.

Explain

Elaborate on students' responses and explain the following roles:

- Track and collect information of all pending over due accounts of his dealer's outlets
- Ensure timely collections of payments as per the terms and policies
- Update the information on records

Activity

- Ask the students to refer to their Participant's Handbooks, page 107.
- Ask them to look at the pictures below and write Yes (Y) or No (N) for the role of distributor sales person in credit management.

Skill Practice	Time	Resources
Understanding role of distributor sales person in credit management	30 mins	Participant's Handbook and pencil

Team Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of 3-4 members each.
- Ask them to study the credit management process at any FMCG Retail store
- Randomly ask the teams to share

Tips

Provide the following tips to collect details of pending invoices:

- Set a goal in the mind for each day.
- Plan and prioritise which distribution points to visit.
- Select the distribution points that you will visit.
- Review all relevant notes, feedback and action plans from previous field visits to these distribution points.
- Check for any previous emails or messages.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the credit management in retail.
- Summarise pending invoices.
- Summarise about the role of distributor sales person in handling pending invoices.
- Summarise the concept of 'due upon receipt'.

UNIT 5.2: Gathering Credit Ageing Information of Retailer Bills

Unit Objectives

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

1. Define credit ageing
2. Understand ageing of receivables and define ageing schedule
3. Learn about gathering credit ageing information
4. Understand the need to collate data and complete documentation accurately

5.2.1 What is Credit Ageing?

Say

Credit ageing is:

- The primary tool used by the collections department to determine which invoices are overdue for payment
- Used by the management to determine the effectiveness of credit given and ensure cash flow for the business
- Helpful in estimating potential bad debts, i.e. debts that cannot be recovered
- A good indicator of the near-term financial situation of customers

	A	B	C	D	E	F	G	H	I	J
1	Debtors (or Accounts Receivables) Ageing Schedule									
2										
3	In this workbook I demonstrate FOUR ways of arriving at an ageing schedule for your debtors or accounts receivable									
4										
5	using functions and formulae									
6	using conditional formatting									
7	using a Pivot Table									
8	using Excel Tables									
9										
10	My first demonstrations will be based on really simple data so that you can concentrate on the method and not the complexity									
11										
12										
13	Invoice	Invoice Date	Due Date	Paid Date	Amount	Status	Ageing Schedule			
							1 - 30 Days	31 - 60 Days	61 - 90 Days	> 90 Days
14	1628	10/09/2011	10/10/2011	09/10/2011	269					
15	1629	12/09/2011	12/10/2011		3300	Overdue				3300
16	1630	03/10/2011	02/11/2011	06/11/2011	363					
17	1631	13/10/2011	12/11/2011	14/11/2011	391					
18	1632	14/10/2011	13/11/2011	01/12/2011	1340					
19	1633	10/11/2011	10/12/2011		306	Overdue		306		
20	1634	26/11/2011	26/12/2011		552	Current	552			
21	1635	30/11/2011	30/12/2011		1615	Current	1615			
22										

Fig. 5.5 Invoice Ageing Report in Excel

5.2.2 Ageing of Receivables

Explain

- Explain the use of ageing schedule: It is used for the process which shows the relationship between company's bills and invoices and their dues dates.
- Explain the working of the schedule: It divides the accounts of customer into amounts that are (0-30) days old, (31-60) days old, (61-90) days old, etc.
- Explain what it shows if an account has more past dues.
- Explain the following account:

Invoice Number	Customer Name	Amount Receivable	Amount Owed This Month	Amounts Still Outstanding				
				1-30 days	31-60 days	61-90 days	91-120 days	120+
1467	Amit	₹1,000	₹200	₹800				
2930	Saurabh	₹2,000	₹150		₹500			
4839	Gautam	₹1,550	₹300			₹600		
1930	Rajesh	₹1,200	₹400		₹800			
8593	Aditya	₹950	₹300		₹650			
6584	Jitendar	₹450	₹150					₹300
2045	Rajan	₹150	₹50				₹100	

Table 5.1 Ageing of Receivables for Different Customers

5.2.3 Gathering Credit Ageing Information

Say

A distributor salesman needs to:

- Gather credit ageing information of retailer bills
- Keep a personal copy of the ageing schedule for different clients and customers
- Update the ageing schedule on a regular basis
- Highlight if the same customers repeatedly show up as past due in an ageing schedule

5.2.4 Collating Data and Completing Documentation Accurately

Say

- After collecting the credit ageing information, the salesman should collect all necessary data and assemble it in a proper logical sequence by:
 - » Gathering all the required information from various sources
 - » Making photocopies of the recording forms

- » Keeping all the audio or video recordings, and any other material to guard against any kind of loss
- » Entering the information into a computer program
- » Processing the information through coding
- » Organising the data to make it easily understandable
- Documentation and record-keeping are important processes to ensure:
 - » Accountability
 - » Facilitate coordination in payment processes
 - » Service improvement

Tips

Provide following tips to maintain documentation:

- Concise and targeted information
- Accuracy
- Proper segregation
- Consistency and standardisation of data

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the concept of credit ageing.
- Summarise ageing of receivables and define ageing schedule.
- Summarise about gathering credit ageing information.
- Summarise the need to collate data and complete documentation accurately.

Notes

UNIT 5.3: Tracking Pending Payments

Unit Objectives

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

1. Explain assessment of pending payments
2. Assess consumer credit status
3. Make a list of information mentioned in a credit report
4. Identify some factors which should be considered to analyse data in a credit report

5.3.1 Assessing Pending Payments

Explain

- Explain how excessive amount of pending or overdue payments can be a major hurdle in the smooth functioning of a business.
- Explain the ways to keep overdue payments under control:
 - » Verifying credit-worthiness of customers
 - » Keeping customers informed/updated about payment terms
 - » Offering discounts to customers who are making payments on time
 - » Initiating corrective actions against customers who do not make payments even after repeated requests

5.3.2 Assessing Consumer Credit Status

Explain

Explain the following factors that should be considered to analyse data of the credit report:

- Credit performance of previous durations
- The current level of indebtedness
- Time period for the credit
- Types of credit
- Pursuit of new credit

Say

- A credit report collates information about the consumer's financial background and past credit behaviour.

- The information included in these reports has two sources:

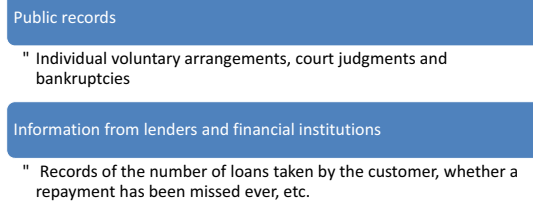


Fig. 5.6 Two Sources of the Report

- Some facts that are considered to analyse data in a credit report are:
 - » Previous credit performance
 - » Current level of indebtedness
 - » Time period for which credit has been in use
 - » Types of credit available
 - » Pursuit of new credit
- A credit report contains:
 - » Personal data
 - » Credit history
 - » Account details
 - » Dispute issue

Notes for Facilitation

Ask the students to refer to their Participant's Handbooks the table mentioning the leading credit rating agencies in India.

5.3.3 Causes of Overdue Payment

Say

- Payments from clients may be overdue because of several reasons, such as:
 - » Loss of source of income due to losses incurred in business, mismanagement of cash flow, etc.
 - » Incompetence on the part of the distributors to track accounts receivables



Fig. 5.7 Tag for Payment Due

- » Increase in the expenditures of the clients, making it difficult for them to honour invoices
- » Not interested in making payment, as the clients are expecting further discounts, free products, etc.
- Differentiating genuine from non-genuine causes can allow distributors to track outstanding payments accordingly.

Team Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of 3-4 members each.
- Basis their experience, ask them to discuss in their team and come up with at least 3 unique reasons due to which a client payment got delayed.
- Randomly ask any 2-3 teams to share their experiences.

Skill Practice	Time	Resources
Discussing reasons of delay payment	30 mins	NA

5.3.4 Responsibility of Salesperson in Collecting Payments

Say

Distributor Salespersons should:

- Be aware of their accounts and their payment status
- Inquire if there is a problem with the order or delivery of the order for pending payments in accounts less than 30 days past due
- Facilitate payment when it is necessary
- Identify and resolve differences in an account which often cause receivable problems

Team Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of 3-4 members each.
 - » Ask the teams to pick up a chit with a topic covering the sub sessions from this Unit
- Ask the groups to start a discussion around the chosen topic

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise assessment of pending payments.
- Summarise consumer credit status.
- Summarise a list of information mentioned in a credit report.
- Summarise some factors which should be considered to analyse data in a credit report.

UNIT 5.4: Tracking Pending Delivery and Resolving Related Issues

Unit Objectives

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

1. Explain how to track the pending delivery
2. Analyse the process through which a distributor sales person resolves issues related to pending delivery
3. Know about key factors related to pending delivery
4. Learn about online and mobile-based automated messaging and alerting mechanism

5.4.1 Tracking Pending Delivery

Say

- A distributor sales person:
 - » Resolves issues regarding pending delivery
 - » Keeps distributor and organisation's representatives aware of the status
- A distributor salesman takes care of the following:
 - » Ability to share sales/anticipated item level demand with suppliers
 - » Visibility into supplier's inventory availability
 - » Visibility into supplier's inventory allocation against open POs
 - » Order tracking – pending orders/historical purchases
- Online and mobile-based automated messaging and alerting mechanism can be an option so that the retailers and the suppliers can take timely action at each step of the workflow.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise how to track the pending delivery.
- Summarise the process through which a distributor sales person resolves issues related to pending delivery.
- Summarise the key factors related to pending delivery.
- Summarise about online and mobile-based automated messaging and alerting mechanism.

UNIT 5.5: Reconciling Receivables and Payables with Outlets

Unit Objectives

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

1. Explain how to balance receivables and payables
2. Discuss the difference between accounts payables and accounts receivables
3. Define accounts payables and accounts receivables
4. Know about the management of accounts receivables

5.5.1 Balancing Receivables and Payables

Say

Your accounts receivables and accounts payables balances should also be included in the reconciliation process at the month-end.

Explain

Explain the process of reconciling receivables and payables:

1. Run a month-end balance sheet to determine the general ledger balance of both accounts.
2. Run an accounts receivable (A/R) and accounts payable (A/P) ageing, ensuring that the 'as of' date is the same date of the balance sheet.

Explain how to find the problem in balancing receivables and payables:

1. Calculate the amount of difference.
2. Search for that amount on the aging and in the general ledger.
3. Find that a transaction for that exact amount that got recorded in the general ledger, but didn't hit the aging (or vice versa).
4. Try to edit and fix it yourself.
5. If not, call the software's technical support line.
6. If your search for the amount of the difference comes up empty, run a balance sheet and aging as of the first of the month.
7. If they balance each other, go to the second of the month and so on until you pin point from which day the discrepancy started.
8. Review the transactions for that day and determine if one or more of them was recorded or posted improperly.
9. You might need to edit the transaction(s) or get technical assistance.
10. Reconcile both receivables and payables to outlets and settle all queries by customers on these issues.

5.5.2 Difference between Accounts Payables and Accounts Receivables

Say

- Accounts payables are the amounts a retailer owes because he/she had purchased goods or services on credit from a supplier or vendor.
- Accounts receivables are the amounts a supplier has a right to collect because he/she sold goods or services on credit to a customer.
- Accounts payables are the liabilities, while accounts receivables are the assets.

Explain

Explain the working capital cycle concept:

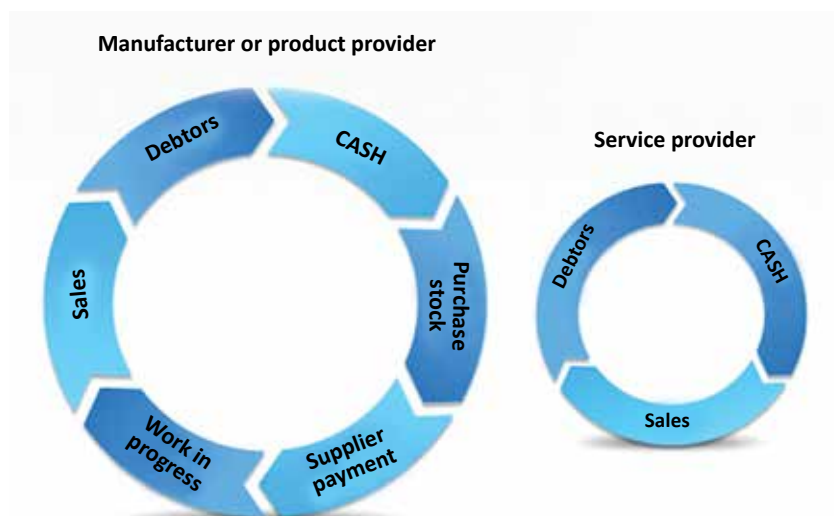


Fig. 5.8 Working Capital Cycle

- There is a time lag between purchasing stock and the supplier payment, which gives rise to accounts payable.
- Similarly, there is a lag between when sales are made and cash is received, which gives rise to accounts receivable.
- Delayed collections or premature payments negatively affect the liquidity and the profitability of a business.
- Above all, nurturing good relationships and keeping the lines of communication open will help you to protect your business and your brand to move forward.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.



6. Building Relations with Trade

Unit 6.1 - Building Personal Relationship

Unit 6.2 - Objection Handling

Unit 6.3 - Understanding Retailer's Needs and Problems

Unit 6.4 - Benefits to Retailers from Sale and Promotions

Unit 6.5 - Issue Resolution



Key Learning Outcomes

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

1. Create a rapport with the trade based on punctuality, regularity, courtesy, good manners and interest in increasing the retailer's business and uplifting the outlet's appearance
2. Listen to retailers patiently and understand their needs and problems
3. Use open-ended/close-ended questions to seek clarification on retailers' problems and grievances
4. Explain the benefits that the retailer will have from the sale
5. Handle objections and resolve issues
6. Escalate the issues to the supervisor that are beyond your purview

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 6.1: Building Personal Relationship

Unit Objectives

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

1. Learn about building personal relationship (coach retailer on building rapport with customers)
2. Improve retailer's customer service skills
3. Illustrate how to ask questions to ensure delivery of exact services that a customer requires
4. Describe how to develop a relationship with a customer

6.1.1 Building Personal Relationship (Coach Retailer on Building Rapport with Customers)

Say

A retailer or salesperson should:

- Be adaptable
- Be able to keep pace with customer and lead from the front
- Allow customers to express their emotions
- Be able to repeat important details to the customer
- Be able to see it from a customer's perspective
- Be able to build rapport and take personal interest in the customer

Role Play

- Tell the students that there will be role play based on the discussed parameters of building personal relationship with customers.
- Tell them that two volunteers are required for this activity.
- Explain that:
 - » One volunteer will enact the role of a buyer and another of a seller.
 - » The seller will sell a product to the buyer.
 - » The seller will talk about the product features, quality, design, customer service, warranty, price, etc. to sell the product.
 - » The seller has to convince the buyer to purchase the product using his/her power of negotiation.
 - » Buyer on the other hand will ask for more benefits and negotiate to reduce the price.
- Perform the above steps for at least 3 pair of students.
- Provide feedback to each of them if any of the above parameters is not considered.

6.1.2 How to Improve Retailer's Customer Service Skills?

Explain

Explain the following techniques with examples:

- Make sure to believe in the product or service he/she is selling.



Fig. 6.1 Distributor Salesman Assuring about Product to the Customer

- Develop a positive rapport with the customer.
- Find solutions to their problems. At the same time, have good time management skills.
- Find somebody else in the store who can solve the problem you cannot solve.
- Be well prepared to explain the offer in detail.
- If you get any query from a customer, then answer them as early as possible, don't keep them waiting.
- Treat customers with a smile, treat them as they would prefer.
- Do not just predict a customer's needs.
- Take the customer's feedback about your product and the services offered.

Role Play

- Tell the students that there will be role play based on improving your customer service skills.
- Tell them that two volunteers are required for this activity.
- Explain that:
 - » One volunteer will play the role of a retailer (customer) and the other will act as a distributor salesman.
 - » The learner playing the role of a distributor salesman must focus on being cordial and courteous towards the retailer (customer).
- Provide some examples of a dialogue between the distributor salesman and retailer (customer).
- Tell them to use these dialogue templates for reference. They can be modified, if necessary.
- Perform the above steps for at least 3 pair of students.
- Provide feedback to each of them if any of the above parameters is not considered.

6.1.3 How to Develop a Relationship with a Customer?

Explain

Explain the following techniques with examples:

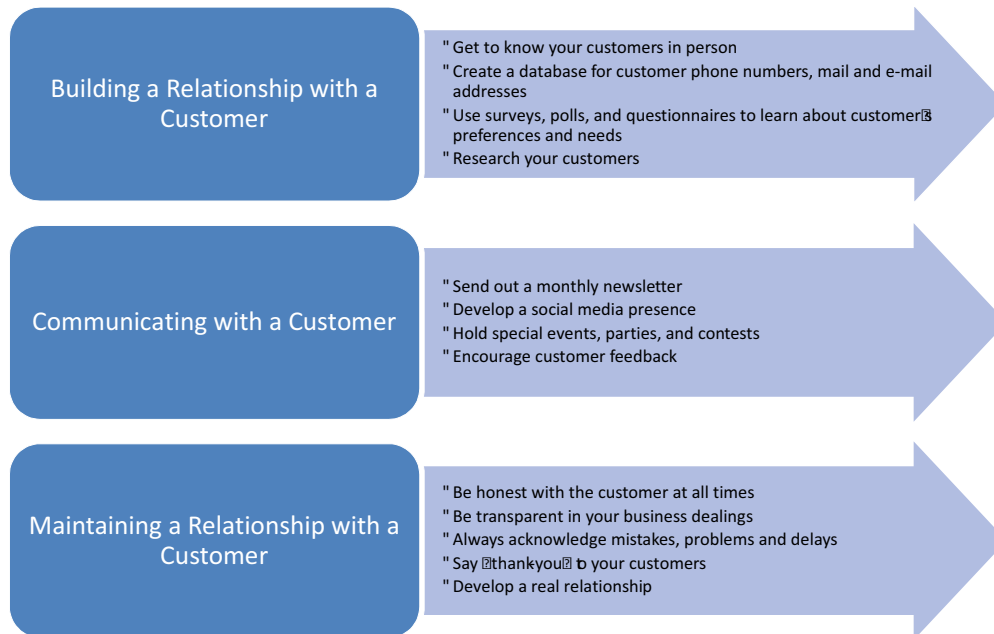


Fig. 6.2 Techniques to Develop a Relationship with a Customer

Activity

- Ask the students to refer to their Participant's Handbooks, page 129.
- Ask them to tick mark the picture that they think helps in building a good relationship with customers.
- Ask the students to discuss ways of developing a good relationship with the customer.

Skill Practice	Time	Resources
Building a good relationship with customers	30 mins	Participant's Handbook and pencil

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise building personal relationship (coach retailer on building rapport with customers).
- Summarise retailer's customer service skills.
- Summarise how to ask questions to ensure delivery of exact services that a customer requires.
- Summarise how to develop a relationship with a customer.

UNIT 6.2: Objection Handling

Unit Objectives

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

1. Explain the concept of objection handling
2. Know how preparation helps to overcome objections
3. Analyse objection handling process
4. List objection handling techniques and methods

6.2.1 What is Objection Handling?

Say

- Objections can be useful because they tell the distributor sales person what to focus upon while addressing a prospect's concerns.
- Successful sales people learn how to overcome objections through preparation and having the right information close at hand to address them.

Explain

Explain the objection handling process:

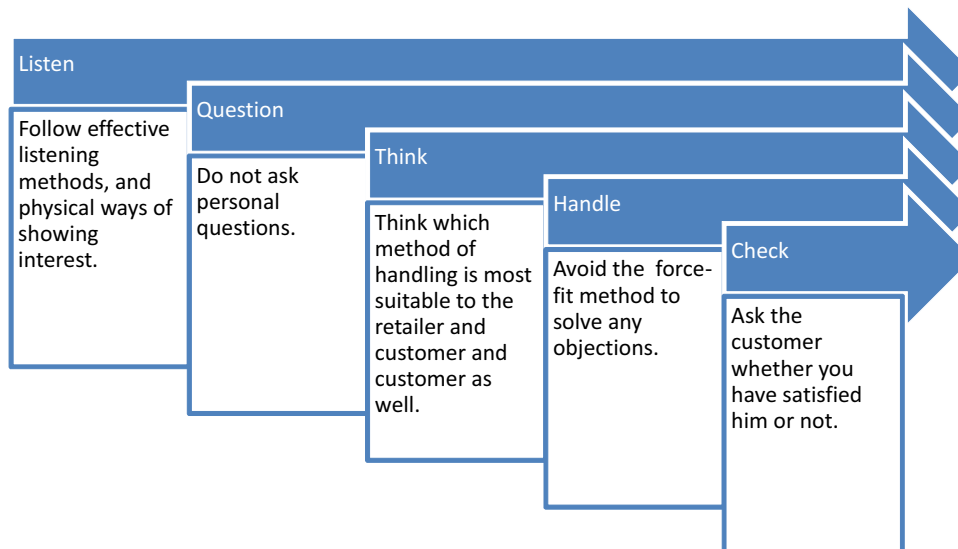


Fig. 6.3 Objection Handling Process

6.2.3 Objection Handling Techniques and Methods

Explain

Explain the following techniques:

- Objection Chunking: This means taking a higher or lower viewpoint
- Curiosity: Be curious
- Fallback: Take a step back and remove the cause of the object
- Justification: It means explain how practical the objection is
- LAIR: Listen, Acknowledge, Identify objection, and Reverse the objection
- Pre-empting: Handle objection before it arises
- Pushback: It means Object to their objection
- Writing: It includes writing down the objections then crossing them off as they are solved
- Boomerang: Bouncing back on what you get
- Conditional Close: This means make closure a condition for resolving their objection
- Deflection: It means not responding to the objection and just letting it pass
- Humour: Respond to the objection with humour rather than frustration
- LAARC: Listen, Acknowledge, Assess, Respond, and Confirm the objection
- Objection Writing: Write down objection and cross out it
- Reframing: Change customer's cognitive frame
- Reprioritise: Prioritise again on clearing the objection before finish

Role Play

- Ask two students to come forward for a role play of objection handling.
- Ask one student to play the role of a salesperson who is trying to sell some new food products to a retailer, the customer.
- Ask the other student to play the role of the customer and raise a concern of high prices when the salesperson tries to sell its products.
- Ask the student playing the role of the salesperson to use objection handling techniques and sell the products.
- At the end, provide feedback on how these techniques could be used more effectively.
- Repeat this role play involving 2-3 more pairs of students.
- Give situations like:
 - » Products not required
 - » Bad experience in the past
 - » Need to think more

UNIT 6.3: Understanding Retailer's Needs and Problems

Unit Objectives

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

1. Analyse retailer's needs and requirements
2. Discuss key tasks effectively performed by sales people
3. Know about retail problems that you need to address
4. Learn about up-to-date POS system

6.3.1 Analysing Retailer's Needs

Say

The tasks listed below helps to keep the store owners happy with the provided services:

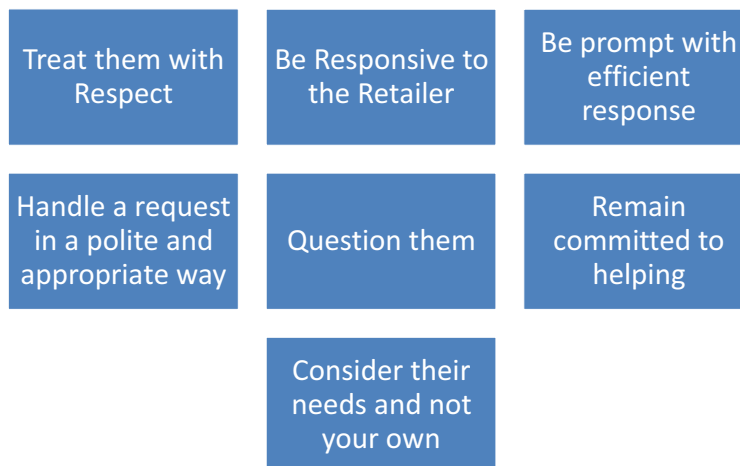


Fig. 6.4 Service Provided to keep the Store Owners Happy

6.3.2 Retail Problems You Need to Address

Explain

Explain the problems that need to be addressed to remain competitive:

- Leaving customers alone
- Boring store experience
- Ineffective display
- Failure to differentiate
- No new technology

UNIT 6.4: Benefits to Retailers from Sale and Promotions

Unit Objectives

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

1. Explain retailer's benefit from a sale
2. Outline the benefits of sales promotions to retailer
3. Know about how to create new content and communication opportunities
4. Discuss retailer and manufacturer view of discounting

6.4.1 Understanding of Retailer's Benefit from Discount Pricing

Ask

Ask the students what they understand by the term discount.

Say

- A discount is a reduction allowed on normal price of product or service.
- This concept is used by both manufacturers and retailers to gain the advantage of increasing sales.
- Discount pricing has effects on long-term profits, brand loyalty, overall supply chain costs and short-term sales.

6.4.2 Benefits of Sales Promotions to Retailer

Explain

Explain the following benefits of carrying out a planned sales promotion:

- Creation of differentiation
- Creation of new communication opportunities and new content
- Creation of Sell outs and opportunities for cross selling
- Drives customer decision-making
- Creation of Word-of-mouth opportunities
- Creation of training opportunities for staff
- Drives company focus towards marketing initiatives
- Creation of testing opportunities for new ideas creates
- Drives revenue growth

6.4.3 Retailer and Manufacturer View of Discounting

Say

- Discount selling motivate customers to purchase various and more products at low price.
- Retailers must know how to determine the discount levels by studying consumer profile, preferences, buying habits, existing and forecasted inventory and so on.
- Some organisations maintain average profit margin on increasing their sales by providing 10 percent discount or less.
- Other organisations offer discount more than 40-50 percent for gaining high profit margin on stocks or products.
- Small business firms generally provide customers various deals to purchase items from their store which is helpful for the growth of their business.

Example

Provide an example of an apparel store that runs discount offers periodically to sell its products at slashed prices and increase sales. A distributor salesman should keep a track of such discounts, as it provides more selling opportunities.

Provide the example of Big Bazaar: Wednesday Bazaar:

- Big Bazaar generally promotes its new schemes which provide certain discounts to customers on various products.
- The concept of Wednesday Bazaar was introduced to generate footfalls during the weekday especially female customers such as housewives etc.
- It is known as Wednesday bazaar, i.e, sabse sasta bazaar.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise retailer's benefit from a sale.
- Summarise the benefits of sales promotions to retailer.
- Summarise how to create new content and communication opportunities.
- Summarise retailer and manufacturer view of discounting.

Notes

UNIT 6.5: Issue Resolution

Unit Objectives

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

1. Explain the concept of issue resolution
2. Describe grievances occurring in retail
3. Know about various channels through which customer registers his/her complaints/grievances
4. Illustrate legal issues at workplace

6.5.1 Concept of Issue Resolution

Say

- Issue resolution is the procedure of solving disputes that may arise between group members of several teams.
- For resolution of these conflicts different solution methods are used which include settlement, arbitration, law policy, mediation etc.
- Issues occur due to the following reasons:
 - » Behaviour and attitude of the salesperson while handling customer complaints
 - » When salespeople offer low-quality product to customer at a higher price
 - » Reducing of the service quality

6.5.2 Legal Issues at Workplace

Say

- Health and safety issues of a workforce are the most important aspect in business as it affects the productivity, relationship and loyalty of its people for the company.
- A laid down procedure/document should be available and followed in case of an accident or any health issue that occurs at site.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise



- Summarise the concept of issue resolution.
- Summarise grievances occurring in retail.
- Summarise about various channels through which customer registers his/her complaints/grievances.
- Summarise legal issues at workplace.

Notes for Facilitation



- Ask students if they have any questions about the entire course.
- Ask them if their expectations of the course have been met.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Encourage them to carry forward the learning from this course.
- Ask for their feedback.

Notes







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7. Employability & Entrepreneurship Skills

Unit 7.1 – Personal Strengths & Value Systems

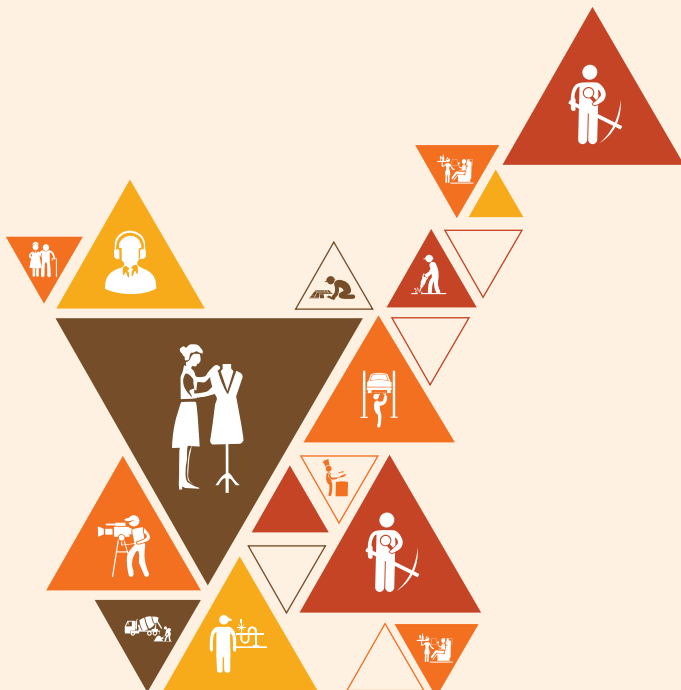
Unit 7.2 – Digital Literacy: A Recap

Unit 7.3 – Money Matters

Unit 7.4 – Preparing for Employment & Self Employment

Unit 7.5 – Understanding Entrepreneurship

Unit 7.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

- You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
2. Have one of the participants write their contributions on a flip chart sheet.
3. Write down your own list of covered material in the training on another flip chart sheet.
4. Compare the two sheets, commenting on what will and what will not be covered during the training.
5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
6. You may get back to those sheets once again at the end of the last session of the training.
7. Benefits of doing this activity:
 - Participants feel better as their opinions are heard.
 - Participants get to know what they should expect from the training.
 - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
8. Expectations from the participants:
 - Must sign the attendance sheet when they arrive for class.
 - Conduct themselves in a positive manner
 - Be punctual, attentive, and participative
9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.
2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 7.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

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

UNIT 7.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

Role Play

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

Summarize

- Through this activity we got some tips on how can we prevent these common health issues.

Say 

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

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

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

Say 

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

Do 

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

Summarize 

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

Ask **Discuss:**

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

Say 

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

Activity 

- Health Standard Checklist: Hygiene

Say 

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

Do 

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

Ask 

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

Summarize 

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

Ask 

- What is a habit?

Say 

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

Summarize 

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

UNIT 7.1.2: Safety

Unit Objectives

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

- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees

Resources to be Used

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

Say

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

Team Activity

Safety Hazards

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

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

Ask

- How could you or your employees get hurt at work?

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

UNIT 7.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses

Resources to be Used

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

Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

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

Do 

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

Ask 

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

Say 

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

Ask 

- Is your attitude positive or negative?

Say 

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask 

- What did you learn from this story?

Activity **What Motivates You?**

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

Do 

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

Say



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

Summarize



- Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

UNIT 7.1.4: Honesty & Work Ethics

Unit Objectives

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

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

Do 

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

Summarize 

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

UNIT 7.1.5: Creativity and Innovation

Unit Objectives

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

- List the characteristics of highly creative people
- List the characteristics of highly innovative people

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask 

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

Say 

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

Team Activity 

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize



- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation



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

UNIT 7.1.6: Time Management

Unit Objectives

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

- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity



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

Say



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

Ask



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

Say



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

Activity



Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

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

PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - ♦ Is this task important?
 - ♦ Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- **What do these categories depict?**
- **Category 1: Urgent/Important**
 - ♦ This category is for the highest priority tasks. They need to get done now.

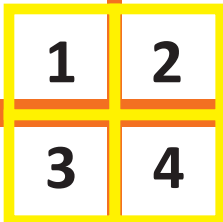
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

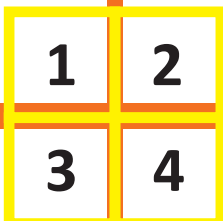
URGENT-IMPORTANT GRID

<p>URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Meetings • Last minute demands • Project deadlines • Crisis 	<p>NOT URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Planning • Working towards goals • Building relationship • Personal commitments
<ul style="list-style-type: none"> • Interruptions • Phone calls/ E-mails • Other people's minor demands <p>URGENT/ NOT IMPORTANT</p>	<ul style="list-style-type: none"> • Internet surfing • Social media • Watching TV <p>NOT URGENT/ NOT IMPORTANT</p>



URGENT/ IMPORTANT GRID format

<p>URGENT/ IMPORTANT</p>	<p>NOT URGENT/ IMPORTANT</p>
<p>URGENT/ NOT IMPORTANT</p>	<p>NOT URGENT/ NOT IMPORTANT</p>



Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize

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

Notes for Facilitation

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

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

UNIT 7.1.7: Anger Management

Unit Objectives

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

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say

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

Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of your anger:

--

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

UNIT 7.1.8: Stress Management: What is stress?

Unit Objectives

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

- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

- Divide the class into four groups of 5-6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do

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

Say

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 

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

Scenario 5

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

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

Say **De-brief:**

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

Summarize



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

Notes for Facilitation



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

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

UNIT 7.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

UNIT 7.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summarize

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

Practical

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands on practice exercises.

Do

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

UNIT 7.2.2: MS Office and Email: About MS Office

Unit Objectives

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

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summarize

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

UNIT 7.2.3: E-Commerce

Unit Objectives

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

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

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

Do

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

Say

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

Explain

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

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - ♦ Developing the website
 - ♦ Hosting the website
 - ♦ Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

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

Ask 

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

Say 

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

Do 

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

Ask 

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

Say 

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

Summarize 

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

UNIT 7.3: Money Matters

Key Learning Outcomes

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfer

UNIT 7.3.1: Personal Finance – Why to Save?

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say



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

Summarize



You can summarize the session by discussing:

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

UNIT 7.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

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

Example

- Let's look at the given example:

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

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

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

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief

- Ask each group to present the key points of their account.

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

Summarize

Note:

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

Sample Bank Account Opening form.

Photograph	XXX Bank			
SAVING BANK ACCOUNT OPENING FORM				
Account No.: _____	Date: _____			
Name of the Branch				
Village/Town				
Sub District / Block Name				
District				
State				
SSA Code / Ward No.				
Village Code / Town Code	Name of Village / Town			
Applicant Details:				
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile				Date of Birth
Aadhaar No.				Pan No.
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House : Y/N	Owning Farm :
	Y/N	
	No. of Animals :	Any other :
Existing Bank A/c. of family members / household	Y / N	If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N	

I request you to issue me a **Rupay Card**.

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

Declaration:

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

Place:

Date:

Signature / LTI of Applicant

Nomination:

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

Place:

Date:

Signature / LTI of Applicant

Witness(es)*

1. _____

2. _____

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

UNIT 7.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

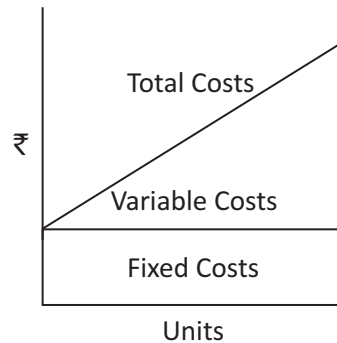
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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



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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

UNIT 7.3.4: Investments, Insurance and Taxes

Unit Objectives

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

Resources to be Used

- Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?
Bonds are instruments used by public and private companies to raise large sums of money.
2. Who issues the bonds?
Private and public companies issue the bonds.
3. Why are bonds issued?
To raise large amount of money as it cannot be borrowed from the bank.
4. Who is the buyer of stocks and equities?
The general public is the buyer.
5. What types of scheme is the Sukanya Samridhi Scheme?
Small Saving Scheme
6. What is the difference between mutual and hedge funds?
Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.
7. Why is a loan taken from the bank to purchase real estate?
To lease or sell to make profit on appreciated property price.
8. Name the two types of insurances?
Life Insurance and Non-life or general insurance
9. Which insurance product offers financial protection for 15-20 years?
Term Insurance
10. What is the benefit of taking an endowment policy?
It offers the dual benefit of investment and insurance.
11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?
Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 7.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

Ask

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

Say

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

Do

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

Say

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

Do

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

Summarize

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

UNIT 7.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

UNIT 7.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

- Planning the right attire

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

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

UNIT 7.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

- Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

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

Activity

Case Study Analysis

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

Candidate Details

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

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

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

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 7.4.3: Interview FAQs

Unit Objectives

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

Resources to be Used

- Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

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

Say

De-brief:

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

Explain

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

Do

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

Activity

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summarize

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

UNIT 7.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say

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

Ask

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

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2

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

Activity De-brief

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

Do

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

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

- The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do

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

Summarize

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

UNIT 7.5: Understanding Entrepreneurship

Key Learning Outcomes



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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 7.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

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

Do

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

Ask

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

Say

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

Summarize

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

Notes for Facilitation

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

UNIT 7.5.2: Leadership and Teamwork

Unit Objectives

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

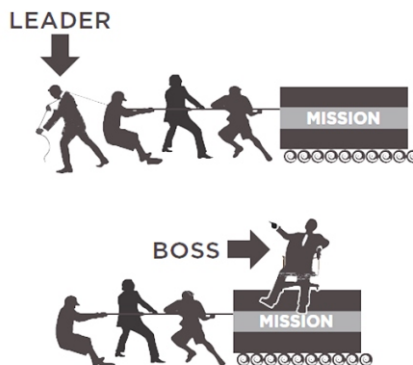
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

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



Say

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

Say

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

Ask

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

Say 

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

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

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

Say **De-brief:**

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

Say 

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize 

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

UNIT 7.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

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

Say

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

Do

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

Activity 2

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask **De-brief question:**

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

Say 

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

Activity 3 **Elevator Pitch:**

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

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

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

Do 

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

Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

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

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

Summarize



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

UNIT 7.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

- This is a group activity.
 - The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
 3. You have just set up your business and need extra human resource. You have tried inviting a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 

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

Say **De-brief questions:**

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

Ask 

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

Say 

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

Ask 

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

Say 

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

Summarize 

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

Activity 

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

Do 

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

Ask 

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

Say 

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

Ask 

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

Say 

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

Say 

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

Role Play 

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

Do 

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation **Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize 

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 7.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?
What unique capabilities do you possess?
What do you do better than others?
What do others perceive as your strengths?

Weakness

What are your weaknesses?
What do your competitors do better than you?

Opportunity

What trends may positively impact you?
What opportunities are available to you?

Threat

Do you have solid financial support?
What trends may negatively impact you?

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 7.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

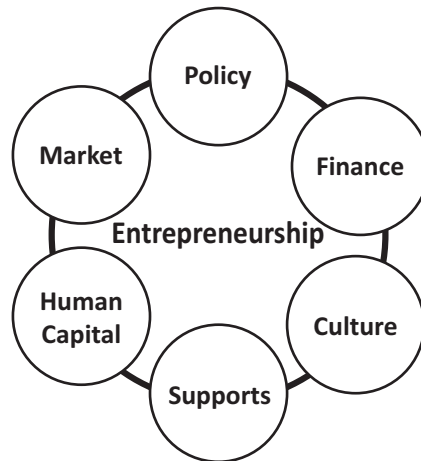
- Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



Ask

- What kind of government support eco-system is available for entrepreneurs in India?

Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 7.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
 - Who is the founder of that company?
 - What challenging times did it face?
 - How did it overcome those challenges?
 - List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 7.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 7.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 7.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss “Market Study” with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- By opening a tuition centre you are offering a service.

Ask 

- What factors will you keep in mind before opening it?

Say 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 7.6.2: Business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
Business to business
2. What is a financial report?
A comprehensive account of a business' transactions and expenses
3. Who is a sales prospect?
A potential customer
4. How is working capital calculated?
Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?
Valuation
6. You are buying a house. What type of transaction is it?
Complex transaction
7. How will you calculate the net income?
Revenue minus expenses
8. How is Return on Investment expressed?
As percentage
9. How will you calculate the cost of goods sold?
Cost of materials minus cost of outputs
10. What is revenue?
Total amount of income before expenses are subtracted.
11. What is a Break-Even Point?
This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12. What is the formula used to calculate simple interest?
 $A = P(1 + rt); R = r * 100$
13. What are the three types of business transactions?
Simple, Complex and Ongoing Transactions
14. The degrading value of an asset over time is known as
Depreciation
15. What are the two main types of capital?
Debt and Equity

UNIT 7.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - ♦ Treating your customers with respect.
 - ♦ Be available as per their need/ schedule.
 - ♦ Handling complaints effectively.
 - ♦ Building long lasting relationships.
 - ♦ Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do 

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity **Group Discussion**

- Conduct a group discussion in the class on how they can do networking for their business.

Summarize 

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

UNIT 7.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal- 3 weeks, 3 years, 10 years?

Say

- Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

- Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize 

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

Notes for Facilitation 

- Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 7.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - ♦ **Bootstrapping:** Also called self-financing is the easiest way of financing
 - ♦ **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
 - ♦ **Angel investors:** Individual or group of investors investing in the company
 - ♦ **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - ♦ **Bank loans:** The most popular method in India.
 - ♦ **Microfinance Providers or NBFCs**
 - ♦ **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 7.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

Say

- Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 7.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

- List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize

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

Annexure I

Session Plan Design

Session Plan Design			
Program Name:	Distributor Salesman		
Qualification Pack Name & Ref. ID	Distributor Salesman - RAS/Q0604		
Version No.	1.0	Version Update Date	25/10/2016
Pre-requisites to Training	10th Pass; 0-2 years in a similar position (not mandatory)/Ability to read/write and communicate effectively for the job role		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Provide an overview of the FMCG Industry in India 2. Explain the job role and demonstrate the skills required for a Distributor Salesman to function effectively 3. Illustrate understanding of Product knowledge and Merchandising 4. Understand the application of Business and Productivity targets 5. Make an effective sales call 6. Understand the concept of Credit management in a Retail outlet 7. Build relations with Trade 		

S. No.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1	Introduction	Icebreaker	<ul style="list-style-type: none"> • Introduce each other • Build rapport with fellow students and the facilitator 	NA	Group Activity	Available objects such as paper, pencil, etc.	1 hour
		Introduction to Distributor Salesmanship	<ul style="list-style-type: none"> • Overview of FMCG Industry in India • Overview of Distributor Salesman • Career Progression of a Distributor Salesman • Strategic Planning and Decision making in Distribution 	NA	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	1 hour
2	Be updated on knowledge of Products to be sold and Merchandising	Product Details and Product Portfolio	<ul style="list-style-type: none"> • Learn about product details with grammage, price points and variants • Learn about the concept of product portfolio • Classify the products in a product portfolio • Identify how to break down product portfolio • Illustrate product-portfolio management 	RAS/N0601 PC1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	
		Product Details and Product Portfolio: Skill Practice	<ul style="list-style-type: none"> • Learn about product details with grammage, price points and variants • Learn about the concept of product portfolio • Classify the products in a product portfolio • Identify how to break down product portfolio • Illustrate product-portfolio management 	RAS/N0601 PC1	<ul style="list-style-type: none"> • Facilitator -led discussion • Demonstration 	FMCG products of the same product line like soft drinks, processed foods or over-the-counter drugs	7 hours

		Scheme Information with Different categories	<ul style="list-style-type: none"> • Provide updated knowledge about scheme/offer • Discuss product category management • Analyse the category management process • Illustrate up-to-date knowledge channel-wise, category-wise and outlet-type-wise schemes 	PC2, PC3, KA1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	4 hours
		Scheme Information with Different categories: Skill Practice	<ul style="list-style-type: none"> • Provide updated knowledge about scheme/offer • Discuss product category management • Analyse the category management process • Illustrate up-to-date knowledge channel-wise, category-wise and outlet-type-wise schemes 	PC2, PC3, KA1	<ul style="list-style-type: none"> • Facilitator -led discussion • Skill Practice (Group activity) 	Pencil and blank sheets of paper	1 hour
		Understanding the Role of Product Detailer	<ul style="list-style-type: none"> • Provide information about product detailing • Explain the roles of product detailer • Learn about the skills of a product detailer • Know about the necessity of product detailing 	PC1	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	3 hours
		Understanding the Role of Product Detailer: Skill Practice	<ul style="list-style-type: none"> • Provide information about product detailing • Explain the roles of product detailer • Learn about the skills of a product detailer • Know about the necessity of product detailing 	PC1	Skill Practice (Group activity- Field Visit)	Notepad, Pen	3 hours
		Understanding Merchandising, Use of Point of Purchase (POP) Material and Product Samples	<ul style="list-style-type: none"> • Explain merchandising and discuss POP materials • Illustrate merchandising elements • Discuss the purpose of visual merchandising • Analyse merchandising support structures5. Identify some examples of POPs in merchandising 	PC4, PC5, PC6, PC7, PC8, PC9 KA2, KB1, KB2	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Understanding Merchandising, Use of Point of Purchase (POP) Material and Product Samples: Skill Practice	<ul style="list-style-type: none"> • Explain merchandising and discuss POP materials • Illustrate merchandising elements • Discuss the purpose of visual merchandising • Analyse merchandising support structures5. Identify some examples of POPs in merchandising 	PC4, PC5, PC6, PC7, PC8, PC9 KA2, KB1, KB2	<ul style="list-style-type: none"> • Facilitator-led discussion • Skill Practice (Paired activity) 	Pencil and paper, Participant's Handbook	1.5 hours
		Brand Availability Norms	<ul style="list-style-type: none"> • Define the term brand • Analyse brand availability norms • Learn about developing distribution strategy • Illustrate the rules of brand naming 	PC10, KA4	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	4 hours
		Brand Availability Norms	<ul style="list-style-type: none"> • Define the term brand • Analyse brand availability norms • Learn about developing distribution strategy • Illustrate the rules of brand naming 	PC10, KA4	<ul style="list-style-type: none"> • Facilitator-led discussion • Skill Practice (Individual activity) 	Pencil and paper,	30 mins.
		Competition Benchmarking	<ul style="list-style-type: none"> • Comprehend competition benchmarking • Learn about the features of competition benchmarking • Explain the benefits provided by a competition benchmarking exercise • Know about the steps guide to competition benchmarking • Understand competition benchmarking exercise 	PC10, KA5, KB3	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	4 hours

		Competition Benchmarking: Skill Practice	<ul style="list-style-type: none"> Comprehend competition benchmarking Learn about the features of competition benchmarking Explain the benefits provided by a competition benchmarking exercise Know about the steps guide to competition benchmarking Understand competition benchmarking exercise 	PC10, KA5, KB3	Skill Practice (Group activity-Field Visit)	Notepad, Pen	7 hours
		New/Focus Stock Keeping Unit (SKU)	<ul style="list-style-type: none"> Learn about Stock-Keeping Unit (SKU) Explain the key differences between SKUs and Universal Product Code (UPC) Learn about SKUs vs. products Know about the tracking hierarchy 	PC11, PC12	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	4 hours
		New/Focus Stock Keeping Unit (SKU): Skill Practice	<ul style="list-style-type: none"> Learn about Stock-Keeping Unit (SKU) Explain the key differences between SKUs and Universal Product Code (UPC) Learn about SKUs vs. products Know about the tracking hierarchy 	PC11, PC12	<ul style="list-style-type: none"> Facilitator-led discussion Skill Practice (Individual Activity, Group Activity: Field Visit) 	Computer, Internet Connection, Notepad, Pen	8 hours
3	Have thorough understanding of business and productivity targets and measures to achieve the same	Sales Objectives and Targets	<ul style="list-style-type: none"> Appreciate the benefits of setting sales objectives Determine how to reach target sales Discuss the use of market planner Illustrate the areas to be covered while developing a marketing plan 	PC1, PC2, PC3, KA1, KB1, KA2, KB2	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Sales Objectives and Targets: Skill Practice	<ul style="list-style-type: none"> Appreciate the benefits of setting sales objectives Determine how to reach target sales Discuss the use of market planner Illustrate the areas to be covered while developing a marketing plan 	PC1, PC2, PC3, KA1, KB1, KA2, KB2	<ul style="list-style-type: none"> Facilitator led discussion Skill Practice (Paired Activity: Role Play, Individual activity) 	Pencil and paper, Participant handbook	6 hours
		Category and Outlet-wise Billing Targets:	<ul style="list-style-type: none"> Understand outlet billing Recognise the importance of meeting outlet billing targets Explain target outlet coverage and route plan Ensure that the salesforce remains focused Describe how to select an outlet and its respective trade channel 	PC4, PC5, PC6, PC7, KA3, KA4, KB3	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Category and Outlet-wise Billing Targets: Skill Practice	<ul style="list-style-type: none"> Understand outlet billing Recognise the importance of meeting outlet billing targets Explain target outlet coverage and route plan Ensure that the salesforce remains focused Describe how to select an outlet and its respective trade channel 	PC4, PC5, PC6, PC7, KA3, KA4, KB3	Skill Practice (Group activity-Field Visit)	Notepad, Pen	8 hours
		Availability of Newly Launched Products	<ul style="list-style-type: none"> Discuss the launching technique of products Ensure availability of newly launched products Describe how to achieve outlet-wise launch targets Analyse launch credibility with partners 	PC8, PC9, KA5	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours

		Availability of Newly Launched Products: Skill Practice	<ul style="list-style-type: none"> Discuss the launching technique of products Ensure availability of newly launched products Describe how to achieve outlet-wise launch targets Analyse launch credibility with partners 	PC8, PC9, KA5	Facilitator led discussion Skill Practice (Paired activity)	Packet of Noodles	4 hours
		Optimising Order and Developing Action Plan	<ul style="list-style-type: none"> Discuss about estimated sales and optimised orders Outline the optimal assortment Discuss how to localise assortment Define action plan 	PC11, KB5	Facilitator -led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours
		Optimising Order and Developing Action Plan: Skill Practice	<ul style="list-style-type: none"> Discuss about estimated sales and optimised orders Outline the optimal assortment Discuss how to localise assortment Define action plan 	PC11, KB5	<ul style="list-style-type: none"> Facilitator-led discussion Skill Practice (Demonstration) 	A homecare Product like Floor cleaner, tissue holder or towel rack	2 hours
		Checking Stock Availability at Distributor Point	<ul style="list-style-type: none"> Explain how to check the stock availability in the selling area shelves Identify the available stock in the backroom and reserves Analyse how to check stock for all brands Describe how to capture order as per Suggested Order Quantity (SOQ) 	PC10, PC12, PC13, PC14, PC15, KA5, KA6, KB4	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Checking Stock Availability at Distributor Point: Skill Practice	<ul style="list-style-type: none"> Explain how to check the stock availability in the selling area shelves Identify the available stock in the backroom and reserves Analyse how to check stock for all brands Describe how to capture order as per Suggested Order Quantity (SOQ) 	PC10, PC12, PC13, PC14, PC15, KA5, KA6, KB4	<ul style="list-style-type: none"> Facilitator led discussion Skill Practice (Individual activity, Group Activity: Field Visit) 	Notepad, Pen	8 hours
3	Learn steps to make an affective sales call	Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking	<ul style="list-style-type: none"> Analyse current stock on hand Explain how sales recommendation will boost retailer's sales Discuss all benefits which would accrue to the retailer in short and concise manner Design open-ended questions to identify retailer's needs 	PC1, PC2, PC3, PC4, KA1, KB1, KB2	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking: Skill Practice	<ul style="list-style-type: none"> Analyse current stock on hand Explain how sales recommendation will boost retailer's sales Discuss all benefits which would accrue to the retailer in short and concise manner Design open-ended questions to identify retailer's needs 	PC1, PC2, PC3, PC4, KA1, KB1, KB2	<ul style="list-style-type: none"> Facilitator-led discussion Skill Practice (Individual activity, Paired Activity, Role Play) 	Pencil, Participants Handbook	7.5 hours
		Scheme Communication and Range Selling	<ul style="list-style-type: none"> Discuss scheme communication Explain a distributor salesperson's need to be able to provide scheme communication Discuss range selling for all categories Describe cross-selling and up-selling 	PC5, PC6, PC7, KA2, KA4	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours
		Scheme Communication and Range Selling: Skill Practice	<ul style="list-style-type: none"> Discuss scheme communication Explain a distributor salesperson's need to be able to provide scheme communication Discuss range selling for all categories Describe cross-selling and up-selling 	PC5, PC6, PC7, KA2, KA4	Skill Practice (Paired activity: Role Play)	Note pad, Pencil	8 hours
		Functionality of Palmtop/ Handheld Device and its Features	<ul style="list-style-type: none"> Make a list of handheld equipment for point of sale Explain the uses of barcode reader or barcodes scanner in POS system Discuss docket printers and portable data units Define electronic shelf labelling system and pricing guns 	PC8, PC9, PC10, PC11, PC12, PC13, PC25, PC26, PC27, KB3	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours

		Functionality of Palmtop/ Handheld Device and its Features: Skill Practice	<ul style="list-style-type: none"> • Make a list of handheld equipment for point of sale • Explain the uses of barcode reader or barcodes scanner in POS system • Discuss docket printers and portable data units • Define electronic shelf labelling system and pricing guns 	PC8, PC9, PC10, PC11, PC12, PC13, PC25, PC26, PC27, KB3	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Skill Practice (Individual activity, Group Activity)) 	Barcode Reader or Barcode Scanner, Docket Printers, Portable Data Unit (PDU) and Pricing Gun	5 hours
		Stock Returns, First Manufactured First Out (FMFO) and Stock Rotation	<ul style="list-style-type: none"> • Define stock return • Provide information regarding freshness norms • Discuss about first-manufactured, first-out (FMFO) • Discuss stock rotation and other methods of mitigating stock loss 	PC14, PC15, PC16, PC17, PC18, KA3, KA5, KB4, KB5	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Stock Returns, First Manufactured First Out (FMFO) and Stock Rotation: Skill Practice	<ul style="list-style-type: none"> • Define stock return • Provide information regarding freshness norms • Discuss about first-manufactured, first-out (FMFO) • Discuss stock rotation and other methods of mitigating stock loss 	PC14, PC15, PC16, PC17, PC18, KA3, KA5, KB4, KB5	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Skill Practice (Group activity: Field Visit)) 	Notepad, Pen	6 hours
		Guidelines for Efficiently Servicing the Retailer	<ul style="list-style-type: none"> • Describe the professional behaviour of distributor salesperson • Recognise the customer's perspective • Outline guidelines for efficiently servicing the retailer • Explain how to maintain personal cleanliness and hygiene 	PC19, PC20, PC21, PC22, PC23, PC24, KB6	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours
		Guidelines for Efficiently Servicing the Retailer: Skill Practice	<ul style="list-style-type: none"> • Describe the professional behaviour of distributor salesperson • Recognise the customer's perspective • Outline guidelines for efficiently servicing the retailer • Explain how to maintain personal cleanliness and hygiene 	PC19, PC20, PC21, PC22, PC23, PC24, KB6	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Group activity) • Skill Practice (Individual Activity) 	Role Play, Participant handbook and pencil	1.5 hours
4	Develop capability for handling credit management of an outlet both receivables and payables	Collecting Information Regarding Pending Bills	<ul style="list-style-type: none"> • Understand credit management in retail • Define pending invoices • Know about the role of distributor salesperson in handling pending invoices • Analyse the concept of 'due upon receipt' 	PC1, KA1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	7 hours
		Collecting Information Regarding Pending Bills: Skill Practice	<ul style="list-style-type: none"> • Understand credit management in retail • Define pending invoices • Know about the role of distributor salesperson in handling pending invoices • Analyse the concept of 'due upon receipt' 	PC1, KA1	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Demonstration, Individual Activity) • Group Activity: Group Presentation) 	Invoice Sample Participant Handbook, White board/ Marker/ Powerpoint	5.5 hours
		Gathering Credit Ageing Information of Retailer Bills	<ul style="list-style-type: none"> • Define credit ageing • Understand ageing of receivables and define ageing schedule • Learn about gathering credit ageing information • Understand the need to collate data and complete documentation accurately 	PC2	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	8 hours

		Tracking Pending Payments	<ul style="list-style-type: none"> • Explain assessment of pending payments • Assess consumer credit status • Make a list of information mentioned in a credit report • Identify some factors which should be considered to analyse data in a credit report 	PC3, KA2, KB1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	8 hours
		Tracking Pending Payments: Skill Practice	<ul style="list-style-type: none"> • Explain assessment of pending payments • Assess consumer credit status • Make a list of information mentioned in a credit report • Identify some factors which should be considered to analyse data in a credit report 	PC3, KA2, KB1	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Team Activity, Group Discussion) 	White board/ Marker/ Powerpoint	3.5 hours
		Tracking Pending Delivery and Resolving Related Issues	<ul style="list-style-type: none"> • Explain how to track the pending delivery • Analyse the process through which a distributor sales person resolves issues related to pending delivery • Know about key factors related to pending delivery • Learn about online and mobile-based automated messaging and alerting mechanism 	PC4, KA3, KB2	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	8 hours
		Reconciling Receivables and Payables with Outlets		PC5	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	8 hours
		Develop capability for handling credit management of an outlet both receivables and payables: Skill Practice		PC1, PC2, PC3, PC4, KA1, KB1, KB2	Skill Practice (Group activity: Field Visit)	Notepad, Pen	8 hours
5	Learn to appreciate the benefits of building good personal relationship with trade and means to handle objections & thereby issue resolution	Building Personal Relationship	<ul style="list-style-type: none"> • Learn about building personal relationship (coach retailer on building rapport with customers) • Improve retailer's customer service skills • Illustrate how to ask questions to ensure delivery of exact services that a customer requires • Describe how to develop a relationship with a customer 	PC1, PC2, PC3, PC4, KA1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Building Personal Relationship: Skill Practice	<ul style="list-style-type: none"> • Learn about building personal relationship (coach retailer on building rapport with customers) • Improve retailer's customer service skills • Illustrate how to ask questions to ensure delivery of exact services that a customer requires • Describe how to develop a relationship with a customer 	PC1, PC2, PC3, PC4, KA1	<ul style="list-style-type: none"> • Facilitator led discussion • Skill Practice (Group Activity, Role Play, Individual Activity) 	Participant handbook, Pencil, notepad	8 hours
		Objection Handling	<ul style="list-style-type: none"> • Explain the concept of objection handling • Know how preparation helps to overcome objections • Analyse objection handling process • List objection handling techniques and methods 	PC5, KB1	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours

		Objection Handling: Skill Practice	<ul style="list-style-type: none"> Explain the concept of objection handling Know how preparation helps to overcome objections Analyse objection handling process List objection handling techniques and methods 	PC5, KB1	<ul style="list-style-type: none"> Facilitator led discussion Skill Practice (Paired Activity: Role Play) 	Notepad, Pencil	4 hours
		Understanding Retailer's Needs and Problems	<ul style="list-style-type: none"> Analyse retailer's needs and requirements Discuss key tasks effectively performed by sales people Know about retail problems that you need to address Learn about up-to-date POS system 	PC2	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	6 hours
		Understanding Retailer's Needs and Problems: Skill Practice	<ul style="list-style-type: none"> Analyse retailer's needs and requirements Discuss key tasks effectively performed by sales people Know about retail problems that you need to address Learn about up-to-date POS system 	PC2	Skill Practice (Group Activity – Project Work)	White board/ Marker/ Powerpoint/ Internet	4 hours
		Benefits to Retailers from Sale and Promotions	<ul style="list-style-type: none"> Explain retailer's benefit from a sale Outline the benefits of sales promotions to retailer Know about how to create new content and communication opportunities Discuss retailer and manufacturer view of discounting 	PC4	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours
		Benefits to Retailers from Sale and Promotions: Skill Practice	<ul style="list-style-type: none"> Explain retailer's benefit from a sale Outline the benefits of sales promotions to retailer Know about how to create new content and communication opportunities Discuss retailer and manufacturer view of discounting 	PC4	Skill Practice (Group activity: Field Visit)	Notepad, Pen	8 hours
		Issue Resolution	<ol style="list-style-type: none"> Explain the concept of issue resolution Describe grievances occurring in retail Know about various channels through which customer registers his/her complaints/grievances Illustrate legal issues at workplace 	PC5	Facilitator-led discussion	White board/ Marker/ Powerpoint/ Videos, Laptop	5 hours
		Issue Resolution: Skill Practice	<ol style="list-style-type: none"> Explain the concept of issue resolution Describe grievances occurring in retail Know about various channels through which customer registers his/her complaints/grievances Illustrate legal issues at workplace 	PC5	Skill Practice (Group Discussion on given topic)	Notepad, Pen	4 hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Distributor Salesman	
Job Role	Distributor Salesman
Qualification Pack	RAS / Q0604
Sector Skill Council	Retail

Sr. No.	Guidelines for Assessment:
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
5.	To pass the Qualification Pack, every trainee should score a minimum of 70%.

NOS	Performance Criteria	Total marks (500)	Marks Allocation		
			Out Of	Theory	Skills
RAS/N0601-Be updated on knowledge of Products to be sold and Merchandising	PC1. Keep self updated with current product portfolio and product details – grammages, price points and variants of own and competition products and update details periodically.	100	10	5	5
	PC2. Have up to date knowledge on channel wise, category wise, outlet type wise schemes.		10	5	5
	PC3. Give relevant information to supervisors to plan relevant schemes / slabs by outlets and learn to utilise correctly		10	5	5
	PC4. Identify hotspots in an outlet and try to convince the retailer to provide these for displays and achieve high order visibility by correct deployment of merchandising material		10	5	5
	PC5. Put branding materials on the area surrounding the rack and inside the rack		5	2.5	2.5
	PC6. Stock products such as to maximise number of facings.		5	2.5	2.5
	PC7. Obtain natural visibility by clearing cluttered space and stocking company's products.		10	5	5
	PC8. Place products next to the competitor brand and maintain category and competition adjacency		5	2.5	2.5
	PC9. Replace damaged display materials		5	2.5	2.5
	PC10. Benchmark own product with that of competition as per the norms and accordingly make own products available at an outlet		10	5	5

	PC11. Articulate USP of New products – Features and benefits to the retailer		10	5	5
	PC12. Make an effective sales call to convince the outlets to place order for focus SKUs.		10	5	5
	Total		100	50	50
RAS / N0602 Have thorough understanding of business and productivity targets and measures to achieve the same	PC1. To know all sales objectives and targets for Bills cut, Lines cut, Average bill value and Unique Outlets Billed.	100	10	5	5
	PC2. To be aware of target vs achievement till date and strive towards 100% target achievement.		10	5	5
	PC3. To carry market planner and outlet wise plans made prior to the market visit and be aware of focus categories and plans for sale of specific category/SKUs by outlet.		10	5	5
	PC4. To ensure category and outlet wise billing targets are met.		5	2.5	2.5
	PC5. To ensure category wise and outlet wise billing targets are met on the route		5	2.5	2.5
	PC6. Cover all target outlets/ entire route and take note of new outlets / closed outlets in the beat		10	5	5
	PC7. Update info on the type of outlet and its respective trade channel.		5	2.5	2.5
	PC8. Ensure availability of new launch products as per availability norms		5	2.5	2.5
	PC9. Set beat and outlet wise targets to achieve launch targets		5	2.5	2.5
	PC10. Everyday check stock position of each SKU at the distributor point.		5	2.5	2.5
	PC11. Estimate sales from the beat and optimize order as per stock available on hand		5	2.5	2.5
	PC12. Coordinate with supervisor and discuss on action plan for out of stock SKUs		5	2.5	2.5
	PC13. Check the stock available in the selling area / shelves		5	2.5	2.5
	PC14. Check stocks available in the backroom for reserves		5	2.5	2.5
	PC15. Stock check for all brand and capture order as per SOQ		10	5	5
	Total		100	50	50
RAS / N0603 Learn steps to make an effective sales call	PC1. Analyze current stock on hand and sales of the outlets. Advising retailers for optimum order depending on the need and projected sell out and need for reserve stocks that needs to be maintained to avoid stock outs.	100	4	2	2
	PC2. Explain, how the recommendation will boost Retailer's sales.		4	2	2
	PC3. Communicate all benefits which would accrue to the retailer in short and concise manner.		4	2	2
	PC4. Asking open ended questions considering the retailer's needs leading to the retailer accepting advice on purchase.		4	2	2
	PC5. Ensure that the relevant schemes/ slabs are discussed with the retailer after gauging the potential of the outlet.		4	2	2
	PC6. Analyse competition schemes and leverage on company's schemes to increase sales vis-a-vis that of competition		4	2	2

	PC7. Ensure range selling by leveraging on own brand already available in the retail outlet and strengthen portfolio presence in the outlet		4	2	2
	PC8. Route list & outlet list in the palmtop/handheld device and its usage		4	2	2
	PC9. Product list & Scheme details available in the palmtop		4	2	2
	PC10. Order capture process in palmtop/handheld		4	2	2
	PC11. Reports available in the palmtop/hand held – Summary reports / Productivity reports		4	2	2
	PC12. Retail survey features available in the palmtop		4	2	2
	PC13. Ensure correct syncing process is followed.		4	2	2
	PC14. Check stock physical condition and freshness		4	2	2
	PC15. Arrange stock as per FMFO and even educate retailer on FMFO.		4	2	2
	PC16. Do stock rotation in those outlet where the movement of stocks is very low.		4	2	2
	PC17. Carryout stock rotation in case stock movement is very low		4	2	2
	PC18. Replace damaged or expired goods with fresh stocks and enter information about damaged goods in the handheld device.		2	1	1
	PC5. Maintaining a pleasing personality is a must for an effective sale call. (clean and ironed clothes , smile on face)		4	2	2
	PC6. Maintain appropriate distance from the Retailer /outlet owner.		4	2	2
	PC7. Maintain proper posture while talking with the retailer and not to lean or place hands in pockets or bend shoulders.		2	1	1
	PC8. Do not indulge in any act that may irritate the Retailer.		2	1	1
	PC9. Speak clearly in a soft tone without stammering or hesitation.		4	2	2
	PC10. Maintain proper eye contact with the retailer.		2	1	1
	PC11. Enter ordered quantity against each SKU ordered.		4	2	2
	PC12. Submit the orders and check summary of the order.		4	2	2
	PC13. Communicate the order value to the retailer.		4	2	2
	Total		100	50	50
RAS / N0604 Develop capability for handling credit management of an outlet both recievables and payables	PC1. Every day before starting the beat collect details of pending invoices from the distribution point	100	20	10	10
	PC2. Gather credit ageing information of retailer bills and set beat objectives accordingly		20	10	10
	PC3. Keep track of pending display payments and keep the distributor and organization's representative aware of the status.		20	10	10
	PC4. Resolve issues due to pending delivery and keep distributor and organization's representative aware of the status.		20	10	10
	PC5. Reconcile both recievables and payables to outlets and settle all queries by customers on these issues		20	10	10
Total		100	50	50	

RAS / N0605 Learn to appreciate the benefits of building good personal relationship with trade and means to handle objections & thereby issue resolution	PC1. Make a rapport with the trade based on punctuality, regularity, courtesy, mannerism and interest in increasing retailer’s business and uplifting the outlet’s appearance.	100	20	10	10
	PC2. Listen to Retailers patiently and understand their needs and problems.		20	10	10
	PC3. Use open ended/closed questions to seek clarification on Retailers problems and grievances.		20	10	10
	PC4. Explain the benefits that the retailer will have from the sale.		20	10	10
	PC5. Handle objection and resolve issues by himself/ escalate to his supervisor that are beyond his purview		20	10	10
	Total		100	50	50

Do 

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, <50> marks are allotted for Theory and & <50> for Skills Practical.

Notes 



Skill India

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