



Skill India
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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



Facilitator Guide



Sector
Telecom

Sub-Sector
Handset

Occupation
Sales and Distribution - Handset Segment

Reference ID: **TEL/Q2100, Version 5.0**
NSQF level: 3

Distributor Sales Representative





Shri Narendra Modi
Prime Minister of India

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



Acknowledgements

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

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

About this Guide

The facilitator guide (FG) for Distributor Sales Representative is primarily designed to facilitate skill development and training of people, who want to become professional Distributor Sales Representatives in various stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Sector Skill Council (TSSC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. TEL/N2112 – Guide Retailers to Achieve Sales Targets
2. TEL/N2113: Conduct pre-planning for product distribution
3. DGT/VSQ/N0101: Employability Skills (30 Hours)

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

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary




Role Play



Learning Outcomes

Table of Contents

| S.No. | Modules and Units | Page No. |
|-----------|---|------------|
| 1. | Introduction to the Sector and the job role of a Distributor Sales Representative (TEL/N2112) | 1 |
| | Unit 1.1 - Introduction to the Program | 3 |
| | Unit 1.2 - Telecom Industry and Its Sub-sectors | 6 |
| | Unit 1.3 - Roles and Responsibilities of a Telecom Distributor Sales Representative | 11 |
| | Unit 1.4 - Distribution and Selling | 14 |
| | Unit 1.5 - Planning and Organizing the Work | 21 |
| 2. | Guide Retailers to Achieve Sales Targets (TEL/N2112) | 29 |
| | Unit 2.1 - Effective Sales Process | 31 |
| | Unit 2.2 - Product Specification | 43 |
| | Unit 2.3 - Product Portfolio, Inventory Turnovers and Return on Investment (ROI) | 51 |
| 3. | Personal Skill Development for Sales Success (TEL/N2112) | 63 |
| | Unit 3.1 Training Tools, Communication Skills, and Sales Effectiveness | 65 |
| 4. | Pre-Planning for Efficient Product Distribution (TEL/N2113) | 77 |
| | Unit 4.1 - Sales Strategies, Retailer Engagement, and Automation Tools | 79 |
| | Unit 4.2 - Merchandising, AI Tools, Professional Conduct, and Sales Planning | 92 |
| 5. | Employability Skills (30 Hours) (DGT/VSQ/N0101) | 108 |
| | <p>It is recommended that all trainings include the appropriate Employability skills Module. Content for the same is available here: https://www.skillindiadigital.gov.in/content/list</p>  | |
| 6. | Annexure | 110 |
| | Annexure- I | 111 |





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1. Introduction to the Sector and the job role of a Distributor Sales Representative

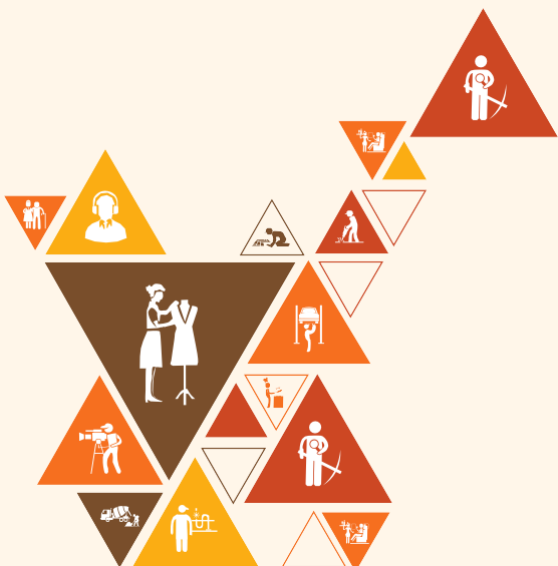
Unit 1.1 - Introduction to the Program

Unit 1.2 - Telecom Industry and its Sub-sectors

Unit 1.3 - Roles and responsibilities of a Telecom Distributor Sales Representative

Unit 1.4 - Distribution and Selling

Unit 1.5 - Planning and Organising the Work



Key Learning Outcomes



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

1. Explain the significance of the distribution sector in modern commerce and economic development.
2. Elucidate the key skills and competencies required for a Distributor Sales Representative.
3. Describe the challenges faced by Distributor Sales Representatives in managing sales and client relationships.
4. Determine the impact of effective distribution strategies on market reach and revenue growth.
5. Discuss the roles and responsibilities of a Distributor Sales Representative in ensuring seamless product delivery and customer satisfaction.

Unit 1.1: Introduction to the Program

Unit Objectives

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

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

Resources to be Used

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

Note

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

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

Say

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

Do

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

Say

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

Note



- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Activity



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

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

Remember to:

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

Say



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

Note



In this unit, we will discuss about the Telecom Sector in India.

Say



Let us begin the session by discussing about the Telecom Sector in India.

Ask

Ask the participants the following questions:

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

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

Elaborate

In this session, discuss the following points:

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

Do

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

Notes for Facilitation

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

Unit 1.2: Telecom Industry and its Sub-sectors

Unit Objectives

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

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

Resources to be Used

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

Note

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

Say

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

Ask

Ask the participants the following questions:

- What do you understand by telecom?

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

Elaborate

In this session, we will discuss the following point:

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

Say

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

Activity

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

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

Do

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

Notes for Facilitation

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

Unit 1.3: Roles and responsibilities of a Telecom Distributor Sales Representative

Unit Objectives

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

1. List the roles and responsibilities of a Telecom Distributor Sales Representative
2. Identify the skills required for a Telecom Distributor Sales Representative
3. Illustrate the career opportunities for a Telecom Distributor Sales Representative
4. List the site's daily, weekly, and monthly operations/activities under a Telecom Distributor Sales Representative

Resources to be Used

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

Note

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

Say

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

Ask

Ask the participants the following questions:

- What do you understand by telecom sales?

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

Elaborate

In this session, we will discuss the following point:

- An overview of Telecom Distributor Sales Representative
- Job description
- Attributes

- Skill Criteria
- Selling skill
- Interpersonal skills
- Negotiation skills
- Operational skills
- Research skills
- Communication skills
- Career opportunities

Say

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

Activity

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

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

Do

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

Notes for Facilitation

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

Unit 1.4: Distribution and Selling

Unit Objectives

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

1. Explain the concepts of distribution and selling
2. Elaborate on the role of distributors
3. Identify key selling skills
4. Practice different steps for selling

Resources to be Used

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

Note

In this unit, we will discuss about the concept of distribution and selling.

Say

Good morning and welcome back to this training program, “Distributor Sales Representative”. Today we shall discuss about the concept of distribution and selling.

Ask

Ask the participants the following questions:

- What do you understand by distribution?
- What is marketing?

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

Elaborate

In this session, we will discuss the following point:

- Distribution and distributors
- Primary benefits of distributors
- Types of distributors
- National distributors

- Regional distributors
- Selling
- Selling techniques
- Importance of selling
- Steps of selling
- Step 1: Identifying and Prospecting
- Step 2: Preparation
- Step 3: Approach
- Step 4: Presenting products
- Step 5: Closing the Sale
- Marketing strategies
- Brand building
- Provides consumer insights
- Multi-branding strategies
- Brand extension
- New product development
- Distribution network
- Advertising and promotion

Say

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

Activity

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as a Distributor Sales Representative and the other as a retailer
- The retailer wants to place an order for mobile handsets
- The Distributor Sales Representative will understand the retailer's requirement, negotiate the price and close the deal
- The retailer will also look to grab the best deal
- Now, repeat the activity with all other trainees in the class

| Activity | Duration | Resources used |
|-----------|------------|--|
| Role-play | 60 minutes | Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, etc. |

Do

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

Notes for Facilitation

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

Unit 1.5: Planning and Organising the Work

Unit Objectives

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

1. Define the concept of planning
2. Explain the steps involved in planning
3. Outline the basic sales objectives planning
4. List basic sales terminologies

Resources to be Used

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

Note

In this unit, we will discuss how to plan and organise the work.

Say

Good morning and welcome back to this training program, “Distributor Sales Representative”. Today we shall discuss about planning and organising the work.

Ask

Ask the participants the following questions:

- Why is planning important for sales?
- What are primary sales and secondary sales?

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

Elaborate

In this session, we will discuss the following point:

- Planning
- Planning Process
- Sales objectives planning
- Sales period planning
- Weekly/Daily planning
- Basic sales terminologies
- Primary sales, Secondary sales and Tertiary sales
- Numeric distribution
- Beat
- Weighted distribution
- Stock Keeping Unit (SKU)
- Sales Representatives (SR) or Sales Officers (SO)
- Wholesalers
- Trade Schemes or Trade Promotions (TP)
- Product Description
- FAB (Features Advantages Benefits)
- Stock mix
- Sales target

Say

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

Activity

- This is an individual activity
- Give the trainees the below scenario:
- You're in an elevator with somebody you're trying to sell to and have only 30-60 seconds to pitch before that person gets off the elevator.
- Ask different trainees to try selling different objects
- The trainees will brainstorm a pitch to improve their public speaking, persuasion, and brevity skills.

| Activity | Duration | Resources used |
|--------------------------------|------------|---|
| Elevator Pitch (or E-Pitch) | 45 minutes | Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed) etc. |

Do

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

Notes for Facilitation

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

Answers to Exercises for PHB

MCQ Answers:

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

Short Questions Answers:

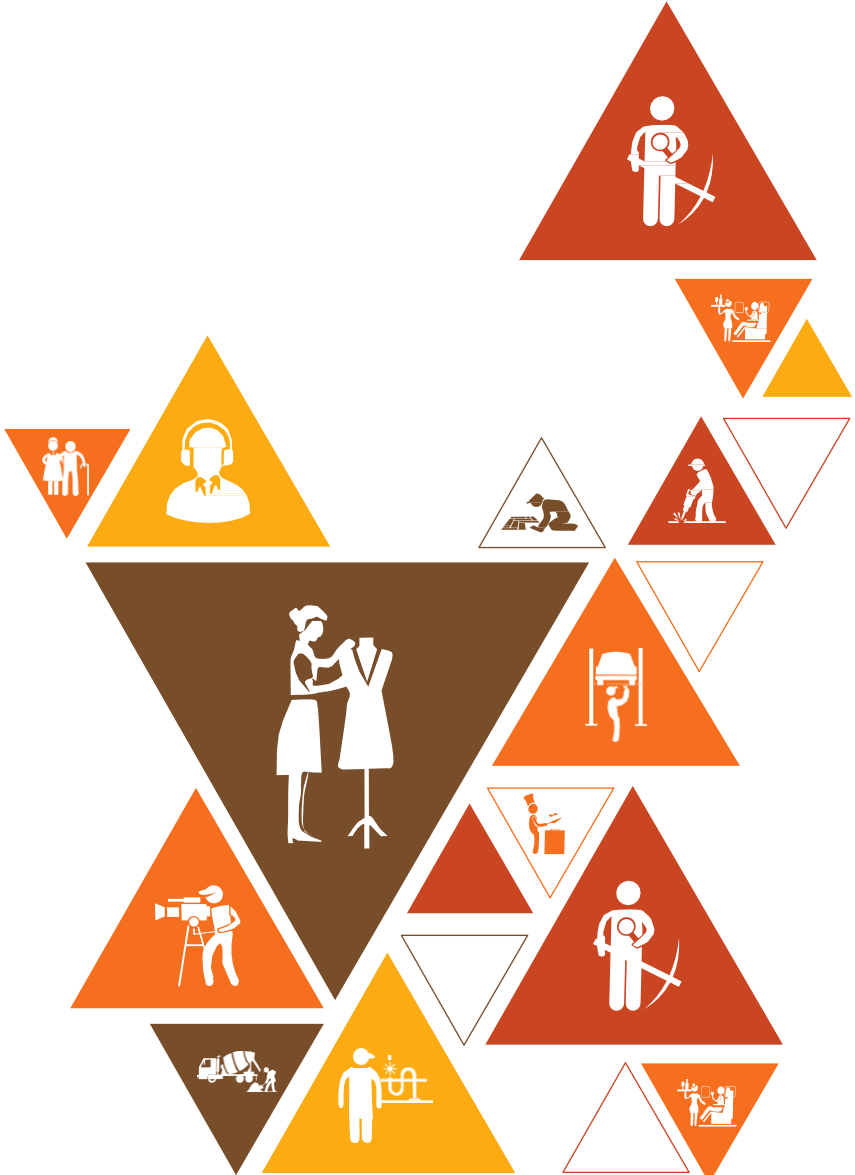
1. Because it links manufacturers and consumers, supports efficient product flow, expands markets, and boosts economic activity.
2. Communication & negotiation skills; product knowledge/customer relationship management.
3. By expanding market reach, improving product availability, and increasing sales and revenue.

Fill in the Blanks Answers:

1. manufacturers; consumers/retailers
2. skills
3. delivery
4. complaints

True or False Answers:

1. False
2. True
3. False
4. True





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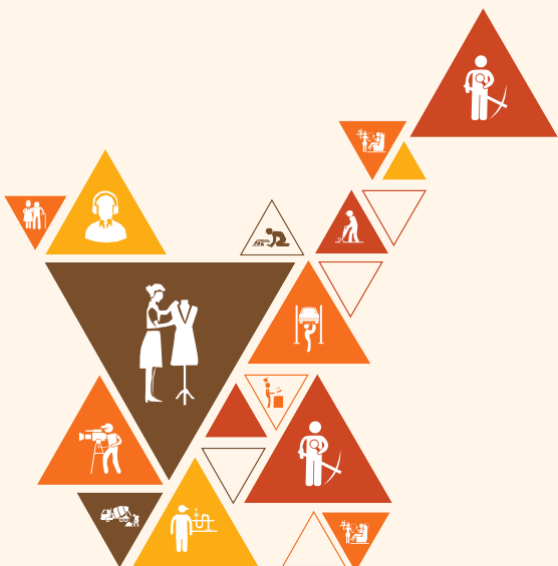


2. Coach Retailers to Achieve Sales Targets

Unit 2.1 - Effective Sales Process

Unit 2.2 - Product Specification

Unit 2.3 - Product Portfolio, Inventory Turnovers and Return on Investment (ROI)



TEL/N2112

Key Learning Outcomes



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

1. Explain the probing techniques used to identify retailer needs and analyze customer requirements for customized solutions.
2. Demonstrate how to identify retailer needs and requirements, including product preferences, sales trends, and stock levels using CRM tools and direct interaction.
3. Describe the importance of CRM systems in automating sales planning, task scheduling, and generating actionable insights.
4. Demonstrate how to use CRM to streamline sales planning, automate task scheduling, and track progress against targets.
5. Show how to create daily, weekly, and monthly sales plans to achieve predefined targets using market data and CRM insights.
6. Discuss the organizational policies for complying with route and beat plans to ensure efficient sales coverage and task scheduling through CRM systems.
7. Demonstrate how to follow pre-defined route plans and daily beat plans using automated tools for route optimization to save time and increase coverage.
8. Explain the benefits of the feature-advantage-benefit (FAB) approach for presenting product value.
9. Demonstrate how to provide retailers with information on the company's product range, promotions, special offers, and schemes using the feature-advantage-benefit (FAB) approach.
10. Determine the impact of common market trends and competitor activities on sales strategies.
11. Show how to identify new business opportunities in potential territories and expand the retailer network through structured outreach strategies.
12. Describe the principles of storytelling for engaging retailers and improving sales outcomes.
13. Demonstrate how to leverage storytelling techniques to strengthen sales pitches and build retailer relationships.
14. Discuss the methods for calculating retailer return on investment (ROI) and managing retailer stock effectively.
15. Show how to explain the return on investment (ROI) to retailers with minimal investment, high inventory turnover, and the benefits of cross-selling/up-selling.
16. Demonstrate how to check stock availability with retailers and replenish using data-driven recommendations from CRM tools.
17. Show how to collect payment for stock replenishment through efficient and secure transaction methods.
18. Explain common retailer complaints and their typical resolutions.
19. Describe the role of effective negotiation strategies in achieving mutually beneficial outcomes.
20. Elucidate the methods of creating effective brand visibility through merchandising tools.
21. Show how to ensure appropriate brand visibility by displaying merchandising material at retailer outlets.
22. Discuss the best practices for leveraging social media tools for retail promotions and social selling.
23. Demonstrate how to assist retailers in using digital and social media platforms for social selling to enhance customer engagement.
24. Explain the methods of selling, such as line selling and range selling, as per organizational norms and standards.
25. Demonstrate how to compute Month-to-Date (MTD) sales performance to influence and guide retailers to increase their purchase volume.

Unit 2.1: Effective Sales Process

Unit Objectives

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

1. Explain the probing techniques used to identify retailer needs and analyze customer requirements for customized solutions.
2. Demonstrate how to identify retailer needs and requirements, including product preferences, sales trends, and stock levels using CRM tools and direct interaction.
3. Describe the importance of CRM systems in automating sales planning, task scheduling, and generating actionable insights.
4. Demonstrate how to use CRM to streamline sales planning, automate task scheduling, and track progress against targets.
5. Show how to create daily, weekly, and monthly sales plans to achieve predefined targets using market data and CRM insights.
6. Discuss the organizational policies for complying with route and beat plans to ensure efficient sales coverage and task scheduling through CRM systems.
7. Demonstrate how to follow pre-defined route plans and daily beat plans using automated tools for route optimization to save time and increase coverage.
8. Explain the benefits of the feature-advantage-benefit (FAB) approach for presenting product value.
9. Demonstrate how to provide retailers with information on the company's product range, promotions, special offers, and schemes using the feature-advantage-benefit (FAB) approach.
10. Explain the methods of selling, such as line selling and range selling, as per organizational norms and standards.

Resources to be Used

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

Note

In this unit, we will discuss about effective sales processes.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about the effective sales process.

Ask

Ask the participants the following questions:

- What is probing?

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

Elaborate

In this session, we will discuss the following points:

- Understanding customer’s needs
- Probing
- Strategies to achieve sales targets
- FAB technique

- AIDA technique
- Beat planning
- Range selling and line selling
- How a company differentiates its products from competitors’ products?
- Competition benchmarking

Say

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

Practical

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

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

Do

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

Notes for Facilitation

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

Unit 2.2: Product Specification

Unit Objectives

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

1. Explain how to understand the customer's need.
2. Elucidate the range of relevant products and services, including key features, technical and non-technical specifications of mobile phones and accessories.
3. Demonstrate how to pitch the product as per customer's need
3. List the product specifications of the mobile handset
4. Identify various technical and non-technical specifications
5. Explain product specifications to the customers
6. Discuss how to answer product related queries

Resources to be Used

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

Note

In this unit, we will discuss about product specifications.

Say

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

Ask

Ask the participants the following questions:

- How to analyse customer needs?

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

Elaborate

In this session, we will discuss the following points:

- What are customer needs?
- Types of customer needs
- Product needs
- Service needs
- Need for product specification
- Product specification of mobile phones
- Operating System (OS)
- Answering customer's queries

Say

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

Practical

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

| Activity | Duration | Resources used |
|-------------|------------|--|
| Yes We Can! | 60 minutes | Participant handbook, pen, notebook, laptop, overhead projector, paper, pencil, etc. |

Do

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

Notes for Facilitation

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

Unit 2.3: Product Portfolio, Inventory Turnovers and Return on Investment (ROI)

Unit Objectives

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

1. Determine the impact of common market trends and competitor activities on sales strategies.
2. Show how to identify new business opportunities in potential territories and expand the retailer network through structured outreach strategies.
3. Describe the principles of storytelling for engaging retailers and improving sales outcomes.
4. Demonstrate how to leverage storytelling techniques to strengthen sales pitches and build retailer relationships.
5. Discuss the methods for calculating retailer return on investment (ROI) and managing retailer stock effectively.
6. Show how to explain the return on investment (ROI) to retailers with minimal investment, high inventory turnover, and the benefits of cross-selling/up-selling.
7. Demonstrate how to check stock availability with retailers and replenish using data-driven recommendations from CRM tools.
8. Show how to collect payment for stock replenishment through efficient and secure transaction methods. Explain common retailer complaints and their typical resolutions.
9. Describe the role of effective negotiation strategies in achieving mutually beneficial outcomes.
10. Elucidate the methods of creating effective brand visibility through merchandising tools.
11. Show how to ensure appropriate brand visibility by displaying merchandising material at retailer outlets.
12. Discuss the best practices for leveraging social media tools for retail promotions and social selling.
13. Demonstrate how to assist retailers in using digital and social media platforms for social selling to enhance customer engagement.
14. Explain the methods of selling, such as line selling and range selling, as per organizational norms and standards.
15. Demonstrate how to compute Month-to-Date (MTD) sales performance to influence and guide retailers to increase their purchase volume.

Resources to be Used

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

Note

In this unit, we will discuss about product portfolio, inventory turnovers and return on investment (ROI).

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will learn about product portfolio, inventory turnovers and return on investment (ROI).

Ask

Ask the participants the following questions:

- What is a product line?
- What do you understand by Return on investment (ROI)?

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

Elaborate

In this session, we will discuss the following point:

- Meaning and definition of a product mix
- Four dimensions of a company’s product mix
- Width: Number of Product Lines
- Length: Total products
- Depth: Product variations
- Consistency is connection
- Product market mix strategy
- Product portfolio management
- Inventory turnover
- Return on investment (ROI)
- How to calculate ROI in retail?

Say

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

Practical

- This is an individual activity
- Give the below scenario to the trainees and ask them to calculate the Return on Investment (ROI)
- Imagine you own a production line of mobile chargers, and you have invested Rs 10,000 in its construction
- You have also invested Rs 50,000 in raw materials and Rs 25,000 in the salary of the technicians
- You have manufactured 10,000 chargers and sold them for Rs 300 each
- Ask the trainees to calculate the ROI percentage basis the above data
- Ask random trainees to come up and demonstrate the calculation on the whiteboard

| Activity | Duration | Resources used |
|---------------|------------|--|
| Calculate ROI | 45 minutes | Participant handbook, pen, notebook, laptop, overhead projector, calculator, whiteboard, markers, etc. |

Do

- Guide the trainees in performing the correct procedure throughout the activity
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Share your inputs and insight to encourage the trainees
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

MCQ Answers:

1. a
2. b
3. b
4. b
5. b

Short Answers:

1. They help track retailer behavior, identify patterns, and make data-driven decisions to improve sales.
2. By showing profitability and helping retailers choose products that give better returns.
3. Social media helps promote offers and engage customers; supports online visibility and social selling.

Fill in the Blanks:

1. Open-ended
2. Advantage
3. Upselling
4. Monthly

True or False:

1. True
2. False
3. True
4. True





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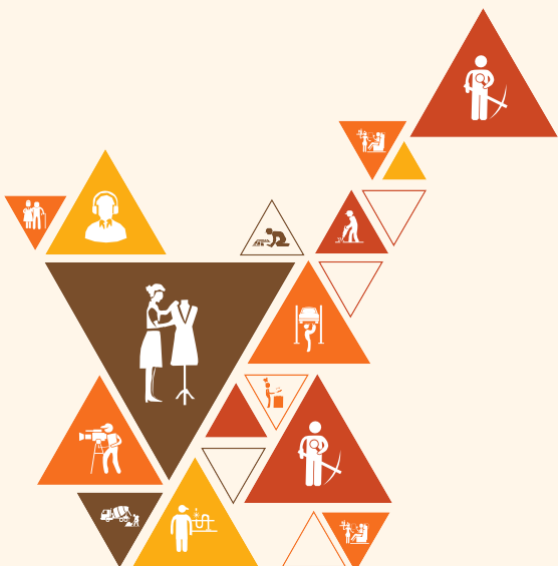
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3. Personal Skill Development for Sales Success

Unit 3.1 - Training Tools, Communication Skills, and Sales Effectiveness



TEL/N2112

Key Learning Outcomes



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

1. Explain the features and advantages of app-based and automated training platforms for educating retailers and sales staff.
2. Elucidate the features and benefits of automated training tools, including their flexibility, ease of use, and impact on sales performance.
3. Describe the role of automation in streamlining tasks, generating reports, managing time efficiently, and boosting customer interactions.
4. Demonstrate how to use automated product training tools to enhance learning flexibility, improve product knowledge, and increase sales turnover.
5. Discuss the importance of continuous learning for improving sales performance.
6. Demonstrate how to improve personal skills in sales, customer service, and teamwork through relevant training sessions.
7. Explain the role of non-verbal communication, such as body language, in enhancing retailer engagement and customer interactions.
8. Show how to use eye contact, appropriate body language, and facial expressions to make communication clear and professional.
9. Determine the basics of commercial accounting and the payment collection and claim settlement process, including strategies for ensuring timely and accurate transactions.
10. Show how to follow basic negotiation techniques to handle retailer concerns and finalize orders smoothly.

Unit 3.1 - Training Tools, Communication Skills, and Sales Effectiveness

Unit Objectives

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

1. Explain the features and advantages of app-based and automated training platforms for educating retailers and sales staff.
2. Elucidate the features and benefits of automated training tools, including their flexibility, ease of use, and impact on sales performance.
3. Describe the role of automation in streamlining tasks, generating reports, managing time efficiently, and boosting customer interactions.
4. Demonstrate how to use automated product training tools to enhance learning flexibility, improve product knowledge, and increase sales turnover.
5. Discuss the importance of continuous learning for improving sales performance.
6. Demonstrate how to improve personal skills in sales, customer service, and teamwork through relevant training sessions.
7. Explain the role of non-verbal communication, such as body language, in enhancing retailer engagement and customer interactions.
8. Show how to use eye contact, appropriate body language, and facial expressions to make communication clear and professional.
9. Determine the basics of commercial accounting and the payment collection and claim settlement process, including strategies for ensuring timely and accurate transactions.
10. Demonstrate how to use basic social media tools to connect with retailers and share product information effectively.
11. Show how to follow basic negotiation techniques to handle retailer concerns and finalize orders smoothly.

Resources to be Used

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

Note

In this unit, we will discuss about Training Tools, Communication Skills, and Sales Effectiveness.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about Training Tools, Communication Skills, and Sales Effectiveness.

Ask

Ask the participants the following questions:

- Which app-based or digital learning tools have you used recently?
- How does automation help you in your day-to-day sales work?
- What non-verbal communication habits (eye contact, posture, gestures) do you think matter most when dealing with retailers?

Write the trainees' answers on the whiteboard/flipchart.

Use their responses as cues to begin the lesson by introducing app-based training platforms, automation in sales operations, non-verbal communication, and personal skill development.

Elaborate

In this session, discuss the following points:

- Latest trends in the handset industry
Rise of 5G devices, AI-enabled features, improved cameras, long battery life, and demand for affordable smartphones.
- Promotional schemes for retailers
Extra margins, slab-based incentives, festival offers, and performance-linked rewards to push sales.
- Trade Schemes
Exchange offers, buy-back programs, and upgrade schemes that increase customer conversions.
- Price Reduction
Seasonal discounts, competitive pricing, and end-of-life stock clearance to boost sell-out.
- Promotional Products
Freebies such as earphones, power banks, screen guards, and accessories to increase value perception and bundle sales.

Say

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

Practical

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

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

Do

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

Notes for Facilitation

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

Answers to Exercises for PHB

Short Questions – Answers

1. Two advantages of app-based training platforms:
Easy access to updated training content
Self-paced learning anytime, anywhere
2. One way automation improves customer interactions:
Provides quick, accurate information such as real-time stock or pricing
3. Importance of non-verbal communication:
Builds trust and shows confidence, helping engage retailers effectively

Fill in the Blanks – Answers

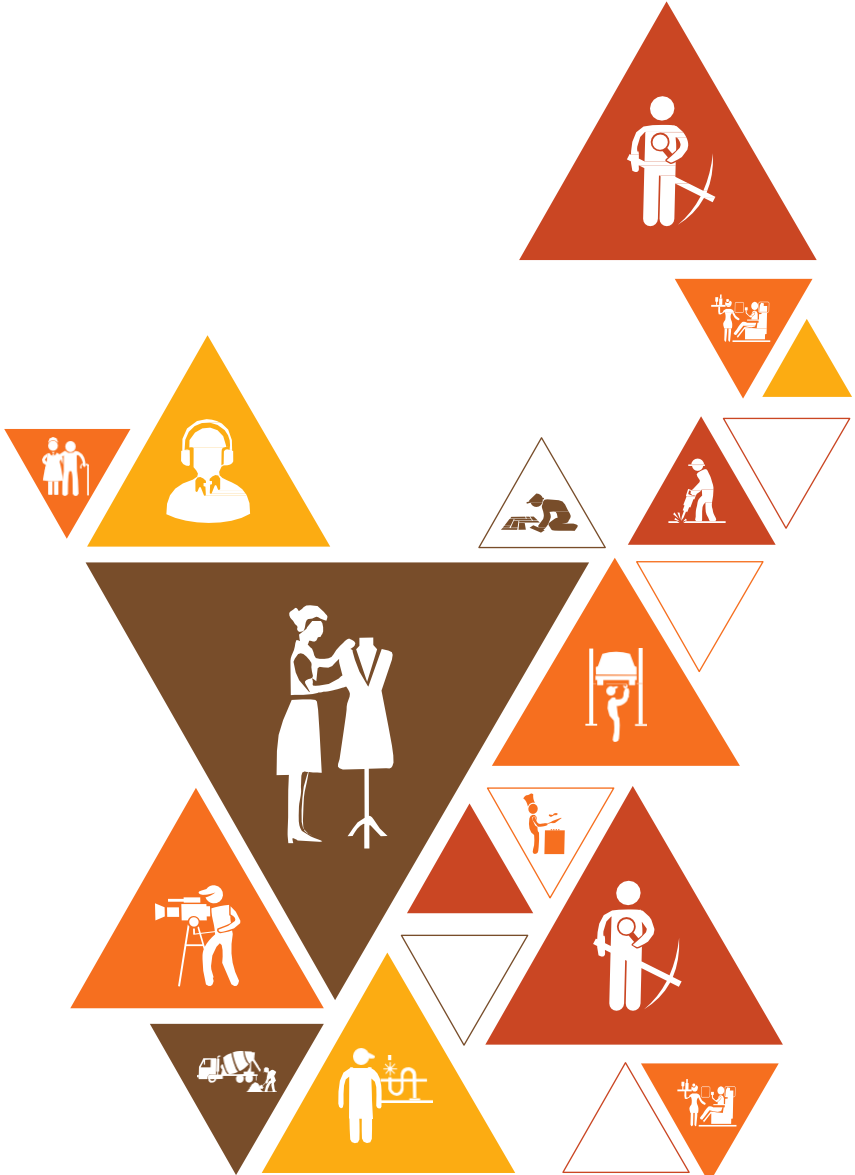
1. App-based training platforms
2. Pro forma
3. FAB (Features–Advantages–Benefits)

True / False – Answers

1. False
2. True
3. False
4. False
5. True

Match the Following – Answers

1. FAB Approach → c. Explains product's Feature, Advantage, and Benefit
2. Balance Sheet → a. Displays company's financial status at a given time
3. Automation → d. Saves time by streamlining tasks and generating reports
4. Progress Tracking → b. Tracks completion and performance of learners
5. Eye Contact → e. Shows attentiveness and builds trust in communication





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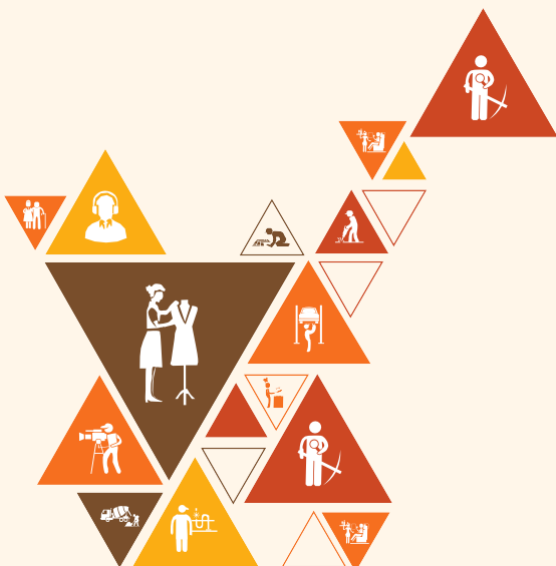
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4. Pre-Planning for Efficient Product Distribution

Unit 4.1 - Sales Strategies, Retailer Engagement, and Automation Tools

Unit 4.2 - Merchandising, AI Tools, Professional Conduct, and Sales Planning



TEL/N2113

Key Learning Outcomes



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

1. Explain the use of market trends and competitor analysis in refining sales strategies.
2. Show how to analyze sales strategies, market trends, and competitor offers to stay updated.
3. Describe the functionality of automated route planning and inventory tools for optimizing distribution processes.
4. Show how to utilize automated software for route planning and resource allocation to optimize the delivery schedule.
5. Discuss techniques for cross-selling, upselling, and segmenting customers effectively.
6. Show how to plan cross-selling and upselling strategies based on CRM insights and market analysis.
7. Determine the key performance indicators (KPIs) used to track retailer performance and sales growth.
8. Demonstrate how to use CRM-generated reports to analyze sales data and identify high-priority retailers for targeted engagement.
9. Elucidate the strategies for building a robust retailer network and onboarding new retailers.
10. Demonstrate how to identify existing retailers and analyze their current and future demands to recommend suitable products.
11. Demonstrate how to inform retailers about the company's product portfolio and enroll them for new variants/products to expand distribution coverage.
12. Show how to use automated tools to track and manage leads, ensuring timely follow-up and retailer onboarding.
13. Describe the impact of visual merchandising on customer attraction and product sales.
14. Demonstrate how to guide retailers in using merchandising tools effectively to maximize store visibility and customer engagement.
15. Discuss the benefits of AI tools in demand forecasting and inventory planning.
16. Show how to plan to cover the maximum retailer base within the territory using AI-based tools for demand forecasting and inventory planning.
17. Elucidate the importance of adhering to personal grooming and professional behavior standards.
18. Show how to maintain personal grooming and hygiene standards to create a professional impression.
19. Explain the role of social selling and digital marketing tools in modern sales processes.
20. Demonstrate how to determine daily, monthly, and quarterly sales targets by coordinating with the Territory Sales Manager (TSM) or Area Manager.
21. Demonstrate how to create a detailed plan by splitting monthly/quarterly targets into weekly and daily milestones.
22. Demonstrate how to collect and verify stock and merchandising materials from the manufacturer/distributor, ensuring no defective or damaged products are distributed.
23. Show how to use intelligent negotiation tactics to improve profitability and strengthen partnerships.

Unit 4.1: Sales Strategies, Retailer Engagement, and Automation Tools

Unit Objectives

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

1. Explain the use of market trends and competitor analysis in refining sales strategies.
2. Show how to analyze sales strategies, market trends, and competitor offers to stay updated.
3. Describe the functionality of automated route planning and inventory tools for optimizing distribution processes.
4. Show how to utilize automated software for route planning and resource allocation to optimize the delivery schedule.
5. Discuss techniques for cross-selling, upselling, and segmenting customers effectively.
6. Show how to plan cross-selling and upselling strategies based on CRM insights and market analysis.
7. Determine the key performance indicators (KPIs) used to track retailer performance and sales growth.
8. Demonstrate how to use CRM-generated reports to analyze sales data and identify high-priority retailers for targeted engagement.
9. Elucidate the strategies for building a robust retailer network and onboarding new retailers.
10. Demonstrate how to identify existing retailers and analyze their current and future demands to recommend suitable products.
11. Demonstrate how to inform retailers about the company's product portfolio and enroll them for new variants/products to expand distribution coverage.
12. Show how to use automated tools to track and manage leads, ensuring timely follow-up and retailer onboarding.

Resources to be Used

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

Note

In this unit, we will discuss about Sales Strategies, Retailer Engagement, and Automation Tools.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about Sales Strategies, Retailer Engagement, and Automation Tools.

Ask



Ask the participants the following questions:

- Sales Strategies, Retailer Engagement, and Automation Tools?

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

Elaborate



In this session, we will discuss the following points:

- Sales Strategies, Retailer Engagement.
- Automation tools.

Say



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

Activity



- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the Sales Strategy & Retailer Engagement guideline
- Now ask each of them to fill up the strategy form individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

| Activity | Duration | Resources used |
|---|------------|---|
| Role-play Distribution Sales Strategy & Retailer Engagement | 40 minutes | Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of Sales Strategy & Retailer Engagement guideline form, etc. |

Do



- Ensure that the form contains all possible Sales Strategy & Retailer Engagement guideline
- Guide the trainees throughout the activity

Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the Sales Strategy & Retailer Engagement guideline and uses of automation tools at the workplace

Unit 4.2: Merchandising, AI Tools, Professional Conduct, and Sales Planning

Unit Objectives

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

1. Describe the impact of visual merchandising on customer attraction and product sales.
2. Demonstrate how to guide retailers in using merchandising tools effectively to maximize store visibility and customer engagement.
3. Discuss the benefits of AI tools in demand forecasting and inventory planning.
4. Show how to plan to cover the maximum retailer base within the territory using AI-based tools for demand forecasting and inventory planning.
5. Elucidate the importance of adhering to personal grooming and professional behavior standards.
6. Show how to maintain personal grooming and hygiene standards to create a professional impression.
7. Explain the role of social selling and digital marketing tools in modern sales processes.
8. Demonstrate how to determine daily, monthly, and quarterly sales targets by coordinating with the Territory Sales Manager (TSM) or Area Manager.
9. Demonstrate how to create a detailed plan by splitting monthly/quarterly targets into weekly and daily milestones.
10. Demonstrate how to collect and verify stock and merchandising materials from the manufacturer/distributor, ensuring no defective or damaged products are distributed.
11. Show how to use intelligent negotiation tactics to improve profitability and strengthen partnerships.

Resources to be Used

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

Note

In this unit, we will discuss about Merchandising, AI Tools, Professional Conduct, and Sales Planning.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about Merchandising, AI Tools, Professional Conduct, and Sales Planning.

Ask

Ask the participants the following questions:

- Merchandising, AI Tools, Professional Conduct, and Sales Planning

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

Elaborate

In this session, we will discuss the following points:

- Merchandising, AI Tools,
- Professional Conduct, and Sales Planning

Say

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

Activity

- This activity will be based on individual performance and application of sales strategy.
- Provide each trainee with a printout/Xerox copy of the Territory Success Planning Template and a hypothetical sales scenario.
- Now ask each of them to fill up the strategic plan individually, covering target breakdown, merchandising, and AI strategy.
- After completing, collect all the plans and evaluate them based on feasibility and strategic alignment.
- End the session by providing constructive feedback on their overall strategy and planning rationale.

| Activity | Duration | Resources used |
|-------------------------------------|------------|--|
| Territory Success Strategy Planning | 60 minutes | Participant handbook, whiteboard, notebook, pen, marker, Territory Success Planning Template (hard copy), Professional Grooming & Hygiene Checklist. |

Do

- Ensure that the form contains all possible Sales Strategy & Retailer Engagement guideline
- Guide the trainees throughout the activity

Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the Sales Strategy & Retailer Engagement guideline and uses of automation tools at the workplace

Answers to Exercises for PHB

Multiple Choice Questions :

1. b
2. b
3. b
4. b
5. A

Short Questions:

1. AI tools analyze past sales data, trends, and stock movement to predict future demand, helping the sales representative plan inventory accurately and avoid shortages.
2. Splitting monthly targets into weekly and daily milestones improves focus, ensures consistent progress, and helps the DSR identify gaps early for timely corrective action.
3. Two intelligent negotiation tactics: offering scheme-based benefits and presenting data-driven insights to justify proposals.

Fill in the Blanks :

1. Demand forecasting
2. professional
3. merchandising
4. Supervisor / Area Manager

True or False :

1. False
2. True
3. True
4. False





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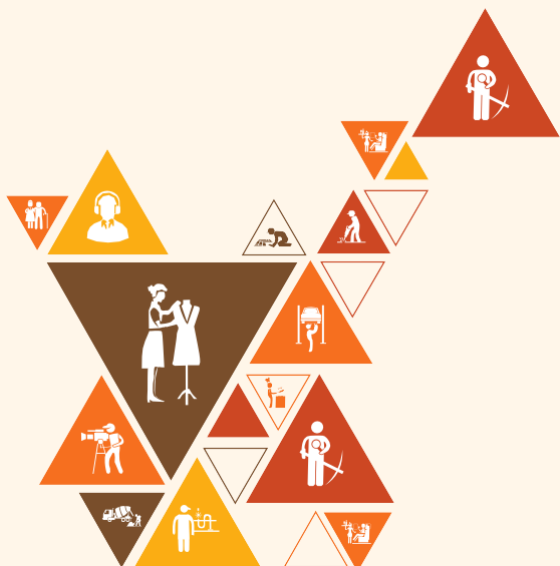
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5. Employability Skills (30 Hours)

It is recommended that all training include the appropriate. Employability Skills Module. Content for the same can be accessed

<https://www.skillindiadigital.gov.in/content/list>



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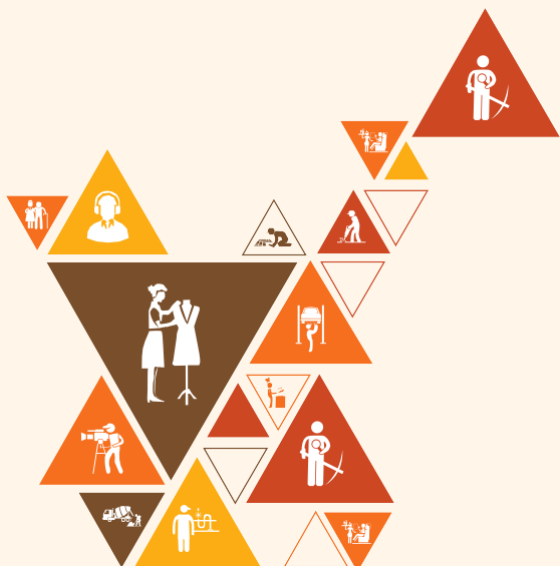


6. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

| Training Delivery Plan | | | |
|-------------------------------------|---|---------------------|------------|
| Program Name: | Distributor Sales Representative | | |
| Qualification Pack Name & Ref. ID | TEL/Q2100, Version 5.0 | | |
| Version No. | 5.0 | Version Update Date | 18/03/2025 |
| Pre-requisites to Training (if any) | Not Applicable | | |
| Training Outcomes | By the end of this program, the participants will be able to: <ol style="list-style-type: none"> 1. Plan and perform the activities to achieve the sales target 2. Strategies for product distribution 3. Optimise resources, work efficiently and adhere to safety standards 4. Interact effectively with others while being sensitive to gender and persons with disabilities. | | |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|--|--------------------------------|---|---------------|--|---|-------------------------------------|
| 1 | Introduction to the role of a Distributor Sales Representative | Introduction to telecom sector | <ul style="list-style-type: none"> Describe the size and scope of the Telecom industry and its various sub-sectors | Bridge module | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white-board, marker, projector, Documents of standard operating procedures, code of conduct, checklists, schedules tools and equipment, status report | 7 Theory (5:00) Practical (2:00) |
| | | Introduction to the job role | <ul style="list-style-type: none"> Explain the role and responsibilities of telecom distributor sales representative. Describe the size and scope of the Telecom industry and its various sub-sectors Discuss the various opportunities for a distributor sales representative in the Telecom industry | | | | 7 Theory (5:00) Practical (2:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------------------------|--|-----|-------------|---------------------|--|
| | | Organisational policies | <ul style="list-style-type: none"> Discuss the organisational policies on workplace ethics, managing sites, quality standards, person-nel management and public relations (PR) Describe the process workflow in the organization and the role of telecom distributor sales representative in the process | | | | 8 Theory (5:00) Practical (3:00) |
| | | Scope of work | <ul style="list-style-type: none"> List the various daily, weekly, monthly operations/ activities that take place at the site under a distributor sales representative Performing regular inventory checks and ensuring that stock levels are maintained. Analyse the requirements for the course and prepare as per the pre-requisites of the course Plan and assist with product launches and brand events | | | | 8 Theory (5:00) Practical (3:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|--|--|---|-------------------------|--|--|----------------------------------|
| 2 | Coach re-tailers to achieve sales targets | Plan tasks to achieve sales targets | <ul style="list-style-type: none"> Prepare a list of basic probing questions to analyse handset requirements of the retailers | TEL/N2110 PC1, KU1 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white-board, marker, projector, Complete range of handset, accessories, merchandising elements, competitor's products Product Manuals, Customer Registration form, Merchandises, Sales record book | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Discuss strategies to achieve daily/ weekly and monthly sales targets | TEL/N2110 PC2 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Discuss the importance of complying with the pre-defined route plan and daily beat plan | TEL/N2110 PC3, KU2 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Examine how to identify new business opportunities based on the Route Plan and daily Beat Plan given by the supervisor | TEL/N2110 PC4 | | | 7 Theory (3:00) Practical (4:00) |
| | | Close sales | <ul style="list-style-type: none"> Demonstrate the USPs and strengths of the product/ services to new retailers by using feature advantage benefits (FAB) approach | TEL/N2110 PC5 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Use basic accounting techniques to calculate debit, credit, outstanding and cash payments etc. | TEL/N2110 PC6, KU5, KU6 | | | 7 Theory (3:00) Practical (4:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------|---|----------------------------|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> List the steps of calculating return on investment (ROI) as typically advised by the Telecom industry's Sales sub-sector Calculate sample return on investment (ROI) for retailers | | | | |
| | | | <ul style="list-style-type: none"> Show how to verify the availability of stock with the retailers Calculate basic inventory ratio to maintain the required quantity of stock. Explain the payment collection and claim settlement process | TEL/N2110 PC7, PC8, KU7 | | | 8 Theory (3:00) Practical (5:00) |
| | | | <ul style="list-style-type: none"> Apply appropriate techniques to compute Month till Date (MTD) sales to influence/guide the re-tailer to buy more stock State the importance of creating brand visibility at retailer outlet | TEL/N2110 PC9, PC10 | | | 8 Theory (3:00) Practical (5:00) |
| | | | <ul style="list-style-type: none"> Distinguish between different types of selling such as line selling and range selling Analyse the line and range selling process of products to increase sales | TEL/N2110 PC11, KU4 | | | 8 Theory (4:00) Practical (4:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------|--|-------------------------|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> Compare the range and features of company's products with those of the competitor's products | | | | |
| | | | <ul style="list-style-type: none"> Conduct training session for the counter sales person to analyse the needs of a customer and offer appropriate products accordingly Inform the customers about various promotional schemes and finance options to make the offer feasible and attractive Describe new offers, promotional discounts, different finance options and schemes to the customers for the selected product(s). | TEL/N2110 PC12, KU8 | | | 8 Theory (4:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Demonstrate the process to facilitate counter sales person to demonstrate physical and technical features and other key prepositions of a handset | TEL/N2110 PC13 | | | 8 Theory (4:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Practice resolving concerns and queries of retailers/salespersons Discuss the common product queries/concerns and their solutions | TEL/N2110 PC14, KU12 | | | 8 Theory (4:00) Practical (4:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|--|---|--|----------------------------|-------------|---------------------|--|
| 3 | Perform pre-planning for product distribution | Pre-prepare to achieve sales targets | <ul style="list-style-type: none"> Explain how to obtain information about daily/monthly/quarterly sales targets from the territory sales manager (TSM)/ area manager Analyse the latest sales strategies in the market to stay updated about the latest trends, schemes and offers from the manufacturers | TEL/N2111 PC1, PC2 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Explain how to create a plan/strategy by splitting monthly/quarterly targets into weekly and daily targets Apply appropriate ways to implement the plan/strategy to achieve sales target by covering the maximum customer base within the territory | TEL/N2111 PC3, PC4 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Analyse the trends of business using the BTS utilisation model (low, medium and high utilisation sites) Show how to compare the month till date (MTD) sales against a monthly target to analyse the effectiveness of past sales strategies | TEL/N2111 PC5, PC6, KU6 | | | 7 Theory (3:00) Practical (4:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--|---|-------------------------|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> Explain how to collect required stock and merchandise from the manufacturer/distributor Illustrate the steps to verify acquired stock/merchandise for defective/damaged packaging/product to be reported to the concerned person (distributor) | TEL/N2111 PC7, PC8 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Discuss the importance of following personal grooming and hygiene as per company norms for sales representatives | TEL/N2111 PC9 | | | 7 Theory (3:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Discuss the significance of visiting sites/customers as per the pre-defined route and beat plan Explain how to prepare and submit sales reports as per specified formats on a daily/weekly basis to the supervisor for review | TEL/N2111 PC10, PC11 | | | 7 Theory (3:00) Practical (4:00) |
| | | Up-sell or cross-sell product as per plan | <ul style="list-style-type: none"> Prepare a comparison report for current and future handset demands of retailers Distinguish between cross-selling and up-selling of products | TEL/N2111 PC12, PC13 | | | 8 Theory (3:00) Practical (5:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------|--|----------------------------|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> Explain how to create brand visibility through merchandising as per company norms among existing customers as per company norms | TEL/N2111 PC14 | | | 8 Theory (3:00) Practical (5:00) |
| | | | <ul style="list-style-type: none"> Identify various ranges of the company's products, their FABs and popular competitors in the market | TEL/N2111 PC15 | | | 8 Theory (4:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Explain how to create a plan to sell a similar range of products in single customer interaction, resolving customer queries/doubts | TEL/N2111 PC16 | | | 8 Theory (4:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> State the significance of informing the existing customers/retailers about the product portfolio offered by the company | TEL/N2111 PC17, KU16 | | | 8 Theory (4:00) Practical (4:00) |
| | | | <ul style="list-style-type: none"> Explain the procedures for enrolling new retailers | TEL/N2111 PC18, KU17 | | | 8 Theory (4:00) Practical (4:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|---|--|--|--|---|---|--|
| 4 | Plan Work Effectively, Optimise Resources and Implement Safety Practices | Perform work as per quality standards | <ul style="list-style-type: none"> Employ appropriate ways to keep the workspace clean and tidy Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work Show how to record/document tasks completed as per the requirements within specific timelines Perform the steps to implement schedules to ensure the timely completion of tasks Identify the cause of a problem related to your work and validate it Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem | TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz | White-board/ black-board marker / chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit | 8 Theory (4:00) Practical (4:00) |
| | | Maintain a safe, healthy and secure working | <ul style="list-style-type: none"> Discuss how to comply with the organisation's current health, safety, security policies and procedures | TEL/N9101 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14 | | | 7 Theory (2:00) Practical (5:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------|---|-----|-------------|---------------------|------------------|
| | | | <ul style="list-style-type: none"> • Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority • Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person • Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. • Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence • Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the or-organisation's emergency procedures, within the limits of the individual's authority • Explain the importance of regularly participating in fire drills or other safety-related workshops or-organised by the company | | | | |

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

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

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|---|--|---|---------------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> Perform periodic checks of the functioning of the equipment/ machine and rectify wherever re-quired Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment Use electrical equipment and appliances properly Identify recyclable, non-recyclable and hazardous waste Apply appropriate ways to deposit recyclable and reusable material at the identified location Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes | | | | |
| 5 | Interact Effectively with Team Members and Customers | Interact effectively with superiors | <ul style="list-style-type: none"> Explain how to receive work requirements from superiors and customers and interpret them correctly Role-play a situation to inform the supervisor and/ or concerned person about any unforeseen disruptions or delays | TEL/N9102 PC1, PC2, PC3, PC4 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz | White-board and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations, Sample of escalation matrix, organisation structure | 8 Theory (3:00) Practical (5:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|---|--|-----------------------------------|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> Practice participating in decision-making by providing facts and figures, giving/accepting constructive suggestions Practice rectifying errors as per feedback and ensure the errors are not repeated | | | | |
| | | Interact effectively with colleagues and customers | <ul style="list-style-type: none"> Discuss how to comply with the organisation's policies and procedures for working with team members Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally Show how to respond to queries and seek/provide clarifications if required | TEL/N9102 PC5, PC6, PC7 | | | 8 Theory (3:00) Practical (5:00) |
| | | | <ul style="list-style-type: none"> Illustrate the process to coordinate with the team to integrate work as per requirements Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow | TEL/N9102 PC8, PC9, PC10, PC11 | | | 8 Theory (3:00) Practical (5:00) |

| SL | Module Name | Session name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--|--|---|-------------|---------------------|--|
| | | | <ul style="list-style-type: none"> Discuss how to recognise emotions accurately in self and others to build good relationships prioritise team and organisation goals above personal goals | | | | |
| | | Respect differences of gender and ability | <ul style="list-style-type: none"> Use inclusive language irrespective of the gender/ disability of the person Demonstrate appropriate behaviour towards all genders and differently abled people Scrutinise about the different types of disabilities with their respective issues. State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD. List health and safety requirements for persons with disability. Describe the rights, duties and benefits available at workplace for person with disability. Explore the process of recruiting people with disability for a specific job. | TEL/N9102 PC12, PC13, PC16, PC14, PC15, PC16 | | | 8 Theory (3:00) Practical (5:00) |

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

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES






| Assessment Criteria for Distributor Sales Representative | |
|--|----------------------------------|
| Job Role | Distributor Sales Representative |
| Qualification Pack | TEL/Q2100, Version 4.0 |
| Sector Skill Council | Telecom Sector Skill Council |

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

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|--------------|-----------------|---------------|------------|-------------|------------|
| TEL/N2112.G uide Retailers to Achieve Sales Targets | 30 | 50 | - | 20 | 100 | 45 |
| TEL/N2113.C onduct pre- planning for product distribution | 30 | 50 | - | 20 | 100 | 45 |
| DGT/VSQ/N 0101. Employ ability Skills (30 Hours) | 20 | 30 | - | - | 50 | 10 |
| Total | 80 | 130 | - | 40 | 250 | 100 |

Annexure III

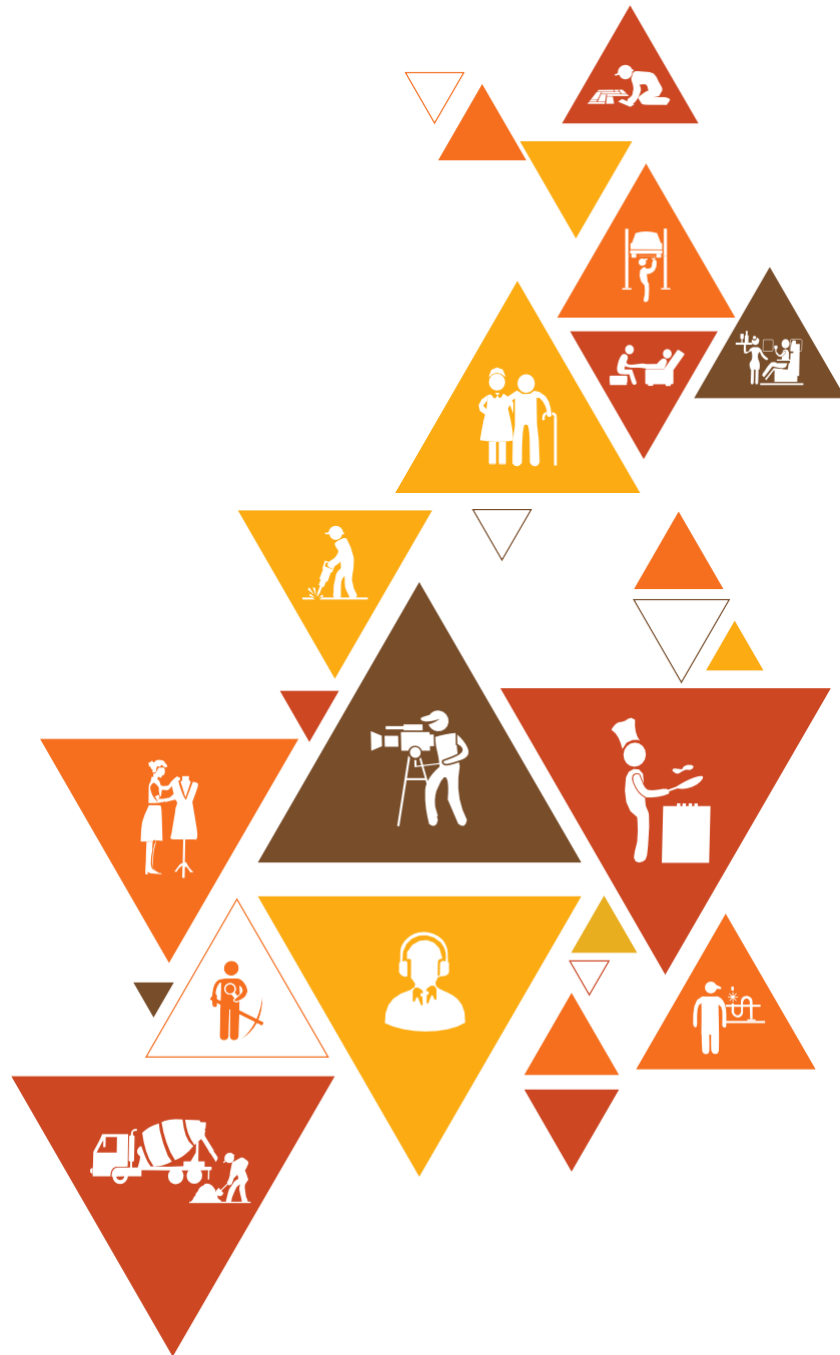
List of QR Codes Used in PHB

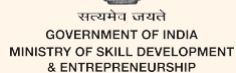
| Module No. | Unit No. | Topic Name | Page No. in PHB | Link for QR Code (s) | QR code (s) |
|--|---|---|-----------------|---|--|
| Module 1: Intro-duction to the Telecom Sector and the Role of Distributor Sales Representative | UNIT 1.2: Telecom In-dustry and its Sub-sectors | Intro- duc-tion to the Telecom Sec-tor in India | 32 | https://youtu.be/Cag-bc-bivtM |  Introduction to the Telecom Sector in India |
| | | Top Mo-bile Handset Players in In-dia | 32 | https://youtu.be/008UoL-cYYbl |  Top Mobile Handset Players in India |
| | | Mobile Handset In-dus- try | 32 | https://youtu.be/mcHW-EBh4lw |  Mobile Handset Industry |
| | UNIT 1.4: Dis-tribu-tion and Selling | Distri- bu- tion and Dis- tributors | 32 | https://youtu.be/YqptddX-fQOQ |  Distribution and Distributors |
| | | Selling Techniques | 32 | https://youtu.be/kZMrd-0m9eBY |  Selling Techniques |
| | | | | | |

| Module No. | Unit No. | Topic Name | Page No. in PHB | Link for QR Code (s) | QR code (s) |
|---|--|---------------------------------------|-----------------|---|----------------------------------|
| | | Market-ing Strategies | 32 | https://youtu.be/h5-Lpw-wQJ6M | Marketing Strategies |
| | UNIT 1.5: Planning and Organizing the Work | Planning | 32 | https://youtu.be/IYa7OP-FoOpo | Planning |
| | | Basic Sales Termini-nologies | 32 | https://youtu.be/wvFrZX-mKW1o | Basic Sales Terminologies |
| Module 4: Pre-Planning for Efficient Product Distribution | UNIT 4.2 Merchandising, AI Tools, Professional Conduct, and Sales Planning | Mer-CHAN- dising and its Im- portance | 94 | https://youtu.be/K30rL7EEyO8 | Merchandising and its Importance |

| Module No. | Unit No. | Topic Name | Page No. in PHB | Link for QR Code (s) | QR code (s) |
|------------|----------|---------------------------|-----------------|---|-------------------------|
| | | Concept of Planogram | 94 | https://youtu.be/-zHhx-FaP6v8 | Concept of Planogram |
| | | Prepar-ing Sales Re-ports | 94 | https://youtu.be/33ceh-PiKvn0 | Preparing Sales Reports |







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