



**Telecom
Sector
Skill
Council**

Facilitator Guide



Sector
Telecom

Sub-Sector
Handset

Occupation
Sales and Distribution

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NSQF Level: 4

Distributor Sales Representative

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Shri Narendra Modi
Prime Minister of India

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



Acknowledgements

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The preparation of this guide would not have been possible without the Telecom Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This Facilitator Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

In the last five years, the growth of the Indian telecommunications sector has outpaced the overall economic growth. This sector is poised for strong growth of about 15 percent in short term during 2013–17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1000 million subscribers, India is the second largest telecom market in the world. The sector currently employs over 2.08 million employees and is slated to employ more than 4.16 million employees by 2022. This implies additional creation of ~2.1 million jobs in the nine-year period.

This Participant book is designed to impart theoretical and practical skill training to students for becoming a Distributor Sales Representative. Distributor Sales Representative in the Telecom industry is also known as Feet on Street (FOS)/Distributor Sales, Executive (DSE)/Distributor Sales Representative (DSR).

Individuals at this job visits retail outlets to deliver prepaid telecom products/services to retailers, as per daily Route/Beat Plan. Individual is also responsible to achieve monthly revenue target, increase width and depth of distribution, adhere to process compliance for new customer enrollment and increase customer base. This Facilitator Guide is based on Distributor Sales Representative Qualification Pack (TEL/Q02100) and is designed to enable training for the following National Occupational Standards (NOSs):

1. Pre-Planning (TEL/N2100)
2. Managing Retailers Relationship to achieve Sales Target (TEL/N2101)
3. Educate Retailer's Counter Sales Person (TEL/N2102)
4. Process Compliance (TEL/N2103)

The Facilitator Guide includes various learner-centric training methodologies, which will encourage the learners to discover information as well as provide them an opportunity to perform and practice the practical criteria that they are expected to learn in the session. The symbols used in the book are described below. Post this training, the facilitator will be able to enable participants to learn how to deliver stock to retailers and increase outlet universe, in order to cover entire population in the assigned territory.

We hope that this Facilitator Guide will provide a sound learning support to our young friends to build an attractive career in the telecom industry.

Symbols Used



Key Learning Outcomes



Facilitation Notes



Steps



Tips



Elaborate



Demonstrate



Unit Objectives



Do



Resources



Explain



Activity



Ask



Field Visit



Role Play



Team Activity



Say



Example

Table of Contents

S. No.	Modules and Units	Page No.
1.	Pre-Planning (TEL/N2100)	1
	Unit 1.1 - Icebreaker	3
	Unit 1.2 - Organisational Policies, Procedures and Standards	5
	Unit 1.3 - Grooming Standards for Distributor Sales Representatives	10
	Unit 1.4 - Route Plan and Beat Plan	12
	Unit 1.5 - Daily Sales Objective	14
	Unit 1.6 - Action Plan	16
	Unit 1.7 - Split Sales Target	18
	Unit 1.8 - Keep Yourself Updated	21
	Unit 1.9 - Month-Till-Date (MTD) Sales	23
	Unit 1.10 - Collect Stock and Merchandise from Distribution Point	25
2.	Manage Retailers Relationship to Achieve Sales Target (TEL/N2101)	29
	Unit 2.1 - Educate the Retailer	31
	Unit 2.2 - Examine Retailer's Need	35
	Unit 2.3 - Map the Potential Territory for New Business	37
	Unit 2.4 - Merchandising Material	40
	Unit 2.5 - Route Plan and Beat Plan	43
	Unit 2.6 - Features Advantages Benefits (FAB) Approach	46
	Unit 2.7 - Return On Investment (ROI)	49
	Unit 2.8 - Managing Stocks and Collecting Payment	52
	Unit 2.9 - Sales Target	56
	Unit 2.10 - Line Selling and Range Selling	58
	Unit 2.11 - Month-Till-Date (MTD) Sales	60
	Unit 2.12 - Handling Retailer Complaints	63
3.	Educate Retailer's Counter Sales Person (TEL/N2102)	67
	Unit 3.1 - Dealing with Retailer Counter Sales Person	69
	Unit 3.2 - Analysing the Needs of a Customer	72
	Unit 3.3 - Educating Retailer's Counter Sales Persons to Offer Appropriate Products to Customers	74
	Unit 3.4 - Providing Mobile Handset Details	76
4.	Process Compliance (TEL/N2103)	81
	Unit 4.1 - Brand Visibility	83
	Unit 4.2 - Daily Sales Reports	86
	Unit 4.3 - Sales Reports and Range Selling Norms	88
	Unit 4.4 - Enroll New Retail Outlets	91



5.	Soft Skills – Personal Development	95
	Unit 5.1 - Soft Skills	97
	Unit 5.2 - Perception	100
6.	Soft Skills – Personality Development	105
	Unit 6.1 - Career Planning	107
	Unit 6.2 - Team Building and Teamwork	109
	Unit 6.3 - Time Management	111
7.	Annexures	115
	Annexure I: Training Delivery Plan	116
	Annexure II: Assessment Criteria	124

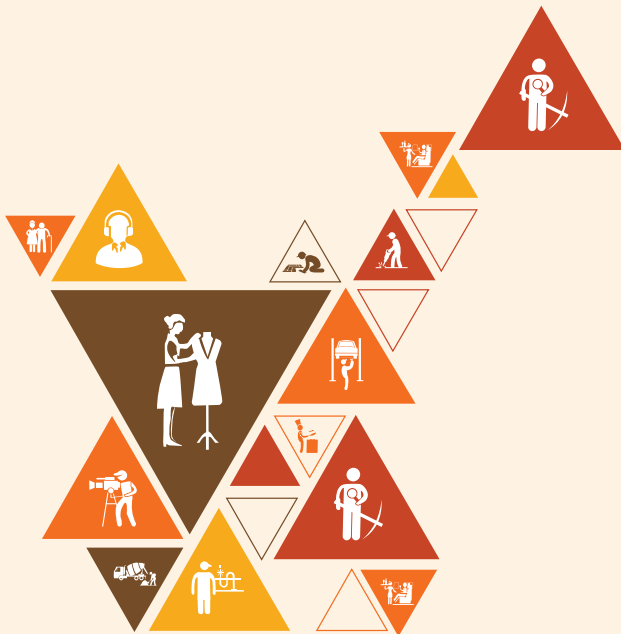








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| Unit | 1.1 - Icebreaker |
| Unit | 1.2 - Organisational Policies, Procedures and Standards |
| Unit | 1.3 - Grooming Standards for Distributor Sales Representatives |
| Unit | 1.4 - Route Plan and Beat Plan |
| Unit | 1.5 - Daily Sales Objective |
| Unit | 1.6 - Action Plan |
| Unit | 1.7 - Split Sales Target |
| Unit | 1.8 - Keep Yourself Updated |
| Unit | 1.9 - Month-Till-Date (MTD) Sales |
| Unit | 1.10 - Collect Stock and Merchandise from Distribution Point |



TEL/N2100

Key Learning Outcomes

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

1. Understand organisational policies, procedures and standards
2. Identify various merchandising elements
3. Describe grooming standards for male and female distributor sales representatives
4. Define route plan and beat plan
5. Prepare a daily brief and work according to it to achieve the sales target
6. Create an action plan to achieve the sales target
7. Split the monthly sales target
8. Update themselves about latest schemes and offers
9. Calculate MTD sales and compare it against the monthly target
10. Collect stock and merchandise from the distribution point

UNIT 1.1: Icebreaker

Unit Objectives

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

1. Introduce each other
2. Build rapport with fellow students and their trainer
3. Understand the overall training outcomes of the program
4. Discuss the ground rules and session structure

Resources to be Used

- Chart papers
- Sketch pens
- Whiteboard
- Marker

Do

- Welcome the students to the program.
- Introduce yourself. Talk about your background and how your experience can help students gain from the program.

Activity

- Ask the students to get into groups of four.
- Provide each group a chart paper and some sketch pens.
- Ask each group to draw a collaborative picture of their ideal workplace. Every member in the group is required to contribute either by giving ideas or drawing.
- Give the groups 15-20 minutes to complete this.
- Ask each group to select a group leader.
- The group leaders would take turns to introduce their team and talk about the picture in class.

- Each group leader would have 2 minutes to talk.

Skill Practice	Time	Resources
Introductions	1 hour	Chart paper, sketch pens

Notes for Facilitation

- Thank the students for talking about the pictures.
- As the group leaders introduce each student, write their names on the whiteboard.
- Encourage the group members to talk by asking a few questions about the workplace.
- Ask them why this is their ideal workplace.

Say

- Say aloud the training outcomes of the program to the students.
- Mention that the program will help students become thoroughly familiar with the job roles and responsibilities of the IT Helpdesk Attendant.
- Explain the job role of the IT Helpdesk Attendant in brief.

Explain

- List some ground rules such as students would ask questions in case they do not understand any concept.
- Students would try to be punctual for class.
- Students would go through the Participant Handbook for relevant units after a session.
- Students would build rapport with their fellow students and make the program fruitful for them.

Say

- Thank students for their participation.
- Discuss the objectives of the next session.

UNIT 1.2: Organisational Policies, Procedures and Standards

Unit Objectives

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

1. Understand policies and procedures
2. Explain the necessity of policies and procedures in organisations
3. Define organisational standards
4. Describe organisational policies and procedures for DSR
5. Discuss importance of knowing about the product
6. List different merchandising elements

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 3 – 10). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.

- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Say

- A policy is a definitive principle or rule that an organisation must follow to reach its long-term goal.
- A procedure is a step-by-step instructional process for implementing an organisation's policies in day-to-day operations.
- A policy/procedure manual is a written record of the policies and procedures of an organisation and should be readily available to all the employees.
- Standards define the minimum requirements designed to ensure compliance with a policy.
- Organisational standards specify minimum performance levels, describe best practices within the organisation and define the list of parameters that the organisation must follow.
- Distributor sales representatives can gain product knowledge through product manuals, training sessions, practical use and online research.
- Merchandising is the activity performed by organisations to sell their products by advertising about them.
- Some of the commonly used merchandising elements are dangles, flex boards and standees.

Team Activity

- Divide students into four or five teams.
- Ask each team to list down the benefits of having company policies, procedures and standards.
- Ask students to differentiate between policies, procedures and standards.

Skill Practice	Time	Resources
Benefits of company policies, procedures and standards	1 hour	Pen and paper

Do

- Go around and make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- Collect and analyse the list prepared by each team.
- Explain the benefits of following company policies, procedures and standards.
- Ask students to note down the points.

Team Activity



- Select the name of any product for the activity.
- Divide the students into two groups – retailers and distributor sales representatives.
- Ask the members in the group of retailers to make a list of specifications that they would look for while buying the selected product.
- Ask the group of distributor sales representatives to prepare an information brochure specifying the features and benefits of the same product.
- Ask each member in the group of retailers to collect the brochure prepared by the group of distributor sales representatives and determine the extent to which the brochure matches with their list of specifications.

Skill Practice	Time	Resources
Identifying retailer's need	1.5 hour	Pen, paper, brochure, sample product

Do



- Go around and make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- Explain the tactics used by a distributor sales representative to identify the needs of their retailers.
- Ask students to note down the points.

Team Activity



- Divide students into four or five teams.
- Ask each team to select any product or service they like (smartphone, accessory, mobile calling plan or buy-back offer).
- Ask the teams to prepare and present an act to advertise the features of the product or service they have selected.

Skill Practice	Time	Resources
Understanding the product	1.5 hour	Pen, paper, sample product

Do

- Make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- After each team has present their acts, ask the class which act they liked the most excluding their own and why.

Team Activity

- Select any product.
- Divide students into two teams.
- Ask the teams to present the demonstrate the process of selling the product.

Skill Practice	Time	Resources
Benefits of good product knowledge	1 hour	Pen, paper, sample product

Do

- Make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- Provide a quick basic level training to both the teams.
- Provide the teams some additional resources to improve their product knowledge.
- After each team has presented their acts, ask the class to tell which act they liked the most excluding their own and why.
- Announce the winning team based on the maximum votes by other students.

Field Visit

- Divide students into four teams.
- Ask each team to visit different retail outlets.
- Ask each team to collect information about a particular product, such as history of the product, any special manufacturing process, pricing structure, servicing, warranty and repair information and models.

- Ask each team to prepare a chart on the basis of the collected information.

Skill Practice	Time	Resources
Collecting product information	3 hours	Pen and paper

Do



- Collect the chart from each team.
- Analyse the collected charts.
- Discuss your analysis in class and explain which chart is the best and why.

Field Visit



- Divide students into four teams.
- Ask each team to visit different retail outlets.
- Ask each team to analyse the positioning of merchandising elements in the retail outlets.
- Ask each team to collect and note information about the significance of using merchandising elements in a retail outlet.

Skill Practice	Time	Resources
Using merchandising elements	3 hours	Pen and paper

Do



- Collect and analyse the report from each team.
- Explain the benefits of using merchandising elements in a retail outlet.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.3: Grooming Standards for Distributor Sales Representatives

Unit Objectives

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

1. Discuss the grooming standards for male DSR
2. Describe the grooming standards for female DSR

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 11 – 13). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Team Activity

- Divide the students into four teams.
- Ask the teams to list the advantages of maintaining grooming standards.
- Ask the teams to show the list after completing the activity.

Skill Practice	Time	Resources
Maintaining grooming standards	1 hour	Pen and Paper

Do

- Ask the teams to submit the list after the specified time.
- Analyse the lists and share your feedback with the class.
- Explain the benefits of maintaining grooming standards.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.4: Route Plan and Beat Plan

Unit Objectives



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

1. Create route plan and beat plan
2. Define the objectives to prepare route plan and beat plan
3. Discuss the benefits of pre-defined route plan and beat plan

Notes for Facilitation



- The participant handbook provides content as per approved curriculum (pages 14 – 15). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used



- Pen and paper
- Whiteboard
- Marker
- Local map with list of retailers
- Notepad and calculator

Tips



- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Demonstrate



- Define route plan and beat plan.
- Demonstrate the process of preparing a route plan.
- Demonstrate the process of preparing a beat plan.
- Explain the advantages of preparing an effective route and beat plan.

Field Visit



- Divide students into four groups.
- Ask each group to prepare a route and beat plan.
- Ask each group to visit the retail outlets according to the prepared route plan.
- Ask each group to submit a report containing the advantages of following a route and beat plan.

Skill Practice	Time	Resources
Route plan and beat plan	3 hours	Pen and Paper

Do



- Go around and make sure that the students are doing the activity properly.
- Ask each group to submit the report after completing the field visit.
- Analyse the report of each group and provide feedback.
- Explain the advantages of following a route plan and beat plan.
- Ask each student to note down the advantages.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.5: Daily Sales Objective

Unit Objectives

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

1. Plan daily sales objective
2. Analyse sales data
3. Understand daily briefs
4. Achieve daily activities

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 16 – 19). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- Daily sales objective is the sales target for a particular day.
- To improve efficiency and optimise the sales output, daily sales objective should be designed before starting with the day's work.
- Analysing previous sales data or report can produce valuable information about the current sales trend.
- The main objective of daily briefs is to get the team focused and enthusiastic for the day's task.
- Daily briefs can be linear (no involvement of team members) or interactive.

Field Visit

- Divide students into four groups.
- Ask each group to visit retail outlets.
- Ask each group to collect information on the sale of different product from different retailers.
- Ask each group to prepare their report after analysing sales data.

Skill Practice	Time	Resources
Analysing sales data	3 hours	Pen and Paper

Do

- Ask each group to submit the report.
- Analyse the report and ask questions to identify the understanding of the user.
- Explain the advantages of analysing sales data.
- Ask each student to note down the advantages.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.6: Action Plan

Unit Objectives

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

1. Understand the necessity of action plan
2. Design an action plan by arranging morning meetings

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 20 – 21). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Elaborate



Action plans help you to develop strategies required for selling the company products. Following are some benefits of designing an action plan:

- The sales target can be achieved efficiently.
- The revenue of the organisation can be increased.
- The relationship between the retailer and the organisation can be established.
- The distributor sales representative can readily solve the queries of the retailer.
- The distributor sales representative will have a pre-planned route.

Field Visit



- Divide students into four groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative.
- Ask each group to collect information about preparing an action plan.
- Ask each group to list the benefits of preparing an action plan.

Skill Practice	Time	Resources
Benefits of action plan	3 hours	Pen and paper

Do



- Ask each group to submit the list.
- Analyse the list and give your feedback.
- Explain the benefits of preparing an action plan.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.7: Split Sales Target

Unit Objectives

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

1. Define a sales target
2. Split the monthly sales target into weekly sales target
3. Split the monthly sales target into daily sales target

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 23 – 25). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad
- Calculator and sales chart

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- A sales target is the amount of sales in terms of numbers and finances that an organisation aims to achieve within the specified time duration.
- Splitting sales targets means breaking the defined sales target into smaller targets that can be achieved easily.
- In the telecom industry, distributor sales representatives set some monthly targets to achieve.
- The sales target is defined for increasing the sales revenue of an organisation.

Team Activity

- Ask seven students to come to the whiteboard.
- Ask each student to write one challenge related to achieving sales target on the whiteboard.
- Ask each student presenting the challenge to explain the ways to efficiently meet the challenge.
- Ask other students to give their views.

Skill Practice	Time	Resources
Common challenges in achieving sales targets	2 hours	Pen, paper, whiteboard, marker

Do

- Ask students to discuss each challenge written on the whiteboard in the class.
- Explain the ways that can be used to efficiently meet the listed challenges.
- Ask students to note down the points.

Field Visit

- Divide students into four groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative.
- Ask each group to collect information about how a distributor sales representative splits the monthly sales targets into weekly and daily sales targets.

- Ask each group to list the collected information.

Skill Practice	Time	Resources
Splitting the sales target	3 hours	Pen and paper

Do

- Ask each group to submit the list.
- Analyse the list and give your feedback.
- Explain the benefits of splitting the sales targets.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.8: Keep Yourself Updated

Unit Objectives

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

1. Understand the importance of being updated about latest technologies and product launches
2. Discuss the importance of being updated about latest offers and schemes

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 26 – 28). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Catalogue, brochure and pamphlet

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Elaborate



A distributor sales representative should keep himself/herself updated about latest technologies, schemes and offers. Some of the benefits of remaining updated are as follows:

- The retailers can be given proper information about the product.
- Retailers' queries can be solved.
- The retailers can be encouraged to buy more company products.
- The retailers can be given latest information about the schemes/offers.
- The sales revenue of the company can be increased.

Field Visit



- Divide students into four groups.
- Ask each group to visit the retail outlet of different service providers in their territory and collect information about different schemes and offers.
- Ask each group to make a list of current offers and schemes.

Skill Practice	Time	Resources
Updating yourself for latest schemes/offers	3 hours	Pen, paper, brochure, pamphlet, briefing sheets

Do



- Collect list from each group.
- Analyse the list of each team.
- Explain different ways of collecting updated information.
- Ask students to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.9: Month-Till-Date (MTD) Sales

Unit Objectives

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

1. Discuss the Month-till-date (MTD) sales
2. Calculate Month-till-date (MTD) sales
3. Compare Month-till-date (MTD) sales with monthly target

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 30 – 32). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Field Visit



- Divide students into four groups.
- Ask each group to visit the retail outlet of different service providers in their territory and meet with distributor sales representatives.
- Ask each group to discuss the procedure of calculating MTD sales figures with the distributor sales representatives.
- Ask each group to note down the process.

Skill Practice	Time	Resources
Analysing MTD sales	3 hours	Pen, paper, calculator

Do



- Define MTD sales.
- Ask each group to submit the MTD sales report.
- Explain the formula for calculating MTD sales.

Elaborate



A distributor sales representative is required to compare the achieved MTD sales with the predefined monthly target. Following are some advantages of comparing MTD sales with monthly target:

- The sales target can be achieved efficiently.
- The revenue of the organisation can be increased.
- The relationship between the retailer and the organisation can be established.
- The distributor sales representative can readily solve the queries of the retailer.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 1.10: Collect Stock and Merchandise from Distribution Point

Unit Objectives

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

1. Gather stock and merchandise from distribution point

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 33 – 34). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Merchandising materials

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Elaborate



The possible ways of checking whether the product is ready for sale are as follows:

- Ensure that the label of products includes information about different types of items included in the package.
- Check whether the product package is easy to open so that retailers are able to know that the package contains all the items mentioned on the label.
- Ensure that the product package is displayed in a manner that its ingredients and parts are visible completely or partially.

Field Visit



- Divide students into four groups.
- Ask each group to visit the retail outlet and analyse the demand for products.
- Ask each group to prepare a report.

Skill Practice	Time	Resources
Collecting stock	3.5 hours	Pen and paper

Do



- Ask each group to submit the report.
- Explain the procedure of collecting stock from the distribution point.
- Ask students to note down the process.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

Q1. In telecom industry, a distributor sales representative is responsible for:

- a. Generating sales for mobile handset and related accessories
- b. Increasing width and depth of distribution
- c. Handling/escalating retailer's complaints
- d. All of the above

Q2. Which of the following is not a part of pre-planning?

- a. Obtaining daily sales objective from TSM
- b. Visiting retailers
- c. Designing an action plan to achieve sales target
- d. Updating self about latest schemes and offers

Q3. A sales pre-planning can significantly increase:

- a. Efficiency
- b. Productivity
- c. Sales output
- d. All of the above

Q4. A _____ is a definitive principle that an organisation must follow to reach its long-term goal.

- a. Policy
- b. Procedure
- c. Standard
- d. None of the above

Q5. A good product knowledge helps a distributor sales representative in:

- a. Developing confidence in selling
- b. Recommending suitable product to the retailer

- c. Overcoming objections
- d. All of the above

Q6. Which of the following merchandising element is made of cardboard and used for brand promotion?

- a. Dangers
- b. Pamphlets
- c. Standees
- d. Flex boards

Q7. _____ enables the distributor sales representative to compute the most-effective route for daily travel need.

- a. Beat plan
- b. Route plan
- c. Both of the above
- d. None of the above

Q8. MTD stands for:

- a. Manual Transmission of Data
- b. Memory Technology Device
- c. Month-Till Date
- d. None of the above

Q9. An informative daily briefing must include:

- a. Previous day's sales data
- b. Congratulating special individual performances
- c. Retailers complaints or non-compliance issues
- d. All of the above

Q10. Splitting the sales target refers to:

- a. Splitting the monthly sales target into daily and weekly targets
- b. Splitting the sales target between two distributor sales representative
- c. Splitting the monthly sales target among individual sales representatives
- d. Splitting the yearly sales target into monthly targets

Answers

1. d 2. b 3. d 4. a 5. d 6. c 7. b 8. c 9. d 10. a





Unit 2.12 - Handling Retailer Complaints



Key Learning Outcomes

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

1. Understand the roles and responsibilities of a distributor sales representative in educating the retailer
2. Determine probing techniques used to examine retailer's need
3. Identify new business opportunities
4. Display merchandising materials
5. Realise the importance of route plan and beat plan
6. Offer value proposition to retailers
7. Calculate Return on Investment (ROI)
8. Manage availability of stock
9. Define the stock replenishment and payment collection process
10. Prioritise daily activities to accomplish sales target
11. Distinguish between line and range selling techniques
12. Compute MTD sales and encourage retailers to buy more products
13. Resolve retailer's complaints timely

UNIT 2.1: Educate the Retailer

Unit Objectives

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

1. Educate retailers about their roles and responsibilities
2. Educate retailers about products and services
3. Educate retailers about offers and schemes

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 41 – 44). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Product manuals
- Brochures
- Computer with Internet connection

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- The productivity and sales of an organisation increase if its retailers are aware of their roles and responsibilities.
- A distributor sales representative is required to educate retailers about their responsibilities towards the company as well as end users.
- In the sales process, it is important to educate retailers because they are the main source of promoting sales of products and services.
- To increase the sales width and revenue, the mobile phone manufacturer provides special offers and schemes to retailers.
- Some offers provided by companies to its retailers are discount offers, cash-back offers, special gifts and coupons.

Team Activity



- Select a product.
- Call four students and ask them to explain the points about the product on which a retailer should be educated by a distributor sales representative.
- Ask other students to note the information given by the students.
- Ask students to analyse the performance of each student as they explain the points.

Skill Practice	Time	Resources
Educating the retailer about the product and its services	1 hour	Pen and paper

Do



- Allot a particular time to the students to complete their task.
- Ask students to note down the points.

Team Activity



- Select a product.
- Pick two students from the class.
- Ask one student to act as a retailer and the other as a distributor sales representative.

- Ask the second student to define special offers and schemes for selling the product to the first student.
- Ask the first student how the offers and schemes offered by the second student will benefit him.
- Ask the class to note down the points given by the first student.

Skill Practice	Time	Resources
Benefits of educating a retailer about special offers and schemes	1 hour	Pen and paper

Do



- Ask students to complete the task in the given time frame.
- Explain the benefits of educating retailers about company's special offers and schemes.
- Ask students to note down the points.

Field Visit



- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to ask retailers about special offers and schemes.
- Ask each team to prepare a chart on the basis of the collected information.

Skill Practice	Time	Resources
Understanding special offers and schemes	3 hours	Pen and paper

Do



- Ask each team to submit the chart.
- Analyse the charts and share your feedback for each.

Elaborate



Retailers are intermediate persons between customers and organisations. They are the main source of increasing the sales revenue of the organisation. Therefore, it is the duty of the distributor sales representative to educate and define the roles and responsibilities of the retailer towards customers. A distributor sales representative should educate retailers to perform the following roles and responsibilities:

- How to examine the need of the customers?
- How to encourage customers to buy the company product?
- How to provide information about the company product?
- When and how to introduce schemes and offers to customers?
- When and how to suggest customers to choose the company product?
- How to provide an invoice to a customer?

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.2: Examine Retailer's Need

Unit Objectives

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

1. Analyse retailer's need by using probing technique
2. Identify the common expectations of a retailer

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 45 – 47). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Field Visit



- Divide students into four teams.
- Ask each team to visit retail outlets.
- Provide them a list of questions that they need to ask from the retailers to examine their needs.
- Ask teams to note down the needs of the retailers and make a list.

Skill Practice	Time	Resources
Examining retailer's need	4 hours	Pen and paper

Do



- Ask the teams to submit the lists.
- Analyse the lists.
- Explain the benefits of examining retailer's need.
- Ask students to note down the points.

Elaborate



Common expectations of a retailer are as follows:

- A good margin on each mobile phone or accessory that he sells
- The mobile phone or accessory that attracts more end users to the outlet
- Replacement of damaged mobile phones and accessories that come under the warranty period
- Dealing in credit instead of investing in stocks
- Guidance on the ways to increase the sales
- Maintain a stock of mobile phones and accessories that sell fast
- Latest information about schemes and offers
- Information about the features and advantages of the product over that of the competitor

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.3: Map the Potential Territory for New Business

Unit Objectives

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

1. Detect a location for increasing the width of the distribution
2. Identify new business opportunities

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 48 – 52). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Local map with list of retailers
- Notepad and calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Demonstrate



- Define the term territory.
- Demonstrate the process of increasing the width of distribution.
- Demonstrate the process of identifying new business opportunities.
- Demonstrate the process of establishing territories from the basic control unit.

Field Visit



- Divide students into four groups.
- Ask each group to visit retail outlets in their territory.
- Ask each group to make a list of retailers in their territory that sell a particular product.
- Ask each group to explain the potential business opportunities in their territory on the basis of collected information.

Skill Practice	Time	Resources
Map the potential territory	4 hours	Pen and paper

Do



- Collect the list from each group.
- Analyse the list and points discussed by each group.
- Announce the winner group on the basis of their performance.
- Explain the advantages of mapping the potential territory.
- Ask each student to note down the advantages.

Elaborate



The build-up method defines the establishment of the territories by joining small geographical areas. These geographical areas are joined on the basis of the number of sales calls that a distributor sales representative is expected to make. A process of establishing territories from the basic control unit contains the following steps:

- **Examine sales call frequencies:** It defines the number of times a retailer should be visited in a year. Several factors affect the sales call frequency, such as sales potential, nature of the product, nature of competition and cost of the sales call.

- **Examine total number of sales calls:** It can be examined by multiplying the number of retailers in the control unit to the number of calls for a specific retailer.
- **Examine workload capacity:** The workload capacity can be defined as the average number of sales calls the distributor sales representative make in a day to the number of days in a year.
- **Draw territorial boundary lines:** The final step in the build-up method is to gather territorial control units until the yearly number of calls equals the workload for the distributor sales representative.

Field Visit

- Divide students into three groups.
- Ask each group to visit retail outlets in their territory and meet with distributor sales representatives.
- Ask each group to analyse the process followed by distributor sales representatives to encourage retailers about company products and services.
- Ask each group to note down the points.

Skill Practice	Time	Resources
Encouraging retailers	3 hours	Pen and paper

Do

- Ask each group to show the collected points.
- Explain the tactics used by distributor sales representatives for encouraging retailers to choose the company products and services.
- Ask each student to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.4: Merchandising Material

Unit Objectives

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

1. Define the concept of merchandising material
2. Discuss the guidelines for displaying merchandising materials
3. Explain the benefits of displaying merchandising materials in a retailer outlet

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 53 – 55). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- Merchandising materials are display materials that are used to promote a company product or service.
- Merchandising materials should be properly displayed in the retail outlet.
- Every organisation sets a unique set of guidelines for displaying merchandising materials.

Elaborate



Merchandising material plays a very important role in increasing the sales of the products of an organisation. Therefore, it is required to display these merchandising materials in a proper way in the retail outlets. The following are some guidelines for displaying merchandising materials in a retail outlet:

- **Selecting a location:** The distributor sales representative is required to select a location in the retail outlet where he/she can display the merchandising materials. The selection of the appropriate location helps in making the visibility of the company brand.
- **Vertical merchandising technique:** It deals with the display of same merchandising materials together. The distributor sales representative is required to arrange the merchandise materials at the eye level of the customers.
- **Customer entrance:** The merchandising materials should be arranged at the entrance of the retail outlet. As the customer visits the outlet, he/she can see the merchandising material.
- **Consideration:** The distributor sales representative is also required to consider the placement of the merchandising materials in the retail outlets. He/she must check that the merchandising materials are placed appropriately.

Field Visit



- Divide students into four groups.
- Ask each group to visit retail outlets.
- Ask each group to analyse the arrangement of merchandising materials in the retail outlet.
- Ask each group to prepare a report containing information about the arrangement of merchandising materials in a retail outlet.
- Encourage them to include relevant photos too to corroborate their findings.

Skill Practice	Time	Resources
Analysing merchandising materials	4 hours	Pen and paper

Do



- Ask each group to submit the report.
- Analyse the reports and share your feedback with the class.
- Explain the advantages of proper merchandising in the retail outlet.
- Ask students to note down the advantages.

Activity



- Ask each student to design a merchandising material.
- Ask each student to name the merchandising material prepared by them.
- Ask each student to explain how merchandising helps in increasing sales revenue.

Skill Practice	Time	Resources
Designing a merchandising material	1 hour	Pen, paper, pencil and colours

Do



- Provide necessary stationery to each student.
- Go around and see that the students are doing the activity properly.
- Collect the designs prepared by each student after the specified time duration.
- Analyse the design and choose the winner who prepared the best design.
- Explain the usage of merchandising materials in retail outlets.
- Ask students to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.5: Route Plan and Beat Plan

Unit Objectives

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

1. Develop a route plan and a daily beat plan
2. Discuss the organisational policies regarding route plan and daily beat plan
3. Explain the importance of route plan and daily beat plan for daily sales planning

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 56 – 58). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Local map
- List of retailers

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- A route plan helps in computing the most cost-effective route by minimising the distance to be travelled for the day.
- An appropriate route plan helps the distributor sales representative to define the area and the route to be followed for covering the area.
- The beat plan refers to the daily plan prepared by a distributor sales representative to visit the existing and prospective outlets.
- Daily sales planning deals with the planning strategy for achieving daily sales target.
- In daily activities, the route plan and daily beat plan play a very important role.

Team Activity



- Divide students into four teams.
- Provide a list of locations to all the teams.
- Ask the teams to prepare a route plan for visiting the locations.

Skill Practice	Time	Resources
Preparing a route plan	1 hour	Pen, paper, regional map, list of retailers

Do



- Go around and see that the teams are doing the activity properly.
- Ask each team to submit the route plan in the specified time.
- Analyse the route plan prepared by each team and give your feedback.
- Announce the winner team who prepared the best route plan.
- Explain the benefits of preparing a route plan.
- Ask students to note down the benefits.

Elaborate



While preparing a route plan and beat plan, each distributor sales representative must follow the defined organisational policies. Some organisational policies are as follows:

- The retailer should be informed about the visit.
- The route plan/beat plan should have an objective.
- The route plan/beat plan should define the number of retail outlets to be visited.
- Vouchers should be signed by the appropriate authority.
- Time should be managed appropriately.
- Reports should be submitted to the appropriate authority.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.6: Features Advantages Benefits (FAB) Approach

Unit Objectives

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

1. Define the value proposition and Features Advantages Benefits (FAB) approach
2. Discuss the benefits of defining range of products to the retailers
3. Explain the importance of highlighting the company's strengths

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 60 – 62). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- Value proposition is an act of providing information to the retailer about the benefits that he/she can gain by selling the company products.
- FAB approach is used to define value proposition.
- Range refers to the variety and types of a product.
- Company's strengths are the advantages of the company over its competitor.

Field Visit

- Divide students into four groups.
- Ask each group to visit the retail outlets and collect information about the range of products for a specific brand.
- Ask each group to ask the retailers about the range of products available for a specific brand.
- Ask each group to make a chart on the basis of the collected information.

Skill Practice	Time	Resources
Understanding the range of products	4 hours	Pen, paper, chart

Do

- Ask students to show the chart.
- Explain the benefits of defining range of products to the customer.
- Ask students to note down the points.

Role Play

- Pick any two students from the class.
- Ask one student to play the role of a distributor sales representative and the other to play the role of a retailer.
- Ask the student playing the role of distributor sales representative to highlight the company's strengths to the other student playing the role of retailer.
- Ask the student playing the role of the retailer about his reaction after knowing about the company's strengths.

- Ask other students in the class to note the points given by the student acting as a retailer.

Skill Practice	Time	Resources
Benefits of highlighting company's strengths	1.5 hours	Pen, paper, sample product

Do



- Listen to the points of the students acting as the distributor sales representative and retailer.
- Give your feedback after the act is completed.
- Explain the benefits of highlighting company's strengths.
- Ask students to note down the points.

Elaborate



In case of a mobile company, the strengths can be measured by the quality of the handsets or accessories produced by it. The following strengths of the company should be highlighted to the retailer:

- **Productivity:** The DSR needs to define the range of handsets and accessories offered by the company to the retailers.
- **Speed to Market:** The DSR needs to define the company growth to the retailers.
- **Revenue:** The DSR needs to define the sales revenue that the company has achieved.
- **Customer Satisfaction:** The DSR needs to define the aim of the company that is high customer satisfaction.
- **Quality:** The DSR needs to define the quality of the handset or accessory produced by the company.
- **ROI:** The DSR needs to define the profit gained by the retailer after selling the company's handset or accessories.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.7: Return on Investment (ROI)

Unit Objectives

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

1. Define the concept of Return on Investment (ROI)
2. Calculate the retailer's ROI
3. Highlight the high inventory turns
4. Suggest the retailer about the right product mix

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 63 – 66). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- ROI refers to the measurement of the performance of a retailer.
- ROI is the percentage profit gained from an investment.
- A better explanation of the ROI encourages the retailer to buy the company handsets and accessories.
- ROI can be calculated by dividing the benefit of the retailer's investment by the cost of the investment. The result gained is multiplied by 100 to express it in percentage.
- Inventory turn is the number of times an inventory is sold within a specified time period.
- Higher the inventory turn, more the profit gained by the retailer.

Activity



- Select a product.
- Pick any three students in a class, namely A, B and C.
- Provide the selected product to student A.
- Ask student A to sell the product to student B for Rs. 10.
- Ask student B to sell the same product to student C for Rs. 12.
- Ask the students in the class to calculate the ROI for student B after selling the product.

Skill Practice	Time	Resources
Calculating ROI	1 hour	Pen, paper and calculator

Do



- Ask students to calculate the ROI in the specified time duration.
- Ask students to discuss their results.
- Explain the formula of calculating ROI.
- Ask students to note down the formula and verify their answer accordingly.

Team Activity

- Select a few products.
- Divide the students into four teams.
- Ask each team to present their ideas to other teams about the right product mix for high ROI.

Skill Practice	Time	Resources
Suggesting right product mix	1 hour	Pen, paper and calculator

Do

- Analyse the performance of each team.
- Ask each team as to which team's ideas they liked the most, excluding their own.
- Give your suggestions and feedback.
- Announce the winner team who provided best ideas.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.8: Managing Stocks and Collecting Payment

Unit Objectives

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

1. Discuss the concept of stock management
2. Describe the process of replenishment of stocks
3. Explain the payment collection process
4. Define the basic terms used in accounting
5. Understand the claim settlement process

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 67 – 73). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- Stock management refers to managing the available stock and the demands of that stock.
- For effective stock management, the distributor sales representative must consider various factors, such as quantities, sales and storage space.
- The replenishment of stocks or inventories is the process of refilling stocks in order to avoid the unavailability of stocks.
- Payment collection is a process where a company collects the amount due on the retailer's account.
- Accounting can be defined as a method or system that is used to record and manage the financial status of a business entity and prepare financial reports based on records.
- Claim settlement process refers to the process of providing appropriate solutions to retailers' complaints.

Demonstrate

- Explain claim settlement process.
- Demonstrate the process of claim settlement.
- Explain the benefits of claim settlement process.

Steps of Claim Settlement Process

1. Check the integrity of the claims to be settled
2. Ensure the availability of funds for settlement
3. Settle claims between parties
4. Communicate with the concerned parties

Elaborate

In a retail supply chain, several sequential steps are carried out in stock management:

- Request is sent for the new stock from stores to the head office
- Head office issues purchase orders to the vendor
- Vendor ships the goods
- Warehouse receives the goods
- Warehouse stocks the goods and distributes them to the stores
- Stores receive the goods
- Goods are sold to customers at the stores

Activity



- Ask students about some of the important accounting terms.
- Ask each student to explain an accounting term with appropriate example.
- Ask other students to note the significance of the term.

Skill Practice	Time	Resources
Understanding accounting terms	1 hour	Pen and paper

Do



- Analyse the answers of each student.
- Explain each accounting term to the students.
- Explain the significance of accounting terms.
- Ask each student to note down.

Role Play



- Pick any two students in the class.
- Ask one student to play the role of a retailer and other to act as a distributor sales representative.
- Ask the student acting as the distributor sales representative to enact a situation where the retailer complains about a broken product and claims refund.
- Ask the student acting as the distributor sales representative to execute the claim settlement process.

Skill Practice	Time	Resources
Understanding the claim settlement process	1.5 hour	Pen and paper

Do



- Ask other students to analyse the act.
- Ask students to confirm whether the process followed was correct or not.
- Explain the claim settlement process.
- Ask students to note down the points.

Field Visit



- Divide students into five groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representatives.
- Ask each group to gather information about the replenishment process.
- Ask each group to note down the information.

Skill Practice	Time	Resources
Understanding the replenishment process	3 hours	Pen and paper

Do



- Ask each group to discuss the collected information in the class.
- Explain the replenishment process.
- Ask students to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.9: Sales Target

Unit Objectives

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

1. Accomplish sales targets
2. Specify daily, weekly and monthly sales targets
3. Prioritise daily activities to achieve sales targets

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 74 – 75). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Elaborate

The following points should be considered to efficiently achieve the sales target:

- Break-up of the monthly sales target into weekly and daily targets, taking into account the lean seasons and the peak seasons of sales.
- Focus on the product range and consider the retailer profile of each territory.
- Analyse the past sales data for your territory. All channel members of your territory should know their respective targets. These targets can be determined through mutual consultation and agreement, taking into account the current market and the expected growth of the market.

Activity

- Ask students to list down the jobs performed by a distributor sales representative.
- Ask each student to prioritise the jobs.
- Ask each student to submit the list.

Skill Practice	Time	Resources
Prioritising daily activities	1 hour	Pen and paper

Do

- Analyse which job responsibilities are listed as high-priority and which are listed as low-priority.
- Discuss the importance of prioritising daily tasks.
- Ask each student to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.10: Line Selling and Range Selling

Unit Objectives

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

1. Define line selling and range selling techniques
2. Promote more product lines to retailers
3. Encourage retailers to buy more stock

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 77 – 79). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- Line selling refers to a particular type of selling wherein the distributor sales representative sells a particular line or range of products.
- Range selling refers to promoting more than one product simultaneously to the retailers.
- Sales promotions and range of product are two key factors in increasing the sales of a company.
- Product line of a mobile handset manufacturing company refers to the different handset models manufactured by the company.
- Product range refers to the variations of a particular model.

Field Visit



- Divide students into four groups.
- Ask each group to visit different retail outlets as customers.
- Ask each group to act as in they are purchasing a particular product.
- Ask each group to note down the tactics used by the retailer to sell other products with the product they are looking for.

Skill Practice	Time	Resources
Understanding range selling	4 hours	Pen and paper

Do



- Collect information from each group.
- Explain the significance of range selling.
- Ask each student to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.11: Month-Till-Date (MTD) Sales

Unit Objectives

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

1. Define the Month-till-date (MTD) sales
2. Calculate MTD sales
3. Understand the significance of calculating MTD sales

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 81 – 83). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- MTD refers to a time period that starts at the beginning of the current month and ends at the current date.
- MTD sale refers to the sales figure achieved during the time period.
- MTD sales are the actual sales that are achieved till the current date.
- The MTD sales can be calculated by adding the current month sales till the current date.

Activity



- Give a scenario to the students where a sales data of different dates of different months is provided.
- Ask students to calculate the MTD sales for a particular month.
- Ask students to submit the paper after performing the calculation.

Skill Practice	Time	Resources
Calculating MTD sale	1 hour	Pen and paper

Do



- Go around and see that the students are doing the activity properly.
- Collect papers on which they performed calculation after the specified time.
- Analyse the papers of each student and share feedback.
- Explain the procedure of calculating MTD sales.
- Ask each student to note down the process and formula.

Field Visit



- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to meet with distributor sales representatives.
- Ask each team to collect information about the significance of MTD sales.

- Ask each team to prepare a report on the basis of the collected information.

Skill Practice	Time	Resources
Significance of MTD sales	4 hours	Pen and paper

Do



- Collect report from each team.
- Ask each team how they interacted with the distributor sales representatives.
- Give your feedback.
- Explain the significance of MTD sales.
- Ask each student to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 2.12: Handling Retailer Complaints

Unit Objectives

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

1. Resolve retailer's complaints timely
2. Discuss some of the common complaints of a retailer

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 84 – 88). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Team Activity



- Select any 10 students and divide them into five groups.
- Ask the first group to explain complaints and queries or concerns.
- Ask the second group to enact how to register a complaint with a distributor sales representative.
- Ask the third group to explain the complaint resolution process.
- Ask the fourth group to explain possible reasons in complaint resolution.
- Ask the fifth group to explain why it is important to resolve complaints timely.

Skill Practice	Time	Resources
Resolving retailer complaints timely	2 hours	Pen and paper

Do



- Listen to each group attentively.
- Analyse their performance and give your feedback.
- Ask each student to note down the retailer complaints, process to resolve them and the benefits of resolving retailer complaints timely.

Ask



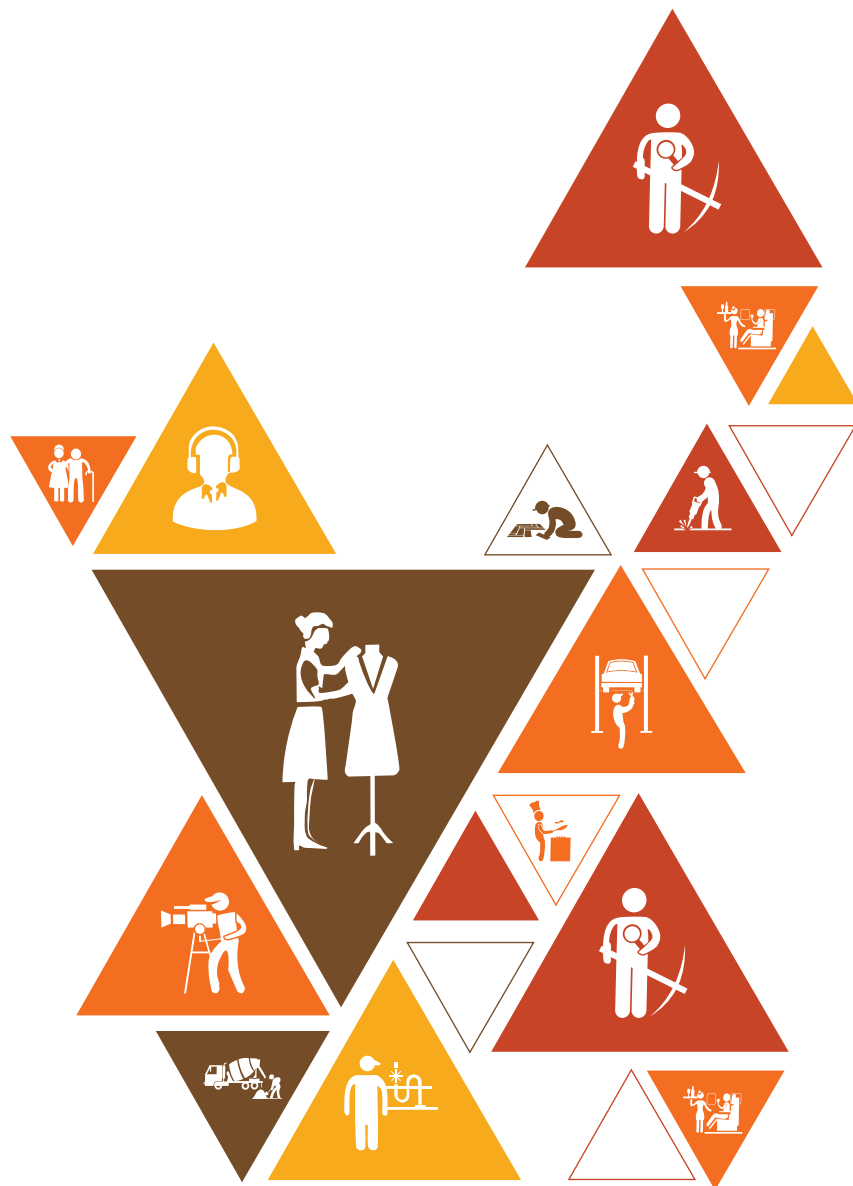
- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

- Q1. Which of the following is not a responsibility of the retailer?**
- Examining the need of the customer
 - Introducing schemes and offers to customers
 - Managing relationship with the distributor sales representative
 - Replacing the handset, if the problem is not solved
- Q2. A well-informed _____ can handle the questions of the customers confidently and establish a knowledgeable customer base.**
- Retailer
 - Distributor sales representative
 - TSM
 - Area Manager
- Q3. Which of the following offer is not provided by a mobile company?**
- Discount
 - Coupon
 - Buy one Get one
 - Cash-back
- Q4. Who among the following communicates directly to the customer?**
- TSM
 - Distributor sales representative
 - Area manager
 - Retailer
- Q5. _____ refers to a technique of questioning the retailer to examine his/her need.**
- Unique Selling Proposition
 - Probing
 - Examining
 - Educating
- Q6. Which of the following is an open-ended question?**
- May I help you?
 - Shall we continue?
 - Does this answer your question?
 - What range of mobile phone do you have?
- Q7. Which of the following is not a control unit?**
- Metropolitan area
 - City
 - State
 - World
- Q8. Which of the following can be used as a source material to identify the location and potential retailers?**
- Sales record
 - Trade directory
 - Subscription list
 - All of the above
- Q9. Which of the following factor affects the sales call frequency?**
- Nature of product
 - Nature of competition
 - Both a and b
 - None of the above
- Q10. Merchandising materials are used to _____ a company product or service.**
- Promote
 - Display
 - Sale
 - All of the above

Answers

1. d 2. a 3. c 4. d 5. b 6. d 7. d 8. d 9. c 10. a





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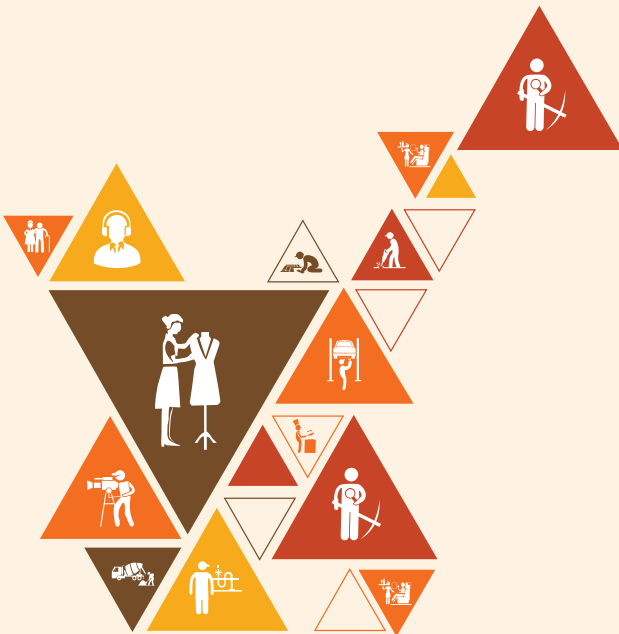
3. Educate Retailer's Counter Sales Person

Unit 3.1 - Dealing with Retailer's Counter Sales Person

Unit 3.2 - Analysing the Needs of a Customer

Unit 3.3 - Educating Retailer's Counter Sales Persons to Offer
Appropriate Products to Customers

Unit 3.4 - Providing Mobile Handset Details



TEL/N2102

Key Learning Outcomes



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

1. Deal with a counter sales person
2. Analyse the needs of customers
3. Offer appropriate products to customers
4. Define technical specifications of mobile handsets

UNIT 3.1: Dealing with Retailer Counter Sales Person

Unit Objectives

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

1. Give instructions to counter sales persons
2. Analyse the problem and provide suitable solution

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 95 – 97). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- The role of a counter sales person is to help customers find the appropriate products.
- A counter sales person communicates and coordinates with customers directly to know their requirements and provides solutions to them.
- The technical specifications are the main technologies that the handset employs to perform functions, such as downloading, assessing data and accepting different software applications.
- The technical specifications also define the key attributes or the basic information of the handset, such as weight, dimension and display size.
- The non-technical specifications of mobile phones simply refer to the features that do not deal with the technicalities of mobile phones such as shape and colour of the mobile phone.

Field Visit



- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to talk with retailer's counter sales person and analyse how he/she communicate with customers.
- Ask each team to note the communication etiquettes followed by retailer's counter sales person.

Skill Practice	Time	Resources
Communicating with customers	3 hours	Pen and paper

Do



- Ask each team to discuss the collected information in the class.
- Analyse the information and give your feedback.
- Explain the common communication etiquettes including greeting the customer, listening without interrupting, being clear and accurate, being enthusiastic and showing interest, using proper body gestures, speaking clearly with a smile and asking questions to find out information.
- Ask each student to note down the communication etiquettes discussed in the class.

Role Play



- Pick any two students in the class.
- Ask one student to act as a retailer's counter sales person and other as a distributor sales representative.

- Ask the first student to put queries against products.
- Ask the second student to solve the first student's queries effectively.
- Ask students to note down the points of discussion taking place between the students.

Skill Practice	Time	Resources
Analysing problems and providing solutions	2 hours	Pen and paper

Do



- Give a list of queries to the student acting as retailer's counter sales person.
- Ask the student acting as distributor sales representative to solve the retailer's counter sales person's problem efficiently.
- Explain the process of analysing the solution.
- Ask students to note down the points.

Elaborate



A distributor sales representative must follow some communication etiquettes while dealing with retailer's counter sales person. The following are some common communication etiquettes:

- Greet the counter sales person
- Use the right and appropriate words
- Use the correct body language
- Be specific and to-the-point
- Ask questions to minimise misunderstandings
- Respond promptly and positively
- Sound enthusiastic and interested while interacting

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 3.2: Analysing the Needs of a Customer

Unit Objectives

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

1. Educate the retailer's counter sales person to analyse customer requirements
2. Educate the retailer's counter sales person to achieve goals

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 98 – 100). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Field Visit



- Divide students into four teams.
- Ask each team to visit retail outlets.
- Provide them a list of questions that they need to ask the retailers in order to obtain their feedback on different products.
- Ask teams to note down the needs of the retailers and make a list.

Skill Practice	Time	Resources
Examining retailer's need	3 hours	Pen and paper

Do



- Ask the teams to submit the list.
- Analyse the list.
- Explain the benefits of examining retailer's need.
- Ask students to note down the points.

Elaborate



Different guidelines for a retailer's counter sales person to achieve his/her professional goals are as follows:

- Set your goals.
- Review your goals on a daily basis and consult your seniors.
- Ask your seniors for guidance and assistance.
- Use different scheduling tools to schedule your tasks.
- Set a time line by which you must complete your tasks.
- Evaluate your knowledge level and technical skills to gradually improve them to achieve your goals.
- Identify any professional fears, obstacles or concerns and take steps to overcome them.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 3.3: Educating Retailer's Counter Sales Persons to Offer Appropriate Products to Customers

Unit Objectives

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

1. Educate retailer's counter sales person to offer products to customers
2. Define the tactics to counter sales person of presenting promotional offers to customers

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 101 – 102). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Field Visit



- Divide students into five groups.
- Ask each group to visit retail stores in different areas and check the promotional offers on mobile handsets provided by them.
- Ask each group to collect or note down the information about any interesting promotional offers provided by the retailers.
- Ask each group to prepare a chart on the basis of the collected information.

Skill Practice	Time	Resources
Presenting promotional offers to customers	4 hours	Pen and paper

Do



- Ask each group to submit the charts prepared by them.
- Ask each group to compare the charts.
- Ask groups to make an analysis of the information to decide which retailer provides the best promotional offer.
- Explain the significance of providing promotional offers to customers.
- Ask students to note down the points.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 3.4: Providing Mobile Handset Details

Unit Objectives

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

1. Define a mobile handset
2. Explain the physical and technical specifications of a mobile
3. Discuss the range of mobile handsets

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 103 – 105). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Mobile handset

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- Mobile phone has become a necessity nowadays.
- The technical specifications of a mobile phone deal with the technical features and services offered by a mobile phone.
- The technical specifications vary from one mobile phone to another based on the features offered by them.
- Mobile phones also vary from one other on the basis of the operating system they support including Symbian OS, Windows and Android.

Elaborate



The critical elements to analyse the technical specifications of a mobile handset are as follows:

- Display
- Battery
- Camera
- Music and Sound
- Speaker
- Network
- Communication
- Memory
- Software and Applications

Field Visit



- Divide students into three groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with retailer's counter sales person and understand the technical specifications of different mobile phones.
- Ask each team to prepare a chart on the basis of the collected information.

Skill Practice	Time	Resources
Collecting technical specification of mobiles	3 hours	Pen and paper

Do

- Collect the chart from each group.
- Analyse the chart and give your feedback.
- Explain the common technical specifications of different mobiles.
- Ask students to note down the points.

Ask

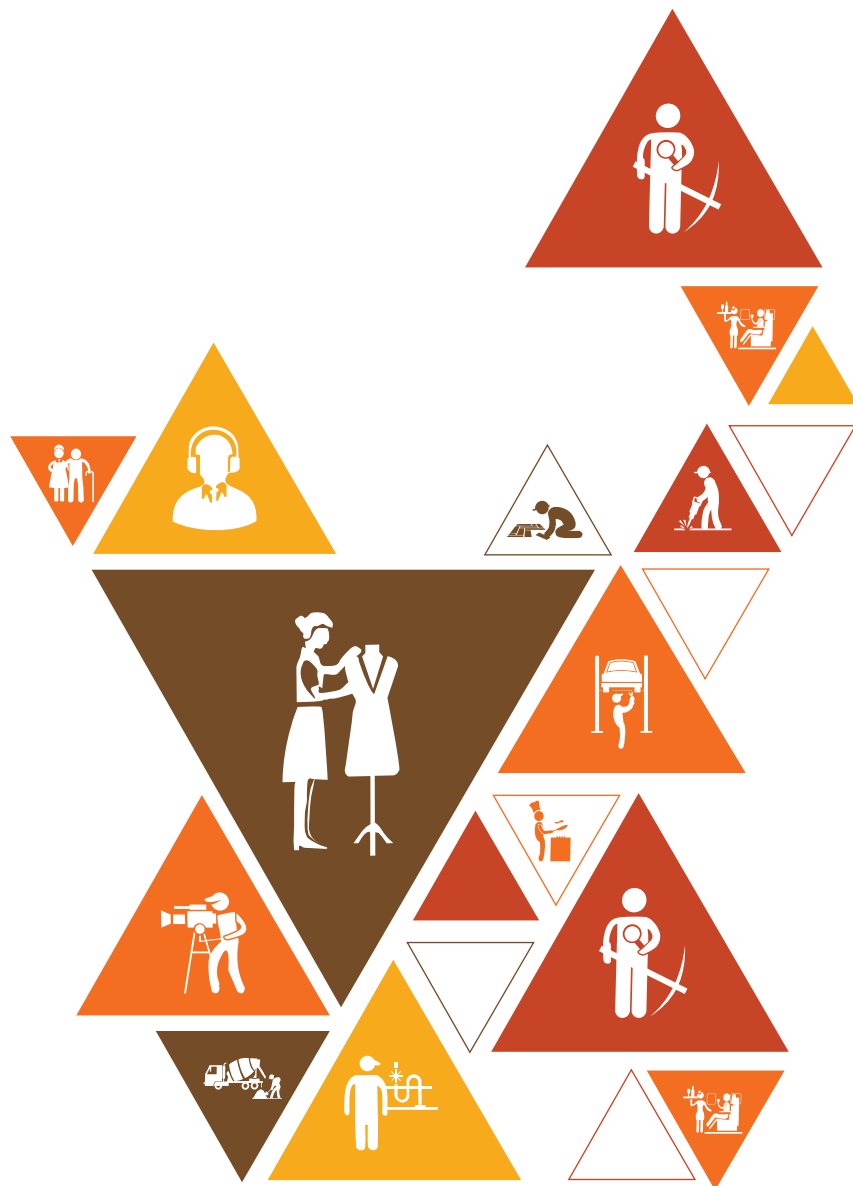
- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

- Q1.** _____ is the first person who directly communicates with customers and offer services to them.
- Distributor sales representative
 - Counter sales person
 - Customer
 - None of the above
- Q2.** Which of the following techniques is used to identify customer needs?
- Identify and observe customers
 - Listen to customers keenly
 - Ask questions to know and understand customer needs
 - All of the above
- Q3.** Which of the following etiquettes is/are essentials for a counter sales person to communicate with the customers in an effective manner?
- Greet customers generously
 - Ask questions to minimise misunderstandings
 - Both a and b
 - None of the above
- Q4.** Which of the following is an example of technical specification of mobile handsets?
- Battery
 - Display size
 - Dimension
 - All of the above
- Q5.** Which of the following is the promotional offer type?
- Price discount
 - Quantity/product concession
 - Shipping promotions
 - All of the above
- Q6.** _____ is the person who helps the counter sales person in selling products.
- Distributor sales representative
 - Counter sales person
 - Customer
 - None of the above
- Q7.** Which of the following is an example of non-technical specification of mobile handsets?
- Battery
 - Colour
 - Display pixel
 - Memory
- Q8.** _____ helps customers find the appropriate products for them.
- Distributor sales representative
 - Counter sales person
 - Manufacturer
 - None of the above
- Q9.** _____ are designed to provide short-term boost to sales.
- Promotional offers
 - Services
 - Product-selling strategies
 - None of the above
- Q10.** The _____ of a mobile phone deals with the technical features and services offered by the phone.
- Technical specification
 - Technical service
 - Wide range
 - None of the above

Answers

1. b 2. d 3. c 4. d 5. d 6. a 7. b 8. b 9. a 10. a





Unit 4.4 - Enroll New Retail Outlets



Key Learning Outcomes



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

1. Create brand visibility
2. Prepare daily sales report
3. Analyse daily sales report with supervisor
4. Explore different range selling norms
5. Explain the concept of the enrollment of new outlets

UNIT 4.1: Brand Visibility

Unit Objectives

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

1. Build strong brand visibility
2. Discuss visual merchandising norms

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 111 – 113). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Merchandising elements

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- Creating brand visibility refers to the activity that an organisation undertakes to build and enhance the reputation of its brand in the market and increase sales velocity.
- Brands are important assets as they signify the market value of the sales of an organisation.
- Brands that are well positioned in the market provide a competitive advantage for the company over its rivals.
- Brands help increase the profits of a company.
- Visual merchandising refers to the process of presenting the products in an attractive and appealing way in retail outlets to promote the sale.
- Visual merchandising norms not only determine the environment in the retail outlet, but are also the driving force behind the company's sales income.

Elaborate

To achieve the best sales result using visual merchandising approach, a few norms should be observed. These company norms are described as follows:

- Position the products in the outlets according to their demand and value. For a display to be effective, the high-revenue products should be the display's main focus. For example, if a particular handset generates 30 percent of the outlet's handset revenue, then that model should receive 30 percent of the visual merchandising space.
- Keep the displays focused. A display should focus on one product as too many varieties of products in the same visual display may confuse and distract visitors.
- Arrange displays in proper angles. Display angles help in creating product dominance.
- Use varying heights and colours to gather visitor's attention.
- Use proper lighting to highlight and display products.

Field Visit

- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to analyse the arrangement of handsets in the retail outlets.
- Ask each team to identify the focused items in the retail outlet.
- Ask each team to prepare a report on the basis of visual merchandising done in the retail outlet.

Skill Practice	Time	Resources
Analysing visual merchandising	3 hours	Pen and paper

Do

- Ask each team to submit the report.
- Analyse the performance of each team.
- Explain several visual merchandising norms to the students.
- Ask each student to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 4.2: Daily Sales Reports

Unit Objectives

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

1. Prepare an error-free daily sales report within the specified time period
2. Discuss how closing dates of different territories and markets affect the sales process

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 114 – 116). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say

- A daily sales report is a document that records the sales data of an organisation per day in a comprehensive way.
- The report helps the organisation in analysing the sales on a daily basis and determining the key performers.
- A daily sales report contains the information needed to track and monitor the status of every product sold on a particular day.
- Distributor sales representative uses Management Information System (MIS) to generate sales reports.
- Daily sales report enables you to understand and analyse which sales were right for your company and have played a vital role in making your company stronger.

Field Visit

- Divide students into four teams.
- Ask each team to visit retail outlets.
- Ask each team to meet the distributor sales representatives and analyse the procedure of preparing daily sales report.
- Ask teams to note down the process of preparing daily sales report.

Skill Practice	Time	Resources
Preparing daily sales report	3 hours	Pen and paper

Do

- Ask teams to discuss the points in the class.
- Listen attentively to the points discussed by each team.
- Explain the benefits of preparing daily sales report.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 4.3: Sales Reports and Range Selling Norms

Unit Objectives

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

1. Analyse the daily sales report with the supervisor
2. Explain the range selling norms and its advantages
3. Discuss the range of products
4. Describe the company policies for selling products
5. Create and manage a product portfolio

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 117 – 121). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Sample handset

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Field Visit



- Divide students into five groups.
- Ask each group to visit retail stores in different areas.
- Ask each group to communicate with retailers and understand the range of products in their retail outlet.
- Ask each group to prepare a chart containing information about different handsets, their specifications and prices.

Skill Practice	Time	Resources
Understanding range of products	3 hours	Pen and paper

Do



- Ask each group to submit the charts prepared by them.
- Ask each group to compare the charts and analyse the different range of handsets available in the market.

Activity



- Ask each student to list the advantages of range selling.
- Ask each student to complete the activity in the specified time period.

Skill Practice	Time	Resources
Advantages of range selling	1.5 hour	Pen and paper

Do



- Go around and see that the students are doing the activity properly.
- Collect the inputs of each student.
- Give your feedback on the basis of the performance of each student.
- Explain the advantages of range selling.
- Ask students to note down the advantages.

Elaborate



In an organisation, some norms are designed and introduced to approach the range selling concept. Some of the important range selling norms are as follows:

- Check beat plan for sales or distribution
- Decide on range of products
- Identify reasonable expectation
- Check average investment
- Check on available products
- Decide how many more products can be sold
- Order of presentation

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 4.4: Enroll New Retail Outlets

Unit Objectives

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

1. Discuss the concept of retail outlet and advantages of running retail outlet
2. List the different parameters defined by a company for the enrollment of new outlets

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 122 – 123). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Mobile handset

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.

Say



- Retail outlets can be defined as stores that purchase merchandise from the distributors or manufacturers and sell directly to consumers.
- Retail outlets generally set their own prices by slightly raising the price at which the items were purchased from the distributor.
- The key goal of running a retail outlet is to create loyalty among the end users.
- Some of the necessary parameters to enroll and run a retail outlet are pricing, economic conditions, taste and preferences, location and traffic flow, competition and preventive measures to deal with theft and damage.

Field Visit



- Divide students into three groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative and gather information about the parameters required for enrollment of new retail outlets.
- Ask each group to prepare a report on the basis of the collected information.

Skill Practice	Time	Resources
Identifying retail outlet parameters	3 hours	Pen and paper

Do



- Collect the report from each group.
- Analyse the report and give your feedback.
- Explain the parameters of enrolling a retail outlet.
- Ask students to note down the points.

Ask



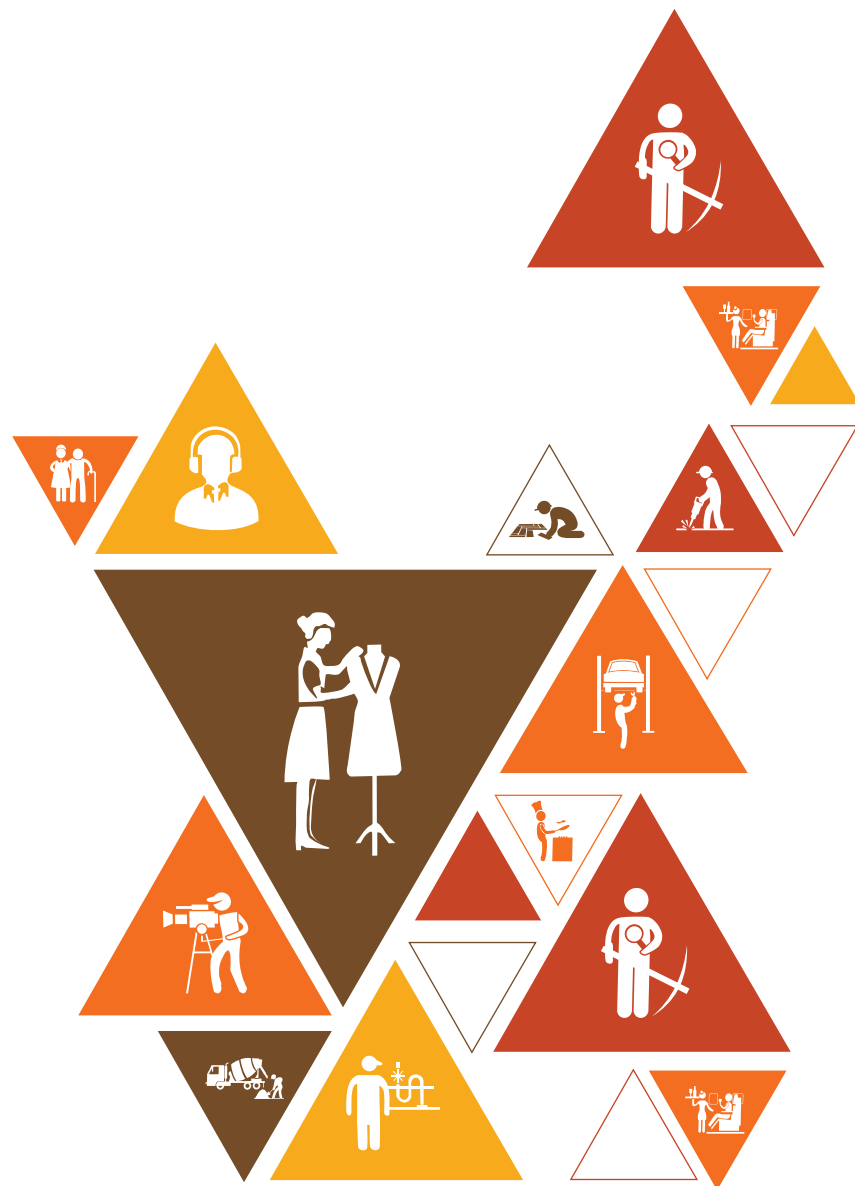
- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

- Q1.** _____ are important assets that signify the market value of sales company.
- Brands
 - Customers
 - Norms
 - None of the above
- Q2.** Which of the following is a key factor of brand visibility?
- Building recognition of the brand
 - Generating awareness of the brand
 - Knowing top-of-mind status
 - All of the above
- Q3.** _____ refers to a document or report prepared on the basis of daily sales status.
- Norms
 - Policies
 - Daily sales report
 - None of the above
- Q4.** _____ is commonly used for preparing sales report.
- Internet Explorer
 - MS Excel
 - MS Outlook
 - None of the above
- Q5.** It is the duty of _____ to prepare a sales report daily to keep self and the company updated of the sales status.
- Distributor sales representative
 - TSM
 - Customer
 - None of the above
- Q6.** Which of the following is an art of selling and promoting more than one product or service simultaneously?
- Visual merchandising
 - Range selling
 - Both a and b
 - None of the above
- Q7.** _____ of a company can be defined as a collection of related, structured activities or guidelines imposed by an organisation to achieve a desired goal.
- Policies
 - Products
 - Offers
 - None of the above
- Q8.** _____ includes different categories of products, product lines and finally the individual product itself.
- Product portfolio
 - Objectives
 - Product line
 - None of the above
- Q9.** Which of the following is a necessary parameter for enrolling a retail outlet?
- Pricing
 - Economic conditions
 - Location and traffic flow
 - All of the above
- Q10.** Boston Consulting Group Matrix (BCG matrix) classifies different products in a product portfolio on the basis of _____.
- Market share
 - Market growth
 - a and b both
 - None of the above

Answers

1. a 2. d 3. c 4. b 5. a 6. b 7. a 8. a 9. d 10. c





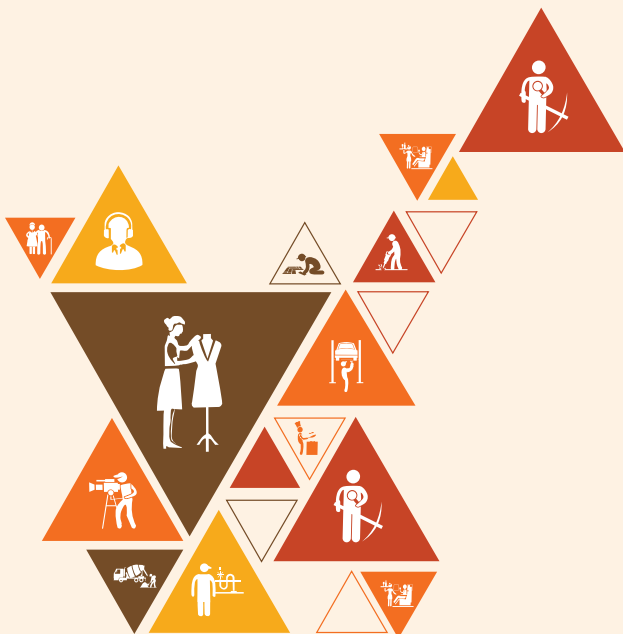
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5. Soft Skills – Personal Development

Unit 5.1 - Soft Skills

Unit 5.2 - Perception



Key Learning Outcomes

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

1. Define the concept of soft skills
2. Identify and improve soft skills
3. Enhance your soft skills by formal training
4. Define the factors that influence perception
5. Describe the ways of improving perception
6. Discuss the applications of perceptions in organisations

UNIT 5.1: Soft Skills

Unit Objectives

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

1. Define soft skills
2. Practice soft skills

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 129 – 133). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Say



- Soft skills play an important role in the career growth of an individual.
- Most organisations prefer candidates who have good soft skills in addition to their occupational skills.
- Especially when it comes to sales, interpersonal skills become important because that helps in creating a positive impression while interacting with clients.
- Communication skills, negotiation skills, personal effectiveness, problem solving skills, strategic thinking skills, being a good team player and ability to influence others are important soft skills for sales executives.

Activity



- Read out the following scenarios to the students one by one.
 - **Scenario 1:** You are meeting a client at the client's office. On your way, it starts raining, and you find it difficult to reach the client's office. As a result, you are in a bad mood. When you meet the client, you begin by saying how difficult it has been for you to reach and since the weather is bad, you would like to leave as soon as possible. Then you straightaway discuss the key points and leave. Does this demonstrate good interpersonal skills? Why? Why not?
 - **Scenario 2:** You and your colleague are entering a cab with an important client. You and your colleague get in first and position yourself in the back seat, and wait for the client to take a seat beside the driver. Is this good manners? Why or why not?
 - **Scenario 3:** You are hosting some clients for a dinner at a restaurant. You have pre-ordered for everyone and indicated where they should sit. Are you correct? Why or why not?
- Pick some volunteers and ask them to explain whether the behaviours demonstrated in the above scenarios are correct or not, and why.
- Let them come up with alternative behaviours expected in these situations. Write the keywords on a whiteboard.
- Ask the others to analyse the responses and share their opinion as well.

Skill Practice	Time	Resources
Basic soft skills	1 hour	Pen and whiteboard

Do



- Analyse the responses of students and provide feedback.
- Explain that it is important for professionals, especially salespersons, to be enthusiastic, cheerful and polite with clients.
- As you explain, write the keywords on the whiteboard.

Activity



- Ask the students to create a table similar to the one given below in their notebooks, and tick the relevant column, based on their current soft skill level.

	Skills	I am Good at This	I Need to Improve This Skill
1.	Communication skills		
2.	Negotiation skills		
3.	Personal effectiveness		
4.	Problem solving skills		
5.	Strategic thinking		
6.	Team work skills		
7.	Influencing skills		
8.	Selling skills		
9.	Desire to learn		
10.	Problem-solving skills		

- Give the students about 20 minutes to complete this. Then ask students to volunteer and talk about which of these skills they are good at, which they would want to improve, and why.
- Ask other students to provide ideas on how each of the skills can be improved.

Skill Practice	Time	Resources
Building soft skills	1 hour	Pen and paper

Do



- Analyse the responses of each student.
- Be encouraging and provide feedback on how to improve each of the skills.
- Ask the students to maintain a daily log of how they practice every day each of the skills they need to improve upon.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 5.2: Perception

Unit Objectives



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

1. Discuss about perception
2. Describe the process of perception
3. Explain the applications of perception

Notes for Facilitation



- The participant handbook provides content as per approved curriculum (pages 134 – 136). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used



- Pen and paper
- Whiteboard
- Bowl
- Marker

Tips



- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Activity



- Make small chits with names of any 10 personalities or objects of your choice written on them. Mix the chits in a bowl.
- Ask students to volunteer in pairs. One of the students would be the describer.
- The describer is required to pick any chit and describe the object/personality in his or her own words.
- The other volunteer needs to guess the object or personality based on the description.
- You can ask as many volunteer pair as time permits.

Skill Practice	Time	Resources
Perception analysis	2 hours	Pen and paper, bowl

Do



- Let the students enjoy the activity.
- Once done, explain how people can describe or perceive the same thing differently, based on their capability to communicate, understand or analyse.
- Explain various job situations in which they need to perceive things objectively to get a better view of things.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

- Q1.** _____ include personality traits, social behaviour, communication skill, language command and personal habits.
- Forming values
 - Soft skills
 - Attributes
 - SWOT analysis
- Q2.** Which of the following quality is not a part of soft skills of an individual?
- Communication skills
 - Negotiation skills
 - Manufacturing skills
 - Personal effectiveness
- Q3.** Which of the following traits helps in improving soft skills?
- Positive work ethic
 - Show positive attitude
 - Desire to learn
 - All of the above
- Q4.** _____ helps in achieving desired results while maintaining successful ongoing relationships with others.
- Negotiation skill
 - Communication skills
 - Manufacturing skills
 - All of the above
- Q5.** Which of the following skills shows the perception of a person's mind?
- Communication
 - Negotiation
 - Attitude
 - Thinking
- Q6.** _____ can be defined as a way in which an individual perceives and understands things happening in the surroundings.
- Attitude
 - Negotiation
 - Communication
 - Perception
- Q7.** Which of the following are the effects of the applications of perception in an organisation?
- Interview
 - Appraisals
 - Productivity
 - All of the above
- Q8.** Which of the following helps an employer to assess the employee's work?
- Interview
 - Appraisals
 - Productivity
 - Turnover
- Q9.** _____ are the characteristics of the physical object, such as size and colour, that affect the attention and interpretation of a person.
- Stimulus factors
 - Learning
 - Personality
 - Turnover
- Q10.** Which of the following interprets a situation in a unique way?
- Stimulus factors
 - Perception
 - Appraisals
 - Personality

Answers

1. b 2. c 3. d 4. a 5. c 6. d 7. d 8. b 9. a 10. b

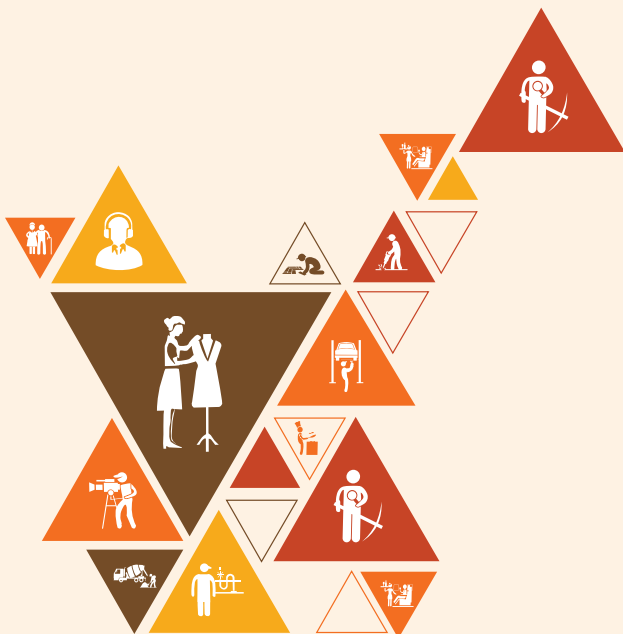
Notes

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Unit 6.3 - Time Management



Key Learning Outcomes

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

1. Define the concept of career planning
2. Explain the guidelines for choosing a career
3. Define the benefits of career planning and myths about choosing a career
4. Describe the tips for successful career planning
5. Describe the concept of team
6. Explain the aspects of team building and skills needed for teamwork
7. Define the model of team building and characteristics of an effective team
8. Define the concept of time management
9. Define the concept of 80:20 rule
10. Explain the features of time management and three secrets of time management
11. Describe the time management matrix and five steps to successful time management
12. Define the difficulties in time management and time management tips for students

UNIT 6.1: Career Planning

Unit Objectives

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

1. Describe the guidelines to choose a career
2. Explain the benefits of career planning
3. Discuss the tips for successful career planning

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 143 – 146). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Activity



- Ask each student to say what their career goal is for next 10 years, and in which position would they like to see themselves in 10 years.
- As students speak about their aspirational position, write it on the whiteboard.
- For each career goal, initiate a discussion on the milestones or steps the students should keep in mind to reach the goal.
- During the discussions, note each milestone on the whiteboard.

Skill Practice	Time	Resources
Career goals	2 hours	Whiteboard and marker

Do



- Encourage all students to participate in the discussion.
- Motivate and guide the students by discussing the various milestones and steps they should keep in mind to reach their goals.
- Highlight the importance of career planning and working according to the plan.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 6.2: Team Building and Teamwork

Unit Objectives

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

1. Discuss the team and team building
2. Explain the skills required for teamwork
3. Define the model of team building
4. List the difference between team and group
5. Explain the characteristics of an effective team
6. List the nine key roles of a team
7. Describe the intergroup collaboration

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 147 – 153). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper

Tips

- Divide the students into groups of four.
- Give each group three kinds of characters, such as an old man, a teenager, a young woman; or a king, a carpenter and a singer.
- Ask each group to collaboratively think of a story of five minutes. Each story must have a moral or learning.

- Each team will assign a speaker. Each team will have about 20 minutes to create a story.
- After 20 minutes, each team would have the speaker narrate their story, along with the moral.

Activity

- Let the students enjoy the activity.
- As each team narrate their story, ask the remaining team members to talk about their experience of creating a story collaboratively as a team—what they liked most and what challenges they faced.
- Encourage all students to participate in the discussion.
- Explain the benefits of teamwork.

Skill Practice	Time	Resources
Teamwork	1 hour	Pen and paper

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

UNIT 6.3: Time Management

Unit Objectives

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

1. Manage the time
2. Explain the 80:20 rule
3. Explore the features and secrets of time management
4. Understand the time management matrix
5. List down the five steps to successful time management
6. Understand the difficulties in time management
7. Clarify myth regarding time management
8. Overcome procrastination
9. Practice time management
10. Learn interesting facts about time management
11. Explore the time circle planner

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 154 – 164). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips



- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Activity



- Provide the students a list of tasks that a salesperson is supposed to achieve in a day. It can be a fictional list of tasks, and a mix of professional and personal tasks.
- Now ask a student to volunteer and create a time management matrix on the whiteboard.
- The remaining students should help him or her assign each tasks in the time management matrix, as per their urgency and importance level.
- As the students assign the task in each portion of the matrix, ask them to provide rationale of why a task is assigned as urgent and important; urgent but not important; not urgent but important; and not important and not urgent.

Skill Practice	Time	Resources
Time management	1 hour	Whiteboard, pen and paper

Do



- Analyse the responses of the students.
- Explain the importance of time management and the consequence of not managing time well, using the example of the salesperson.
- Ask students whether they have difficulty in managing time, and in case any students bring up any time management issue, encourage remaining students to collaboratively provide solutions on how the problem can be solved.

Ask



- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.

Exercise

- Q1.** _____ includes the activities such as determining the career goals, learning from past experience, believing in your strength and learning from your mistakes.
- Team building
 - Career planning
 - Teamwork
 - Group discussion
- Q2.** A _____ is a collection of skilled persons, who work collectively to complete a common task.
- Team
 - Career planning
 - Teamwork
 - Group discussion
- Q3.** _____ is a process of bringing the individuals of common interests and skills together to complete a common task.
- Team building
 - Career planning
 - Teamwork
 - Group discussion
- Q4.** Which of the following is a root element on which the good productivity and success of an organisation depend?
- Team
 - Career planning
 - Teamwork
 - Group conversation
- Q5.** _____ is a process of organising time in such a way that you can complete specific activities in an effective manner.
- Time management
 - Career planning
 - Teamwork
 - Stress management
- Q6.** _____ introduces a principle, which he named as Pareto principle or 80:20 rule.?
- Dr. Jason H.
 - Dr. Morris M.
 - Dr. Joseph M.
 - Dr. Jordan M.
- Q7.** Which of the following helps you to use your time in an efficient manner such that you can complete your tasks within deadlines without any stress and no important task is left pending?
- Time management
 - Career planning
 - Stress management
 - Effective scheduling
- Q8.** _____ is a process of prioritising and scheduling your tasks and helps you to manage lots of things effectively without letting you lose your patience and keeps stress away from you.
- Time management
 - Group discussion
 - Stress management
 - Effective scheduling
- Q9.** Which of the following is the process of deciding your targets and then creating strategies and schedules to achieve those targets?
- Team management
 - Stress management
 - Planning
 - Group conversation
- Q10.** _____ helps you to balance and manage your life in accordance with your wishes.
- Planning
 - 80:20 rule
 - Time circle planner
 - None of the above

Answers

1. b 2. a 3. a 4. c 5. a 6. c 7. d 8. a 9. c 10. c





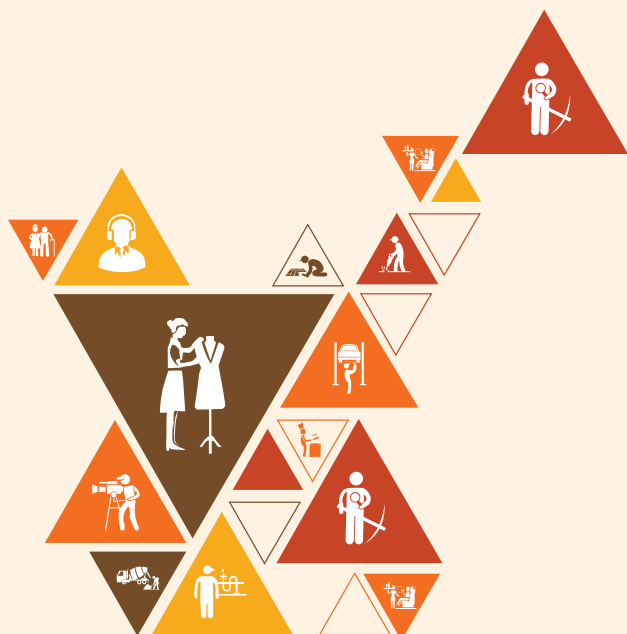
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7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name	Distributor Sales Representative		
Qualification Pack Name & Ref. ID	Distributor Sales Representative - TEL/Q2100		
Version No.	1.0	Version Update Date	
Pre-requisites to Training (if any)	Basic computer literacy		
Training Outcomes	<p>By the end of this program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Make a pre-plan 2. Understand organisational policies, procedures and standards 3. Prepare route plan and beat plan 4. Design daily sales objective and action plan 5. Split the targets 6. Collect stock and merchandise 7. Build good relationship with retailers 8. Educate the retailer and understand his/her requirements 9. Display merchandise 10. Calculate ROI 11. Explore line selling and range selling 12. Handle retailer's complaints 13. Educate retailer's counter sales person 14. Analyse the requirements of the customer 15. Offer appropriate products to customers 16. Understand the process compliance 17. Prepare daily sales report 18. Define range selling norms 19. Enroll new outlets 		

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Pre-planning	Icebreaker	<ul style="list-style-type: none"> Introduce each other Build rapport with fellow students and their trainer Understand the overall training outcomes of the program Be familiar with the ground rules and session structure 	NA	Team Activity: Passing the Parcel	Chart paper, Sketch pens, Whiteboard, Markers	T: 0 hour P: 1 hour
		Organisational Policies, Procedures and Standards	<ul style="list-style-type: none"> Define policies and procedures Understand necessity of policies and procedures in organisations Describe organisational standards Discuss the importance of knowing about the product Explore different merchandising elements 	TEL/N2100 KA1, KB7	Team Activity: Benefits of company policies, procedures and standards; Team Activity: Identifying retailer's need; Team Activity: Understanding the product; Team Activity: Benefits of good product knowledge; Field Visit: Collecting product information; Field Visit: Using merchandising elements	Laptop, white board, marker, projector, pen, paper, merchandising elements, sample product	T: 4 hours P: 11 hours
		Grooming Standards for Distributor Sales Representatives	<ul style="list-style-type: none"> Describe grooming standards for male DSR Discuss grooming standards for female DSR 	TEL/N2100 PC1, KB5	Team Activity: Maintaining grooming standards	Laptop, white board, marker, pen and paper	T: 2 hours P: 1 hour
		Route Plan and Beat Plan	<ul style="list-style-type: none"> Define route plan and beat plan Describe the objectives to prepare route plan and beat plan Understand the benefits of pre-defined route plan and beat plan 	TEL/N2100 PC8, KB6	Field Visit: Route plan and beat plan	Pen and paper, white board, marker, local map with list of retailers, notepad and calculator	T: 3 hours P: 3 hours
		Daily Sales Objective	<ul style="list-style-type: none"> Plan daily sales objective Analyse sales data Understand daily briefs Achieve daily activities 	TEL/N2100 PC2, KB1, SB2, SB3	Field Visit: Analysing sales data	Pen and paper, white board, marker and notepad	T: 2 hours P: 3 hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Action Plan	<ul style="list-style-type: none">Understand the necessity of action planDesign action plan by arranging morning meetings	TEL/N2100 PC3, KA2	Field Visit: Benefits of action plan	Pen and paper, white board, marker and notepad	T: 2 hours P: 3 hours
		Split Sales Target	<ul style="list-style-type: none">Define sales targetSplit the monthly sales target into weekly sales targetSplit the monthly sales target into daily sales target	TEL/N2100 PC4	Team Activity: Common challenges in achieving sales targets; Field Visit: Splitting the sales target	Pen and paper, white board, marker and notepad	T: 3 hours P: 5 hours
		Keep Yourself Updated	<ul style="list-style-type: none">Understand the importance of being updated about latest technologies and product launchesDescribe the importance of being updated about latest offers and schemes	TEL/N2100 PC5, KB2, SB1	Field Visit: Updating yourself for latest schemes/offers	Pen and paper, white board, marker, notepad, brochures and leaflets	T: 2 hours P: 3 hours
		Month-Till-Date (MTD) Sales	<ul style="list-style-type: none">Define Month-till-date (MTD) salesCalculate MTD salesCompare MTD sales with monthly target	TEL/N2100 PC6, KB3	Field Visit: Analysing MTD sales	Pen and paper, white board, marker, notepad and calculator	T: 2 hours P: 3 hours
		Collect Stock and Merchandise from Distribution Point	<ul style="list-style-type: none">Gather stock and merchandise from distribution point	TEL/N2100 PC7, KB4,	Field Visit: Collecting stock	Pen and paper, white board, marker, notepad and calculator	T: 2 hours P: 3.5 hours
NOS Total: T=22 hours; P=36.5 hours							
2	Manage retailer relationship to achieve sales targets	Educate the Retailer	<ul style="list-style-type: none">Educate retailer about his/her role and responsibilityEducate retailer about products and servicesEducate retailer about offers and schemes	TEL/N2101 PC11, KA1, SA1	Team Activity: Educating the retailer about the product and its services; Team Activity: Benefits of educating a retailer about special offers and schemes; Field Visit: Understanding special offers and schemes	Laptop, white board, marker, projector, brochures, leaflets, sample product	T: 3 hours P: 5 hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Examine Retailer's Need	<ul style="list-style-type: none"> Analyse retailer's need by using probing technique Identify the common expectations of a retailer 	TEL/N2101 PC1, KB3, SB2, SB7	Field Visit: Examining retailer's need	Laptop, white board, marker, projector and sample mobile phone	T: 2 hours P: 4 hours
		Map the Potential Territory for New Business	<ul style="list-style-type: none"> Detect a location for increasing the width of the distribution Identify new business opportunities 	TEL/N2101 PC3	Field Visit: Map the potential territory, Field Visit: Encouraging retailers	Laptop, white board, marker, projector and sample mobile phone	T: 2 hours P: 7 hours
		Merchandising Material	<ul style="list-style-type: none"> Understand the concept of merchandising material Describe the guidelines for displaying merchandising materials Discuss the benefits of displaying merchandising materials in a retailer outlet 	TEL/N2101 PC9	Field Visit: Analysing merchandising materials; Activity: Designing a merchandising material	Laptop, white board, marker, projector, merchandising materials and sample mobile phone	T: 2 hours P: 5 hours
		Route Plan and Beat Plan	<ul style="list-style-type: none"> Define route plan and daily beat plan Understand the organisational policies regarding route plan and daily beat plan Discuss the importance of route plan and daily beat plan for daily sales planning 	TEL/N2101 PC6, KA2, KB2	Team Activity: Preparing a route plan	Laptop, white board, marker, projector, a local map of retailers and calculator	T: 2 hours P: 1 hour
		Features Advantages Benefits (FAB) Approach	<ul style="list-style-type: none"> Define value proposition and Features Advantages Benefits (FAB) approach Explore the benefits of defining range of products to the retailers Discuss the importance of highlighting the company's strengths 	TEL/N2101 PC4, KA3, KB4, SB5	Field Visit: Understanding the range of products; Role Play: Benefits of highlighting company's strengths	Laptop, white board, marker, projector, sample mobile phone and brochure	T: 2 hours P: 5.5 hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Return on Investment (ROI)	<ul style="list-style-type: none"> Define the concept of Return on Investment (ROI) Calculate the retailer's ROI Highlight the high inventory turns Suggest the retailer about right product mix 	TEL/N2101 PC5, KB6, SB3,	Activity: Calculating ROI; Team Activity: Suggesting right product mix	Laptop, white board, marker, projector, sample mobile phones and calculator	T: 2 hours P: 2 hours
		Managing Stocks and Collecting Payment	<ul style="list-style-type: none"> Define stock management Understand stock replenishment process Describe the process of collecting payment Discuss basic accounting terms Explain the claim settlement process 	TEL/N2101 PC7, KB7, KB8	Activity: Understanding accounting terms; Role Play: Understanding the claim settlement process; Field Visit: Understanding the replenishment process	Laptop, white board, marker, projector and sample mobile phone	T: 3 hours P: 5.5 hours
		Sales Target	<ul style="list-style-type: none"> Accomplish sales targets Specify daily, weekly and monthly sales targets Prioritise daily activities to achieve sales targets 	TEL/N2101 PC2, KB1, SB1	Activity: Prioritising daily activities	Laptop, white board, marker, projector and sample sales report	T: 2 hours P: 1 hour
		Line Selling and Range Selling	<ul style="list-style-type: none"> Define line selling and range selling techniques Promote more product lines to retailers Encourage retailers to buy more stock 	TEL/N2101 PC10, SB3, SB4	Field Visit: Understanding range selling	Laptop, white board, marker, projector and sample mobile phones	T: 2 hours P: 4 hours
		Month-Till-Date (MTD) Sales	<ul style="list-style-type: none"> Define Month-till-date (MTD) sales Calculate MTD sales Explain the significance of calculating MTD sales 	TEL/N2101 PC8	Activity: Calculating MTD sales; Field Visit: Significance of MTD sales	Laptop, white board, marker, projector, sample mobile phones and calculator	T: 3 hours P: 5 hours
		Handling Retailer Complaints	<ul style="list-style-type: none"> Resolve retailer complaints timely Understand the common complaints of a retailer 	TEL/N2101 PC12, KB5, SB6	Team Activity: Resolving retailer complaints timely	Laptop, white board, marker, projector and sample mobile phones	T: 1 hour P: 2 hours
NOS Total: T=26 hours; P=47 hours							

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
3	Educate retailer’s counter sales person	Dealing with Retailer Counter Sales Person	<ul style="list-style-type: none">Give instructions to counter sales personsAnalyse the solution of the retailer’s counter sales person	TEL/N2102 SA2, SA3	Field Visit: Communicating with customers; Role Play: Analysing problems and providing solutions	Laptop, white board, marker, projector, calculator and sample mobile phone	T: 4 hours P: 5 hours
		Analysing the Needs of a Customer	<ul style="list-style-type: none">Educate the retailer’s counter sales person to analyse customer requirementsEducate the retailer’s counter sales person to achieve goals	TEL/N2102 PC1, KB2, SB1, SB2	Field Visit: Examining retailer’s need	Laptop, white board, marker, projector and mobile phone	T: 4 hours P: 3 hours
		Educating Retailer’s Counter Sales Persons to Offer Appropriate Products to Customers	<ul style="list-style-type: none">Educate retailer’s counter sales person to offer product to customersDefine the tactics to counter sales person of presenting promotional offers to customers	TEL/N2102 PC2, KA1, KA2, SA1	Field Visit: Presenting promotional offers to customers	Laptop, white board, marker, projector, mobile phone, brochures and list of offers and schemes	T: 3 hours P: 4 hours
		Providing Mobile Handset Details	<ul style="list-style-type: none">Define mobile handsetDiscuss physical and technical specifications of a mobileExplore the range of mobile handsets	TEL/N2102 PC3, KB1,	Field Visit: Collecting technical specification of mobiles	Laptop, white board, marker, projector, mobile phone and brochures	T: 4 hours P: 3 hours
NOS Total: T=15 hours; P=15 hours							
4	Process compliance	Brand Visibility	<ul style="list-style-type: none">Build strong brand visibilityExplore visual merchandising norms	TEL/N2103 PC3, KA2	Field Visit: Analysing visual merchandising	Laptop, white board, marker, projector, mobile phone and merchandising elements	T: 4 hours P: 3 hours
		Daily Sales Reports	<ul style="list-style-type: none">Prepare an error-free daily sales reportUnderstand closing dates of different territories and markets	TEL/N2103 PC1, KB1, KB2, SA2, SB1	Field Visit: Preparing daily sales report	Laptop, white board, marker, projector, mobile phone, sample sales report	T: 3 hours P: 3 hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Sales Reports and Range Selling Norms	<ul style="list-style-type: none">Analyse the daily sales report with the supervisorExplain range selling norms and its advantagesDescribe the range of productsUnderstand company policies for selling productsCreate and manage a product portfolio	TEL/N2103 PC2, PC4, KA1, KB3, SA1	Field Visit: Understanding range of products; Activity: Advantages of range selling	Laptop, white board, marker, projector, mobile phone, list of range selling norms	T: 3 hours P: 4.5 hours
		Enroll New Retail Outlets	<ul style="list-style-type: none">Define the concept of retail outlet and advantages of running retail outletExplore the parameters for the enrollment of new outlets	TEL/N2103 PC5, KA3	Field Visit: Identifying retail outlet parameters	Laptop, white board, marker, projector, enrollment form	T: 3 hours P: 3 hours
NOS Total: T=13 hours; P=13.5 hours							
5	Soft Skills – Personal Development	Soft Skills	<ul style="list-style-type: none">Define soft skillsPractice soft skills	NA	Activity: Basic soft skills; Activity: Building soft skills	Pen and paper, whiteboard, marker	T: 1 hour P: 2 hours
		Perception	<ul style="list-style-type: none">Discuss about perceptionDescribe the process of perceptionExplain the applications of perception	NA	Activity: Perception analysis	Pen and paper, whiteboard, bowl, marker	T: 1 hour P: 2 hours
NOS Total: T=2 hours; P=4 hours							
6	Soft Skills – Personality Development	Career Planning	<ul style="list-style-type: none">Describe the guidelines to choose a careerExplain the benefits of career planningDiscuss the tips for successful career planning	NA	Activity: Career goals	Pen and paper, whiteboard, marker	T: 0.5 hour P: 2 hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Team Building and Teamwork	<ul style="list-style-type: none"> • Discuss the team and team building • Explain the skills required for teamwork • Define the model of team building • List the difference between team and group • Explain the characteristics of an effective team • List the nine key roles of a team • Describe the intergroup collaboration 	NA	Activity: Teamwork	Pen and paper	T: 0.5 hour P: 1 hour
		Time Management	<ul style="list-style-type: none"> • Manage the time • Explain the 80:20 rule • Explore the features and secrets of time management • Understand the time management matrix • List down the five steps to successful time management • Understand the difficulties in time management • Clarify myth regarding time management • Overcome procrastination • Practice time management • Learn interesting facts about time management • Explore the time circle planner 	NA	Activity: Time management	Pen and paper, whiteboard, marker	T: 1 hour P: 1 hour
NOS Total: T=2 hours; P=4 hours							

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 No. 1.0
Sector Skill Council	Telecom

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Telecom Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. TSSC 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 TSSC.
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 center based on this criteria.
5	To pass the Qualification Pack, every trainee should score overall of 70%.
6	The marks are allocated PC wise; however, every NOS will carry a weight age in the total marks allocated to the specific QP.

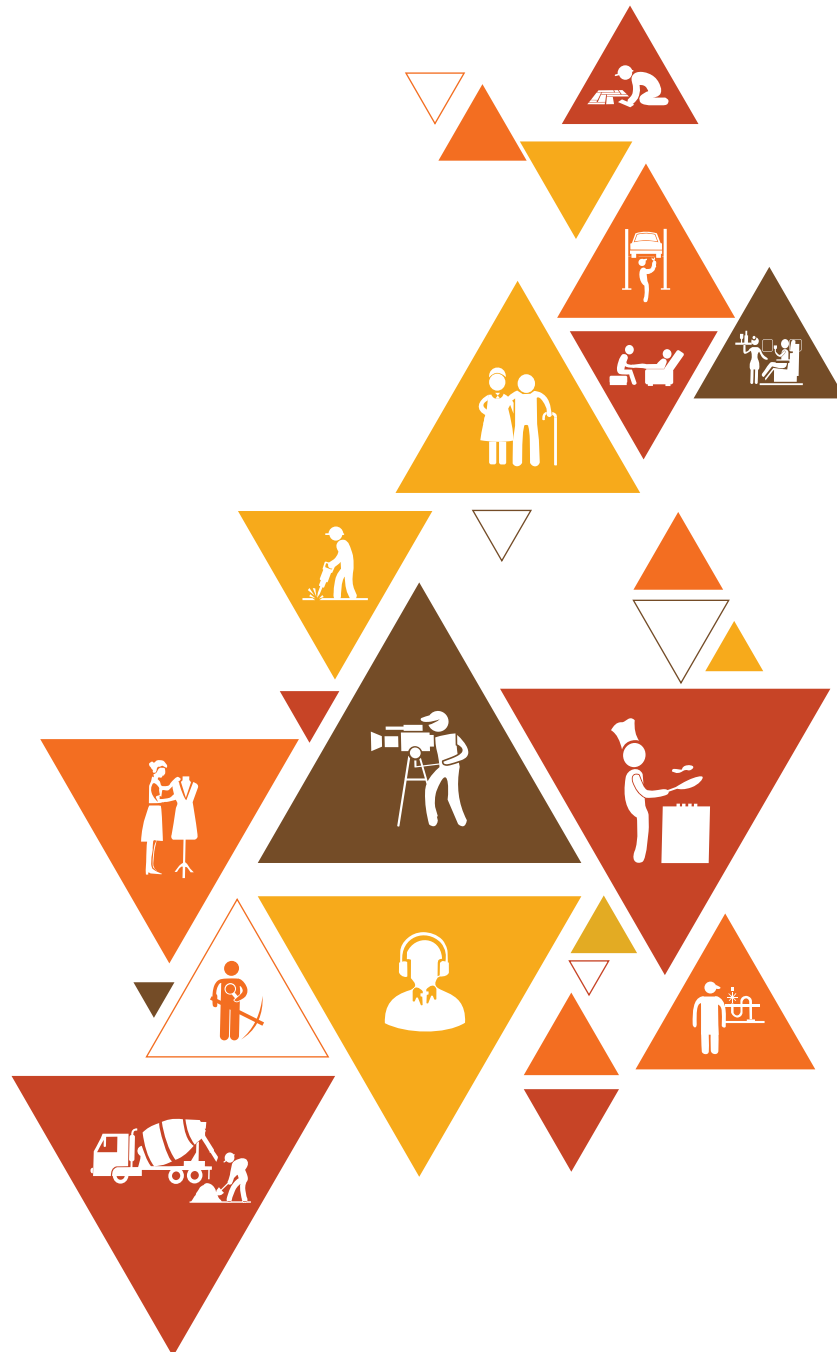
				MARKS ALLOCATION	
Assessable Outcome (NOS CODE AND DESCRIPTION)	Assessment Criteria (PC)	Total Marks	Out Of	Theory	Skills Practical
1. TEL/N2100 (PRE-PLANNING)	PC1. organise self by grooming and maintaining personal hygiene	100	10	0	10
	PC2. obtain daily sales objective from TSM/Area Manager		5	5	0
	PC3. design an action plan to achieve sales targets		10	0	10
	PC4. split monthly target into weekly and daily targets		15	15	0
	PC5. update self about latest schemes/offers and offers for the day		15	15	0
	PC6. analyse MTD sales against monthly target		10	10	0
	PC7. collect stock and merchandise from distributor point		10	10	0
	PC8. proceed as per the pre-defined Route and Beat Plan		25	10	15
	NOS Total		100	65	35
2.TEL/N2101 (MANAGE RETAILER RELATIONSHIP TO ACHIEVE SALES TARGETS)	PC1. probe to identify retailer's needs pertaining to handset	100	10	0	10
	PC2. accomplish daily, weekly & monthly sales targets		5	5	0
	PC3. map the potential territory to identify new business opportunities		5	5	0
	PC4. offer value proposition to retailers by applying FAB approach		10	5	5
	PC5. explain ROI potential to prospective retailers by highlighting high inventory turns and suggesting right product mix		10	5	5
	PC6. adhere to Route Plan and daily Beat Plan		5	5	0
	PC7. confirm stock availability and collect payment for replenished stock		10	10	0
	PC8. compute MTD sales and influence the retailer to buy more stock		10	5	5
	PC9. appropriately display merchandising material in the outlet		5	0	5
	PC10. comply with line selling and promote range selling		10	10	0
	PC11. educate retailer about new promotions, special offers and schemes		15	5	10
	PC12. timely resolve retailer concerns		5	5	0
	NOS Total		100	60	40
3. TEL/N2102 (EDUCATE RETAILER'S COUNTER SALES PERSON)	PC1. educate counter sales person how to analyse needs of a customer	100	40	20	20
	PC2. train counter sales person how to offer appropriate products to suit customer's needs		40	20	20
	PC3. facilitate counter sales person to demonstrate physical and technical features and other key prepositions of a handset		20	10	10
	NOS Total		100	50	50

				MARKS ALLOCATION	
Assessable Outcome (NOS CODE AND DESCRIPTION)	Assessment Criteria (PC)	Total Marks	Out Of	Theory	Skills Practical
4. TEL/N2103 (PROCESS COMPLIANCE FOR PRODUCT DISTRIBUTION)	PC1. create daily sales report	100	20	10	10
	PC2. analyse and review daily sales reports with the supervisor		20	20	0
	PC3. create brand visibility through merchandising		20	10	10
	PC4. follow range selling norms		20	20	0
	PC5. enroll new outlets to increase width and depth of distribution		20	20	0
	NOS Total		100	80	20

Notes

[illegible]







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