



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

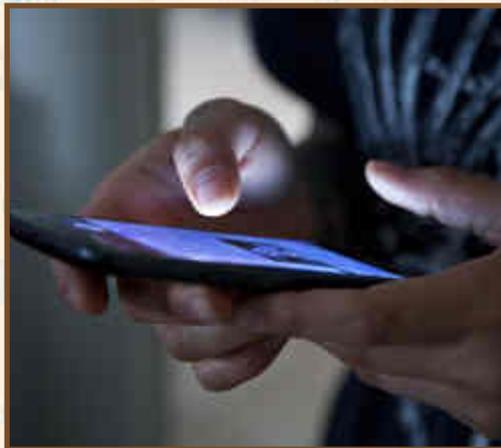


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National
Skill Development
Corporation

Transforming the skill landscape



Facilitator Guide



Sector
Telecom

Sub-Sector
Service Provider

Occupation
Sales and Distribution

Reference ID: Tel/Q0200, Version 1.0
NSQF Level: 4

Field
Sales
Executive



Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

The Telecom Sector Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this Guide would not have been possible without the Telecom Industry’s support. Industry feedback has been extremely 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% in short term during 2013–17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1 billion 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 Facilitator Guide is designed to impart theoretical and practical skill training to students for becoming a Field Sales Executive.

A Field Sales Executive in the Telecom industry is also known as Feet on Street (FOS)/Distributor Sales Executive (DSE)/ Distributor Sales Representative (DSR).

Individuals at this job visit retail outlets to deliver prepaid telecom products/services to retailers, as per daily Route/Beat Plan. This person is also responsible to achieve monthly revenue targets, increase width and depth of distribution, adhere to process compliance for new customer enrolment as well as increase customer base.

This Facilitator Guide is based on Field Sales Executive (FSE) Qualification Pack (TEL/Q0200) & includes the following National Occupational Standards (NOSs):

1. Pre-sales preparation - TEL/N0200
2. Increase customer base and revenue - TEL/N0201
3. Increase distribution width - TEL/N0202
4. Process compliance - TEL/N0203
5. Data expertise - TEL/N0110

Post this training, the participant will be able to deliver stock to retailers and increase outlet universe, to cover entire the population in the assigned territory.

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

Symbols Used



Ask



Tips



Notes



Objectives



Do



Activity



Elaborate



Facilitation Notes



Learning Outcomes



Say



Resources



Summary

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Key Learning Outcomes

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

1. Recall the purpose of the program
2. Identify the growth and trends in the Indian Telecom Industry
3. List down the role and responsibilities of a Field Sales Executive
4. Discuss the personal attributes of a Field Sales Executive

UNIT 1.1: Introduction

Unit Objectives

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

- Recall the purpose of the program

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

1.1.1 Note

The key learning outcomes and unit objectives have been mentioned at the beginning of the module. Make sure that these outcomes and objectives are shared with the participants at the beginning, and when the module gets over do a collective feedback to make sure all have been covered. This is the first session of the program. Introduce yourself, the program and its purpose in detail. Explain the background, the duration of the assessment and finally how the program will help them to get a job. Ensure that the participants understand how their entire month will be structured and how they will benefit from the course. Answer their questions satisfactorily.

1.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'.

1.1.3 Do

Introduce yourself with your name, background and your role in the training program.

Give them a background of the training program. Talk about:

1. The total duration of the program
2. How their day will be divided
3. Periodic assessments
4. Final assessments
5. Your expectations from them about their conduct - laying ground rules

1.1.4 Say

Now that you understand what the program is about, let us get to know each other better.

1.1.5 Say

Telecom is a communication sector consisting of companies that provide telephonic communication facilities to the public.

1.1.6 Do

- Share with the participants about the job role of a Field Sales Executive
- Share with them about the overview of the program and skills that this program trains in

1.1.7 Elaborate

This program will facilitate the overview of:

- The Telecom industry in India
- Roles and responsibilities of a Field Sales Executive
- Pre-sales preparations
- The sales cycle
- Increasing the width of distribution, customer base and revenue
- Way of dealing with customers
- Handling customers issues and complaints
- Behavioural, professional and technical skills required for performing your job as a Field Sales Executive

Refer to the Participant Handbook (Pg 3-4) to explain the participants in detail about the job role of a Field Sales Executive and the skills that this program will train in.

1.1.8 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 1.2: Introduction to Telecom Industry in India

Unit Objectives

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

- Identify the growth and trends in the Telecom Industry in India

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

1.2.1 Note

This is the second session of the program which talks about the Indian Telecom Industry, its importance and the challenges it has faced over the years.

1.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

1.2.3 Do

1. Begin with revising the topics explained in the previous session. Ask the following questions:
 - What did you understand in the previous class?
 - What are the objectives that need to be covered in the entire program?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.2.4 Say

Now let us begin with a new session which is about the Telecom Industry in India. In the previous sessions, we have had a clear understanding about the objectives of the program. Now we will talk about the Telecom Industry in India.

1.2.5 Say

The Telecom industry has always played a major role in growth and development. In today's information age, the telecommunication industry has a vital role to play. Considered as the backbone of industrial and economic development, the industry has been aiding delivery of voice and data services at rapidly increasing speeds, and thus, has been revolutionising human communication.

Major sectors of the Indian Telecommunication industry are telephony (includes mobile telephony), internet (includes broadband data) and television broadcasting. India's telecommunication network is the second largest in the world based on the total number of telephone users (both fixed and mobile phone).

With approximately 900 million subscribers, the gross revenue of the sector stands at about INR 57,400 crores as of September 2013.

1.2.6 Say

Now let us understand about key growth drivers in the telecom industry.

1.2.7 Do

Take them through key growth drivers in the telecom industry.

1.2.8 Elaborate

Key growth drivers in the telecom industry:

- Rising income and growing rural market
- Subscriber base
- Mergers and Acquisitions Policy
- Mobile Value Added Services and handsets

Refer to the Participant Handbook (Pg 5-7) to explain in detail about key growth drivers in the telecom industry.

1.2.9 Say

Let us now move further and discuss about key development in the telecommunication sector.

1.2.10 Do

- Share with the participants about relaxed FDI norms
- Take the participants through general trends in employment
- Discuss with them about challenges faced by recruiters

1.2.11 Elaborate

Relaxed FDI norms:

- Abolishment of roaming charges
- Establish internet connections
- Unified license
- Financial support
- Expansion to rural areas
- Relaxing merger and acquisitions norms
- Reduction in license fees

Challenges faced by recruiters:

- Candidates lack exposure, technical depth, analytical and logical reasoning.
- There are less institutes imparting core telecommunication education and developing skill-set required in the telecommunications sector.
- High attrition rate in entry-level roles poses a significant challenge for service providers and other sub-segments.
- Candidates fail to develop a combination of skills, resourcefulness and entrepreneurial abilities.

Refer to the participant handbook (Pg 6-8) to explain in detail about key development in the telecommunication sector.

1.2.12 Do

Take the participants through major players in the telecommunication sector and telecom zonal operational structure by referring to the chart/diagram given in the participant handbook (Pg 8-9).

1.2.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

1.2.14 Summary

1. Major sectors of the Indian telecommunication industry are telephony (includes mobile telephony), internet (includes broadband data) and television broadcasting. India's telecommunication network is the second largest in the world based on the total number of telephone users (both fixed and mobile phone).

2. The sector currently employs over 2.08 million employees and is slated to employ more than 4.16 million employees by 2022.
3. Major players in telecom industry are:-
 - Bharti Airtel
 - Reliance Communications
 - Vodafone Essar
 - Idea Cellular
 - BSNL
 - Tata Teleservices
 - Aircel
 - Uninor
 - Videocon
 - MTNL

UNIT 1.3: Role of a Field Sales Executive

Unit Objectives

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

- List down the role and responsibilities of a Field Sales Executive
- Discuss the personal attributes of a Field Sales Executive

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

1.3.1 Note

This is the third session of the program which talks about role of a Field Sales Executive.

1.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session

1.3.3 Do

1. Begin with revising the topics explained in the previous session. Ask the following questions:
 - List any three recent trends related to the telecom industry
 - List any five major players of the Telecom Industry in India
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.3.4 Say

Now let us begin with a new session which is about the role of a Field Sales Executive. In the previous sessions we have had a clear understanding about the Telecom Industry in India, now we will talk about the role of a Field Sales Executive.

1.3.5 Say 

A Field Sales Executive in the Telecom industry is also known as Distributor Sales Executive (DSE) or Distributor Sales Representative (DSR). A Field Sales Executive visits retail outlets to deliver prepaid telecom products/services to retailers, as per daily Route/Beat Plan. The person is also responsible to achieve monthly revenue target, increase width and depth of distribution, adhere to process compliance for new customer enrolment and increase customer base.

1.3.6 Do 

Share with the participants about the work cycle of a Field Sales Executive by referring to Figure 1.3.1 given in the participant handbook.

1.3.7 Say 

The success of a Company is directly related to the effectiveness of the Sales Team. As a member of that Sales Team a Field Sales Executive has a crucial role, which influences both the security of the Company and its employees.

Let us now discuss about responsibilities of a Field Sales Executive.

1.3.8 Say 

Let us now discuss about responsibilities of a Field Sales Executive.

1.3.9 Ask 

Ask the participants to share about the responsibilities of a Field Sales Executive.

Write down their points on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

1.3.10 Do 

Share with the participants about responsibilities of a Field Sales Executive.

1.3.11 Elaborate 

Responsibilities of a Field Sales Executive include:

- Sales Performance
- Administrative Duties
- Competitor/ Market Information

Refer to the participant handbook (Pg 12-14) to explain in detail about responsibilities of a Field Sales Executive.

1.3.12 Do

Share with the participants about the qualities of a successful Field Sales Executive.

1.3.13 Elaborate

The qualities a Field Sales Executive should have, to be successful are:

- Being Self-confident and Polite
- Being disciplined
- Being honest
- Good articulation
- Being energetic

Refer to the participant handbook (Pg 14-15) to explain in detail about qualities of a successful Field Sales Executive.

1.3.14 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

1.3.15 Summary

1. A Field Sales Executive (FSE) in Telecom industry is also known as Distributor Sales Executive (DSE) or Distributor Sales Representative (DSR).
2. A Field sales executive hierarchically reports to Team Sales Manager who is responsible for leading and guiding a team of sales people in an organisation.
3. The main responsibilities of an FSE are related with the following areas:
 - Sales Performance
 - Administrative Duties
 - Competitor/ Market Information
4. The qualities a sales executive should have to be successful are:
 - Be Self-confident and Polite
 - Discipline
 - Honest
 - Articulation
 - Energy
 - Ability to take control, Ability to think on their feet, Creative and Proactive, Intelligence and Passion



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2. Key Concepts

Unit 2.1 – Effective Communication

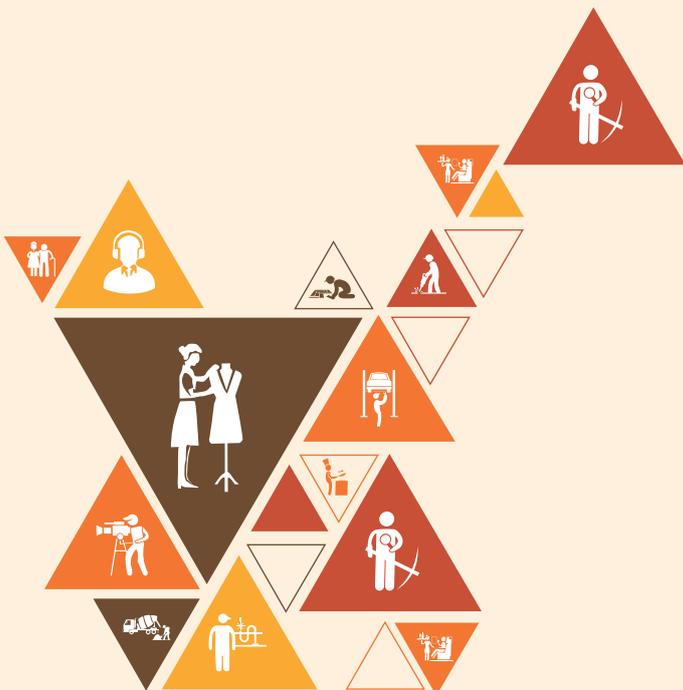
Unit 2.2 – Rapport Building

Unit 2.3 – Customer Service

Unit 2.4 – Code of Ethics and Code Of Conduct

Unit 2.5 – Key Words

Unit 2.6 – Cellular Network Architecture - COAI



Key Learning Outcomes

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

1. Explain the types and importance of communication
2. Discuss about telephone etiquette and art of listening and probing
3. Practice different aspects of communication
4. Explain rapport building and steps involved in building rapport
5. Discuss the concept and importance of Customer Service
6. Recognise the need and importance of following code of conduct and code of ethics while dealing with customers
7. List down the keywords used in the telecom services

UNIT 2.1: Effective Communication

Unit Objectives

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

- Explain the types and importance of communication
- Discuss about telephone etiquette and art of listening and probing
- Practise different aspects of communication

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.1.1 Note

This is the fourth session of the program and it talks about effective communication. Communication is a very important skill which a Field Sales Executive must possess. Thus explain the details of communication to the participants.

2.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

2.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Why is the role of a Field Sales Executive important?
 - List some of the personal attributes required to be a successful Field Sales Executive.
 - Why is responsibility important for your job role?
 - What is the work cycle of a Field Sales Executive?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.1.4 Say

A Field Sales Executive interacts with customers in three ways:

- Telephone and SMS
- Face to Face
- Documents

Therefore it is very important for the Field Sales Executive to develop his communication ability to ensure that the right message goes across.

2.1.5 Ask



Ask the participants the importance of communication. Write down the points they share on a flip chart/ black board and link it with the points given in the participant handbook in order to create an interactive and interesting learning session.

2.1.6 Say



Communication is the process of sending and receiving information among people. The purpose of communication is to get your message across to others. In fact, a message is successful only when both the sender and the receiver perceive it in the same way.

2.1.7 Do



Share with the participants about importance of communication.

2.1.8 Elaborate



Importance of communication:

- Critical element in your career and personal lives
- Inspires confidence
- Builds respect in business and social life
- Helps make friends
- Develops a distinct personality
- Reveals your ability to others

2.1.9 Activity

- The facilitator should choose number of well-known phrases and write half of each phrase on a piece of paper. For example- “Happy” on one piece of paper and “Birthday” on another
- The number of pieces of paper should match the number of participants in the group
- Put the folded pieces of paper in a bowl
- Ask each participant to take a piece from the bowl and try to find the member of the group with the same matching half of the phrase

Skill Practice	Time	Resources
Match the cards	1 hr	Pieces of paper, pen

2.1.10 Say

For effective communication, the Field Sales Executive has to focus on four important things. So let us now discuss about essentials of communication.

2.1.11 Do

- Take the participants through the customer’s communication style
- Share with them about clarity in communication
- Discuss with them about the art of listening and art of asking questions

2.1.12 Elaborate

Refer to figure number 2.1.2 given in the participant handbook and explain about the process of customer communication.

2.1.13 Activity

Divide the class in four groups and ask the participants to make a chart on the process of customer communication. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the process of customer communication in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	2 hrs	Chart, pencil, sketch pens , scale and eraser

2.1.14 Say

The FSE should clearly communicate with peers/ seniors about tasks at the workplace. Try to communicate in a way that conveys your meaning and demonstrates respect for your listeners.

2.1.5 Ask

Ask the participants to list down the 7 C's of communication. Write down the points they share on a flip chart/ black board and link it with the points given in the participant handbook in order to create an interactive and interesting learning session.

2.1.16 Do

- Share with the participants about clarity in communication
- Explain about 7 C's of communication

2.1.17 Elaborate

The 7 C's of communication are helpful. The 7 C's provide a checklist for making sure that your communication in every form is clear so that your customers get your message. According to the 7 C's, communication needs to be:

- Complete
- Concise
- Considerate
- Clear
- Concrete
- Courteous
- Correct

Refer to the participant handbook (Pg 20-22) to explain to the participants about 7 C's of communication in detail.

2.1.18 Activity



- Choose a participant and ask him to leave the room.
- While the participant is away, the rest of the participants will decide an occupation for him /her like driver, teacher, etc.
- When the participant returns, ask any four participants to mime the activity.
- The participant must guess the occupation chosen for him/her from the activities that are mimed.

Note:

- Ensure that all the participants are given a chance to mime
- Ensure that all the participants are given a different occupation

Skill Practice	Time	Resources
Who are you?	1 hr	Small writing pads, pens

2.1.19 Say



Art of listening

Effective listening is an active endeavour. It is much more than just hearing what customers say. Good listeners project themselves into the customer's mind. Through effective listening, the Field Sales Executive demonstrates concern for the customer's needs by selecting appropriate merchandise to present to the customers.

Techniques for active listening include:

- Repeating or rephrasing information
- Summarizing conversations
- Tolerating silences

Let us move further and discuss about the art of asking questions.

2.1.20 Ask



Ask the participants if they have ever spoken to any call centre executive, if yes, ask them the reason for calling them

- Was there any SIM card issue
- Were they not satisfied with a particular service?
- Did they want to block their number?

During the process, the call centre executive must have asked a few questions. Ask the participants to share with the class the steps the call centre executive followed while asking questions.

2.1.21 Do

Share with the participants about the art of asking questions/probing.

2.1.22 Elaborate

The art of all successful selling is to ask the questions. All good sales executives have the following characteristics;

- They Ask
- The Right Person
- At the Right Time
- The Right Questions
- Listen, then have
- The Right Answers
- In the Right Way
- With The Right Evidence
- At all times have a great Attitude

Refer to the participant handbook (Pg 23-24) to explain about guidelines for effective questioning.

2.1.23 Do

Ask the participants to get ready for a role play.

2.1.24 Activity

Ask them to get into groups, prepare and perform role plays where a Field Sales Executive is demonstrating effective and ineffective listening. Ask them to use all the techniques of effective listening.

Appreciate their effort. Ask the class to observe while the others are presenting and write down their learning. Reiterate the importance of effective listening.

Debrief: The objective of this activity is to understand about effective listening technique.

The facilitator must ensure that all the participants demonstrate effective and ineffective listening technique, so that they are able to understand the importance of effective listening.

Skill Practice	Time	Resources
Role Play	2 hrs	Small writing pads, pens

2.1.25 Activity

Ask the participants to write down 10 sample questions each in which they may ask the customer to understand his need and encourage them to buy. For eg,

- Which brands are you representing now?
- What is the payment mode you prefer?
- Which is your biggest brand?

Go around the class as they are writing and guide them to form effective questions.

Debrief: The objective of this activity is to understand about effective questioning/probing technique.

The facilitator must ensure that the participants prepares ten questions each, which they can use to understand the needs of customers and convince them to buy the product.

Skill Practice	Time	Resources
Building Sample Questions	2 hrs	Small writing pads, pens

2.1.26 Do

Share with the participants about pattern of non-verbal communication

2.1.27 Elaborate

Refer to the participant handbook (Pg 24-25) to explain about the pattern of non-verbal communication.

2.1.28 Activity

Divide the class in four groups and ask the participants to make a chart on pattern of non-verbal communication. The best chart will be pinned on the board in order to encourage passive learning.

Skill Practice	Time	Resources
Chart Making	2 hrs	Chart, pencil, sketch pens , scale and eraser

2.1.29 Say



The customer's impression of a Field Sales Executive and the organization is influenced entirely by what a Field Sales Executive says and, more so, by how he says it. When speaking on the phone the voice reveals what the Field Sales Executive thinks and feels regardless of what words he uses.

Let us now discuss about telephone etiquettes in detail.

2.1.30 Do



Share with the participants about telephone etiquettes by referring to the participant handbook (Pg 25).

2.1.31 Say



Many times a Field Sales Executive communicates using SMS/text messages. This is done to convey information on new offers and coupons and also to get the Business Health Report (BHR) from the retailer. SMS is a powerful tool in communication as it is a written medium. Thus there is no room for error. As a Field Sales Executive, before sending out the SMS, ensure that it is absolutely accurate.

2.1.32 Do



Share with the participants about SMS.

2.1.33 Elaborate



How to write an accurate SMS

- Avoid Uncommon Abbreviations
- Personalize the Message
- Create a Strong Call to Action
- Respond Immediately

Refer to the participant handbook (Pg 26) to explain about writing an error free SMS.

2.1.34 Activity

Ask them to get into groups and do mocks to practice the correct usage of the telephone and SMS with each other. Observe their practice and give inputs when required.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Small writing pads, pens, telephone, cell phone

2.1.35 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

2.1.36 Summary

1. Communication is the process of sending and receiving information among people. The purpose of communication is to get your message across to others.
2. For an effective communication, the FSE has to focus on four important things:
 - Understanding the customer's communication style
 - Clarity in communication
 - The Art of Listening
 - Art of Asking Questions
3. 7 C's of effective communication are:
 - Complete
 - Concise
 - Considerate
 - Clear
 - Concrete
 - Courteous
 - Correct
4. Types of communication are: Verbal- An effective verbal communication is a two way communication, which means that the sender and receiver, both are present and the message is delivered clearly.
Non-verbal communication- More is communicated through our actions and gestures than through mere use of words.

UNIT 2.2: Rapport Building

Unit Objectives

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

- Explain rapport building and steps involved in building a rapport

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.2.1 Note

This is the fifth session of the program which talks about Rapport Building. As a Field Sales Executive, one needs to build rapport with the customer. It is a very important aspect of their job role, so discuss with the participants about rapport building in detail.

2.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

2.2.3 Do

1. Begin with revising the topics explained in the previous session. Ask the following questions:
 - List down some of the common jargons that are used in everyday life and alternate words or phrases for it.
 - Write the importance of non-verbal communication.
 - What are the 7 Cs of communication?
 - What is the four-step process of active listening?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.2.4 Say

Rapport is a state of harmonious understanding with another individual or group that enables greater and easier communication. The first task in successful interpersonal relationships is to attempt to build rapport. Building rapport is all about matching ourselves with another person.

2.2.5 Do



Share with the participants about helpful rapport building behaviour.

2.2.6 Elaborate



Rapport is important in both our professional and personal lives; employers are more likely to employ somebody who they believe will get on well with their current staff.

Tips to build Rapport with customers:

- Remember their names
- Know more about them
- Make them feel special

Refer to the participant handbook (Pg 30-31) to explain about helpful rapport building behaviour.

2.2.7 Activity



- Ask the participants to choose a spot in the room
- Tell them to start the game by standing on their spot
- Instruct people to walk around the room and carry out a particular action, for example: hopping, saying hello to everyone, dancing, etc.
- When the facilitator says “stop”, everyone should run to their original spot
- The person who reaches his/her spot first is the next leader and can instruct the group to do what they wish

Skill Practice	Time	Resources
Move to the spot	2 hrs	Spot

2.2.8 Do



7 Ways to Build Rapport:

- Be genuine
- Be warm and friendly
- Show interest
- Do not seem too needy

- Give genuine compliments
- Calibrate the rapport to “just right”
- Read the culture

Refer to the participant handbook (Pg 30-31) to explain about ways of building rapport.

2.2.9 Activity

Ask the participants to pair themselves. Ask one of them to act as the Field Sales Executive and the other as a customer. Ask them to present a situation where the Field Sales Executive is trying to build rapport with the customer.

Observe their efforts and keep guiding them to ensure internalising of concepts.

Debrief: The objective of this activity is to ensure that the participants understand the importance of rapport building. The facilitator must ensure that the participants follow all the seven ways of building rapport.

Skill Practice	Time	Resources
Role Play	2 hrs	Participant Handbook

2.2.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

2.2.11 Summary

1. Rapport is a state of harmonious understanding with another individual or group that enables greater and easier communication.
2. Seven ways to build rapport are:
 - Be genuine
 - Be warm and friendly
 - Show interest
 - Do not seem too needy
 - Give genuine compliments

- Calibrate the rapport to “just right.”
 - Read the culture
3. Customer management means to deliver positive customer experiences which lead to customer loyalty and new business generation through referrals
 4. Service is the commitment to providing a high quality of service to customers with a positive attitude, knowledge, technical support, in a timely manner.
 5. Phases of Customer Service Management
 - Pre-customer service
 - Customer service
 - Post-customer service
 6. Characteristics of excellent customer service are:
 - Communication
 - Consistency
 - Dependability
 - Friendliness
 - Fairness
 - Flexibility
 - Responsiveness
 - Respectfulness
 - Sincerity
 - Speciality
 - Sensitivity
 - Solving Problems
 7. Organised information collected from your customer about their opinion, suggestions and experience about the product or service is called Feedback.

UNIT 2.3: Customer Service

Unit Objectives

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

- Discuss the concept and importance of customer service

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.3.1 Note

This is the sixth session of the program which talks about customer service.

2.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

2.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List few techniques of building rapport with customers
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.3.4 Say

A customer oriented organisation places customer satisfaction at the core of each of its business decisions. Customer orientation is defined as an approach to sales and customer-relations in which the employees focus on helping customers to meet their long-term needs and wants.

You have to understand that whether it suits you or not, the customer is always right. He is the king and you have to provide him services according to his needs and desires.

2.3.5 Ask



Ask the participants to share their understanding about customer service. Write down the points they share on a flip chart/ black board and link it with the points given in the participant handbook in order to create an interactive and interesting learning session.

2.3.6 Do



Share with the participants about customer management.

2.3.7 Elaborate



Customer management means to deliver positive customer experiences which lead to customer loyalty and new business generation through referrals. A service desk can enhance the customer’s experience and satisfaction, expand their lifetime value and improve business.

Refer to the participant handbook (Pg 34) to explain about traditional and modern organisational chart figure 2.3.1.

2.3.8 Do



Tell the participants to get ready for an activity.

2.3.9 Activity



Divide the class in four groups and ask the participants to make a chart on traditional and modern organisational chart. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about customer management in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	2 hrs	Chart, pencil, sketch pens , scale and eraser

2.3.10 Say



Service is the commitment to provide service of the highest quality to customers - with a positive attitude, knowledge and technical support in a timely manner.

2.3.11 Do

Share with the participants about phases of customer service.

2.3.12 Elaborate

Phases of customer service are:

- Pre-customer service
- Customer service
- Post-customer service

Refer to the participant handbook (Pg 35-36) to explain about phases of customer service.

2.3.13 Activity

Ask the participants to refer to the Participant Handbook and study in detail about phases of customer service, so that when they are asked questions regarding it, they are able to answer them.

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens, participant handbook

2.3.14 Do

Tell the participants to get ready for an activity which would energise them.

2.3.15 Activity

- Ask the participants to stand up.
- Explain that you will tell everyone to find something blue and that they have to go and touch it.
- This could be a blue shirt, pen, shoe, etc.
- Continue the game in this way, asking participants to call out suggestions for things to consider as targets.

Skill Practice	Time	Resources
Touch something blue	1 hr	Blue colour paper, pen , shirt, board, table etc.

2.3.16 Say 

Let us now discuss about characteristics of excellent customer service.

2.3.17 Do 

Share with the participants about characteristics of excellent customer service by referring to the table given in the participant handbook (Pg 36).

2.3.18 Say 

Organised information collected from your customer about their opinion, suggestions and experience about the product or service is called Feedback.

Let us discuss about feedback in detail.

2.3.19 Do 

- Share with the participants about importance of customer feedback
- Discuss with them the advantages of customer feedback

2.3.20 Elaborate 

Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products. It is of high importance for determining where a company's products and services excel or fall short against customer's expectation and against alternate service providers in the market. For example, customers may like the network coverage of ABC Telecom as against XYZ Telecom, which means that XYZ Telecom would need to improve on their network coverage.

Customer feedback can help telecom companies evaluate how employees treat customers. Customer Service Satisfaction survey is a common type of marketing research. Companies can determine through surveys whether customers are getting their questions answered and problems resolved. Additionally, a company can determine if some customer service representatives are being rude to customers, especially if the topic of rudeness comes up frequently during the surveys.

Refer to the participant handbook (Pg 38) to explain about advantages of customer feedback.

2.3.21 Activity 

Ask the participants to refer to the Participant Handbook and study in detail about advantages of customer feedback, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	2 hrs	Small writing pads, pens, participant handbook

2.3.22 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 2.4: Code of Ethics and Code of Conduct

Unit Objectives

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

- Discuss the concept of Code of Ethics
- Understand what are fraudulent practices
- Learn to follow the Codes of Conduct

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.4.1 Note

This is the seventh session of the program which talks about code of ethics and code of conduct.

2.4.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

2.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Why are customer service and feedback crucial for a Field Sales Executive?
 - What are the three phases of customer service?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.4.4 Say

Now let us begin with a new session which is about code of ethics and code of conduct. In the previous sessions we have had a clear understanding about customer service, now we will talk about code of ethics and code of conduct.

2.4.5 Say

It is important to follow the code of ethics outlined by your company. These could be regarding different facets of your role, like the way you speak, the way you identify yourself, the way you deal with the data of the customer, etc.

2.4.6 Say

Let us discuss about code of ethics and code of conduct for a Field Sales Executive.

2.4.7 Do

- Share with the participant about ethics
- Discuss with them about code of ethics and code of conduct for a sales executive.

2.4.8 Elaborate

Ethics

- Be fair and ethical in your dealings with customers.
- Any promise made as per delegation of authority should be captured in the system.
- Always state the correct amount to be paid by the customer. Do not convey incorrect amounts or inflated amounts.
- Do not conduct personal level dealings with customers.
- Do not pay visits to the customer's house without company's acknowledgement.

Fraudulent Practices

Fraudulent practices can lead to immediate termination of employment, prosecution and police complaints regarding the concerned Field Sales Executive. The following practices are defined as fraudulent practices:

- Tampering, falsification or unauthorized overwriting of cheques, receipt books, drafts, and other negotiable instruments.
- Tampering, falsification and false commitments on receipts and settlement letters.
- Using the cash payment of customer for personal purpose even for a temporary period.
- False commitments to customers, verbal or written, promising waivers, settlements etc.

Refer to the Participant handbook (Pg 40-42) to explain about code of conduct in detail.

2.4.9 Activity

Divide the participants in four groups and make them play a quiz on code of ethics and code of conduct. The winning group will be awarded with a gift hamper.

At the end of the activity, reiterate about code of ethics and code of conduct, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	2 hrs	Writing pad, pen, participant handbook

2.4.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 2.5: Key Words

Unit Objectives

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

- List down the keywords used in the telecom services

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.5.1 Note

This is the eighth session of the program which talks about key words used in the telecom sector.

2.5.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

2.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What according to you should be the code of ethics apart from above mentioned measures?
 - List two code of conduct, you follow in day to day life?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.5.4 Do

Share with the participants about key words used in the telecom sector.

2.5.5 Elaborate



Key words used in telecom sector are:

- Stakeholders
- Field Sales Executive
- Average Revenue per Unit
- Distributor
- Retailers
- Customer
- Territory Sales Manager
- Month-to-date Sales
- Beat Plan
- Business Health Report
- Core Skills or Generic Skills
- Churn rate
- Dangers

Distribution:

- Flex Board
- Inventory turns
- Month-to-date
- Mobile Number Portability
- Primary Recharge
- Route Plan
- Secondary Recharge
- Service Provider
- Turnaround time
- Telecom
- Tertiary Recharge
- VAS (Value added service)

- Vertical

Refer to the Participant handbook (Pg 43-45) to explain each keyword to the participants in detail.

2.5.6 Activity



Ask the participants to refer to the Participant Handbook and study in detail about key words used in the telecom sector, so that when they are asked questions regarding it they are able to answer them.

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens, participant handbook

2.5.7 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 2.6: Cellular Network Architecture (COAI)

Unit Objectives

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

- Understand Cellular Network Architecture- COAI

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

2.6.1 Note

This is the ninth session of the program which talks about Cellular Network Architecture.

2.6.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session

2.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Explain any two key words used in telecom sector
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.6.4 Say

Now let us begin with a new session which is about Cellular Network Architecture. In the previous sessions we have had a clear understanding about key words used in the telecom sector, now we will talk about Cellular Network Architecture.

2.6.5 Say

Let us discuss about Cellular Network Architecture

2.6.6 Elaborate



A cell phone is nothing more than a radio. It is a complex radio, but still a radio. In order to really understand the way a cell phone works, we must discuss some of the cell phones history.

In the early 1950s', mobile-radio-phones were not very common. In urban areas, there were large central antennas that were specifically allocated for these radio-phones. Each car that had a radio-phone required a big antenna that could transmit at least 40 or 50 miles. Since radio technology itself was only in the building phase, only about 25 channels were available for private use. So basically only 25 people could be talking on their radio-phones at the same time.

The solution to this problem was to divide each city up into small divisions, or "cells". The technology behind cells have changed dramatically over the years, just as cell phones have, but now most standard cells are about 10 square miles large. They are usually in the shape of a hexagon. Nowadays, every individual cell has its own base station, rather than only one for an entire city.

And now cell phones are made to be low-power transmitters (either 0.3 watts or 6 watts), which is much lower wattage than in past decades. This means that the same frequency can be used in the same city, at the same time, but in different cells.

2.6.7 Activity



Ask the participants to refer to the Participant Handbook and study in detail about Cellular Network Architecture, so that when they are asked questions regarding it they are able to answer them.

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens, participant handbook

2.6.8 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

Key Learning Outcomes

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

1. Discuss the importance of pre-sales preparation
2. Demonstrate pre-sales preparation

UNIT 3.1: Pre-Sales Preparation

Unit Objectives

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

- Discuss the importance of pre-sales preparation
- Understand the preparatory activity for pre-sales

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.1.1 Note

This is the tenth session of the program which talks about pre-sales preparation. Pre-sales is an important part of the job of a Field Sales Executive. Focus on the field visit and make sure the participants see all the concepts they have learned in class first hand during their field visit. Make them familiar with the different formats a Field Sales Executive uses.

3.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

3.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you understand about cellular network architectures?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.1.4 Say

Now let us begin with a new session which is about pre-sales preparation. In the previous sessions we have had a clear understanding about cellular network architecture, now we will talk about pre-sales preparation.

3.1.5 Say

Great sales start with greater sales planning. All the homework, research, and effort you put into your pre-call sales plan will lead to great conversations and even larger sales. Putting in the effort to plan for your sales call removes the risk of error, surprises, and time wastage. Pre-sales is a set of activities normally carried out before achieving a sales target. Effective pre sales planning is a critical component for sales success. A salesperson that does no pre-call planning is like a boxer who steps into the ring blindfolded.

3.1.6 Say

The Pre-Sales Activities for a Field Sales Executive can be broken into two areas: Planning and Preparing.

3.1.7 Ask

Ask them what they understand by planning and preparing. Ask them what they think comes in planning and preparing. Response: Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then telling them about planning and preparing.

3.1.8 Do

Share with the participants about planning and preparing

3.1.9 Elaborate

Planning:

Planning is a scheme or method, developed in advance, for doing, proceeding or making something. Planning can take time, and some salespeople see it as cumbersome and minimize its importance. But the payoff is worth the time investment, since it improves results at every stage of the sales process and sets up stronger long-term customer relationships by:

- Helping to convey essential information
- Ensuring consistent progress is made according to goals and objectives
- Increasing credibility, and
- Cultivating the image of a well-prepared, knowledgeable business partner

Preparing for the call:

To prepare is to put together or make by combining various elements or ingredients. One should write an objective, determine the processes used to achieve those objectives, set quantifiable goals for each objective and practice for the call.

Refer to the participant handbook (Pg 51-52) to explain in detail about planning and preparation.

3.1.10 Activity

Provide participants with chart papers and ask them to make posters on what points/activities should be included in pre-sales preparation.

Ask them to do the MTD sales activity in the Participant Handbook.

Skill Practice	Time	Resources
Poster making	2 hrs	Participant Manual, Note Pad, Pen, chart paper, colour pencils, scale

3.1.11 Activity

Divide the class into two groups and then ask both the groups to discuss about planning and preparation which should be done before sales and share their views regarding the same.

At the end of the activity reiterate about planning and preparation which should be done before sales, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Group Discussion	2 hrs	Participant Manual, Note Pad, Pen

3.1.12 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.1.13 Summary

1. Pre-sales is a set of activities normally carried out before achieving a sales target.
2. Planning is a scheme or method, developed in advance, for doing, proceeding or making something
3. Planning, in the Pre-Sales Activities, includes:
 - Knowing your organisation
 - Prospect/ Customer identification
 - Product research
 - Competitor/ industry research
 - Creating a call strategy
 - Evaluation of your products and services relative to the competition.
4. In order to prepare for a call one should write an objective, determine the processes used to achieve those objectives, set quantifiable goals for each objective and practice for the call.

UNIT 3.2: Personal Presentation

Unit Objectives

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

- Understand about personal presentation

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.2.1 Note

This is the eleventh session of the program which talks about personal presentation.

3.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

3.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you understand about pre-sales preparation?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.2.4 Say

Now let us begin with a new session which is about personal presentation. In the previous sessions we have had a clear understanding about pre-sales preparation, now we will talk about personal presentation.

3.2.5 Say

An important part of pre sales planning is personal grooming. As a Field Sales Executive you need to be dressed in full uniform as per company norms, and also properly groom yourself as per the service standards.

3.2.6 Ask

What are the various things you do to groom yourself every morning.

Response:

Capture their responses on the white board and sum up their responses to talk about the best practices in personal grooming.

3.2.7 Do

- Share with the participants about personal grooming
- Share with them about specific uniform guidelines for men and women
- Explain to them about personal hygiene

3.2.8 Elaborate

An important part of pre-sales planning is personal grooming. As a Field Sales Executive you need to be dressed in full uniform as per company norms, and also properly groom yourself as per the service standards.

Appearance

- The field team is the brand ambassador of the organization. They represent company in front of the customers they visit. Hence they are expected to present a neat & clean appearance. They are expected to be in uniforms (including shirt, trousers, shoes & socks) which must be worn clean & ironed.
- Care should be taken so as no stains, broken buttons, or loose thread is present on the uniform.
- Shoes should be clean & polished all the time. No sandals/slippers/ sports shoes and white socks to be worn while on duty.
- Nails must be clean & cut as most of the time one will be handling merchandise.
- Hair should be neatly combed before commencing duty, never in front of customers.
- Display ID cards when on duty so as it helps the customers to identify the staff.

Refer to the participant handbook (Pg 52-53) to explain in detail about specific uniform guidelines for men and women and personal hygiene.

3.2.9 Activity

Divide the class into 4 groups and give them one chart paper each. Two groups will write the do's and don'ts of grooming guidelines for men and the other two groups for women.

The best chart will be pinned up on the board in order to encourage passive learning.

Skill Practice	Time	Resources
Chart Making	2 hrs	Participant Handbook, chart paper, pen

3.2.10 Do

- Share with the participants about ill effects of alcoholism
- Share with them about ill effects of tobacco
- Share with them about ill effects of ghutka

3.2.11 Elaborate

Alcoholism

It is the tendency in which one consumes alcohol to cope-up with difficulties or to avoid the feeling sadness.

Tobacco

Tobacco is the second largest cause of death in the world. It claims one death in every six seconds.

Ghutka

Each sachet contains 4000 chemicals, including 50 that cause cancer like betel nut, tobacco, flavouring.

Refer to the participant handbook (Pg 53) to explain the participants about things to avoid.

3.2.12 Activity

Ask the participants to divide themselves into three groups and discuss about the ill-effects of alcoholism, tobacco, ghutka. After they have made a few points, tell them to discuss it with the class.

Skill Practice	Time	Resources
Group Discussion	2 hrs	Participant Handbook, pen, notepad

3.2.13 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.2.14 Summary

1. The field team is the brand ambassador of the organization. They represent company in front of the customers they visit. Hence they are expected to present a neat & clean appearance. They are expected to be in uniforms (including shirt, trousers, shoes & socks) which must be worn clean & ironed.
2. Display ID cards when on duty so as it helps the customers to identify the staff
3. Manage body odour & bad breath to be under control as they are offensive to the customer.
4. Alcoholism is the tendency in which one consumes alcohol to cope-up with difficulties or to avoid the feeling sadness.
5. Tobacco is the second largest cause of death in the world. It claims one death in every six seconds.

UNIT 3.3: Pre - Sales Planning

Unit Objectives

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

- Understand about pre-sales planning

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.3.1 Note

This is the twelfth session of the program which talks about pre-sales planning.

3.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

3.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the ill-effects of alcoholism?
 - List down the specific uniform guidelines for both men and women.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.3.4 Say

Now let us begin with a new session which is about pre-sales planning. In the previous sessions we have had a clear understanding about personal presentation, now we will talk about pre-sales planning.

3.3.5 Say

Pre-sales planning helps you improve your credibility as a sales person. The Territory Sales Manager has the responsibility to ensure alignment between the company’s strategic goals and the activity of each individual member of the sales team they manage. The objective of the territory sales management channel is to grow the revenue, profitability and trading base of the Small, Medium and Large customer classifications through:

- The acquisition of new customers
- Retention and development of existing customers
- Improvement of revenue quality

3.3.6 Say

Let us move further and discuss about pre-sales planning in detail

3.3.7 Do

- Share with the participants about how to divide monthly targets into weekly and daily targets.
- Share the tips on target setting.

3.3.8 Elaborate

As a Field Sales Executive, you must understand your targets from your Territory Sales Manager and divide them into monthly, weekly and daily targets. Clear targets help Field Sales Executives in approaching the market in an organised and efficient manner. For Field Sales Executives, it is easier to close a deal by keeping a track of orders, proposals and customers.

For a Field Sales Executive, each day is very important as his daily targets add to his weekly targets and his weekly targets add to his monthly targets.

Refer to the participant handbook (Pg 54-55) to explain in detail about monthly target and tips on target setting.

3.3.9 Activity

Provide each participant with a monthly target and ask them to prepare a weekly and daily target with that information.

Skill Practice	Time	Resources
Skill Practical (Preparing weekly and daily targets)	2 hrs	Participant Handbook, pen, notepad

3.3.10 Say 

Let us now discuss about product and service for sales.

3.3.11 Do 

Share with the participants about product and service for sales.

3.3.12 Elaborate 

Telecom Products and services:

Some of the products and services that a Field Sales Executive sells are:

- New connections Voice
 - New SIMs
 - Mobile number portability SIMs
- New Connections Data
- Dongles: 3D, 4D
- Recharges
 - Voice
 - Data
- Paper Coupons

The Field Sales Executive also should communicate the current offers and schemes to the retailers and subscribers.

Refer to the participant handbook (Pg 56) to explain in detail about merchandising element.

3.3.13 Do 

Tell the participants to get ready for an activity which would energize them.

3.3.14 Activity 

- Ask the participants to pair themselves.
- Tell the partners to observe each other and keep in mind the appearance of their partner. Then ask one of them to turn their back while the other is making three or four changes to his/her appearance. For example, putting their watch on the other wrist, removing their glasses, folding their sleeves, etc.
- Ask the other partner to turn around and spot the changes made.
- Once done, ask the players to switch the roles.

Skill Practice	Time	Resources
What has changed?	1 hr	Participant Handbook, Pen, Notepad

3.3.15 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.3.16 Summary

1. Pre-sales planning helps you improve your credibility as a sales person.
2. For an FSE each day is very important as his daily targets add to his weekly targets and his weekly targets add to his monthly targets.
3. An FSE should plan to collect all the advertising merchandise such as danglers, flex boards, standees, gates from the distributor and make sure they are put up at the retailers either by the merchandiser or by FSE himself.

UNIT 3.4: Understanding Your Territory

Unit Objectives

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

- Know about your territory

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.4.1 Note

This is the thirteenth session of the program which talks about understanding your territory.

3.4.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session

3.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the product and services for sale.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.4.4 Say

Now let us begin with a new session which is about understanding your territory. In the previous sessions we have had a clear understanding about pre-sales planning; now we will talk about understanding your territory.

3.4.5 Say

The Field Sales Executive needs to understand the territory he will be operating in and proceed as per pre-defined route and beat plan. The daily plan of visiting the existing and prospective customers as per timetable or schedule is called the Beat Plan.

3.4.6 Do

Share with the participants about steps to manage territory.

3.4.7 Elaborate

Steps to manage territory

- Identify the territory (e.g. industry, channel, customer, geography)
- Identify value of current accounts and potential
- Identify potential within the territory (prospects, suspects)
- Monitor cost per call (what is profitable)
- Plan the route, current and prospective
- Use waiting time effectively (read, answer mail, write memos, etc.)
- Schedule time for follow-up

3.4.8 Activity

Ask the participants to refer to the Participant Handbook and study in detail about steps to manage territory, so that when they are asked questions regarding it they are able to answer them.

Skill Practice	Time	Resources
Self Study	2 hrs	Participant Handbook, pen, notepad

3.4.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.4.10 Summary

1. The FSE needs to understand the territory he will be operating in and proceed as per pre-defined route and beat plan.
2. The daily plan of visiting the existing and prospective customers as per timetable or schedule is called the Beat Plan.

UNIT 3.5: Understanding the Customer

Unit Objectives

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

- about the customers needs and demands

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.5.1 Note

This is the fourteenth session of the program which talks about understanding the customer.

3.5.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

3.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the steps involved in managing the territory.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.5.4 Say

Now let us begin with a new session which is about understanding the customer. In the previous sessions we have had a clear understanding about understanding your territory; now we will talk about understanding the customer.

3.5.5 Say

There are three main ways to understand customers better.

- One is to put oneself in their shoes and try and look at your business from their point of view.
- The second way is to collect and analyse data in order to shed light on their buying behaviour.
- The third way is simply to ask them what they think.

3.5.6 Do

Share with the participants about need and importance of understanding customers.

3.5.7 Elaborate

As a Field Sales Executive, one of the first steps in starting is identifying your market. Once you have identified your market, you can begin targeting the people who will pay for all of your business's explosive growth. The target market can be broken down into four "who, where, why and how" components:

- **Demography:** Who needs your product or service? Include basic demographic details such as age, gender, family size, educational level and occupation here.
- **Geography:** Where are your customers? These are the places your customers can be found (i.e., their zip code) and be sure to learn details like the size of the area, its population density, etc.
- **Psychographics and Ethnographics:** Why will a customer buy your product? Study the attitudes and tastes of a certain demographic.
- **Buying habits:** How do customers purchase products and services? Understand their culture and religion and offer your product to suit the same. For e.g., different religious festivals like

Diwali, Eid and even occasions like birthdays and anniversaries govern buying habits.

3.5.8 Activity

- Divide the class into 4 groups.
- Give them one of the 4 elements: who, where, why and how.
- Ask them to discuss in groups the importance of their element and how it impacts the whole marketing.
- Each group can present the main points of their discussion.

Skill Practice	Time	Resources
Group Discussion	3 hrs	Participant Handbook, pen, notepad

3.5.9 Do

- Share with the participants about pre-sales information
- Share with them about the importance and sources of pre-sales information

3.5.10 Elaborate

Importance of pre-sales Information:

Getting pre-approach helps you qualify dealers. In addition, finding out about a vendor, especially something “personal,” before the call or meeting, helps you tailor your approach toward his or her needs. For example, if your dealer has said he will only carry the top three products in a category, and he only likes demos on Thursdays, you may wish to mention your latest rating (if it is in the top 3) and suggest an appointment on Thursday.

Sources of pre-sales Information:

Before approaching your prospective dealers and distributors you should have a detailed database. If this database been properly maintained you should be able to pull out the most qualified dealers to demonstrate your products to. Refer to the participant handbook (Pg 58-59) to explain about pre-sales information in detail.

3.5.11 Do

Tell the participants to get ready for an energiser

3.5.12 Activity

- Draw five circles with chalk on the floor, big enough to accommodate all the participants.
- Give each island a name.
- Ask the participants to choose the island they would like to live on.
- Warn the participants that one of the islands will sink very soon and the participants in that island will be forced to move to another island.
- Allow the suspense to build and call out the name of the island that is sinking
- Participants run to the other four islands.
- The game continues until everyone is squashed onto one island

Skill Practice	Time	Resources
Five Islands	1 hr	Notepad

3.5.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.5.10 Summary

There are three main ways to understand customers better:

1. One is to put oneself in their shoes and try and look at your business from their point of view.
2. The second way is to collect and analyse data in order to shed light on their buying behaviour.
3. The third way is simply to ask them what they think.
4. The target market can be broken down into four “who, where, why and how”

UNIT 3.6: Sales Report

Unit Objectives

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

- Prepare monthly, weekly and daily sales report

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

3.6.1 Note

This is the fifteenth session of the program which talks about sales report.

3.6.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

3.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Explain the importance of pre-sales information.
 - List down the sources of pre-sales information.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.6.4 Say

Now let us begin with a new session which is about sales report. In the previous sessions we have had a clear understanding about understanding the customer; now we will talk about sales report

3.6.5 Say

Let us start discussing about sales report, which a Field Sales Executive has to prepare depending on daily, weekly or monthly sales. Sales personnel who are primarily on the field doing a day to day sales activity are required to generate a sales report with details of every minute activity that they are supposed to perform the entire day. These sales reports can be prepared on a:

- Daily
- Weekly or
- Monthly basis

3.6.6 Do

- Share with the participants about monthly sales report
- Share with them about weekly sales report
- Share with them about daily sales report and how to prepare a daily sales report

3.6.7 Elaborate

Refer to the participant handbook (Pg 59-61) to explain about importance and steps involved in preparing sales report.

3.6.8 Activity

Take the participants on a field visit and ask them to learn how to prepare a sales report.

Ask them to talk to the Field Sales Executive and learn from him about the steps involved in preparing a sales report

Skill Practice	Time	Resources
Skill Practical (Preparing Sales Report)	2 hrs	Participant Handbook, pen, notepad

3.6.9 Activity

Provide the participants with a database and ask them to calculate month to date sales out of that data base.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant Handbook, pen, notepad

3.6.10 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

3.6.11 Summary

1. Daily sales report is a document that records most important or key performance indicators in a comprehensive way.
2. Three things to keep in mind while writing reports are:
 - Use formal language
 - Be objective and factual
 - Organise the report logically
3. Weekly reports provide the opportunity to notice downward trends in the sales numbers before they become so low that they cannot be brought up to meet quarterly or annual sales predictions.
4. The Month-to-Date Sales report displays sales from the beginning of the month to any specific date in that month i.e. the date on which the report is prepared.

Key Learning Outcomes

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

1. Describe common telecom products and services
2. List down the activities a Field Sales Executive must do to increase revenue

UNIT 4.1: Morning Briefing

Unit Objectives

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

- Describe common telecom products and services

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.1.1 Note

This is the sixteenth session of the program which talks about common telecom products and services.

4.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List the preparations that a Field Sales Executive need to do as a part of pre-sales activities.
 - Why customer understanding is important for a Field Sales Executive?
 - What is the difference between target market and target customer?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.1.4 Say

Now let us begin with a new session which is about telecom products and services. In the previous sessions we have had a clear understanding about sales report, now we will talk about telecom products and services.

4.1.5 Say

To be able to sell your products effectively, a Field Sales Executive must understand your products and services.

4.1.6 Ask



What are the common products and services a telecom company offers?

Response:

Encourage them to respond and capture all responses on the white board. Summarise the discussion by showing them the PPT of products and services offered by telecom operators.

4.1.7 Do



- Share with the participants about prepaid services
- Share with them about post-paid services
- Discuss with them about value added services
- Discuss with them about data services
- Discuss with them about call management services
- Explain them about call hold and call waiting service
- Tell them about short codes of call forwarding
- Discuss with them about call conference, call filter and call barring
- Explain them about DND (Do not Disturb) complaint registration process
- Discuss with them about porting process

4.1.8 Elaborate



Prepaid Services

Prepaid service is the Pay As You Go service, wherein the users buy a recharge balance from the provider as per his requirement.

Value Added Services

Services which are beyond standard voice call services are known as Value Added Services.

Call Management Services

Call Management includes:

- Call Waiting
- Call Hold
- CLIP & CLIR (Calling Line Identity Presentation & Calling Line Identity Restriction)
- Call Divert/Call Forwarding
- Call Conference
- Call Filter
- Call Barring
- MCI (Malicious Call Identification)

DND Complaint registration process

DND registration (now NCPR) helps customer to stop receiving unsolicited/ unwanted commercial and promotional calls and messages on his phone. Even if customers register for DND, sometimes he will receive commercial / unwanted calls and messages on his phone. If so, customer can register a complaint with his mobile operator.

Refer to the participant's handbook (Pg 67-78) to explain about all the concepts mentioned above in detail. Also take them through all the exhibits mentioned in the handbook.

4.1.9 Activity 

Ask the participants to refer to Participant Handbook and study in detail about telecom products and services, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	1 hr	Participant Handbook, notepad, pen

4.1.10 Do 

Tell the participants to get ready for an activity which would energise them.

4.1.11 Activity 

Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

Skill Practice	Time	Resources
Tug of war	1 hr	Rope

4.1.12 Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 4.2: Introduction to Increasing Revenue

Unit Objectives

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

- Identify the process of increasing revenue

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.2.1 Note

This is the seventeenth session of the program which talks about increasing revenue.

4.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Give 5 features of a prepaid mobile.
 - What is the process of number portability?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.2.4 Say

Customers are the most important people for any organisation. They are the resource upon which the success of the business depends. When thinking about the importance of customers it is useful to remember that repeat business is the backbone of selling. It helps to provide revenue and certainty for the business.

Customer base will only increase when the customer is satisfied with your product and services. Customer satisfaction is at the heart of the selling process. One estimate is that it costs five times as much to attract new customers as it does to keep an existing one. The relationship between the customer and the organisation is, therefore, an important one.

4.2.5 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

4.2.6 Summary

1. Repeat business is the backbone of selling.
2. Without customers the organisation would not exist and the purpose of the organisation is to fulfil the needs of the customers.
3. Customer satisfaction is at the heart of the selling process.
4. The various activities that an FSE does to increase sales with existing customer base:
 - Increasing Brand visibility
 - Through posters, danglers etc.
 - By organising road shows
5. Drawing retailers attention through:
 - New offers and schemes
 - Offering freebies
 - Motivating retailers

UNIT 4.3: Increasing Brand Visibility

Unit Objectives

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

- Understand how to increase brand visibility

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.3.1 Note

This is the eighteenth session of the program which talks about increasing brand visibility.

4.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the points to remember when discussing about importance of customer.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.3.4 Say

Now let us begin with a new session which is about increasing brand visibility. In the previous sessions we have had a clear understanding about increasing revenue, now we will talk about increasing brand visibility.

4.3.5 Say

A Field Sales Executive can perform two types of activities to increase brand visibility. One is using brand merchandise and the other is to organize road shows.

4.3.6 Ask

Have you seen the various kinds of merchandising items on display at a retailer store like posters, danglers? Do you think they help to increase awareness, if yes, how..?

Response:

Encourage them to respond and facilitate a class interaction.

4.3.7 Do

Share with the participants about brand merchandise and road shows.

4.3.8 Elaborate

Using posters, danglers etc.

Posters can make excellent forms of large format outdoor advertising that give brands the opportunity to increase their awareness and spread campaign messages fast. They provide a logical and cost-effective way of communicating to a particular target market. When placed correctly, attractive posters can lure nearby people into a specific event and alert them of an upcoming product or service. Posters have the ability to stick in viewers' minds and can be a great tool for small- to medium-sized businesses and are cheaper than common forms of advertising such as print, radio and television.

Organising Road Shows: Road shows can help in spreading the business far and wide and can also help to convey the message which you want to spread to your customers and thus increase customer base.

Refer to the participant handbook (Pg 80-81) to explain about ways of increasing brand visibility, in detail.

4.3.9 Activity

Divide the participants into groups of 4-5 each. Ask them to prepare and present the benefits of using a particular kind of advertising merchandise for increasing brand visibility.

Skill Practice	Time	Resources
Chart Making	2 hrs	Participant Handbook, chart paper, pen

4.3.10 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

4.3.11 Summary

1. Posters can make excellent forms of large format outdoor advertising that give brands the opportunity to increase their awareness
2. The advantages of using posters are:
 - High Visibility & Frequency
 - Diverse Audience Reach
 - Strong Visual Impact
 - Brand Growth & Awareness
 - Impact via Location
3. Road shows can help in spreading the business far and wide and can also help to convey the message which you want to spread to your customers and thus increase customer base
4. Things to be kept in mind while organising road shows:
 - Timing is Everything
 - Picking Cities and Venues

UNIT 4.4: Drawing Retailers Attention

Unit Objectives

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

- Learn how to draw retailers attention

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.4.1 Note

This is the nineteenth session of the program which talks about drawing retailer's attention.

4.4.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the advantages of using posters and danglers?
 - What are the advantages of organising road shows?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.4.4 Say

Now let us begin with a new session which is about drawing retailer's attention. In the previous sessions we have had a clear understanding about increasing brand visibility, now we will talk about drawing retailer's attention.

4.4.5 Do

Share with the participants about ways to draw a retailer's attention.

4.4.6 Elaborate

Repeat business is the backbone of sales. As a Field Sales Executive you have to keep your current customers engaged by drawing their attention to your brand constantly. A number of activities can be done by the Field Sales Executive to create value for the existing customers.

Refer to the participant handbook (Pg 81) to explain about drawing retailer's attention, in detail.

4.4.7 Do

Tell the participants to get ready for an activity.

4.4.8 Activity

Divide the participants into groups of 4-5 each. Ask them to prepare and present a role play showing how to draw retailer's attention by offering him various benefits. Ask them to make sure they are bundling and up selling correctly to create a value proposition for the retailer.

Debrief: The objective of this activity is to make the participants learn how to draw retailer's attention.

The facilitator must ensure that the participants make use of all the possible tools required in drawing retailer's attention.

Skill Practice	Time	Resources
Role Play	4 hrs	Participant Handbook

4.4.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 4.5: Stock Management and Collections

Unit Objectives

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

- Understand stock management and collections.

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.5.1 Note

This is the twentieth session of the program which talks about stock management and collections.

4.5.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - How can you draw retailer's attention?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.5.4 Say

Now let us begin with a new session which is about stock management and collections. In the previous sessions we have had a clear understanding about drawing retailer's attention, now we will talk about stock management and collections.

4.5.5 Say

Let us discuss about stock management and collection.

4.5.6 Elaborate

The Field Sales Executive must influence the retailer by offering them wide range of products and services. Besides this a Field Sales Executive must provide agreed quantity of stock to the retailer and also observe the store /outlet physically to see stock management

Refer to the participant handbook (Pg 81) to explain about the concepts of stock management and collection, in detail.

4.5.7 Activity

Divide them into groups of 4-5 each. Ask them to prepare and present a role play showing how a retailer loses sale when he does not have optimum stock, use both over-stocking and under-stocking situations.

Debrief: The objective of this activity is to make the participants realise the importance of stock management.

The facilitator must ensure that the participants use both under-stocking and over-stocking situation in order to show how a retailer loses sale.

Skill Practice	Time	Resources
Role Play	4 hrs	PPT, White Board, Markers, Participant handbook, stock

4.5.8 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

4.5.9 Summary

1. The FSE needs to understand the needs of the customers and provide the product accordingly. He must not just randomly keep on showing the products so that they buy it but must show it according to the need of the retailer.
2. The FSE should not be in a hurry for taking the cash from retailer, he must avoid taking advanced payments and opt for “cash on delivery” method.

UNIT 4.6: Showcasing New Products

Unit Objectives

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

- Gain knowledge about the process and importance of showcasing new products.

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

4.6.1 Note

This is the twenty-first session of the program which talks about showcasing new products.

4.6.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

4.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you understand about stock management?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.6.4 Say

Now let us begin with a new session which is about showcasing new products. In the previous sessions we have had a clear understanding about stock management and collections, now we will talk about showcasing new products.

4.6.5 Say

There are three ways in which a Field Sales Executive can showcase a new product to a customer, namely, describing its USP, its Utility as well as describing its Features, Advantages and Benefits.

4.6.6 Ask



What do you understand by the term USP? Do you know the USP of any everyday products and services?

Response:

Give them the example of Domino Pizza USP, “30 minutes or its free”. Encourage their response and support their answers.

4.6.7 Elaborate



A unique selling proposition (USP, also seen as unique selling point) is a factor that differentiates a product from its competitors, such as the lowest cost, the highest quality or the first-ever product of its kind. A USP could be thought of as “what you have that competitors do not.”

It is considered as one of the fundamental pieces of any solid marketing campaign. It is a summary of what makes your business unique and valuable to your target market.

It answers the question: How do your business services benefit your customers better than anyone else can. USP can give a great deal of clarity to your business model, what your company does and why you do it. It can define your business and most important business goals in just a sentence.

A successful USP promises a clearly articulated benefit to consumers, offers them something that competitive products cannot or do not offer, and is compelling enough to attract new customers. For example: Airtel, “4 G SIM, unlimited calls, unlimited Internet”

Refer to the participant handbook (Pg 82-83) to explain in detail about the concepts of showcasing new products offering the Features, Advantages & Benefits approach.

4.6.8 Activity



Divide them into groups of 4-5 each. Ask them to prepare and present the FAB of various telecom products and services such as, pre paid SIM, number Portability, VAS, etc.

Skill Practice	Time	Resources
Presentation	2 hrs	Parcel

4.6.9 Say



Let us move further and discuss about the steps involved in increasing the customer base.

4.6.10 Do



Share with the participants about each step in detail.

4.6.11 Elaborate

Steps involved in increasing customer base are:

- Discovery
- Planning
- Execution
- Iteration

Refer to the participant handbook (Pg 84-85) to explain in detail about steps involved in increasing customer base.

4.6.12 Do

Tell the participants to get ready for an activity which would energise them.

4.6.13 Activity

- The facilitator should wrap a small gift with many layers of paper.
- On each layer the facilitator should write a task or a question.
- Example of the tasks: Sing a song; hug the person next to you, etc.
- Example of questions: What is your favourite colour? What are your hobbies?
- The facilitator should start the music or clap the hand if there is no music.
- The participants should pass the parcel around the circle.
- When the facilitator stops the music or the clapping, the person who is holding the parcel should tear of one layer of paper and carry out the task or answer the question written on the paper.
- The game continues until all the layers have been unwrapped.
- The gift goes to the last person who takes off the wrapping.

Skill Practice	Time	Resources
Passing the parcel	1 hr	Parcel

4.6.14 Do

Share with the participants about challenges faced by a Field Sales Executive and steps involved to increase sales.

4.6.15 Elaborate

Challenges faced by a Field Sales Executive:

Due to lack in channel innovation these are the conflicts that are arising in the channel. The following also has a list of problems faced due to this conflict.

- Problem of service
- Non-availability of particular offers
- Retailers selling SIM Cards at a cost lesser than the MRP
- Old SIM Cards not replaced in time
- Company related Issues

Steps involved to increase sales:

Almost anyone can learn to be a great Field Sales Executive if he/she follows these principles:

- Make a friend
- Sell people on value
- Be honest
- Add-on, Up sell or Cross-sell
- Learn from your successes and mistakes
- Go the Extra Mile

Refer to the participant handbook (Pg 86-88) to explain in detail about steps involved in increasing customer base.

4.6.16 Activity

Organise a field visit and a meeting with a Field Sales Executive to observe and learn about sales. Ask everyone to make their field visit report based on their observations.

Skill Practice	Time	Resources
Field Visit	5 hrs	Participant Handbook, notepad, pen

4.6.17 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

4.6.18 Summary

1. A unique selling proposition (USP, also seen as unique selling point) is a factor that differentiates a product from its competitors, such as the lowest cost, the highest quality or the first-ever product of its kind.
2. The strength of a product or service is weighed by its difference from the competitor's product or service. The more different and unique the product/service is the more customers it will attract.
3. A feature is a characteristics of a product or service. Briefly discuss the features of your product or service.
4. A benefit is how the advantage translates specifically to help that customer.
5. Benefits an FSE can provide to a retailer:
 - Information about new offers and new coupons
 - Give Maximum Margin
 - Increase frequency of FSE visit, for eg, every second day
 - Keep stock up to date, both SIM stock and MNP SIM stock
 - Reduced average activation time for new connections
 - Help in problem solving related to company

Key Learning Outcomes

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

1. Identify the ways by which the market size can be increased
2. Learn the ways to select new outlets

UNIT 5.1: Outlet Mapping

Unit Objectives

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

- Identify the ways by which the market size can be increased
- Understand the ways how to select new outlets

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

5.1.1 Note

This is the twenty-second session of the program which talks about Outlet Mapping.

5.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

5.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the advantages of using posters?
 - How can we increase brand visibility?
 - What are the two parameters on which retailer sales performance is monitored?
 - What are the steps to Increasing Customer Base?
 - What are the benefits that a Field Sales Executive can provide to a retailer?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.1.4 Say

Now let us begin with a new session which is about Outlet Mapping. In the previous sessions we have had a clear understanding about showcasing new products, now we will talk about Outlet Mapping.

5.1.5 Do

Share with the participants about outlet mapping

5.1.6 Elaborate

As a business partner for the sale of the telecom products and services it is important for company to know the awareness level of the retailer. Field Sales Executive communicates various offers and schemes to the existing dealers or prospective dealers. As a part of beat plan a Field Sales Executive:

- Meets all the dealers and retailers who are interested in selling company's products and services.
- Explains about the business and how to incur profit; and gives them competitor's feedback through one to one interaction.
- Creates interest to become a new dealer or distributor by showing leaflets of different features.
- Convinces and creates interest through pushing sales.

Categorisation of Outlets

- Multi-brand outlets – Those that sell telecom products of more than one telecom provider. These retailers are specialists in the telecom sector having an accurate understanding of a telecom customer. They end up being the biggest advisors to any sales manager and also the biggest source of information regarding the competitors.
- Branded retail outlets – Those that sell telecom products of a single organization. These outlets are frequently company owned-company operated (COCO). However there can be other forms like franchisee owned-franchisee operated (FOFO). They are generally located in an up-market area where there is more customer foot traffic.
- Kirana stores (Mom and Pop stores) – These are friendly neighbourhood shops selling a variety of products for daily consumption in a household. Many times these shops contribute only a small amount of business to the telecom organization. However, they definitely increase the visibility and reach for any telecom organization.

Refer to the participant handbook (Pg 93-99) to explain about outlet mapping in detail.

5.1.7 Activity

Divide the class into small groups and ask them to discuss the process of outlet mapping. Ask each group to present their main points.

Skill Practice	Time	Resources
Group Discussion	2 hrs	PPT, White Board, Markers, Participant Handbook, charts

5.1.8 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

5.1.9 Summary

1. Categorisation of Outlets:
 - Multi-brand outlets – Those that sell telecom products of more than one telecom provider.
 - Branded retail outlets – Those that sell telecom products of a single organization. \
 - Kirana stores (Mom and Pop stores) – These are friendly neighbourhood shops selling a variety of products for daily consumption in a household.
2. How to do Outlet Mapping:
 - Obtaining and referring to an existing database
 - Traversing the geography and visiting the outlets

UNIT 5.2: Offering Value Proposition

Unit Objectives

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

- Understand about the sales process

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

5.2.1 Note

This is the twenty-third session of the program which talks about Offering Value Proposition.

5.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

5.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Explain about outlet mapping.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.2.4 Say

Now let us begin with a new session which is about Offering Value Proposition. In the previous sessions we have had a clear understanding about Outlet Mapping, now we will talk about Offering Value Proposition.

5.2.5 Say

Once outlet mapping is completed a Field Sales Executive need to plan a visit to meet all the retailers who are interested to sale the telecom company's product. While visiting the prospective telecom retailers, Field Sales Executive should

ensure that he interacts directly with owner or the decision maker of the outlet. Offer a value proposition to the prospective decision maker. Tell them sufficient reasons why a consumer should buy a product or use a service. Convince them that their product will add more value than the other offerings in the market.

5.2.6 Do 

Share with the participants about value proposition.

5.2.7 Elaborate 

As a Field Sales Executive you need to understand the reasons why prospective customers typically fall into three major buckets that form the rules of winning value propositions:

- Potential buyers have to need what you're selling. It has to resonate with them.
- Potential buyers have to see why you stand out from the other available options. You have to differentiate.
- Potential buyers have to believe that you can deliver on your promises. You have to substantiate.

If you don't follow all three of the value proposition rules and it makes it much more difficult to sell.

- Remove resonance, and people just will not buy what you are selling.
- Remove differentiation, and they will pressure your price or attempt to get your service someplace else.
- Remove your ability to substantiate your claims, and while customers may want what you sell (you resonate), and may perceive you to be the only people on the planet that do what you do (you differentiate), they do not believe you and will not risk working with you

Refer to the participant handbook (Pg 99-101) to explain about offering value proposition, in detail.

5.2.8 Do 

Tell the participants to get ready for an activity

5.2.9 Activity 

- Ask the participants to form a circle.
- One person should start by saying " I am going to the market to buy fish". The next person says I am going to the market to buy fish and potatoes.
- Each person should repeat the list and then add an item.
- The aim is to remember all the items that all the people before you have listed.

Skill Practice	Time	Resources
Shopping List	1 hr	Small writing pads, pens, list of things to shop

5.2.10 Say 

Let us now discuss about Return on Investment.

5.2.11 Do 

Share with the participants about how to calculate Return on Investment

5.2.13 Elaborate 

Return on Investment is probably the most important calculation one needs to make to ensure the long-term viability of their business. Return on Investment involves all the variables that could impact the outcome. This includes everything that could impact the return and should be considered as a part of Return on Investment

Refer to the Participant Handbook (Pg 101-102) to the participants how to calculate return on investment.

5.2.14 Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

5.2.15 Summary 

1. While visiting the prospective telecom retailers FSE should ensure that he interact directly with owner or the decision maker of the outlet.
2. As an FSE you need to understand the reasons why prospective customers typically fall into three major buckets that form the rules of winning value propositions:
 - Potential buyers have to need what you're selling. It has to resonate with them.
 - Potential buyers have to see why you stand out from the other available options. You have to differentiate.
 - Potential buyers have to believe that you can deliver on your promises. You have to substantiate.
3. Return on Investment is probably the most important calculation one needs to make to ensure the long-term viability of their business.
4. Return on Investment = $[(\text{Payback} - \text{investment}) / \text{Investment}] \times 100\%$

UNIT 5.3: Information About Company Products and Processes

Unit Objectives

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

- Understand about the company products and process

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

5.3.1 Note

This is the twenty-fourth session of the program which talks about information about company products and processes.

5.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

5.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Explain the concept of value proposition.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.3.4 Say

Now let us begin with a new session which is about company products and processes. In the previous sessions we have had a clear understanding about Offering Value Proposition, now we will talk about company products and processes.

5.3.5 Say

Let us discuss about company products and processes.

5.3.6 Do

- Share with the participants about SIM
- Share with them about LAPU
- Share with them about SIM activation procedure

5.3.7 Elaborate

Telecom products can be divided into three categories:

- Primary Products: The products those are supplied to the distributor are known as primary products.
- Secondary Products: The products those are supplied to the retailers from the distributors through Field Sales Executives are called secondary products.
- Tertiary Products: The products sold by the retail outlets to the customers

Refer to the Participant Handbook (Pg 102-103) to explain about company products and processes in detail.

5.3.8 Activity

Ask the participants to study in detail about company products and processes, so that when they are asked questions regarding it they are able to answer them.

Skill Practice	Time	Resources
Self Study	3 hrs	Participant Handbook, small note pad, pen

5.3.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

5.3.10 Summary

1. The telecom products can be divided into three categories.
 - Primary Products: The products those are supplied to the distributor are known as primary products.
 - Secondary Products: The products those are supplied to the retailers from the distributors through FSEs are called secondary products.
 - Tertiary Products: The products sold by the retail outlets to the customers
2. Necessary Documents for New Subscription:
 - The new subscriber must have to be an Indian citizen.
 - He/She has to give one latest his/her photo.
 - Any valid document showing his nativity or residential proofs like Pass Port, DL, Voter ID, home electricity or phone bill(land line, BSNL preferred) etc.

UNIT 5.4: Negotiation and Close Sales

Unit Objectives

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

- Explain how to negotiate and close sales

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

5.4.1 Note

This is the twenty-fifth session of the program which talks about Negotiation and Closing Sales.

5.4.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

5.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the procedure of SIM activation.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.4.4 Say

Now let us begin with a new session which is about Negotiation and Closing of Sales. In the previous sessions we have had a clear understanding about company products and processes, now we will talk about Negotiation and Closing of Sales.

5.4.5 Say

Let us discuss about negotiation.

5.4.6 Do

Share with the participants about negotiation.

5.4.7 Elaborate

Successful negotiating is a fine art, anticipating the barriers in negotiating takes a certain amount of skill. It includes:

- Before the negotiation begins, prepare yourself; aim to appear keen to do the deal, but not desperate.
- Clarify your objectives (e.g. price, volume, or a quick sale) and how important the deal is to you.
- Find out what the customer wants. What features or extras do they value, and what are their priorities - price, service or delivery?
- Research the customer's position: How urgently they need your product, what they can afford and what alternatives the competition is offering.
- Assess the value of your offering to the customer: what benefits it offers, what problems it solves for them, what alternatives it replaces.
- Identify the strengths and weaknesses in your proposal and plan your strategy; aim to reach a deal which will suit the customer as well.
- Decide what could be negotiable; try to identify concessions which would cost you little but which the customer would value.
- Consider the potential impact on other deals and other customers of any concessions you make.
- Clarify your terms and conditions from the start of the negotiation.
- Pitch your opening price high; explain how the value in what you are offering justifies the price.
- Agree what the negotiating points are.
- Concentrate on asking questions and listening; fend off questions aimed at discovering your own negotiating position.
- Test the strength of any concessions the customer asks for; ask whether they are deal-breakers, or what alternatives there are.
- Look for reciprocation on any concessions you make: for example, an increased order size in exchange for a discount.
- Summarise each point as it is agreed; shake hands on the deal when all the points have been covered, and follow up with a written agreement.

Refer to the participants Handbook (Pg 103-105) to explain about negotiation in detail.

5.4.8 Do

Share with the participants about steps to build a retailer network by referring to the participant handbook (Pg 105-106)

5.4.9 Activity

Divide them into groups of 4-5 each. Ask them to prepare and present a role play showing how they are negotiating with the retailer to close the deal. Ask them to make sure they are creating a value proposition for the retailer.

Debrief: The objective of this activity is to understand about negotiation.

The facilitator must ensure that the participants demonstrate this process of negotiation correctly in order to close the deal satisfactorily.

Skill Practice	Time	Resources
Role Play	5 hrs	Participant Handbook , small note pad, pen

5.4.10 Say

There are four main objections you will hear on the phone when you are trying to make a sale, and they all revolve around budget, authority, need, and timeliness (also known as BANT). Knowing how to recognize these objections and having a process in place to handle them is the key to closing a sale or removing a poor-fit prospect from your sales queue.

5.4.11 Do

Share with the participants about four common sales objectives.

5.4.12 Elaborate

Four common sales objectives are:

- Objection 1: Budget
- Objection 2: Authority
- Objection 3: Need
- Objection 4: Timeframe

Refer to the participant handbook (Pg 107-109) to explain about how to handle sales objectives

5.4.13 Activity

Organise a field visit and make the participants meet a Field Sales Executive to observe and learn about adding new customers and dealing with current retailers in order to increase distribution width. Ask everyone to make their field visit report based on their observations.

Skill Practice	Time	Resources
Field Visit	6 hrs	Participant Handbook, small note pad, pen

5.4.14 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

5.4.15 Summary

Some Dos and Don'ts of Negotiation

Do's

- Find out what the customer wants
- Decide in advance what areas you are prepared to negotiate
- Ask questions, and listen
- Aim for reciprocation on any concessions
- Confirm the deal with a written agreement

Don'ts

- Make concessions from the start
- Reveal your negotiating position
- Throw in extra concessions for nothing



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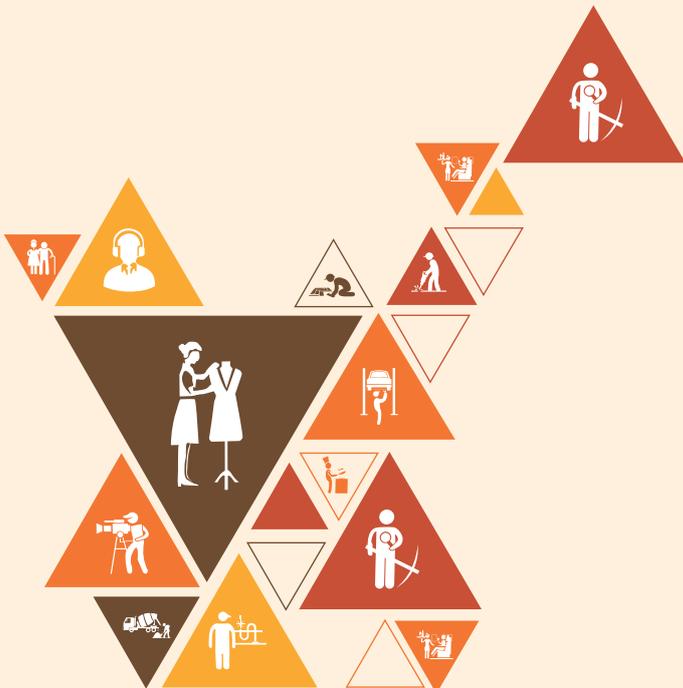


6. Process Compliance

Unit 6.1 – Mobile Number Activation Process

Unit 6.2 – KYC Norms

Unit 6.3 – Addressing Issues and Complaints



TEL/N0203

Key Learning Outcomes

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

1. Discuss mobile number activation process
2. Explain how to activate Mobile Number Portability
3. List down the KYC (Know Your Customer) Norms and TRAI guidelines
4. Understand how to validate the forms in case of any mismatch or error
5. Deal with retailers/customers issues and complaints

UNIT 6.1: Mobile Number Activation Process

Unit Objectives

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

- Discuss about mobile number activation process

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

6.1.1 Note

This is the twenty-sixth session of the program which talks about Mobile Number Activation Process.

6.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

6.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the benefits of retail outlets?
 - How does location play an important role in retail outlet selection?
 - What are the factors which must be evaluated in choosing an area or type of location within a city?
 - Write down the steps to close a sales call after negotiation.
 - What do you mean by value proposition? List down the steps to create it.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.1.4 Say

Now let us begin with a new session which is about Mobile Number Activation Process. In the previous sessions we have had a clear understanding about Negotiation and Closing of Sales, now we will talk about the Mobile Number Activation Process.

6.1.5 Say

The role of a Field Sales Executive is to educate retailers on the mobile number activation process, Mobile Number Portability (MNP), recharge and recharge reversal, KYC (Know Your Customer) Norms, TRAI guidelines, etc. Therefore it is essential that you understand functions of mobile handsets, to demonstrate number activation and other processes to retailers.

6.1.6 Ask

How many of you use pre paid SIMs? What was the process for activation?

Response:

Capture responses and summarise them to talk about the activation process for pre paid SIMs defined as per TRAI guidelines.

6.1.7 Elaborate

Refer to the participant handbook (Pg 113-116) to explain about mobile number activation process and Mobile number portability.

6.1.8 Activity

Divide the class into small groups and ask them to discuss the process of number activation. Ask each group to present their main points.

Skill Practice	Time	Resources
Group Discussion	2 hrs	PPT, White Board, Markers, Participant Handbook

6.1.9 Activity

Organise a field visit and make participants meet a Field Sales Executive to observe and learn about mobile activation process.

Ask everyone to make their field visit report based on their observations.

Skill Practice	Time	Resources
Field Visit	6 hrs	Participant handbook, notepad, pen

6.1.10 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 6.2: KYC Norms

Unit Objectives

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

- List down the KYC (Know Your Customer) Norms and TRAI guidelines

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

6.2.1 Note

This is the twenty-seventh session of the program which talks about KYC (Know Your Customer) Norms.

6.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

6.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Explain the mobile number activation process.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.2.4 Say

Now let us begin with a new session which is about KYC (Know Your Customer) Norms. In the previous sessions we have had a clear understanding about Mobile Number Activation Process, now we will talk about KYC (Know Your Customer) Norms.

6.2.5 Say

Customer Background has been an area of focus of regulatory authorities working to curb the menace of identity theft, money laundering, terrorist funding, etc. As a result, many industries like banking, financial services, insurance, telecom, etc. have to follow stringent KYC (Know Your Customer) Norms and ensure strict AML compliance.

6.2.6 Do

Take them through the main points of the KYC policy of RBI and TRAI (Telecom Regulatory Authority of India) guidelines by referring to the participant handbook (Pg 116-120)

6.2.7 Activity

Ask them to study in detail the KYC policy and TRAI (Telecom Regulatory Authority of India) guidelines related to mobile number activation. so that when they are asked questions regarding it, they are able to answer it.

Skill Practice	Time	Resources
Self-study	3 hrs	Small writing pads, pens and Participant Handbook

6.2.8 Say

As a Field Sales Executive, you need to validate customer enrolment forms for any discrepancies like use of whitener, signature mismatch and address mismatch. You also need to collect and process documents for activation of mobile numbers.

6.2.9 Do

Share the details of discrepancies in customer forms with the class by referring to the participant handbook (Pg 120).

6.2.10 Activity

Make a set of 4 forms; one with the wrong address, second with wrong signature, third with the use of whitener and fourth should not comprise of any mistake. Distribute the forms to your trainees. Have them identify the mistakes and differentiate between the right and the wrong form.

Skill Practice	Time	Resources
Skill Practical	4 hrs	PPT, White Board, Markers, Participant handbook

6.2.11 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 6.3: Addressing Issues and Complaints

Unit Objectives

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

- Gain knowledge about how to validate the forms in case of any mismatch or error

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

6.3.1 Note

This is the twenty-eighth session of the program which talks about Addressing Issues and Complaints.

6.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

6.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Write down any 4 documents for proof of address.
 - Write down any 4 documents for proof of identity.
 - What do you mean by KYC Norms and what are its benefits?
 - List down the three steps for SIM activation
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.3.4 Say

Now let us begin with a new session which is about Addressing Issues and Complaints. In the previous sessions we have had a clear understanding about KYC Norms, now we will talk about Addressing Issues and Complaints.

6.3.5 Say

A Field Sales Executive has another important role as the link between the company and the retailer; and responds to retailer issues and complaints.

Customer complaints are inevitable. Most customer concerns can be dealt with simply by complying with the person's reasonable requests. From time-to-time, however, you will come across those customers who will demand something that is unwarranted or impossible to deliver. No matter what the issue at the heart of the complaint is, it is important to remember certain rules when resolving your customer service issues.

6.3.6 Do

Share the guidelines for resolving customer complaints.

6.3.7 Elaborate

Refer to the participant handbook (Pg 121-122) to explain about addressing and resolving customer complaints.

6.3.8 Activity

Divide the class into four groups and ask them to perform and present a role play where the retailer is complaining to the Field Sales Executive about poor service, high activation time, low margins etc. Observe how they handle the situation as Field Sales Executives and reiterate the guidelines for resolving complaints.

Debrief: The objective of this activity is to make the participants learn how to address and then resolve the complaint.

The facilitator must ensure that the participants perform the complaint handling process according to guidelines.

Skill Practice	Time	Resources
Role Play	2 hrs	PPT, White Board, Markers, Participant handbook

6.3.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question





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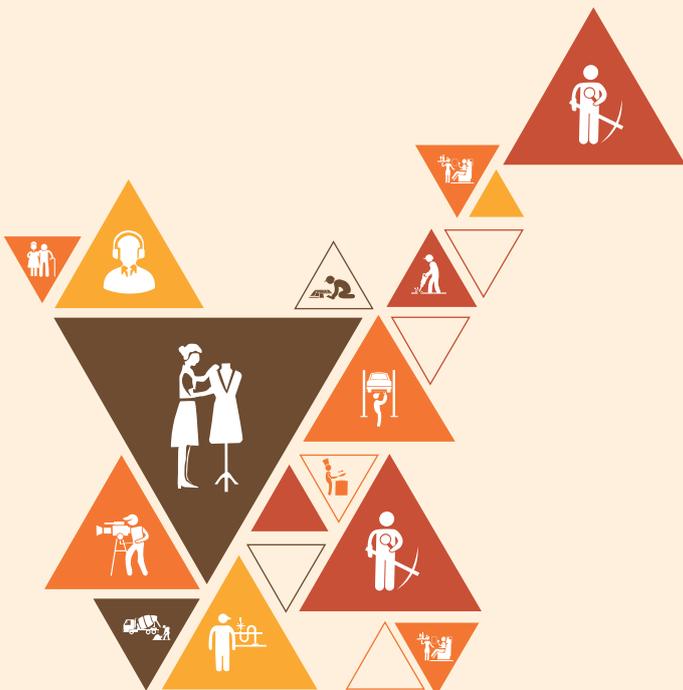


7. Data Expertise

Unit 7.1 – Resolving Data Related Issues

Unit 7.2 – Customer Feedback

Unit 7.3 – Data Confidentiality



TEL/N0110

Key Learning Outcomes

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

1. Resolve data related queries, requests and complaints
2. Understand how a Field Sales Executive must obtain retailer feedback and process it to improve quality of service

UNIT 7.1: Resolving Data Related Issues

Unit Objectives

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

- Resolve data related queries, requests and complaints

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

7.1.1 Note

This is the twenty-ninth session of the program which talks about Resolving Data Related Issues.

7.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

7.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down certain points which should be kept in mind while handling customers complains and explain any two points.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.1.4 Say

Now let us begin with a new session which is about resolving data related issues. In the previous sessions, we have had a clear understanding about addressing issues and complaints, now we will talk about resolving data related issues.

7.1.5 Say

Most telecom operators also provide data services in the form of wireless internet, broadband or fixed line connections and data card. With lightning fast speeds, customers can now surf seamlessly at the place and time of their choice. Be it checking mails during transit or updating status while with friends or watching movies on the go, they experience the internet without any limits.

As a Field Sales Executive, you must know about data related tariff plans, offers and schemes so that you can pitch best suited data related plans and products to the customers. You must also identify issues by asking relevant questions and resolve customers' data related concerns.

7.1.6 Ask

Do you use the internet? What is the difference between 2G, 3G and now 4G?

Response:

Capture the response of the participants and then discuss about the difference with them.

7.1.7 Elaborate

The role of the Field Sales Executive here is to -

- Identify issues by asking relevant questions and resolve customers' data related concerns
- Provide resolution to customers on data related QRCs to reduce repeat walk-in/interactions of customers with data related queries
- Understand customer needs and pitch best suited data related plans and products to the customers

What is QRC?

Query: A Query is a question or an inquiry. Through a Query, customers try taking information about their account or any other services.

Complaint: In a complaint, customers complain against services due to issues faced by them.

Request: Through a request, a customer makes a request for a product or a service.

Refer to the participant handbook (Pg 127-129) to explain about the ways to tackle queries, requests and complaints.

7.1.8 Activity

Divide the class into four groups and ask them to prepare and present a chart on common queries, complaints and requests that a customer or retailer may have related to data and how they would resolve it.

Skill Practice	Time	Resources
Chart Making	2 hrs	Participant Handbook, pen, pencil, chart paper, eraser, colour pencils

7.1.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

7.1.10 Summary

1. The different types of data plans available are:
 - Modem Enabled
 - Broadband: Fixed line or Wi Fi
 - 2G
 - 3G
 - 4G
2. A Query is a question or an inquiry. Through a Query, customer tries taking information about their account or any other services.
3. In a complaint customer complaint against services due to facing some issues.
4. Through a request, customer makes a request for a product or a service.

UNIT 7.2: Customer Feedback

Unit Objectives

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

- Understand how a Field Sales Executive must obtain customer feedback

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

7.2.1 Note

This is the thirtieth session of the program which talks about Customer Feedback. The feedback of a customer is of great importance, so the participants should be trained as to how to respond to the feedback.

7.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

7.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the steps involved while approaching the customers in resolving complaints?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.2.4 Say

Now let us begin with a new session which is about Customer Feedback. In the previous sessions we have had a clear understanding about resolving data related issues, now we will talk about Customer Feedback.

7.2.5 Say

Organised information collected from your customer about their opinion, suggestions and experience about the product or service, is called Feedback.

7.2.6 Do 

Share with the participants about the importance and advantages of customer feedback.

7.2.7 Elaborate 

Importance of customer feedback:

Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products. It is of high importance for determining where a company's products and services excel or fall short against customers' expectations and against alternate service providers in the market. For example, customers may like the network coverage of ABC Telecom as against XYZ Telecom, which means that XYZ Telecom would need to improve on their network coverage.

Customer feedback can help telecom companies in evaluating how employees treat customers.

Refer to the participant handbook (Pg 130-131) to explain about advantages of customer feedback and how to respond to it.

7.2.8 Activity 

Organise a field visit and a meeting with a Field Sales Executive to observe and learn how to deal with customer feedback. Ask everyone to make their field visit report based on their observations.

Since the participants are already on the field, let them know that the next topic they would learn is about how to tackle angry customers. Thus you could ask them to discuss with the Field Sales Executive about the same and have him share his experiences around this topic.

Skill Practice	Time	Resources
Field Visit	5 hrs	Participant Handbook

7.2.9 Say 

There could be times when your customer (the retailer) could be very upset due to less frequent visits from your end; no timely customer pack activation; angry customers due to high billing; etc. So in such scenarios, how do you deal with such irate retailers (who are your customers), where your business and customer reputation is at stake.

7.2.10 Do 

Discuss with the participants about how to deal with angry customers.

7.2.11 Elaborate

Steps involved in dealing with angry customers:

- STEP 1: Adjust Your Mind Set
- STEP 2: Listen Actively
- STEP 3: Repeat Their Concerns
- STEP 4: Be Empathic and Apologize
- STEP 5: Present a Solution
- STEP 6: Take Action and Follow-up
- STEP 7: Use the Feedback

Refer to the participant handbook (Pg 132-133) to explain about dealing with angry customers.

7.2.12 Activity

Organise a field visit and a meeting with a Field Sales Executive to observe and how they tackle an angry customer. Ask everyone to make their field visit report based on their observations.

Skill Practice	Time	Resources
Field Visit	5 hrs	Participant Handbook

7.2.13 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

7.2.14 Summary

1. Organised information collected from your customer about their opinion, suggestions and experience about the product or service is called Feedback.
2. Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products.
3. Simple process in dealing with customers who have a feedback or complaint:
 - Greet
 - Listen
 - Acknowledge
 - Apologise or Thank
 - Reconfirm and Reassure

UNIT 7.3: Data Confidentiality

Unit Objectives

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

- Explain the importance of data confidentiality

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

7.3.1 Note

This is the thirty-first session of the program which talks about Data Confidentiality. Data Confidentiality is very important part for a Field Sales Executive. He must ensure that none of the data of a customer is leaked or shared. Explain the participants about the importance of data confidentiality.

7.3.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

7.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the steps involved while dealing with angry customers?
 - Why is it always important to deal with angry customers?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.3.4 Say

Now let us begin with a new session which is about Data Confidentiality. In the previous sessions we have had a clear understanding about Customer Feedback, now we will talk about Data Confidentiality.

7.3.5 Say

Data is the primary asset of any organisation and its security is essential. This data could be:

- Customer information such as their phone, financial or personal details
- The way your organisation functions, like its process flow, the way departments work, names and contact information of those people.
- Policies and procedures of your organisation.

7.3.6 Do

Discuss with the participants about how to deal with angry customers.

7.3.7 Elaborate

Information Security:

It is important that as a Field Sales Executive, you take all measures for information security. Information security is the practice of defending information from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction.

Client Confidentiality:

The customer places a lot of trust in the organisation and in the Field Sales Executive before sharing his information. It is crucial for the Field Sales Executive to maintain that trust and faith by maintaining the confidentiality of the customer's information.

Refer to the participant handbook (Pg 135-136) to explain about information security and client confidentiality in detail.

7.3.8 Activity

Ask the participants to refer to the Participant Handbook and study in detail about information security and client confidentiality, so that when they are asked questions regarding it they are able to answer the same.

Skill Practice	Time	Resources
Self Study	2 hrs	Participant Handbook, pen, notepad

7.3.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

Key Learning Outcomes

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

1. Describe professional skills necessary for a Field Sales Executive
2. Practice the professional skills needed by a Field Sales Executive
3. Explain the need and importance of language skills
4. Practice the language skills needed by a Field Sales Executive
5. Do calculations using different basic methods
6. Identify fractions and calculate Percentages

UNIT 8.1: Resolving Data Related QRC

Unit Objectives

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

- Explain the process involved in resolving data related queries, requests and complaints

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

8.1.1 Note

This is the thirty-second session of the program which talks about professional skills.

8.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

8.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you understand by information security?
 - What do understand by client confidentiality?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

8.1.4 Say

Now let us begin with a new session which is about Professional Skills. In the previous sessions, we have had a clear understanding about Data Confidentiality, now we will talk about Professional Skill

8.1.5 Say

When starting a career as a Field Sales Executive, it is imperative to develop professional ethics. Strong work ethics shows that a person is self-motivated, conducts work in a professional manner, and is able to self-evaluate. It is necessary to possess these qualities because they will determine the success that one can get in this industry.

The first important fundamental of a strong work ethic is self-motivation. Self-motivation is the ability to satisfy a desire, expectation, or goal without being influenced to do so by another person.

Developing and following a code of ethics for your business helps you set the tone for your employees, reassure your customers that you have their best interests at heart, and establish your working area as a reputable workplace.

8.1.6 Say

Let us start the session by discussing about decision making and problem solving skills.

8.1.7 Do

Share with the participants about decision making and problem solving.

8.1.8 Say

Problem solving is an essential part of every job role. As a Field Sales Executive, you will encounter various problems where you will need to take a decision. For example, breakdown and malfunction of equipment, unsafe and hazardous working conditions, security breaches, etc.

Refer to the participant handbook (139-140) to explain about decision making and problem solving.

8.1.9 Activity

Ask the participants to get into groups and discuss common problems which a Field Sales Executive faces and ways to solve them. Ask each group to take one problem and identify the best solution.

Skill Practice	Time	Resources
Group Discussion	1 hr	Participant handbook

8.1.10 Say

Planning involves setting objectives and determining a course of action for achieving those objectives. Organising is the function of management that involves developing an organisational structure and allocating human resources to ensure the accomplishment of objectives. For planning your tasks of the day, you need to prioritise your tasks and complete them in time.

8.1.11 Do 

Share with the participants about prioritising tasks.

8.1.12 Elaborate 

For efficient working, we should prioritise our work. Let us see what the possible steps could be. The first step is to itemise the tasks and then create a 'TO DO' list. Create a list each day. There will be common tasks that occur daily or weekly and these will be carried out each day. As new tasks are given to you, add them to the list. When you have completed your task list, you would be ready to tackle the tasks you need to do in order of importance.

- Dealing with a customer's enquiry is more important than putting the products on shelves/at their place.
- Getting customers billed is more important than talking to your colleague.
- Some tasks are needed to be completed before specific deadlines, for example, cleaning and setting the work area at the end of the day, for the next day.

This is called prioritising your tasks.

Refer to the participant handbook (Pg 141-142) to explain about prioritising tasks.

8.1.13 Activity 

- Draw a line representing the seashore and ask the participants to stand behind the line.
- When the facilitator shouts "tide's out" everyone jumps forward over the line, when the facilitator shouts "tide's in" everyone jumps backward over the line.
- If the facilitator shouts "tides out" twice in a row, participants who move will have to drop out of the game.

Skill Practice	Time	Resources
Tide's In, Tide's Out	1 hr	Small writing pads, pens and Participant Handbook

8.1.14 Say 

Let us now move further and discuss about

- Time Management
- Urgent and Important Matrix

8.1.15 Elaborate

Time management refers to managing time effectively so that the right time is allocated to the right activity. Planning and time management are two sides of the same coin; they complement each other. Effective time management allows individuals to assign specific time slots to activities as per their importance. It helps you in making the best use of time at hand; as time is always limited.

Effective Time Management includes:

- Effective planning for setting goals and objectives
- Prioritising activities and delegation of responsibilities
- Spending the right time on the right activity and avoiding time robbers such as gossiping, extended tea breaks, etc.

Refer to the participant handbook (Pg 142-143) to explain about time management and urgent and important matrix.

8.1.16 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

Skill Practice	Time	Resources
Time Wasters	1 hr	Participant handbook, PPT

8.1.17 Activity

Ask them to prepare a TO DO List for the day and then to plot those tasks on the important urgent matrix.

Skill Practice	Time	Resources
Important/Urgent Matrix	1 hr	Participant handbook, PPT

8.1.18 Say

Let us discuss about customer centricity.

8.1.19 Elaborate

Customer centricity does not mean simply being there. Being customer-centric means that everything you do from the environment that you place them in and the way you serve those customers is centred on and about customers and their experience. This approach not only limits to external customers (daily customers, frequent customers, etc.), but also to the internal customers (other colleagues etc.).

Refer to the participant handbook (Pg 144) to explain about customer centricity in detail.

8.1.20 Do

- Share with the participants about analytical skills
- Share with them about basic arithmetic and numeric calculation
- Discuss with them about how to add, subtract, multiply and divide
- Explain the steps to calculate percentage

8.1.21 Elaborate

Strong analytical skills and analytical thinking are among the most critical abilities that you as a Field Sales Executive need to possess, considering how important numbers and trends are for your job role.

Analytical skills are the ability to gather, visualise and analyse information in detail. It is the ability to view a problem/situation from different perspectives. It allows you to solve complex problems by making decisions in an effective way.

For example, if you are a Field Sales Executive, one of your main goals is to increase customer base as well as the width and depth of distribution.

To achieve that, you have to be able to gather and analyze information about the company's current position and to build strategies for expanding customer base. Thus, if you do not possess strong analytical skills, this mission would be next to impossible.

Refer to the participant handbook (Pg 144) to explain about analytical and arithmetic skills.

8.1.22 Activity

Prepare a worksheet for all participants, which consists of ten problems each on addition, subtraction, multiplication, division, fraction and percentage. Distribute it to all the participants and ask them to solve the same.

Skill Practice	Time	Resources
Skill Practical (Solving Sums)	1 hr	Participant handbook, worksheet, notepad, pens

8.1.23 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

8.1.24 Summary

1. Steps in decision making and problem solving:
 - Recognise that there is a problem.
 - Identify the problem.
 - Generate alternative solutions.
 - Weigh the pros and cons of each solution and decide on the best solution.
 - Implement the chosen solution.
 - Evaluate the solution.
2. Planning involves setting objectives and determining a course of action for achieving those objectives. Organising is the function of management that involves developing an organisational structure and allocating human resources to ensure the accomplishment of objectives.
3. Time management refers to managing time effectively so that the right time is allocated to the right activity.
4. Being customer-centric means that everything you do from the environment that you place them in, and the way you serve those customers is centred on and about customers and their experience, and this approach not only limits to external customers (daily customers, frequent customers, etc.) but also to the internal customers (other colleagues etc.).
5. Analytical skills are the ability to gather, visualise and analyse information in detail. It is the ability to view a problem/ situation from different perspectives. It allows you to solve complex problems by making decisions in an effective way.
6. Effect Questions inquire about the consequences, implications or effect of a buyer's problem.

UNIT 8.2: Language Skills

Unit Objectives

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

- Explain the need and importance of language skills

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

8.2.1 Note

This is the thirty-third session of the program which talks about language skills.

8.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

8.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you understand by customer centricity?
 - What do you understand by planning and organising?
 - What do you understand by decision making?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

8.2.4 Say

Now let us begin with a new session which is about language skills. In the previous sessions, we have had a clear understanding about professional skills; now we will talk about language skills.

8.2.5 Say

As a Field Sales Executive you have to face customers on a daily basis. Hence the way you speak, listen and understand the customers' needs is very important. Learn to ask the right kind of questions to get the answer you want and also ensure that you really listen to the answer.

8.2.6 Do

Share with the participants about language skills.

8.2.7 Elaborate

Refer to the participant handbook to explain about:

- Listening skills
- Speaking skills
- Reading and writing skills

8.2.8 Do

Share what is listening and what are its importance?

8.2.9 Elaborate

Listening skills allow one to make sense out of what the other person is saying.

The importance of effective listening skills for employees and managers cannot be overemphasized. Everything done in the workplace involves two-way communication -speaking and listening. Two-way communication is critical in the way it can impact efficiency and effectiveness.

Refer to the participant handbook (Pg 156-157) to explain about listening skills and its importance

8.2.10 Do

Tell the participants to get ready for an activity on listening skills

8.2.11 Activity

Provide the participants with participant handbooks and ask them to study in detail about listening skills, so that when asked questions regarding it they are able to answer them.

Skill Practice	Time	Resources
Self Study	1 hr	Participant Handbook, PPT

8.2.12 Say

Let us now discuss about positive body language tips for a Field Sales Executive.

8.2.13 Elaborate

Positive body language includes:

- Expressing interest with eye contact
- Avoiding non verbal barriers
- Demonstrating that you are listening to your customers
- Adopting a posture of confidence
- Being Sincere

Refer to the participant handbook (Pg 158-159) to explain in detail about positive body language.

8.2.14 Say

Speaking is the way of communicating your thoughts and opinion to the other person using your voice and words. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate, thoughtful and convincing manner. Speaking skills also help to assure that one will not be misunderstood by those who are listening.

For a Field Sales Executive, effective speaking helps in convincing customers, informing them about products and services and ensuring through words, about effective and exclusive services.

8.2.15 Do

Tell the participants that now they will have to perform an activity on speaking skills.

8.2.16 Activity

Ask them to perform an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon, etc.

Skill Practice	Time	Resources
Impromptu speech	1 hr	Participant Handbook PPT

8.2.17 Say

Let us now discuss about reading skills.

8.2.18 Elaborate

Reading refers to the specific abilities that enable a person to read with independence and interact with the message.

Why is reading Important

1. Reading is fundamental to function in today's society.
2. Reading is a vital skill in finding a good job.
3. Reading is important because it develops the mind.
4. It is how we discover new things.
5. Reading develops the imagination.
6. Reading develops the creative side of people.
7. Reading is fundamental in developing a good self image.

Refer to the participant handbook (Pg 161-163) to explain in detail about reading skills.

8.2.19 Do

Tell the participants to perform an activity on reading skills.

8.2.20 Activity

Divide into pairs and give them hand outs of telecom sector reports by various nodal agencies and ask them to read it to each other. Walk around the class and check for understanding, comprehension and fluency of language.

Skill Practice	Time	Resources
Reading about new advancements in the field of telecommunications	1 hr	Participant handbook, notepad

8.2.21 Say 

Let us now discuss about writing skills.

8.2.22 Elaborate 

Writing is a medium of communication that represents language through the inscription of signs and symbols. While writing anything, you must keep the following in mind:

- Its relevance – sticking to the point
- Its structure – it must be organised
- Its style – easy to read and suited to the job

Refer to the participant handbook (Pg 163) to explain in detail about writing skills.

8.2.23 Do 

Tell the participants to perform an activity on writing skills.

8.2.24 Activity 

Ask them to write down their observations and things they need to do for each customer at the end of the day.

Skill Practice	Time	Resources
Noting down messages	1 hr	Participant handbook, PPT, notepad, pen

8.2.25 Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

8.2.26 Summary

1. Listening skills allow one to make sense of and understand what another person is saying.
2. Some positive body language tips:
 - Express interest with eye contact
 - Avoid non-verbal barriers
 - Demonstrate that you're listening to customers
 - Your hands and feet reveal true feelings
 - Personal space is important
 - Adopt a Posture of confidence
 - Be Sincere
3. Speaking is the way of communicating your thoughts and opinion to the other person using your voice and words.
4. Reading refers to the specific abilities that enable a person to read with independence and interact with the message.
5. Three Components of Reading are:
 - Decoding
 - Comprehension
 - Retention
6. Three techniques for effective reading:
 - Scanning
 - Skimming
 - Reading for Detail
7. Writing is a medium of communication that represents language through the inscription of signs and symbols.

Key Learning Outcomes

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

1. Explain the concept of interview
2. Discuss the important points about an interview
3. Identify the commonly asked questions in an interview
4. Reinforce the learning's of the training program

UNIT 9.1: Interview Skills

Unit Objectives

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

- Explain the concept of interview

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

9.1.1 Note

This is the thirty-fourth session of the program which talks about Interview Skills.

9.1.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session, let us have a quick recap of the previous session.

9.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do understand by listening?
 - List down the five components of effective speaking.
 - What is skimming?
 - What is scanning?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.1.4 Say

Now let us begin with a new session which is about Interview Skills. In the previous sessions, we have had a clear understanding about Language skills; now we will talk about Interview Skills.

9.1.5 Say

Let us discuss about types of interviews.

9.1.6 Elaborate

Types of interviews are:

- Traditional HR Interview
- Panel Interview
- Technical interview
- Telephone Interview

Refer to the participant handbook (Pg 169) to explain in detail about types of interviews.

9.1.7 Do

Share with the participants about

- Do's and Don'ts in an interview
- How to dress up for an interview

Refer to the participant handbook (Pg 170-171) to explain in detail about

- Do's and Don'ts in an interview
- How to dress up for an interview

9.1.9 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

UNIT 9.2: FAQ's

Unit Objectives

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

- Identify the commonly asked questions in an interview

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

9.2.1 Note

This is the thirty-fifth session of the program which talks about questions in an Interview.

9.2.2 Say

Good morning and a very warm welcome to this training program 'Field Sales Executive'. Before we begin this session let us have a quick recap of the previous session.

9.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the different types of interviews?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.2.4 Say

Now let us begin with a new session which is about questions in an Interview. In the previous sessions, we have had a clear understanding about Interview skills; now we will talk about questions in an Interview.

9.2.5 Do

Share with the participants about the questions asked in an interview by referring to the participant handbook (Pg 172-175).

9.2.7 Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants.
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question



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Council**

10. Employability and Entrepreneurship Skills

Unit 10.1 – Personal Strengths & Value Systems

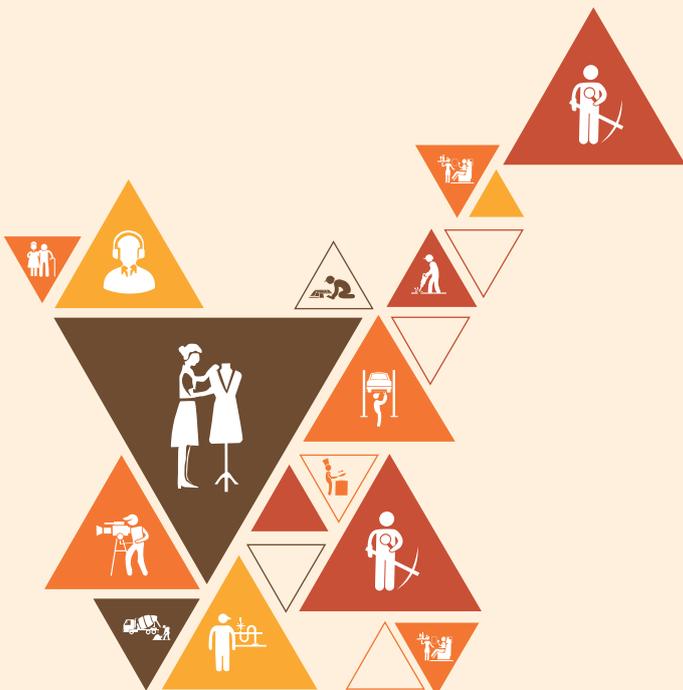
Unit 10.2 – Digital Literacy: A Recap

Unit 10.3 – Money Matters

Unit 10.4 – Preparing for Employment & Self Employment

Unit 10.5 – Understanding Entrepreneurship

Unit 10.6 – Preparing to be an Entrepreneur



Key Learning Outcomes

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

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

32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Describe how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively

68. Discuss how to speak effectively
69. Discuss how to solve problems
70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Explain the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the purpose of the Make in India campaign
83. Discuss key schemes to promote entrepreneurs
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Discuss the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 10.1: Personal Strengths & Value Systems

Unit Objectives

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

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

Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.1.1 Note

This is the thirty-sixth session of the program which talks about personal strengths & value systems.

10.1.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What is the use of FAQ's?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.1.4 Say

Now let us begin with a new session which is about personal strengths & value systems. In the previous sessions we have had a clear understanding about working at heights, now we will talk about personal strengths & value systems.

10.1.5 Say

As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough.

Let us start the session by discussing about common health issues.

10.1.6 Do

- Share with the participants about common health issues
- Discuss with them the tips to prevent health issues

10.1.7 Elaborate

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

Tips to prevent health issues:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

10.1.8 Say

As per the World Health Organization (WHO), “Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.” In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

10.1.9 Do

Share with the participants about ‘Swachh Bharat Abhiyan’.

10.1.10 Elaborate

The ‘Swachh Bharat Abhiyan’ (Clean India Mission) launched by Prime Minister Shri Narendra

Modi on 2nd October 2014, believes in extending good hygiene and health practices to our homes, our immediate surroundings and to our country as a whole.

The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India.

10.1.11 Say

A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits.

Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Let us now move further and discuss about good and bad habits

10.1.12 Elaborate

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Some bad habits that you should quit immediately are:
- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food

Refer to participant handbook (Pg-170) to explain about good and bad habits, in detail.

10.1.13 Activity

Divide the class in four groups and ask the participants to make a chart on good and bad habits. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the good and bad habits, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.1.14 Say

Let us discuss about tips for a safe workplace and non-negotiable employee safety habits.

10.1.15 Elaborate

Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

Refer to participant handbook (Pg-171) to explain about non-negotiable employee safety habits, in detail.

10.1.16 Say

Motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by different things. We can understand this better by looking at Maslow's Hierarchy of Needs.

10.3.17 Ask

Ask the participants to list down five things that really motivates them.

Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

10.1.18 Do

Share with the participants about Maslow's Hierarchy of Needs.

10.1.19 Elaborate

Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs.

Refer to the pyramid given participant handbook (Pg-172-173) to explain about Maslow's Hierarchy of Needs.

10.1.20 Activity

Divide the class in four groups and ask the participants to make a chart on Maslow's Hierarchy of Needs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about Maslow's Hierarchy of Needs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (Pg-174).

10.1.22 Say

Attitude can be described as your tendency (positive or negative), to think and feel about someone or something. Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words "The only disability in life is a bad attitude."

Let us discuss about attitude in detail.

10.1.23 Do

- Share with the participants about attitude
- Discuss with them about how to cultivate a positive attitude

10.1.24 Elaborate

The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others

Refer to participant handbook (Pg-174) to explain about how to cultivate a positive attitude, in detail.

10.1.25 Say

Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust. A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct.

Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Let us discuss about this in detail.

10.1.26 Do

Share with the participants about:

- Qualities of honest people
- Importance of honesty in entrepreneurs

10.1.27 Elaborate

Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves – they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.
- They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

Refer to participant handbook (Pg-176) to explain about importance of honesty in entrepreneurs, in detail.

10.1.28 Activity

Ask the participants to analyze themselves by honestly identifying their strengths and weaknesses. This will help them use your strengths to the best advantage and reduce weaknesses.

Ask the participants to note down all their strengths and weaknesses in the two columns. Ask them to perform this task honestly.

Skill Practice	Time	Resources
Analysing yourself	10 min	Participant handbook, pen , small note pad

10.1.29 Say

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing.

Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

Let us discuss about work ethics in detail.

10.1.30 Do

- Share with the participants about elements of strong work ethics
- Discuss with them about fostering a good work ethics

10.1.31 Elaborate

Some elements of a strong work ethic are:

- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility

Good work ethics includes:

- Honesty
- Good attitude
- Reliability
- Good work habits
- Initiative
- Trustworthiness
- Respect
- Integrity
- Efficiency

Refer to participant handbook (Pg-177-178) to explain about the following:

- Elements of strong work ethics
- Fostering good work ethics

10.1.32 Activity

Divide the participants in four groups and make them play a quiz on the following:

- Elements of strong work ethics
- Fostering good work ethics

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	10 min	Participant handbook, pen, small note pad

10.1.33 Ask

Ask the participants what is their understanding of the word creativity. Note down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

10.1.34 Say

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

Let us discuss about characteristics of highly creative person.

10.1.35 Do

Share with the participants about characteristics of a creative person.

10.1.35 Elaborate

Some characteristics of creative people are:

- They are imaginative and playful
- They detest rules and routine
- They see issues from different angles

- They love to daydream
- They notice small details
- They are very curious
- They have very little tolerance for boredom

10.1.36 Say

Innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

10.1.37 Do

Share with the participants about characteristics of highly innovative person.

10.1.38 Elaborate

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don't believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse

10.1.39 Say

Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

Let us discuss about benefits of time management.

10.1.40 Do

Share with the participants about benefits of time management.

10.1.41 Elaborate

Time management can lead to huge benefits like:

- Greater productivity
- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

10.1.42 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

Skill Practice	Time	Resources
Time Wasters	10 min	Participant handbook, PPT

10.1.43 Do

- Share with the participants about traits of effective time managers
- Discuss with them about effective time management techniques

10.1.44 Elaborate

Some traits of effective time managers are:

- They begin projects early
- They break tasks into steps with specific deadlines
- They set daily objectives
- They continually review long term goals
- They modify plans if required, to achieve better results

- They think of alternate solutions if and when required
- They are flexible and open-minded
- They ask for help when required
- They inform people in advance if their help will be required
- They create backup plans
- They know how to say no

Refer to participant handbook (Pg-180) to explain about effective time management techniques.

10.1.45 Activity

Take the participants on a field visit and ask them to observe the waste water treatment plant helper, they way he manages time and the techniques he follows to manage time.

Ask them to make points and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 min	Participant handbook, pen, small note pad

10.1.46 Say

Anger management is the process of:

- Learning to recognize the signs that you or someone else is becoming angry
- Taking the best course of action to calm down the situation in a positive way

Anger management does not mean suppressing anger.

Let us discuss about importance of anger management.

10.1.47 Do

Share with the participants about importance of anger management.

10.1.48 Elaborate

Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

Extreme anger can:

Hurt you physically: It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.

Hurt you mentally: It can cloud your thinking and lead to stress, depression and mental health issues.

Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.

Hurt your relationships: It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

10.1.49 Do

- Discuss with the participants about anger management strategies
- Share with them about tips for anger management

10.1.50 Elaborate

Here are some strategies that can help you control your anger:

- Strategy 1: Relaxation
- Strategy 2: Cognitive Restructuring
- Strategy 3: Problem Solving
- Strategy 4: Better Communication
- Strategy 5: Changing Your Environment

The following tips will help you keep your anger in check:

- Take some time to collect your thoughts before you speak out in anger.
- Express the reason for your anger in an assertive, but non-confrontational manner once you have calmed down.

Refer to participant handbook (Pg-182-183) to explain about anger management strategies and tips for anger management.

10.1.51 Say

Anything that challenges or threatens our well-being can be defined as a stress. It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Let us discuss about stress in detail.

10.1.52 Do

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress

10.1.53 Elaborate

Stress can be caused by internal and external factors.

Internal causes of stress

- Constant worry
- Pessimism
- Rigid thinking
- Negative self-talk
- Unrealistic expectations
- All in or all out attitude

External causes of stress

- Major life changes
- Difficulties at work or in school
- Difficulties with relationships
- Financial difficulties
- Having too much to do
- Worrying about one's children and/or family

The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.

Refer to participant handbook (Pg-185) to explain about the following:

- Causes of stress
- Symptoms of stress
- Tips to manage stress

10.1.54 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

UNIT 10.2: Digital Literacy: A Recap

Unit Objectives

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

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

Resources

Participant handbook, small writing pad, pen.

10.2.1 Note

This is the thirty-seventh session of the program which talks about digital literacy.

10.2.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions

- What is hygiene?
- Explain the Maslow's Hierarchy of need.
- How to cultivate a positive attitude.
- List down the qualities of honest people.
- What are the characteristics of highly creative person?
- What is innovation?
- What are the benefits of time management?

- List down the traits of effective time management.
 - List down the symptoms of stress.
2. Encourage the participants to give their response
 3. Ensure that the class should not lose focus
 4. Clarify if they have any doubts
 5. Tell them about what they are going to learn in this session

10.2.4 Say

Now let us begin with a new session which is about digital literacy. In the previous sessions we have had a clear understanding about personal strengths & value systems, now we will talk about digital literacy.

10.2.5 Say

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.6 Do

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.7 Elaborate

Basic parts of computer:

- Central Processing Unit (CPU)
- Hard Drive
- Monitor
- Mouse
- Speakers
- Printer

Basic parts of keyboard:

- Arrow Keys
- Space bar
- Enter/Return
- Shift
- Caps Lock
- Backspace

Basic Internet terms:

- The Internet
- The World Wide Web
- Website
- Homepage
- Link/Hyperlink
- Web Address/URL
- Address Box

Refer to participant handbook (Pg-187) to explain about the parts of computer, keyboard and internet terms, in detail.

10.2.8 Say

MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

Let us discuss about popular office products.

10.2.9 Do

Share with the participants about popular office products.

10.2.10 Elaborate

Some of the most popular and universally used MS Office applications are:

- **Microsoft Word:** Allows users to type text and add images to a document.
- **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.

- **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
- **Microsoft Outlook:** Allows users to send and receive email.
- **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
- **Microsoft Access:** Allows users to store data over many tables.

10.2.11 Say

E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for “electronic commerce.”

Let us discuss about E-Commerce in detail.

10.2.12 Do

- Share with the participants about examples of E-Commerce
- Discuss with them about types of E-Commerce
- Share with them about benefits of E-Commerce

10.2.13 Elaborate

Examples of e-commerce are:

- Online shopping
- Electronic payments
- Online auctions
- Internet banking
- Online ticketing

Types of E-Commerce:

The main types of e-commerce are:

- **Business to Business (B2B):** Both the transacting parties are businesses.
- **Business to Consumer (B2C):** Businesses sell electronically to end-consumers.
- **Consumer to Consumer (C2C):** Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- **Consumer-to-Administration (C2A):** Online transactions conducted between individuals and public administration.

Refer to participant handbook (Pg-189) to explain about benefits of E-Commerce, in detail.

10.2.14 Activity

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

Note:

- Before launching your e-commerce platform, test everything.
- Pay close and personal attention to your social media.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant handbook, pen, small note pad

10.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

UNIT 10.3: Money Matters

Unit Objectives

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

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

Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.3.1 Note

This is the thirty-eighth session of the program which talks about money matters.

10.3.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the basic parts of computer.
 - List down the most popular office products.
 - What is E-Commerce? Give few examples.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.3.4 Say 

Now let us begin with a new session which is about money matters. In the previous sessions we have had a clear understanding about digital literacy, now we will talk about money matters.

10.3.5 Say 

We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important. Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

10.3.6 Do 

Let us discuss about benefits of saving.

10.3.7 Elaborate 

Saving helps you:

- Become financially independent
- Invest in yourself through education
- Get out of debt
- Be prepared for surprise expenses
- Pay for emergencies
- Retire

Refer to participant handbook (Pg-191-192) to explain about benefits of saving, in detail.

10.3.8 Do 

- Share with the participants about types of bank account
- Discuss with them how to open a bank account

10.3.9 Elaborate 

Four main types of bank accounts are:

- Current Accounts
- Savings Accounts

- Recurring Deposit Accounts
- Fixed Deposit Accounts

Steps involved in opening a bank account:

- Step 1: Fill in the Account Opening Form
- Step 2: Affix your Photograph
- Step 3: Provide your Know Your Customer (KYC) Details
- Step 4: Submit All your Documents

Refer to participant handbook (Pg-193-194) to explain about types of bank account and steps involved in opening a bank account, in detail.

10.3.10 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about different types of account and how to open a bank account.

Skill Practice	Time	Resources
Field Visit	30 mins	Participant handbook, pen , small note pad

10.3.11 Say

Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services.

A fixed cost does not change with the volume of goods or services a company produces. It always remains the same.

A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Let us discuss about fixed and variable cost in detail.

10.3.12 Do

Share with the participants about difference between fixed and variable cost.

10.3.13 Elaborate

Refer to participant handbook (Pg-195) to explain about difference between fixed and variable cost.

10.3.14 Say 

Let us discuss about insurance.

10.3.15 Elaborate 

Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- Bonds
- Stocks
- Small Savings Schemes
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

Refer to participant handbook (Pg-196) to explain about types of investment.

10.3.16 Say 

There are two types of insurance – Life Insurance and Non-Life or General Insurance.

10.3.17 Do 

Share with the participants about Life Insurance and Non-Life or General Insurance.

10.3.18 Elaborate 

Life Insurance

Life Insurance deals with all insurance covering human life.

The main life insurance products are:

- Term Insurance
- Endowment Policy

- Unit-Linked Insurance Plan (ULIP)
- Money Back Life Insurance
- Whole Life Insurance

General Insurance

General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.

The main general insurance products are:

- Motor Insurance
- Health Insurance
- Travel Insurance
- Home Insurance
- Marine Insurance

Refer to participant handbook (Pg-197) to explain about Life and General Insurance, in detail.

10.3.19 Activity

Ask the participants to refer to participant handbook and study in detail about Life and General Insurance, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 mins	Participant handbook, pen , small note pad

10.3.20 Say

There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

10.3.21 Do

Share with the participants about direct and indirect tax.

10.3.22 Elaborate

Direct Tax

Direct taxes are levied directly on an entity or a person and are non-transferrable.

Some examples of Direct Taxes are:

- Income Tax
- Capital Gains Tax
- Securities Transaction Tax
- Perquisite Tax
- Corporate Tax

Indirect Tax

Indirect taxes are levied on goods or services.

Some examples of Indirect Taxes are:

- Sales Tax
- Service Tax
- Value Added Tax
- Customs Duty & Octroi
- Excise Duty

Refer to participant handbook (Pg-198) to explain about direct and indirect tax, in detail.

10.3.23 Say

Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

Internet banking can be used to:

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

10.3.24 Do

Share with the participants about the following:

- NEFT
- RTGS
- IMPS

10.3.25 Elaborate



NEFT:

NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

RTGS:

RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank's account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

IMPS:

IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

Refer to participant handbook (Pg-199-200) to explain about the following in detail:

- NEFT
- RTGS
- IMPS

10.3.26 Activity



Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about NEFT, RTGS and IMPS.

Ask them to make notes and share it with the class.

Skill Practice	Time	Resources
Field Visit	15 mins	Participant handbook, pen, small note pad

10.3.27 Do 

Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (Pg-201).

10.3.28 Notes for Facilitation 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

UNIT 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

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

Resources

Participant handbook, small writing pad, pen.

10.4.1 Note

This is the thirty-nine session of the program which talks about preparing for employment & self employment.

10.4.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the benefits of saving.
 - Name the types of bank accounts.
 - What are the steps involved in opening a bank account?
 - What is the difference between fixed and variable cost?
 - What is the difference between NEFT, RTGS and IMPS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.4.4 Say 

Now let us begin with a new session which is about preparing for employment & self employment. In the previous sessions we have had a clear understanding about money matters, now we will talk about preparing for employment & self employment.

10.4.5 Say 

Let us discuss about how to prepare for an interview.

10.4.6 Do 

Share with the participants about how to prepare for an interview.

10.4.7 Elaborate 

The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning. Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with
- Think about whether your skills and qualifications match the job requirements
- Go through the most typical interview questions asked, and prepare your responses
- Plan your attire for the interview
- Ensure that you have packed everything that you may require during the interview
- Remember the importance of non-verbal communication
- Make a list of questions to end the interview with

Refer to participant handbook (Pg-202-203) to explain about steps to follow in order to be well prepared for an interview, in detail.

10.4.8 Say 

A resume is a formal document that lists a candidate's work experience, education and skills.

A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a resume that is effective.

Let us discuss about preparing a resume

10.4.9 Do

Share with the participants about how to prepare an effective resume.

10.4.10 Elaborate

Steps to create an effective resume:

- Write the Address Section
- Add the Profile Summary Section
- Include Your Educational Qualifications
- List Your Technical Skills
- Insert Your Academic Project Experience
- List Your Strengths
- List Your Extracurricular Activities
- Write Your Personal Details

Refer to participant handbook (Pg-204-205) to explain about steps involved in preparing an effective resume, in detail.

10.4.11 Activity

Ask the participants to do some research and prepare a resume for themselves.

At the end check the resume of each participant and make the modifications, if required.

Skill Practice	Time	Resources
Preparing resume	1 hr	Participant handbook, pen , small note pad

10.4.12 Do

Refer to participant handbook (Pg-207-208) to explain the participants about the following:

- Questions asked in an interview
- Basic workplace terminologies

10.4.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

UNIT 10.5: Understanding Entrepreneurship

Unit Objectives

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

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

Resources

Participant handbook, small writing pad, pen, chart paper, colour pencils, eraser, scale, rope, pieces of paper.

10.5.1 Note

This is the forty session of the program which talks about entrepreneurship.

10.5.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - How to prepare for an interview?
 - What are the steps involved in creating a resume?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.5.4 Say

Now let us begin with a new session which is about entrepreneurship. In the previous sessions we have had a clear understanding about preparing for employment & self employment, now we will talk about entrepreneurship.

10.5.5 Say

Anyone who is determined to start a business, no matter what the risk, is an entrepreneur.

Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success. They dream big and are determined to do whatever it takes to turn their idea into a viable offering. The aim of an entrepreneur is to create an enterprise. The process of creating this enterprise is known as entrepreneurship.

Let us discuss about entrepreneurship in detail.

10.5.6 Do 

- Share with the participants about importance of entrepreneurship
- Discuss with them the characteristics of entrepreneurs

10.5.7 Elaborate 

Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

Refer to participant handbook (Pg-212) to explain about characteristics of entrepreneurs.

10.5.8 Activity 

Take the participants on a field visit and make them meet a person who is an entrepreneur, ask them to notice the way he talks and his characteristics. Tell them to prepare few questions well in advance which they want to ask the entrepreneur.

The participants must make notes about his characteristics and attitude towards life and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 mins	Participant handbook, pen , small note pad

10.5.9 Say 

Let us discuss about types of enterprises.

10.5.10 Do 

Share with the participants about different types of enterprises.

10.5.11 Elaborate

As an entrepreneur in India, you can own and run any of the following types of enterprises:

- Sole Proprietorship
- Partnership
- Limited Liability Partnership (LLP)

Refer to participant handbook (Pg-213) to explain about different types of enterprises to the participants.

10.5.12 Say

Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company.

Leaders believe in doing the right things. They also believe in helping others to do the right things.

An effective leader is someone who:

- Creates an inspiring vision of the future.
- Motivates and inspires his team to pursue that vision.

Let us discuss about leadership in detail.

10.5.13 Do

- Share with the participants about benefits of effective leadership
- Discuss with them about leadership qualities

10.5.14 Elaborate

Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:

- Gaining the loyalty and commitment of the team members
- Motivating the team to work towards achieving the company's goals and objectives
- Building morale and instilling confidence in the team members
- Fostering mutual understanding and team-spirit among team members
- Convincing team members about the need to change when a situation requires adaptability

Some critical leadership skills that every entrepreneur must have are:

- Pragmatism
- Humility
- Flexibility
- Authenticity
- Reinvention
- Awareness

Refer to participant handbook (Pg-214) to explain about leadership skills, in detail.

10.5.15 Do

Tell the participants that teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.

10.5.16 Elaborate

For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- Unity of purpose
- Great communication skills
- The ability to collaborate
- Initiative
- Visionary members
- Great adaptability skills
- Excellent organizational skills

Refer to participant handbook (Pg-215) to explain about team work, in detail.

10.5.17 Say

Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.

10.5.18 Do 

Share with the participants about listening and speaking skills.

10.5.19 Elaborate 

To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

Refer to participant handbook (Pg-216-217) to explain about speaking skills, in detail.

10.5.20 Do 

Tell the participants that now they will have to perform an activity on speaking skills.

10.5.21 Activity 

Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon etc.

Skill Practice	Time	Resources
Impromptu speech	30 mins	PM PPT

10.5.22 Say 

All problems contain two elements:

1. Goals
2. Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals.

Let us discuss about problem solving in detail.

10.5.23 Do

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

10.5.24 Elaborate

Steps to solve a problem:

Step 1: Identify the problem

Step 2: Study the problem in detail

Step 3: List all possible solutions

Step 4: Select the best solution

Step 5: Implement the chosen solution

Step 6: Check that the problem has really been solved

Important traits of solving problem:

The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking
- Having a positive attitude
- Focusing on the right problem

Refer to participant handbook (Pg-218) to explain how to access problem solving skills, in detail.

10.5.25 Activity

Ask the participants to get into groups and discuss common problems which a waste water treatment plant helper faces and ways to solve them. Ask each group to take one problem and identify the best solution by following the steps (for problem solving) given in participant handbook.

Skill Practice	Time	Resources
Group Discussion	1 hr	Participant handbook, small writing pad, pen

10.5.26 Say

Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people. Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Let us discuss about negotiation in detail.

10.5.27 Do

- Share with the participants about steps involved in negotiation.

10.5.28 Elaborate

Steps involved in negotiation:

Step 1: Pre-negotiation preparation

Step 2: Discuss the problem

Step 3: Clarify the objective

Step 4: Aim for a win-win outcome

Step 5: Clearly define the agreement

Step 6: Implement the agreed upon solution

Refer to participant handbook (Pg-219) to explain about steps involved in negotiation, in detail.

10.5.29 Activity

Ask the participants to refer to participant handbook and study in detail about steps involved in negotiation, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	10 mins	Participant handbook, pen, small note pad

10.5.30 Say 

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances. A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

10.5.31 Do 

- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identify new business opportunities

10.5.32 Elaborate 

Following things should be considered when looking for business opportunities:

- Economic trends
- Market trends
- Changes in funding
- Changes in political support
- Changing relationships between vendors, partners and suppliers
- Shift in target audience

Refer to participant handbook (Pg-220-221) to explain about ways to identify new business opportunities, in detail.

10.5.33 Do 

Tell the participants to get ready for an activity which would energize them.

10.5.34 Activity 

Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

Skill Practice	Time	Resources
Tug of war	10 mins	Rope

10.5.35 Do 

Share with the participants about ways to identify business opportunities within the business.

10.5.36 Elaborate 

Ways to identify business opportunities within the business includes:

- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (Pg-221) to explain about ways to identify business opportunities within the business, in detail.

10.5.37 Say 

An entrepreneur is a person who:

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Let us discuss about it in detail.

10.5.38 Do 

- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

10.5.39 Elaborate 

Successful entrepreneurs have the following characteristics:

- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it

- They have a vision – they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

Refer to participant handbook (Pg-223) to explain about type of entrepreneurs.

10.5.40 Activity

Divide the class in four groups and ask the participants to make a chart on types of entrepreneurs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the types of entrepreneurs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 mins	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.5.41 Do

Share with the participants about entrepreneurial process.

10.5.42 Elaborate

Let's take a look at the stages of the entrepreneurial process.

Stage 1: Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.

Stage 2: Germination or Recognition. In this stage a possible solution to the identified problem is thought of.

Stage 3: Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.

Stage 4: Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.

Stage 5: Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.

Stage 6: Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.

Stage 7: Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Refer to the diagram given in participant handbook (Pg-224) to explain about entrepreneurial process.

10.5.43 Say 

The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants. These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

Let us discuss about entrepreneurship ecosystem in detail.

10.5.44 Do 

Share with the participants about six domains of entrepreneurship ecosystem.

10.5.45 Elaborate 

An entrepreneurship ecosystem comprises of the following six domains:

- Favourable Culture: This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- Facilitating Policies & Leadership: This includes regulatory framework incentives and existence of public research institutes.
- Financing Options: Angel financing, venture capitalists and micro loans would be good examples of this.
- Human Capital: This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- Conducive Markets for Products & Services: This refers to an existence or scope of existence of a market for the product/service.
- Institutional & Infrastructural Support: This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

10.5.46 Do 

Share with the participants about key schemes to promote entrepreneurs.

10.5.47 Elaborate 

Key schemes to promote entrepreneurs

1. Pradhan Mantri MUDRA Yojana - Micro Units Development and Refinance Agency (MUDRA),
2. Stand Up India
3. Prime Minister Employment Generation Programme (PMEGP)
4. International Cooperation

5. Performance and Credit Rating
6. Marketing Assistance Scheme
7. Reimbursement of Registration Fee for Bar Coding
8. Enable Participation of MSMEs in State/District level Trade Fairs and Provide Funding Support
9. Capital Subsidy Support on Credit for Technology up gradation
10. Credit Guarantee Fund for Micro and Small Enterprise (CGFMSE)
11. Reimbursement of Certification Fees for Acquiring ISO Standards
12. Agricultural Marketing
13. Small Agricultural Marketing
14. Mega Food Park
15. Adivasi Mahila Sashaktikaran Yojana

Refer to participant handbook (Pg-227-228) to explain about key schemes to promote entrepreneurs, in detail.

10.5.48 Activity

Divide the participants in four groups and make them play a quiz on key schemes to promote entrepreneurs.

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	10 mins	Participant handbook, pen, small note pad

10.5.49 Say

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

10.5.50 Do

- Share with the participants about risk appetite
- Discuss with them about risk appetite statement

10.5.51 Elaborate

What is risk appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

Risk appetite statement:

Risk appetite statement should convey the following:

- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired trade off between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Refer to participant handbook (Pg-234) to explain about risk appetite, in detail.

10.5.52 Do

Tell the participants to get ready for an activity which would energize them.

10.5.53 Activity

- Ask the facilitator to choose a few well-known phrases and write half of each phrase on pieces of paper and the other half on other pieces.
- For example- “Happy” on one piece of paper and “Birthday” on another
- The number of chits should match the number of participants in the group
- Fold the pieces of paper and put them in a bowl
- Ask each participant to pick a chit from the bowl and try to find the member of the group with the matching half of the same phrase

Skill Practice	Time	Resources
Match the Card	10 mins	Small writing pads, pens, Participant Handbook, Pieces of paper

10.5.54 Say

Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

Let us discuss about entrepreneurship and resilience in detail.

10.5.55 Do

Share with the participants about characteristics of resilient entrepreneur

10.5.56 Elaborate

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait.

Entrepreneurial resilience can be enhanced in the following ways:

- By developing a professional network of coaches and mentors
- By accepting that change is a part of life
- By viewing obstacles as something that can be overcome

Refer to participant handbook (Pg-235) to explain about characteristics of resilient entrepreneur, in detail.

10.5.57 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise

Resources

Participant handbook, small writing pad, pen, balloons, threads/rubber bands.

10.6.1 Note

This is the forty-one session of the program which talks about preparing to be an entrepreneur.

10.6.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the types of enterprises.
 - What are the benefits of effective leadership?
 - How to listen effectively?
 - What do you understand by problem solving?
 - List down the important traits of problem solving.
 - What are the ways to identify new business opportunities?
 - What is risk appetite?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.6.4 Say

Now let us begin with a new session which is about preparing to be an entrepreneur. In the previous sessions we have had a clear understanding about entrepreneurship, now we will talk about preparing to be an entrepreneur.

10.6.5 Say

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

Primary research

Primary research can be of two types:

- Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
- Specific: This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

Secondary research

Secondary research uses outside information. Some common secondary sources are:

- Public sources: These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- Commercial sources: These offer valuable information but usually require a fee to be paid.
- Examples are research and trade associations, banks and other financial institutions etc.
- Educational institutions: These offer a wealth of information. Examples are colleges, universities, technical institutes etc.

10.6.6 Do 

Share with the participants about 4 Ps of marketing.

10.6.7 Elaborate 

4 Ps of marketing is:

- Product
- Price
- Promotion
- Place

Refer to participant handbook (Pg-239-240) to explain about 4 Ps of marketing, in detail.

10.6.8 Activity 

Divide the participants into four groups and ask one group to discuss about product, other about price and so on. Ask all the groups to make notes and share their views with the class.

Skill Pr	Time	Resources
Group Discussion	15 mins	Participant handbook, small writing pad, pen

10.6.9 Do 

Share with the participants about basic business terminologies by referring to participant handbook (Pg-242-243).

10.6.10 Activity

Divide the participants in four groups and make them play a quiz on basic business terminologies.

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	15 mins	Participant handbook, pen , small note pad

10.6.11 Say

CRM stands for Customer Relationship Management. Originally the expression Customer

Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

Let us discuss about CRM in detail.

10.6.12 Do

Share with the participants about needs and benefits of CRM.

10.6.13 Elaborate

Need for CRM:

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Refer to participant handbook (Pg-245) to explain about benefits of CRM.

10.6.14 Say 

In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts. Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

10.6.15 Do 

Share with the participants about the need and benefits of networking.

10.6.16 Elaborate 

Need for Networking:

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem.

This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Refer to participant handbook (Pg-245-246) to explain about benefits of networking.

10.6.17 Say 

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues.

A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

10.6.18 Do 

Share with the participants the elements of business plan.

10.6.19 Elaborate 

Refer to participant handbook (Pg-247-248) to explain about elements of business plan.

10.6.20 Say 

For entrepreneurs, one of the most difficult challenges faced involves securing funds for start-ups. With numerous funding options available, entrepreneurs need to take a close look at which funding methodology works best for them. In India, banks are one of the largest funders of start-ups, offering funding to thousands of start-ups every year.

10.6.21 Do 

Share with the participants about information which should be offered to bank for funding.

10.6.22 Elaborate 

When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information. It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

Refer to participant handbook (Pg-251) to explain about information which should be offered to bank for funding, in detail.

10.6.23 Activity 

Ask the participants to pair themselves, ask one of them to become a bank manager and the other the person who wants to apply for funds.

Ask the person who is applying for funds to submit your application form and all other required documents to the bank. The person enacting as bank manager should carefully assess your credit worthiness and assign ratings by analyzing the business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.

The bank manager will then make a decision as to whether or not you should be given funding.

Skill Practice	Time	Resources
Role Play	30 mins	Documents required for funding

10.6.24 Do 

Share with the participants as to how to manage an enterpriser.

10.6.25 Elaborate

Steps to manage an enterprise:

Step 1: Use your leadership skills and ask for advice when required.

Step 2: Divide your work amongst others – realize that you cannot handle everything yourself.

Step 3: Hire the right people for the job.

Step 4: Motivate your employees and train them well.

Step 5: Train your people to handle your customers well.

Step 6: Market your enterprise effectively.

Refer to participant handbook (Pg-253-254) to explain about steps to manage an enterprise, in detail.

10.6.26 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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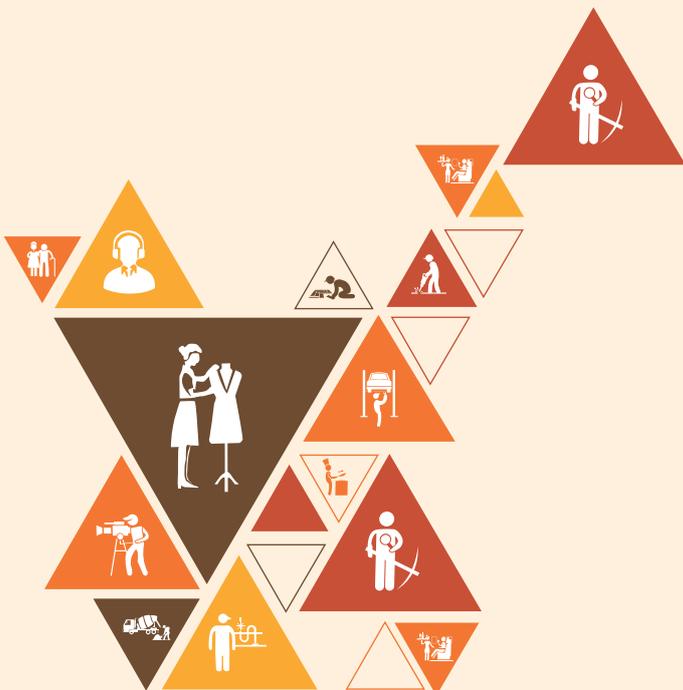
Transforming the skill landscape



11. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Certificate Course in Field Sales Executive		
Qualification Pack Name & Ref. ID	Field Sales Executive - TEL/Q0200		
Version No.	1.0	Version Update Date	31/05/2017
Pre-requisites to Training (if any)	10+2 or equivalent/the ability to read/write and communicate effectively for the job role		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the evolution and growth of the Telecom industry 2. Demonstrate selling skills, professional skills and communication skills required by a Field Sales Executive 3. Prepare for pre-sales preparation 4. Explain about increasing customer base and revenue 5. Discuss how to increase distribution width 6. Comply with documentation and number activation process 7. Deal with data related queries, requests and complaints 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Key Concepts	Effective Communication- 1	<ul style="list-style-type: none"> Identify the importance of communication 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	<ul style="list-style-type: none"> PPT, Lecture and Discussion Activities Activity 1: Match the cards 	Participant Handbook, notepad, pen, pencil, small writing pads	T - 1 hr P - 1 hr

2	Key Concepts	Effective Communication- 2	<ul style="list-style-type: none"> Identify customers communication style Discuss with the participants about process of communication Explain about 7C's of communication 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T - 2 hrs
3	Key Concepts	Effective Communication- 3	<ul style="list-style-type: none"> Identify customers communication style Discuss with the participants about process of communication Explain about 7C's of communication 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	Activity 1: Chart Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, eraser, scale, colour pencils	P-2 hrs
4	Key Concepts	Effective Communication-4	<ul style="list-style-type: none"> Explain about 7C's of communication Discuss with the participants about art of listening and art of asking questions 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	<ul style="list-style-type: none"> PPT, Lecture and Discussion Activities Activity 1 (Energiser): Who are you? 	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr

5	Key Concepts	Effective Communication-5	<ul style="list-style-type: none"> Discuss with the participants about art of listening and art of asking questions 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 TEL/N0110	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
6	Key Concepts	Effective Communication-6	<ul style="list-style-type: none"> Discuss with the participants about art of listening and art of asking questions 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	Activity 1: Building Sample Questions	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
7	Key Concepts	Effective Communication-7	<ul style="list-style-type: none"> Identify pattern of non-verbal communication Explain about telephone etiquettes 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	<ul style="list-style-type: none"> PPT, Lecture and Discussion 	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
8	Key Concepts	Effective Communication-8	<ul style="list-style-type: none"> Identify pattern of non-verbal communication 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	Activity 1: Chart Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, eraser, scale, colour pencils	P-2 hrs

9	Key Concepts	Effective Communication-9	<ul style="list-style-type: none"> Explain about telephone etiquettes 	TEL/N0200 SA-3 TEL/N0201 KA-2 TEL/N0202 SA-2 TEL/N0203 SA-2 TEL/N0110 SA-2	Activity 1: Skill Practical	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
10	Key Concepts	Rapport Building-1	<ul style="list-style-type: none"> Discuss about helpful rapport building behaviour Identify seven ways to build rapport 	TEL/N0201 SA-12	<ul style="list-style-type: none"> PPT, Lecture and Discussion 	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
11	Key Concepts	Rapport Building-2	<ul style="list-style-type: none"> Discuss about helpful rapport building behaviour 	TEL/N0201 SA-12	Activity 1: Move to the spot	Spot	P-2 hrs
12	Key Concepts	Rapport Building-3	<ul style="list-style-type: none"> Identify seven ways to build rapport 	TEL/N0201 SA-12	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs

13	Key Concepts	Customer Service- 1	<ul style="list-style-type: none"> Discuss about customer management 	TEL/N0200 TEL/N0201 TEL/N0202 KA-2 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
14	Key Concepts	Customer Service-2	<ul style="list-style-type: none"> Identify and describe the phases of customer service 	TEL/N0200 TEL/N0201 TEL/N0202 KA-2 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
15	Key Concepts	Customer Service-3	<ul style="list-style-type: none"> List down the characteristics of excellent customer service 	TEL/N0200 TEL/N0201 TEL/N0202 KA-2 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion Activities Activity 1 (Energiser): Touch Something Blue	Participant Handbook, notepad, pen, pencil, small writing pads, blue pen, shirt, wall, board, box etc	T-1 hr P-1 hr

16	Key Concepts	Customer Service-4	<ul style="list-style-type: none"> List down the characteristics of excellent customer service 	TEL/N0200 TEL/N0201 TEL/N0202 KA-2 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion Activities Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
17	Key Concepts	Code of Ethics and Code of Conduct-1	<ul style="list-style-type: none"> Understand the importance of following code of ethics and code of conduct when dealing with customers 	TEL/N0200 TEL/N0201 TEL/N0202 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
18	Key Concepts	Code of Ethics and Code of Conduct-2	<ul style="list-style-type: none"> Understand the importance of following code of ethics and code of conduct when dealing with customers 	TEL/N0200 TEL/N0201 TEL/N0202 TEL/N0203 TEL/N0110	Activity 1: Quiz	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
19	Key Concepts	Key Words	<ul style="list-style-type: none"> List down the keyword used in telecom services 	TEL/N0200 TEL/N0201 TEL/N0202 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion Activities Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr

20	Key Concepts	Cellular Network Architecture	<ul style="list-style-type: none"> Understand about cellular network architecture 	Bridge Module	PPT, Lecture and Discussion Activities Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
21	Pre-Sales Preparation	Introduction to Pre-Sales	<ul style="list-style-type: none"> Explain the need and importance of pre-sales planning for a Field Sales Executive 	TEL/N0200 PC-1	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
22	Pre-Sales Preparation	Introduction to Pre-Sales	<ul style="list-style-type: none"> Explain the need and importance of pre-sales planning for a Field Sales Executive 	TEL/N0200 PC-1	Activity 1: Poster Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, colour pencils, eraser, scale etc.	P-2 hrs
23	Pre-Sales Preparation	Introduction to Pre-Sales	<ul style="list-style-type: none"> Explain the need and importance of pre-sales planning for a Field Sales Executive 	TEL/N0200 PC-1	Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
24	Pre-Sales Preparation	Personal Presentation-1	<ul style="list-style-type: none"> Explain about importance of grooming Discuss about specific uniform guidelines for men and women Discuss about personal hygiene 	TEL/N0200 KA-1, KA-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs

25	Pre-Sales Preparation	Personal Presentation-2	<ul style="list-style-type: none"> • Explain about importance of grooming • Discuss about specific uniform guidelines for men and women • Discuss about personal hygiene 	TEL/N0200 KA-1, KA-2	Activity 1: Chart Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, pencil, eraser, colour pencils	P-2 hrs
26	Pre-Sales Preparation	Personal Presentation-3	<ul style="list-style-type: none"> • Discuss about alcoholism, tobacco and ghutka and its ill-effects 	TEL/N0200 KA-1, KA-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
27	Pre-Sales Preparation	Personal Presentation-4	<ul style="list-style-type: none"> • Discuss about alcoholism, tobacco and ghutka and its ill-effects 	TEL/N0200 KA-1, KA-2	Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
28	Pre-Sales Preparation	Pre-Sales Planning-1	<ul style="list-style-type: none"> • Discuss about how to prepare monthly and weekly targets • Gain knowledge on target setting tips 	TEL/N0200 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
29	Pre-Sales Preparation	Pre-Sales Planning-2	<ul style="list-style-type: none"> • Discuss about how to prepare monthly and weekly targets • Gain knowledge on target setting tips 	TEL/N0200 PC-2	Activity 1: Skill Practical (Preparing Weekly and Daily Targets)	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs

30	Pre-Sales Preparation	Pre-Sales Planning-3	<ul style="list-style-type: none"> Understand about telecom products and services 	TEL/N0200 PC-3 PC-4 KB-3	PPT, Lecture and Discussion Activities Activity 1 (Energiser): What has changed?	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
31	Pre-Sales Preparation	Understanding your territory-1	<ul style="list-style-type: none"> List down the steps involved in managing territory 	TEL/N0200 PC-5 KB-4	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T - 2 hrs
32	Pre-Sales Preparation	Understanding your territory-2	<ul style="list-style-type: none"> List down the steps involved in managing territory 	TEL/N0200 PC-5 KB-4	Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
33	Pre-Sales Preparation	Understanding your customer-1	Learn about the need and importance of understanding the customer	TEL/N0200 KB-4	PPT, Lecture and Discussion Activities Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P- 1 hr
34	Pre-Sales Preparation	Understanding your customer-2	<ul style="list-style-type: none"> Learn about the need and importance of understanding the customer 	TEL/N0200 KB-4	Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
35	Pre-Sales Preparation	Understanding your customer-3	<ul style="list-style-type: none"> Learn about Importance of pre-sales information 	TEL/N0200 KB-4	PPT, Lecture and Discussion Activities Activity 1: Five Islands	Participant Handbook, notepad, pen, pencil, small writing pads	T- 1 hr P-1 hr

36	Pre-Sales Preparation	Sales Report-1	<ul style="list-style-type: none"> Discuss about monthly, weekly and daily sales report 	TEL/N0200 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
37	Pre-Sales Preparation	Sales Report-2	<ul style="list-style-type: none"> Discuss about monthly, weekly and daily sales report 	TEL/N0200 PC-2	Activity 1: Skill Practical (Preparing Sales Report)	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
38	Pre-Sales Preparation	Sales Report-3	<ul style="list-style-type: none"> Discuss about monthly, weekly and daily sales report 	TEL/N0200 PC-6 PC-7 KB-2 KB-5	Activity 1: Skill Practical (Calculating Month to Date Sales)	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
39	Increasing Customer Base and Revenue	Common Telecom Products and Services-1	<ul style="list-style-type: none"> Understand about basic telecom products 	TEL/ N0201KA – 1	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
40	Increasing Customer Base and Revenue	Common Telecom Products and Services-2	<ul style="list-style-type: none"> Discuss about various products and services offered by telecom industry 	TEL/N0201 KA-1	Activity 1: Self Study Activity 2 (Energiser): Tug of war	Participant Handbook, notepad, pen, pencil, small writing pads, rope	P- 2 hrs
41	Increasing Customer Base and Revenue	Introduction to increasing revenue	<ul style="list-style-type: none"> Understand how to increase revenue 	TEL/N0201 PC-1 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2hr
42	Increasing Customer Base and Revenue	Increasing brand visibility-1	Identify the ways of increasing brand visibility	TEL/ NO201 KA-3, PC-3, PC-4	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs

43	Increasing Customer Base and Revenue	Increasing brand visibility-2	<ul style="list-style-type: none"> Identify the ways of increasing brand visibility 	TEL/ N0201 KA-3, PC-3, PC-4	Activity 1: Chart Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, colour pencil, eraser, scale	P-2 hrs
44	Increasing Customer Base and Revenue	Drawing Retailers Attention-1	Identify the ways to draw retailers attention towards your product and services	TEL/N0201 PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
45	Increasing Customer Base and Revenue	Drawing Retailers Attention-2	<ul style="list-style-type: none"> Identify the ways to draw retailers attention towards your product and services 	TEL/N0201 PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
46	Increasing Customer Base and Revenue	Drawing Retailers Attention-3	<ul style="list-style-type: none"> Identify the ways to draw retailers attention towards your product and services 	TEL/N0201 PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
47	Increasing Customer Base and Revenue	Stock management and collection-1	<ul style="list-style-type: none"> Understand the importance of maintaining optimum stock with retailers 	TEL/N0201 PC-5, KA-13	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs

48	Increasing Customer Base and Revenue	Stock management and collection-2	<ul style="list-style-type: none"> Understand the importance of maintaining optimum stock with retailers 	TEL/N0201 PC-5, KA-13	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
49	Increasing Customer Base and Revenue	Stock management and collection-3	<ul style="list-style-type: none"> Understand the importance of maintaining optimum stock with retailers 	TEL/N0201 PC-5, KA-13	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
50	Increasing Customer Base and Revenue	Show Casing New Products-1	<ul style="list-style-type: none"> Describe the FAB method of showcasing your product Identify and explain the steps involved in increasing customer base Identify challenges faced by retailers List down the steps involved to increase sales 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
51	Increasing Customer Base and Revenue	Show Casing New Products-2	<ul style="list-style-type: none"> Describe the FAB method of showcasing your product 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	Activity 1: Presentation	PPT	P-2 hrs
52	Increasing Customer Base and Revenue	Show Casing New Products-3	<ul style="list-style-type: none"> Identify and explain the steps involved in increasing customer base Identify challenges faced by retailers 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	<ul style="list-style-type: none"> Activities Activity 1: Passing the parcel Activity 2: Field Visit 	Participant Handbook, notepad, pen, pencil, small writing pads, parcel	P-2 hrs

53	Increasing Customer Base and Revenue	Show Casing New Products-4	<ul style="list-style-type: none"> Identify challenges faced by retailers List down the steps involved to increase sales 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
54	Increasing Customer Base and Revenue	Show Casing New Products-5	<ul style="list-style-type: none"> Identify challenges faced by retailers List down the steps involved to increase sales 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	Activity 1:Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
55	Increasing Customer Base and Revenue	Show Casing New Products-6	<ul style="list-style-type: none"> Identify challenges faced by retailers List down the steps involved to increase sales 	TEL/N0201 KA-4, KA-5, KA-6, KA-9	Activity 1:Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
56	Increasing Customer Base and Revenue	Outlet Mapping-1	<ul style="list-style-type: none"> Identify the need and explain the process of outlet mapping to increase the distribution width 	TEL/N0202 PC-1, KA-1, KA-3	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
57	Increasing Customer Base and Revenue	Outlet Mapping-2	<ul style="list-style-type: none"> Identify the need and explain the process of outlet mapping to increase the distribution width 	TEL/N0202 PC-1, KA-1, KA-3	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
58	Increasing Customer Base and Revenue	Outlet Mapping-3	<ul style="list-style-type: none"> Identify the need and explain the process of outlet mapping to increase the distribution width 	TEL/N0202 PC-1, KA-1, KA-3	Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
59	Increasing Customer Base and Revenue	Offering Value Proposition-1	<ul style="list-style-type: none"> Identify ways to offer value proposition to decision makers 	TEL/N0202 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs

60	Increasing Customer Base and Revenue	Offering Value Proposition-2	<ul style="list-style-type: none"> Identify ways to offer value proposition to decision makers Learn to calculate return on investment (ROI) 	TEL/N0202 PC-2, PC-3, KA-4	Activity 1 (Energiser): Shopping List	Participant Handbook, notepad, pen, pencil, small writing pads, shopping list	T-1 hr P- 1 hr
61	Increasing Customer Base and Revenue	Information about company's products and processes-1	<ul style="list-style-type: none"> Gain knowledge about company's products and services 	TEL/N0202 KA-5	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
62	Increasing Customer Base and Revenue	Information about company's products and processes-2	<ul style="list-style-type: none"> Gain knowledge about company's products and services 	TEL/N0202 KA-5	PPT, Lecture and Discussion Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	T- 1 hr P-1 hr
63	Increasing Customer Base and Revenue	Information about company's products and processes-3	<ul style="list-style-type: none"> Gain knowledge about company's products and services 	TEL/N0202 KA-5	Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
64	Increasing Customer Base and Revenue	Negotiation and close sales- 1	<ul style="list-style-type: none"> Learn how to negotiate and close the sales deal with the retailer List down the four common sales objective 	TEL/N0202 SA-4	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T -2 hrs
65	Increasing Customer Base and Revenue	Negotiation and close sales- 2	<ul style="list-style-type: none"> Learn how to negotiate and close the sales deal with the retailer List down the four common sales objective 	TEL/N0202 SA-4	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs

66	Increasing Customer Base and Revenue	Negotiation and close sales- 3	<ul style="list-style-type: none"> Learn how to negotiate and close the sales deal with the retailer 	TEL/N0202 SA-4	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
67	Increasing Customer Base and Revenue	Negotiation and close sales- 4	<ul style="list-style-type: none"> Discuss about ways to deal with sales objectives 	TEL/N0202 SA-4	Activity 1: Field Visita	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
68	Increasing Customer Base and Revenue	Negotiation and close sales- 5	<ul style="list-style-type: none"> Discuss about ways to deal with sales objectives 	TEL/N0202 SA-4	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
69	Increasing Customer Base and Revenue	Negotiation and close sales- 6	<ul style="list-style-type: none"> Discuss about ways to deal with sales objectives 	TEL/N0202 SA-4	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
70	Process Compliance	Mobile Number Activation Process-1	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
71	Process Compliance	Mobile Number Activation Process-2	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
72	Process Compliance	Mobile Number Activation Process-3	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs

73	Process Compliance	Mobile Number Activation Process-4	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
74	Process Compliance	Mobile Number Activation Process-5	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
75	Process Compliance	Mobile Number Activation Process-6	<ul style="list-style-type: none"> Understand the process of number activation 	TEL/N0203 PC-3, KA-2, KA-3	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
76	Process Compliance	Know Your Customers (KYC) Norms- 1	<ul style="list-style-type: none"> Gain knowledge about the KYC (Know Your Customer) Norms and policy 	TEL/N0203 PC-1, KA-1	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs
77	Process Compliance	Know Your Customers (KYC) Norms-2	<ul style="list-style-type: none"> Gain knowledge about the KYC (Know Your Customer) Norms and policy 	TEL/N0203 PC-1, KA-1	PPT, Lecture and Discussion Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
78	Process Compliance	Know Your Customers (KYC) Norms-3	<ul style="list-style-type: none"> Gain knowledge about the KYC (Know Your Customer) Norms and policy 	TEL/N0203 PC-1, KA1	Activity 1: Self Study	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
79	Process Compliance	Know Your Customers (KYC) Norms-4	<ul style="list-style-type: none"> Identify discrepancies in customers form 	TEL/N0203 PC-2	Activity 1: Skill Practical	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs

80	Process Compliance	Know Your Customers (KYC) Norms-5	<ul style="list-style-type: none"> Identify discrepancies in customers form 	TEL/N0203 PC-2	Activity 1: Skill Practical	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
81	Process Compliance	Addressing Issues and Complaints-1	<ul style="list-style-type: none"> Understand how to address issues and complaints 	TEL/N0203 PC-4	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
82	Process Compliance	Addressing Issues and Complaints-2	<ul style="list-style-type: none"> Understand how to address issues and complaints 	TEL/N0203 PC-4	Activity 1: Role Play	Participant Handbook, notepad, pen, pencil, small writing pads	P-2 hrs
83	Data Expertise	Resolving data related issues-1	<ul style="list-style-type: none"> Develop expertise in resolving data related queries, requests and complaints 	TEL/N0110 PC-1	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
84	Data Expertise	Resolving data related issues-2	<ul style="list-style-type: none"> Develop expertise in resolving data related queries, requests and complaints 	TEL/N0110 PC-1	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
85	Data Expertise	Resolving data related issues-3	<ul style="list-style-type: none"> Develop expertise in resolving data related queries, requests and complaints 	TEL/N0110 PC-1	Activity 1: Chart Making	Participant Handbook, notepad, pen, pencil, small writing pads, chart paper, scale, eraser, colour pencil	P-2 hrs
86	Data Expertise	Customer Feedback-1	Discuss about importance and advantages of customer feedback	TEL/N0110 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-2 hrs

87	Data Expertise	Customer Feedback-2	<ul style="list-style-type: none"> Discuss about importance and advantages of customer feedback 	TEL/N0110 PC-2	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P- 1 hr
88	Data Expertise	Customer Feedback-3	<ul style="list-style-type: none"> Discuss about importance and advantages of customer feedback 	TEL/N0110 PC-2	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
89	Data Expertise	Customer Feedback-4	<ul style="list-style-type: none"> Discuss about importance and advantages of customer feedback 	TEL/N0110 PC-2	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
90	Data Expertise	Customer Feedback-5	<ul style="list-style-type: none"> Explain how to deal with angry customers 	TEL/N0110 PC-2	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs
91	Data Expertise	Customer Feedback-6	<ul style="list-style-type: none"> Explain how to deal with angry customers 	TEL/N0110 PC-2	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
92	Data Expertise	Customer Feedback-7	<ul style="list-style-type: none"> Explain how to deal with angry customers 	TEL/N0110 PC-2	Activity 1: Field Visit	Participant Handbook, notepad, pen, pencil, small writing pads	P- 3 hrs
93	Professional Skills	Decision Making and Problem solving	<ul style="list-style-type: none"> Explain about decision making and problem solving Practice decision and problem solving 	TEL/N0201 SA-3, SA-4, SA-5	PPT, Lecture and Discussion Activity 1: Group Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr

94	Professional Skills	Planning and Organising and Decision Making	<ul style="list-style-type: none"> Discuss about planning and organising 	TEL/N0200 TEL/N0201 TEL/N0202 TEL/N0203 TEL/N0110	PPT, Lecture and Discussion Activity 1: Tide's In- Tide's Out	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
95	Professional Skills	Time Management-1	<ul style="list-style-type: none"> Understand how to manage time effectively 	TEL/N0203 SA-3	PPT, Lecture and Discussion Activity 1: Time Waster	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
96	Professional Skills	Time Management-2	<ul style="list-style-type: none"> Understand about urgent and important matrix 	TEL/N0203 SA-3	PPT, Lecture and Discussion Activity 1: Important/ Urgent Matrix	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
97	Professional Skills	Customer centricity	<ul style="list-style-type: none"> Discuss about customer centricity Practical analytical and arithmetic skills 	TEL/N0200 SB-1, SB-2	PPT, Lecture and Discussion Activity 1: Skill Practical	Participant Handbook, notepad, pen, pencil, small writing pads	T-1 hr P-1 hr
98	Language Skills	Language Skills-1	<ul style="list-style-type: none"> Explain the need and importance of language skills Practice the language skills required by a Field Sales Executive 	TEL/N0200 SA-1, SA-2, SA-3 TEL/N0201 SA-1, SA-2 TEL/N0202	PPT, Lecture and Discussion	Participant Handbook, notepad, pen, pencil, small writing pads	T- 2 hrs

				SA-1, SA-2, SA-3 TEL/N0203 SA-1, SA-2 TEL/N0110 SA-1, SA-2			
99	Language Skills	Language Skills-2	<ul style="list-style-type: none"> Practice listening and speaking skill 	TEL/N0200 SA-3 TEL/N0201 SA-2 TEL/N0202 SA-2, SA-3 TEL/N0203 SA-2 TEL/N0110 SA-2	Activity 1: Self Study Activity 1: Impromptu Speech	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs
100	Language Skills	Language Skills-3	<ul style="list-style-type: none"> Practice reading and writing skill 	TEL/N0200 SA-1, SA-2 TEL/N0201 SA-1 TEL/N0202 SA-1 TEL/N0203 SA-1 TEL/N0110 SA-1	Activity 1: Reading about new advancements in the field of Telecommunication Activity 1: Noting down messages	Participant Handbook, notepad, pen, pencil, small writing pads	P- 2 hrs

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

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

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4	To pass the Qualification Pack, every trainee should score overall of 70%
5	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Assessment outcome	Assessment criteria	Marks Allocation			
		Total Marks (400+100)	Out Of	Theory	Skills Practical
1. TEL/N0200 (Pre-Sales Preparation)	PC1. organize self by organizational grooming guidelines/ standards	100	10	0	10
	PC2. split monthly sales target (revenue, new activations etc.) into weekly and daily sales target		10	10	0
	PC3. obtain and design action plan to achieve daily sales objective from TSM/Area Manager		20	10	10
	PC4. update self about latest retailer schemes/ offers		10	10	0
	PC5. collect merchandise from distributor point		20	20	10
	PC6. calculate MTD sales achieved against monthly target		20	20	0
	PC7. proceed as per pre-defined Route and Beat Plan		10	0	10
	Total	100	70	30	

2. TEL/N0201 (Increase customer base and revenue)	PC1. arrange merchandise in retail outlets like posters, danglers etc., to create brand visibility	100	8	0	8
	PC2. draw retailer's attention		6	0	6
	PC3. monitor retailer card/register for secondary/tertiary sales		15	5	10
	PC4. perform BHR check on retailer's secondary/tertiary sales records		10	5	5
	PC5. observe outlet physically, to check stock availability		8	4	4
	PC6. ask questions to identify exact need of the retailer		5	0	5
	PC7. influence retailer by comparing products with competition and demonstrate benefit to retailers		8	4	4
	PC8. quote high selling retailer's sales achievement, to motivate others		10	0	10
	PC9. offer range of products/services to retailers		5	0	5
	PC10. provide agreed quantity of stock to retailers		5	5	0
	PC11. collect payment from retailers against delivered stock		5	5	0
	PC12. educate retailers about utility of all products/services		5	5	0
	PC13. organize and execute road shows		10	0	10
		Total	100	33	67
3. TEL/N0202 (Increasing width of distribution)	PC1. locate retail outlets with high footfall, to increase width of distribution	100	8	0	8
	PC2. identify decision maker and seek permission to discuss value proposition		10	4	6
	PC3. explain ROI to retailers by highlighting minimal investment and high inventory turns		20	10	10
	PC4. propose/pitch range of products/services and demonstrate various associated processes		20	10	10
	PC5. educate retailers about enrollment formalities		12	6	6
	PC6. create brand visibility at the outlet by displaying merchandising material		10	0	10
	PC7. provide retailer/demo SIM card and collect documents		20	10	10
		Total	100	40	60

4. TEL/N0203 (Process Compliance)	PC1. educate retailers on mobile number activation process, Mobile number portability, recharge and recharge reversal, KYC (Know Your Customer) Norms, TRAI guidelines etc.	100	30	15	15
	PC2. validate customer enrollment forms for any discrepancies like use of whitener, signature mismatch, address mismatch		20	20	0
	PC3. collect and process documents for activation of mobile numbers		30	15	15
	PC4. respond to retailer issues and complaints		20	10	10
		Total	100	60	40
5. TEL/N0110 (Data expertise)	PC1. resolve customer's data related issues	100	40	20	20
	PC2. reduce repeat walk-in/interactions of customers with data related queries		60	30	30
		Total	100	50	50

Do 

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 253 marks are allotted for Theory and & 247 for Skills Practical.



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978-1-111-22222-45-7