Facilitator Guide

Telecom - In-Store Promoter

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

In the last five years, the growth of the Indian telecommunications sector has outpaced the overall economic growth. This sector is poised for strong growth of about 15 percent in the short term during 2013–17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1 million subscribers, India is the second largest telecom market in the world.

The sector employed 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 an In-Store Promoter in the Telecom Sector.

An In-Store Promoter in the telecom industry is also known as In-Shop Promoter/Sales Representative/Retail Sales Representative/Sales Executive.

An In-Store Promoter demonstrates and highlights the product FAB (Features, Advantages and Benefits) to walk-in customers and offers them the opportunity to touch and feel the product(s) on display and respond to queries on products and services.

This Facilitator Guide is designed to help trainers impart theoretical and practical skills training to trainees for becoming an In-Store Promoter Qualification Pack (TEL/Q2101) and includes the following National Occupational Standards (NOSs):

1. Managing the counter (TEL/N2104)

2. Sale and promotion of handsets (TEL/N2105)

3. Daily reporting (TEL/N2106)

Post this training, the participant will be able to manage the counter, promote and sell the products and respond to queries on products and services.

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

Symbols Used

Ask	Tips	Notes	Objectives	Do	Activity

Elaborate	Facilitation Notes	Learning Outcomes	Say	Resources

Table of Contents

1. Introduction

Unit 1.1 – Objectives of the Program

Unit 1.2 – Introduction to Mobile Handset Industry

Unit 1.3 – Role of In-Store Promoter

Key Learning Outcomes

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

1. State the objectives of the program and skills required for the job

2. Describe the mobile handset industry in India

3. Understand the growth and trends in the mobile handset industry in India

4. List the top industry players in the mobile handset industry in India

5. Understand the difference in customers of different types of handsets

6. Understand the various influences on the purchase decision of a customer

7. Discuss the role, responsibilities and personal attributes of an In-store Promoter

UNIT 1.1: Objectives of the Program

Unit Objectives

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

- Explain the overview of the program
- Discuss the necessary skills on which the participant will be trained

Resources to be Used

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

1.1.1 Note

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 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 'In-Store Promoter'.

1.1.3 Do

Introduce yourself with your name and 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 will their day 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

Now let us start the unit by discussing about the Overview of the program.

1.1.6 Do

Share with the participants about: the Overview of the program.

1.1.7 Elaborate

Overview of the program

This program will facilitate an overview of:

* Telecom Industry
* Roles and responsibilities of an In-Store Promoter
* Telecom Store specific key concepts
* Behavioural, professional, technical and language skills required for performing your job effectively
* Techniques for managing the retail counter
* Methods for sales and promotion of handsets
* Ways to maintain, create and update daily reports
* Interview skills

1.1.8 Do

Tell the participants to get ready for an activity on customer relationship.

1.1.9 Say

Now that we have discussed about the overview of the program, let us discuss about the ground rules which will facilitate an effective learning environment.

1.1.10 Ask

Ask the participants to share the points which they think would facilitate an effective learning environment. 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.

1.1.11 Do ☑

After the participants have shared their understanding about the rules, share the ground rules from the Participant Handbook with the participants in order to create a better understanding about the rules which should be kept in mind in order to create an effective learning .environment.

1.1.12 Elaborate ⚙

Refer to Participant Handbook (Pg 4) to explain the participants about ground rules in detail.

1.1.13 Do ☑

Tell the participants to get ready for an activity on ground rules.

1.1.14 Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage other participants to answer it and 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: Mobile Handset Industry

Unit Objectives

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

- Discuss about the mobile handset industry in India
- Explain the trends in the industry
- List the top mobile handset players 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 Mobile Handset Industry. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

1.2.2 Say

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

1.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the objectives of the program?
   - What are your expectations from the 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 Mobile Handset Industry. In the previous sessions we have had a clear understanding about the objectives of the program, now we will talk about Mobile Handset Industry.

1.2.5 Ask

Ask the participants Do they have a mobile phone? If yes, ask them to name the company which they use. Have they ever been curious enough to research about mobile handset industry in India? If the answer is yes, tell them to share their understanding about it. 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. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

1.2.6 Do

Share with the participants about: Mobile Handset Industry, trends in industry and top mobile handset players in India.

1.2.7 Elaborate

Refer to Participant Handbook to explain the participants in detail about:

- **Mobile Handset Industry**

India has reached the coveted position of the second largest mobile handset market in the world after. China. It is expected to become even bigger with 208.4 million phones being shipped by 2016 at CAGR of 11.4% between the period of 2010 – 2016.

- The Indian Mobile Handset Market is expected to continue its upward trajectory as per a recent report by Frost and Sullivan.
- Trends In Industry
- Top mobile handset players in India

Top mobile handset players in India are:

1. Nokia
2. Samsung
3. Micromax
4. Blackberry
5. Karbonn
6. HTC
7. Spice
8. LG
9. Huawei
10. G'Five
11. Lava

Refer to Participant Handbook (Pg 6, 7) to explain the participants in detail about the Mobile Handset Industry, trends in industry and top mobile handset players in India

1.2.8 Do ☑

Tell the participants to get ready for an activity on Mobile Handset Industry, trends in industry and top mobile handset players in India.

1.2.9 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 Handbook
- Ensure that all the participants answer every question.

UNIT 1.3: Role of an In-Store Promoter

Unit Objectives

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

- Understand the different types of customers
- Understand the purchase decision
- Understand who is an in-store promoter
- Discuss the roles and responsibilities and personal attributes of an In-store promoter

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 an In-Store Promoter. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

1.3.2 Say

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

1.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Name top 5 mobile handset companies 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 Role of an In- Store Promoter. In the previous sessions we have had a clear understanding about the Mobile Handset Industry, now we will talk about Role of an In- Store Promoter.

1.3.5 Ask

As an In-Store Promoter the participants will have to face different types of mobile users, ask them how will they tackle such users . Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

1.3.6 Do

Share with the participants about:

• Understanding the customer

• Purchase decision

1.3.7 Elaborate

Understanding the customer

In the phone industry there are different kinds of customers. Customers can be divided into various categories based on their usage and buying behaviour

Some common types of customers are:

1. Basic Users

2. Mobirati Users

3. Pragmatic Adopters

4. Social Connectors

Understanding the purchase decision

Refer to Participant Handbook (Pg 9, 10, 11, 12) to explain the participants in detail about types of customers and purchase descion

1.3.8 Do

Tell the participants to get ready for an activity on different types of customers and purchase decision.

1.3.9 Say

Let us now discuss about who is an In-Store Promoter, What are its responsibilities and personal attributes.

1.3.10 Ask

Since all the participants present in the class want to become an In-Store Promoter, ask them. Who is an In-Store Promoter? What are the responsibilities of an In-Store Promoter according to them? What are the personal attributes

of an In-Store Promoter? 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

1.3.11 Do ☑

After the participants have shared their understanding about responsibilities and personal attributes of an In-Store Promoter, share the same from the Participant Handbook with the participants in order to create a better understanding about the responsibilities and personal attributes of an In-Store Promoter.

1.3.12 Elaborate ⚙

Who is an In-Store Promoter?

An In-Store Promoter, also known as Sales Promoter, is a sales assistant located in a store who is asked to help sell a specific company's product to a consumer. Typically, promoters are not on the company payroll but are trained and managed directly by company staff.

Companies roped in promoters when they realized their internal sales force and distributors make products available at the retail shelves, but don't really impact the last mile, the end consumer sales. Also, given the complexity of selling high fast changing tech products like smart phones, tablets, retailers' sales people did not always measure up, often lacking the necessary information and training.

Specific responsibilities of an In-Store Promoter includes:

- Demonstrate and explain products, methods, or services in order to persuade customers to purchase products or utilize services.
- Identify interested and qualified customers in order to provide them with additional information.
- Keep areas neat while working, and return items to correct locations following demonstrations.
- Practice demonstrations to ensure that they will run smoothly.

Personal Attributes of an In-Store Promoter includes:

- Possessing influencing, persuasive and active listening skills.
- Excellent verbal and non-verbal communication skills.
- English & regional language proficiency.
- Being energetic and flexible and should have a pleasing personality.

Refer to Participant Handbook (11, 12) to explain the participants in detail about responsibilities and personal attributes of an In-Store Promoter.

1.3.13 Do ☑

Tell the participants to get ready for an activity on In-Store Promoter, its responsibilities and personal attributes.

1.3.14 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 Handbook

- Ensure that all the participants answer every question

2. Key Concepts

Key Learning Outcomes

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

1. Understand the basic terms and concepts of the telecom industry in India

2. Understand the concept of customer service

3. Practice customer service to promote sales and brand recall

4. Understand the importance of maintaining confidentiality of client information and know the areas where data confidentiality is a must

5. Practice the code of ethics and code of conduct for an effective sales promoter

6. List basic health and safety measures necessary for a sales promoter to perform effectively

UNIT 2.1: Telecom Store Specific Concepts

Unit Objectives

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

- Define the various concepts specific to job role
- Explain the different types of phones

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 which talks about Telecom Store Specific Concepts. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

2.1.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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 an In-Store Promoter crucial for the company?
   - What are the skills required to be a successful In-Store Promoter?
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

Now let us begin with a new session which is about Telecom Store Specific Concepts. In the previous sessions we have had a clear understanding about the role of an In-store Promoter, now we will talk about Telecom Store Specific Concepts.

2.1.5 Say

Let us begin the discussion by discussing about sale process.

2.1.6 Do

Share with the participants about:

- Product and promotion
- Sale process.

2.1.7 Elaborate

Process

1. Sales Target

A specified amount of sales that a management sets for achieving or exceeding within a specified timeframe. Sales targets are apportioned among different sales units such as salespersons, franchisees, distributors, agents, etc.

2. Monthly Target

Monthly target is set to make a sales person aware how much sales is to be done each month or each week, in order to meet the annual turnover and profit goals. By chunking the annual number down into monthly or weekly targets, it's far easier and less daunting to keep on top of the figures.

3. Sales Process

A sales process describes an approach to selling a product or service. It includes seller and buyer risk management, standardized customer interaction during sales, and scalable revenue generation.

The stages of sales process includes:

1. **Product Knowledge**

The word product knowledge may sound simply but it's not so. When you talk about product knowledge, you should talk about the benefits of the product instead of emphasising on its features. It's more about how a customer will benefit from the product, rather than just about its features.

2. **Prospecting**

Prospecting, just as the word implies, is about searching for new customers. Like product knowledge, this step may seem fairly straight forward but upon closer examination it becomes more complex. The key to prospecting effectively knows where to dig and what to look for.

3. **The Approach**

This is where the rubber meets the road in the sales process. This is the step where you begin to build a relationship and the intelligence gathering continues (it started with prospecting). A good approach is crucial to sales success because it will either identify you as a bothersome salesperson or cause a prospect's guard to go up, or it will identify you as an obliging salesperson with something of value to offer.

4. The Needs Assessment

This is arguably the most important step of the sales process. To be a highly effective salesperson, that is to sell to the

prospect's needs, you first have to understand what those needs are. This means you must think in terms of solving a prospects problem. The only way to do that is by asking lots of questions. Asking good questions will not only help you determine what will best suit the prospects needs, but it builds confidence, trust, and will very often help the prospect consider issues they may never have thought of. This last point is powerful because it provides an opportunity to showcase features, which the prospects answers led you to. What questions would you ask to illustrate how your product is different/better than a competitor's.

The Close

Eighty percent of sales are lost because a salesperson fails to close. Closing is about advancing the sales process to ultimately get an order. What you are trying to sell at each stage may be different. There are lots of ways to close, indeed closing a sale has become a science unto itself. Books have been written on this topic alone. But there is one elemental truth – if you don't ask you don't get

Refer to Participant Handbook (Pg – 15, 16) to explain the participants in detail about sales target, monthly target and sales process.

2.1.8 Do

Tell the participants to get ready for an activity on product and promotion process.

2.1.9 Activity

Divide the participants in four groups and make them play a quiz on product and promotion process. The winning group will be awarded with a gift hamper.

At the end of the practical reiterate the important points regarding product and promotion process in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	1 hr	Participant Handbook

2.1.10 Say

Let us now talk about types of phones.

2.1.11 Ask

Ask the participants do they know how many types of phones are there? If yes, ask them to define each type in one line.. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.1.12 Do ☑

After the participants have shared their understanding about the types of phone, share the different types of phones from the Participant Handbook with the participants in order to create a better understanding about the types of phones.

2.1.13 Elaborate ⚙

Types of phones include:

- **Basic Phones**

    A basic phone is a phone that is used for the basic purpose, making calls and receiving calls. It also allows

    - users to send and receive text messages for example; the old Nokia mobile phone

- **Smart Phones**

    A smartphone is a mobile phone with an advanced mobile operating system which combines features of a personal computer operating system with other features useful for mobile or handheld use.Smartphones, which are usually pocket-sized, typically combine the features of a cell phone, such as the ability to receive and make phone calls, with those of other popular digital mobile devices. Other features typically include a personal digital assistant (PDA) for making appointments in a calendar, media player, video games, GPS navigation unit, digital camera and digital video camera. Most smartphones can access the Internet and can run third-party software components ("apps"). They typically have a color touchscreen graphical user interface that covers 70% or more of the front surface, with LCD, OLED, AMOLED, LED or similar screen

- **Featured Phones**

    A feature phone is a class of mobile phone; the term is typically used as a retronym to describe low-end mobile phones which are limited in capabilities in contrast to a modern smartphone. Feature phones typically provide voice calling and text messaging functionality, in addition to basic multimedia and internet capabilities, and other services offered by the user's wireless service provider

- Tablet

    A tablet computer, commonly shortened to tablet, is a mobile computer with a touchscreen display, circuit, and battery in a single device

Refer to Participant Handbook to explain the participants in detail about types of phones

2.1.14 Do ☑

Tell the participants to get ready for an activity on types of phones.

2.1.15 Activity

- Draw a line representing 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 Out	1 hr	

2.1.16 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 Handbook
- Ensure that all the participants answer every question.

UNIT 2.2: Customer Service

Unit Objectives ⊚

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

- Understand the importance of customer service
- Explain the characteristics and skills required for excellent customer service
- Understand the customers' expectation from an in-store promoter

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 Customer Service. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

2.2.2 Say 💬

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

2.2.3 Do ✓

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is the difference between up-sell and cross-sell?
   - What are the different types of phones on the basis of their structure and features?
   - Write the steps of a typical sales process.
   - What is FAB?
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 💬

Now let us begin with a new session which is about Customer Service. In the previous sessions we have had a clear understanding about the Telecom Store Specific Concepts, now we will talk about Customer Service.

2.2.5 Say

Let us start the discussion with customer service and its importance. As an In-Store Promoter to serve the customer is very important, so let us look at it detail and try to understand does this customer service exactly mean.

2.2.6 Ask

Ask the participants to share their views about customer service and its importance.. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.2.7 Do

After the participants have shared their views, share about customer service and its importance from the Participant Handbook , in order to create a better understanding of the same.

2.2.8 Elaborate

Refer to Participant Handbook to explain the participants about customer service and its importance in detail

2.2.9 Do

Tell the participants to get ready for an activity on customer service and its importance.

2.2.10 Activity

- Ask the participants to pair themselves.
- Tell the partners to observe each other and memorise the appearance, the 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
- Ask the players to switch the roles.

Skill Practice	Time	Resources
What has changed?	1 hr	Small writing pads, pens and Participant Handbook

2.2.11 Say

Let us now discuss about characteristics of excellent customer service, skills required for good customer service and customer's expectation from an In-Store Promoter.

2.2.12 Do

Share with the participants about: characteristics of excellent customer service, skills required for good customer service and customer's expectation from an In-Store Promoter.

2.2.13 Ask

Ask the participants to share their understanding about excellent customer service, skills required for good customer service and customer's expectation from an In-Store Promoter. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.2.14 Elaborate

Characteristics of excellent customer service involve:

- Communication
- Consistency
- Dependability
- Friendliness
- Fairness
- Flexibility
- Responsiveness
- Respectfulness
- Sincerity
- Specialty
- Sensitivity
- Solving Problems

Refer to Participant Handbook to explain the participants in detail about:

- Characteristics of excellent customer service
- Skills required for good customer service
- Customer's expectation from an In-Store Promoter

2.2.15 Do

Tell the participants to get ready for activity on excellent customer service.

2.2.16 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 force 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	Participant Handbook

2.2.17 Activity

Ask the participants to get in pairs and discuss how different customer will have different expectations. Tell them recall all their different friends and relatives and discuss how their expectations will be different from others and write the different ways in which these different types of customers should be treated.

Skill Practice	Time	Resources
Group Discussion	1 hr	Participant Handbook, note pad, pen , pencil, eraser

2.2.18 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 Handbook
- Ensure that all the participants answer every question.

UNIT 2.3: Data Confidentiality

Unit Objectives

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

- Explain data confidentiality and its importance
- Explain the importance of data and client confidentiality in telecom industry

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 Data Confidentiality. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

2.3.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - How would you describe a customer?
   - Why is customer service important?
   - What are the skills expected by a customer in an In-Store Promoter?
   - Write the different types of customers you can think of.
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

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

2.3.5 Say

Let us discuss about information security and client confidentiality. As an In-Store Promoter you must secure the information which the client provides you.

Let us move further and see how to secure data of the client so as to win the trust of the client and build a good rapport.

2.3.6 Do

Share with the participants about:

Information security

Client confidentiality.

2.3.7 Ask

As an In-Store Promoter the participants will have to be very cautious when they deal with any information of the client. Ask the participants what are the things to be kept in mind when when dealing with the client in order to keep their information confidential. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.3.8 Elaborate

Information Security

• Information security is the practice of defending information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. It is a general term that can be used regardless of the form the data may take.

Refer to Participant Handbook (Pg 24, 25) to explain the participants in detail about client confidentiality.

2.3.9 Do

Tell the participants to get ready for an activity on information security and client confidentiality.

2.3.10 Activity

Ask the participants to assume that they are in a mobile store, tell them to decide the data confidentiality measures to implement and present the ideas in front of the class.

At the end of the practical reiterate the important points regarding information security and client confidentiality in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Skill Practical	3 hrs	Participant Handbook

2.3.11 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 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:

- Identify the need of following code of ethics and code of conduct
- Understand the importance of code of ethics and code of conduct in the job

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. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

2.4.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - What are the data confidentiality measures taken in any organization?
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 the Data Confidentiality, now we will talk about Code of ethics and Code of Conduct.

2.4.5 Ask

Ask the participants to share their understanding about code of ethics and code of conduct? Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.4.6 Do

Share with the participants about:

- Code of ethics
- Code of Conduct.

2.4.7 Elaborate

Code of ethics

A written set of guidelines issued by an organization to its workers and management to help them conduct their actions in accordance with its primary values and ethical standards.

Breaking Down 'Code of Ethics'

Both businesses and trade organizations typically have some sort of code of ethics that its employees or members are supposed to follow. Breaking the code of ethics can result in termination or dismissal from the organization. A code of ethics is important because it clearly lays out the rules for behaviour and provides a pre-emptive warning.

Regardless of size, businesses count on their management staff to set a standard of ethical conduct for other employees to follow. When administrators adhere to the code of ethics, it sends a message that universal compliance is expected of every employee.

The Code of ethics for an In-Store Promoter is:

- Identification
- Ethics
- Fraudulent Practices

Code of Conduct

A 'code of conduct' is a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, an individual, party or organization. Related concepts include ethical, honor, moral codes and religious laws.

A common code of conduct is written for employees of a company, which protects the business and informs the employees of the company's expectations. It is ideal for even the smallest of companies to form a document containing important information on expectations for employees. The document does not need to be complex or have elaborate policies, but the file needs a simple basis of what the company expects from each employee

Refer to Participant Handbook (Pg 26, 27) to explain the participants in detail about Code of ethics and Code of Conduct.

2.4.8 Do

Tell the participants to get ready for an activity on code of ethics and code of conduct.

2.4.9 Activity

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

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

2.4.10 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 Handbook
- Ensure that all the participants answer every question.

UNIT 2.5: Health and Safety Measures

Unit Objectives

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

- Understand the basic health and safety measures
- Understand the things to be avoided at the workplace
- Explain the importance of safety and precautionary measures at workplace

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 Health and Safety Measures. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

2.5.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - List any three codes of ethics for your job.
   - List any three code of conduct for your job.
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 Say

Now let us begin with a new session which is about Health and Safety Measures. In the previous sessions we have had a clear understanding about the Code of ethics and Code of Conduct, now we will talk about Health and Safety Measures.

2.5.5 Ask

Ask the participants do they think hygiene is important? What personal hygiene methods do they adopt at home?. How important it is for an In-Store Promoter to remain hygienic? Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.5.6 Do

Share with the participants about:

Personal hygiene

Things to be avoided

Healthy eating

2.5.7 Elaborate

Practicing personal hygiene

Personal hygiene may be described as the principle of maintaining cleanliness and grooming of the external body.

The way to a beautifully maintained body is to give your body plenty of care and love. Hygiene is more than simply being clean. Practicing personal hygiene helps you to live a healthy lifestyle. Personal hygiene helps to prevent people from catching or spreading forms of disease or illness. From a simple perspective, hygiene means to be clean. Your health depends on your personal hygiene.

Caring for your appearance and body smells is important to a person's self-esteem. Body hygiene is the principle of maintaining cleanliness, as well as grooming of the external body. People have been aware of hygiene for thousands of years. People in history have spent hours in the bath taking care of their bodies and making themselves presentable to others.

Maintaining a high level of personal hygiene helps to increase a person's confidence and self-esteem. If your body is clean and taken care of externally, it automatically helps you to feel good internally too. Personal hygiene depends upon the culture in which a person lives. 'Culture,' in this context does not mean just the country or city a person lives in, it also means the group in which you spend most of your time with.

Body hygiene is important for everyone; it does not cost much to be clean, yet to be clean it is expected that your body should be washed at least once each day. If possible; besides washing, use a deodorant to stop body odor. At times, regular bathing in conjunction with anti-antiperspirants and deodorants do not help and are not useful in ridding yourself of body odour. The reason may be due to another medical condition. Even the intake of onions and garlic give a person a bad body odour. Body odour might also be a sign of liver dysfunction, diabetes, thyroid issues, or another medical condition.

A person needs to maintain body hygiene not just for the sake of their own health. You may judge a person by their personal hygiene; it gives you a picture of the person's personality. Someone who adheres to body hygiene will be better equipped to fight any sort of disease or illness. Every day a person is exposed to:

- Dust

- Smoke

- Pollution

- Bacteria

- Road grime

- The workplace

- Heavy traffic fuels

Just to name a few things. A person's clothing becomes unpleasant and dirty at the end of the day as they are worn the entire day. Sweat begins to make a person's body sticky, resulting in dust and dirt sticking to their body. At the end of the day, the person ends up carrying germs back to their own home. The bacteria on a person's skin make their body stale and their body begins to give out a bad odour. The person's hair starts to get dirty as well.

For the majority of people, cleanliness is an important issue; poor hygiene is unhealthy and unacceptable. Good hygiene includes regularly and thorough washing of the person's body, hair, hands, as well as brushing and flossing teeth, caring for gums and keeping the feet clean. A build-up of bacteria can harm a person's health, although you can keep your body clean by caring for your hair, skin, eyes, nails and so forth. What follows are suggestions for pursuing personal hygiene.

Oral Cleanliness: Keep your teeth and gums clean. Brush at least twice a day to remove bad odor and food particles from your mouth. Floss at least once each day.

Loofah: People who live in warm areas sweat a lot and need to take care of the dirt and grime on their bodies. Use a gentle loofah to get rid of the dead cells on your body.

Wash Your Hands: Wash your hands before and after you eat, before or after touching a wound, using the bathroom, after sneezing or coughing, after touching garbage, and after touching or playing with pets or any animal.

Essential Oils: The main purpose of having a bath and cleaning your body is to get it smelling good and make it clean. While having a shower, use a few drops of essential oils - it will make you smell fresh for a longer period of time.

Antiperspirants and Deodorants: Deodorants work to hide a person's body odor while antiperspirants work to dry up or control perspiration. Several products now contain both a deodorant and an antiperspirant. Different women and men use different products to suit them and in accordance with their tastes.

Change Your Clothing Regularly: Do not re-wear your clothes without washing them. It is harmful for people who perspire profusely. Make sure you wash your clothing in a good detergent with lukewarm water. Dry your clothing, perhaps in the sun; it gets rid of the remaining bacteria. Do not share underwear with anyone.

Things to be avoided

There are certain habits that have severe ill-effects on one's health. Such habits should be avoided for a healthy life.

1. Alcoholism: It's the tendency in which one consumes alcohol to cope up with difficulties or to avoid feeling bad

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

3. Ghutka: Each sachet contains 4000 chemicals, including 50 that cause cancer, Betal nut, Tobacco, Flavouring etc.

Healthy Eating

Healthy eating habits include:

- Always try to eat home-made food
- Avoid oily food
- Always cook and eat fresh food
- Avoid junk food like burgers, carbonated drinks etc.
- Eat fruits regularly
- Drink lot of water

Refer to Participant Handbook (Pg 28-31) to explain the participants in detail about personal hygiene, things to be avoided and healthy eating.

2.5.8 Do

Tell the participants to get ready for an activity on personal hygiene, things to be avoided and healthy eating.

2.5.9 Activity

Divide the class in four groups and ask the participants to make a chart on personal hygiene, things to be avoided and healthy eating. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the the importance of personal hygiene in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart making	1 hr	Chart, pencil, sketch pens, scale and eraser

2.5.10 Say

Now that we have discussed about personal hygiene, let us discuss about health and safety measures related to workplace and importance of safety and precautionary measures.

2.5.11 Ask

Ask the participants have they ever worked anywhere else before they joined this course, if yes, what were the health and safety measures they followed there. Write down their steps on a flip chart/black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.5.12 Do ☑

Share with the participants about:

Health and safety measures related to workplace

Importance of safety and precautionary measures

2.5.13 Elaborate ⚙

Health and safety measures related to workplace:

Workplace Ergonomics

Ergonomics can be defined simply as the study of work. More specifically, ergonomics is the science of designing the job to fit the worker, rather than physically forcing the worker's body to fit the job. In work place, take care of:

- Workstation Essentials
- Monitor
- Sufficient work surface
- Work environment
- Workplace Timings

Basic Safety and Precautionary Measures:

An In-Store Promoter should understand and follow the subsequent measures while in a shop floor:

- Health and Hygiene
- Proper Clothing
- Clean Work Area
- Working with Metals
- Tool Operations
- Product Maintenance

Refer to Participant Handbook (Pg- 34, 35) to explain the participants in detail about health and safety measures related to workplace and importance of safety and precautionary measures.

2.5.14 Do ☑

Tell the participants to get ready for an activity on health and safety measures related to workplace and importance of safety and precautionary measures.

2.5.15 Activity

Divide the class into two groups and then ask both the groups to share their views regarding the health and safety measures related to workplace and importance of safety and precautionary measures.

At the end of the activity reiterate the major players of health and safety measures related to workplace and importance of safety and precautionary measures in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Group Discussion	2 hrs	Small writing pads and pens

2.5.16 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 Handbook
- Ensure that all the participants answer every question

3. Managing the Counter

Unit 3.1 – Store Atmosphere

Unit 3.2 – Visual Merchandising

Unit 3.3 – Stock Management

Unit 3.4 – Personal Grooming

Unit 3.5 – Language Skills

Key Learning Outcomes

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

1. Understand the importance of store atmosphere to sell handsets

2. Describe each element that contributes to building the store atmosphere

3. Demonstrate how to display merchandise and manage stock

4. Understand and apply different ways of managing stock to ensure optimum stock

5. Identify the principles of grooming for an In-store Promoter

6. Use the general language skills required for the job which include proficiency in reading, listening and speaking skills

UNIT 3.1: Store Atmosphere

Unit Objectives 🎯

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

- Understand the atmosphere of the store
- Execute the steps to keep the store atmosphere neat and clean

Resources to be Used ⚙️

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

3.1.1 Note 📝

This is the ninth session of the program which talks about Store Atmosphere. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

3.1.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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 are the impacts of alcoholism on health?
   - What are the effects of tobacco on our health?
   - What are the different aspects of workplace which should be taken care of under workplace ergonomics?
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 Store Atmosphere. In the previous sessions we have had a clear understanding about the Health and Safety Measures, now we will talk about Store Atmosphere.

3.1.5 Ask

Ask the participants have they visited any kind of store, if yes, what kind of atmosphere did they find there. Ask them to share their experience. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

3.1.6 Do

Share with the participants about:

Store Atmosphere

3.1.7 Elaborate

Store Atmosphere

Any store may have fabulous merchandise to sell, but if the store is dirty and cleanliness & hygiene is not maintained, will leave a very bad impression with the customer. Following are some of the points for maintaining consistent cleaning and hygiene:

1. First impression counts

•   Store name board and logo at the entrance should be neatly maintained

•   Parking area should be clean of litter and brightly lit (at nights)

•   The entrance should be clean and inviting

•   Security check points should be free from litter and should be presentable.

2. Front door assumption

•   Glass door should be clean and free of fingerprints

•   Customers will make the assumption that if the front door is dirty, rest of the store will also be dirty.

3. Make it glitter!

•   If it's glass or metal it must be clean and sparkling.

4. Shoulders to knees

•   Customers notice majority of 'merchandising' between their shoulders and knees. Ensure that the shelves/ display in this area should always be kept clean.

5. Behind the scenes

•   If the customer uses a trial room, keep it spotless and litter free. 80 per cent of a customer's buying decision happens in a trial room.

•   If you have a back stock area, keep it hidden from the customer's eyes!

6. Most neglected area - Washroom

•   Customers can use the washroom anytime.

•   Ensure that the washrooms are 'squeaky clean'. This will leave a positive impression of the company on the customers.

- Ensure to give utmost care to the staff washrooms as well. This will keep their motivation level high.

7. Clutter free

- Shipping boxes, pallets, rolling racks, shipping materials....anything needed for the operation of the store should be out of site or neatly stored away from the traffic flow in the store.

8. Sweet senses

- Does the store 'sense nice and sweet'? Customers can make an assumption of whether a store is clean based on what they smell, see, hear & touch.

9. Check-out area

- The most important area of the store, no matter what kind, is the place you exchange the customer's hard earned money for something they value, your merchandise. Present it

Refer to Participant Handbook (PG 39-40) to explain the participants in detail about the ways to keep store neat and clean.

3.1.8 Do ✓

Tell the participants to get ready for an activity on store atmosphere.

3.1.9 Activity

Visit a store with the participants and ask them to observe the In-store Promoter on the various procedures he follows to get the store ready for the day. Ask them to note down the points and discuss it with the class.

At the end of the activity reiterate the major points which should be kept in mind while working in a store in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Field Visit	7 hrs	Store

3.1.10 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 Handbook
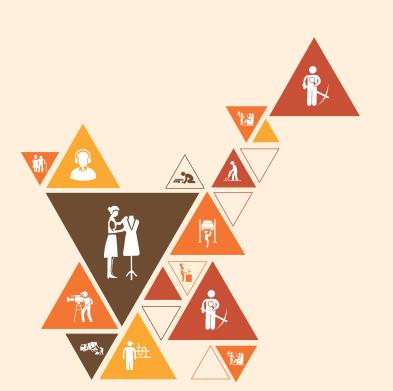- Ensure that all the participants answer every question.

UNIT 3.2: Visual Merchandising

Unit Objectives

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

- Explain the concept of visual merchandising and its impact on the mind of customers
- Understand the fixtures in a telecom store
- Explain the visual merchandising and handset display norms in a telecom store

Resources to be Used

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

3.2.1 Note

This is the tenth session of the program which talks about Visual Merchandising. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

3.2.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - List five measures to maintain the store atmosphere
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 Visual Merchandising. In the previous sessions we have had a clear understanding about the Store Management, now we will talk about Visual Merchandising.

3.2.5 Ask

Ask the participants to share their understanding about Visual Merchandising and Planograms. Write down their steps

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

3.2.6 Do

Share with the participants about:

- Visual Merchandising
- Planograms

3.2.7 Elaborate

- **Visual Merchandising**

Visual merchandise is the presentation of a store and its merchandise in such a manner that will attract the attention of potential customers. It involves decorating the store keeping the interior presentation the same as what is promised on the outside.

The end purpose of visual merchandise is to aid in making a sale. Visual merchandise presents an image of whom or what the shopper can be when using the merchandise displayed.

It enables in converting a walk by shopper into a walk-in customer. Visual merchandise requires a combination of skills including creativity, artistic knowledge and understanding of store design.

- **Planograms**

A planogram is a diagram that shows how and where specific retail products should be placed on retail shelves or displays in order to increase customer purchases.

Planogramming is a skill used in merchandising and retail space planning.

- **Planogram Purpose**

Product placement and improved sales are just two very basic reasons a retailer should be implementing planograms in their shops. Planograms provide many other positive benefits, such as:

- Assigned selling potential to every square foot of space
- Satisfying customers with a better visual appeal
- Tighter inventory control and reduction of out-of-stocks
- Easier product replenishment for staff, Better related product positioning
- Effective communication tool for staff-produced displays

Refer to Participant Handbook (Pg 42) to explain the participants in detail about

3.2.8 Do

Tell the participants to get ready for an activity on visual merchandising and planograms.

3.2.9 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	1.5 hrs	Rope

3.2.10 Activity

- The facilitator should wrap a small gift with many different 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 take off the wrapping.

Skill Practice	Time	Resources
Passing the parcel	1.5 hrs	Parcel

3.2.11 Say

Let us now discuss about different ways to display handset in telecom stores and visual merchandising and handset display norms in telecom store.

3.2.12 Ask

Ask the participants to share their understanding about visual merchandising and handset display norms in telecom store. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

3.2.13 Do

Share with the participants about: different ways to display handset in telecom stores and visual merchandising and handset display norms in telecom store.

3.2.14 Elaborate

Refer to Participant Handbook (Pg 46) to explain the participants in detail about

• Different ways to display handset in telecom stores

• Visual merchandising and handset display norms in telecom store

3.2.15 Do

Tell the participants to get ready for an activity on visual merchandising.

3.2.16 Activity

Ask the participants to visit three different mobile stores. Jot down the salient features of each store and present it in front of the class.

At the end of the activity reiterate the major points of visual merchandising in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Field Visit	4 hrs	Mobile Store

3.2.17 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 Handbook

• Ensure that all the participants answer every question.

UNIT 3.3: Stock Management

Unit Objectives 🎯

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

- Explain inventory management and its elements
- Explain the ways to measure stock
- Understand stock management in a retail supply chain
- Explain the ways to handle stock

Resources to be Used ⚙️

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

3.3.1 Note 📝

This is the eleventh session of the program which talks about Stock Management. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

3.3.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - Write few roles of visual merchandising
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 Stock Management. In the previous sessions we have had a clear understanding about the Visual Merchandising, now we will talk about Stock Management

3.3.5 Say

Let us start the discussion with Inventory Management. Do we all know what does the term management means?

Management means the process of dealing with or controlling things or people.

What does Inventory means?

Inventory means stock

So what does Inventory management means?

Inventory Management means managing of stock.

3.3.6 Do

Share with the participants about: Inventory Management in detail.

3.3.7 Elaborate

Inventory management

Inventory management is a science primarily about specifying the shape and placement of stocked goods. It is required at different locations within a facility or within many locations of a supply network to precede the regular and planned course of production and stock of materials.

Inventory management involves a retailer seeking to acquire and maintain a proper merchandise assortment while ordering, shipping, handling, and related costs are kept in check. It also involves systems and processes that identify inventory requirements, set targets, provide replenishment techniques, report actual and projected inventory status and handle all functions related to the tracking and management of material. This would include the monitoring of material moved into and out of stockroom locations and the reconciling of the inventory balances

Refer to Participant Handbook (Pg. 48-49) to explain the participants in detail about Inventory Management.

3.3.8 Do

Tell the participants to get ready for an activity on Inventory Management.

3.3.9 Activity

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

Skill Practice	Time	Resources
Self-study	1 hr	Small writing pads, pens and Participant Handbook

3.3.10 Activity

- Ask the participants to sit in a circle.
- Each person takes a turn acting out an emotion
- The other participants try to guess what feeling the person is acting out
- The person who guesses correctly acts out the next emotion

Skill Practice	Time	Resources
What am I feeling?	2 hrs	Small writing pads, pens and Participant Handbook

3.3.11 Say

Let us now discuss about:

stock management

How to measure stock

ways to handle stock

3.3.12 Ask

Ask the participants have the ever managed any kind of stuff at home all alone, if yes, ask them to share the ways they adopted to handle it. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

3.3.13 Do

Share with the participants about:

stock management

How to measure stock

ways to handle stock

3.3.14 Elaborate

Stock Management

Stock management is the function of understanding the Stock Mix of a company and the different demands on that stock. The demands are influenced by both external and internal factors and are balanced by the creation of purchase order requests to keep supplies at a reasonable or prescribed level.

As an In-Store Promoter you must be aware of the stores sale targets and also maximum demand products. Always monitor the stock and as per need, request for new stock from stores. If the In-Store

Promoter is not careful it may happen that, the store will run out of its most popular items. In that case at the very least, you lose particular sales and in some cases you lose the customer. Properly managing inventory means that you don't have to disappoint your customers, and it raises morale as you don't have to deal with the frustration of not being able to fulfil an order.

For a detailed study on Ways to handle stock, refer to the following websites:

https://www.nibusinessinfo.co.uk/content/stock-control-methods

http://www.infoentrepreneurs.org/en/guides/stock-control-and-inventory/

Refer to Participant Handbook (50-51) to explain the participants in detail about:

3.3.15 Do

Tell the participants to get ready for an activity on stock management, ways to measure and handle it.

3.3.16 Activity

Divide the participants in four groups and make them play a quiz on stock management, ways to measure and handle it. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about stock management, ways to measure and handle it, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

3.3.17 Say

Let us now discuss about stock management in retail supply chain.

3.3.18 Do

Share with the participants about: stock management in retail supply chain.

3.3.19 Elaborate

Stock Management in Retail Supply Chain:

- Request for new stock from stores to head office
- Head office issues purchase orders to the vendor
- Vendor ships the goods
- Warehouse receives the goods
- Warehouse stocks and distributes to the stores
- Stores receive the goods

Note: Refer to Annexure 2 in Participant Handbook to see Stock Requirement Report.

3.3.20 Do

Tell the participants to get ready for an activity on stock management in retail supply chain.

3.3.21 Activity

- Make a ball of paper and ask the participants to throw the ball to each other in turn
- When they have the ball the participants can say what they thought about the day.

Skill Practice	Time	Resources
Reflecting on the day	3 hrs	Small writing pads, pens and Participant Handbook, Chalk/Marker, blackboard/ Flipchart

3.3.22 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 Handbook
- Ensure that all the participants answer every question

UNIT 3.4: Personal Grooming

Unit Objectives ◎

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

- Identify principles of proper grooming and adhering to proper uniform

Resources to be Used ⚙

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

3.4.1 Note 📝

This is the twelfth session of the program which talks about Personal Grooming. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

3.4.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - What do you understand by Stock Management?
   - Write any four ways to handle/manage stock
   - Write the steps involved in the retail supply chain
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 Personal Grooming. In the previous sessions we have had a clear understanding about the Stock Management, now we will talk about Personal Grooming.

3.4.5 Say 💬

Let us discuss about personal grooming which incorporates appearance, uniform guidelines and personal hygiene and body posture.

3.4.6 Ask

Ask the participants what was their uniform guideline when they were in school? What was their body posture when they use to see the principle of the school? When they share it, link it with your experience in your school in order to create an interactive session

3.4.7 Do

Share with the participants about: In-Store Promoter grooming, specific uniform guidelines and personal hygiene and body posture.

After the participants have shared their experience, share with them the uniform guidelines and body posture of an In-Store Promoter.

3.4.8 Elaborate

Personal Hygiene/Body posture

- Staffs need to keep their hands clean at all times as they mostly will be handling merchandise or in contact with customers.

- Avoid biting nails on the floor.

- Manage body odour & bad breath to be under control as they are offensive to the customer.

- Maintain straight & upright posture on the shop floor.

- Slouching on the floor, hands in pockets, hands on the hips are not courteous to the customer hence should be avoided.

Refer to Participant Handbook (53-54) to explain the participants in detail about:

- In-Store Promoter grooming

- Specific uniform guidelines

3.4.9 Do

Tell the participants to get ready for an activity on personal grooming and specific uniform guidelines.

3.4.10 Activity

Divide the class in four groups and ask the participants to make a chart on personal grooming and specific uniform guidelines. 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

3.4.11 Activity

Skill Practice	Time	Resources
Field Visit	5 hrs	Note pad, pen, pencil, eraser

Visit an In-store Promoter with the participants and ask them to observe the body language and grooming of the In-store Promoter and present their findings to the class.

At the end of the activity reiterate the major points of personal grooming and specific uniform guidelines in order to conclude the activity in a proper way.

3.4.12 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 Handbook
- Ensure that all the participants answer every question.

UNIT 3.5: Language Skills

Unit Objectives

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

- Understand basic listening, speaking and reading skills
- Implement speaking, listening and reading skills

Resources to be Used

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

3.5.1 Note

This is the thirteenth session of the program which talks about Language Skills. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

3.5.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - Write specific uniform guidelines for men as well as women?
   - Write guidelines for personal hygiene and body posture
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 Language Skills. In the previous sessions we have had a clear understanding about the Personal Grooming, now we will talk about Language Skills.

3.5.5 Say

Let us begin by discussing about one of the most important skills that is listening skill. As an In-store Promoter, you will have to become very proficient in this skill in order to handle the customers, the customers come with various issues and problems and what they need sometime is to be heard. So this skill is very important for an In-store Promoter.

3.5.6 Ask

Ask the participants to share their understanding about Listening Skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

3.5.7 Do

Share with the participants about: Listening Skills in detail.

3.5.8 Elaborate

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.
For more on listening skills and its principles refer to Participant Handbook (56-57) and the given site:
http://www.skillsyouneed.com/ips/listening-skills.html#ixzz4El7OVkP9
http://www.tutorvista.com/english/define-listening-skills

3.5.9 Do

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

3.5.10 Activity

Divide the participants in four groups and make them play a quiz on listening skills . The winning group will be awarded with a gift hamper.

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

Skill Practice	Time	Resources
Quiz	1 hr	Participant Handbook

3.5.11 Say

Let us now discuss about speaking skills Speaking is an integral part of this field, until and unless an In-store Promoter speaks up, he will not be able to promote his product or respond to customers queries. Thus for an In-Store Promoter speaking is very important skill, which he/she must develop and polish each day in order to attract more and more customers.

3.5.12 Do

Share with the participants about: speaking skills

3.5.13 Elaborate

Speaking Skills

Speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue"

The important components of speaking skills are:

- Tone
- Modulation
- Body Language
- Pronunciation

In order to understand more about speaking refer to Participant Handbook (Pg58-59) and the site given below:

http://www.skillsyouneed.com/ips/effective-speaking.html

Refer to explain the participants in detail about Speaking Skills

3.5.14 Do

Tell the participants to get ready for an activity on Speaking Skills.

3.5.15 Activity

Ask the participants 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	1 hr	Participant Handbook

3.5.16 Say

Let us now discuss about reading skills.

3.5.17 Ask

We all are in the habit of reading newspaper either in hindi or in English, ask the participants do they read newspaper regularly, if yes, ask them what are the things that they keep in mind while reading a newspaper or a paragraph? Do they just see through it or they analyse or skim through it? . Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

3.5.18 Do ☑

After the participants share about the things they keep in mind while reading, share with them about reading skills and its importance.

3.5.19 Elaborate ⚙

Reading

"Reading" is the process of looking at a series of written symbols and getting meaning from them.

• When we talk about reading skills, what usually comes to mind?

  • Prediction,

  • Reading for gist,

  • Reading for specific information

  • Skimming and scanning

1. **Prediction**

   Students are very often encouraged to use the title of the text, or any accompanying pictures to make predictions about the content. There are good reasons for teaching students to do this; the idea is to activate whatever students may already know about the topic and help them to start creating a context. Without context, comprehension is much harder.

2. **Reading for gist**

   This doesn't mean telling the students, 'read the text to get a general idea of what it's about'. That is never a very helpful task because it doesn't give the students any reason to read, or any orientation to the topic or context. A gist question should mean that the students have to read the whole text, though not necessarily very thoroughly, in order to answer the question. For example, students might choose which title or picture most closely matches the content of the text. The idea is for students to get an overview of the text, which can help them when they return to the text to find more detailed information.

3. **Reading for specific information**

   In contrast, reading for specific information means setting questions or a task which require the students to read the text much more carefully. This isn't really a skill so much as a way of testing comprehension

4. **Skimming and scanning**

   Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

• How to Skim:

  • Read the title.

  • Read the introduction or the first paragraph.

  • Read the first sentence of every other paragraph.

  • Read any headings and sub-headings.

  • Notice any pictures, charts, or graphs.

- Notice any italicized or boldface words or phrases.

- Read the summary or last paragraph.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- State the specific information you are looking for.

- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.

- Selectively read and skip through sections of the passage.

Refer to explain the participants in detail about reading skills

In order to understand more about reading skills refer to Participant Handbook (Pg 60) and go through the website given below:

http://www.slideshare.net/fernanlopez/the-reading-skills (Read till Slide 11, as the material after that is not that important)

3.5.20 Do

Tell the participants to get ready for an activity on reading skills.

3.5.21 Activity

Ask the participants 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	1 hr	Participant Handbook, Newspaper

3.5.22 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 Handbook

- Ensure that all the participants answer every question

4. Sales and Promotion of Handsets

Unit 4.1 – Communication Skills

Unit 4.2 – Sales Process

Key Learning Outcomes 💡

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

1. Understand communication and the elements of communication

2. Understand the importance of listening and probing for a sales promoter

3. Describe verbal and non-verbal communication & its importance for an In-store Promoter

4. Understand the sales process and steps involved in it

5. Understand the essential selling skills required for an in-store promoter

6. Demonstrate and use effective selling skills in every step the sales process

7. Demonstrate effective up-selling, cross-selling and smooth billing

UNIT 4.1: Communication Skills

Unit Objectives

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

- Understand communication skills
- Describe verbal and non-verbal communication & its importance for an In-store Promoter
- Understand the art of listening and asking questions

Resources to be Used

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

4.1.1 Note

This is the fourteenth session of the program which talks about Communication Skills. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

4.1.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - How is body language important for an In-Store Promoter?
   - Write four important factors about body language that you should take care of.
   - Write three ways in which you could skim while reading.
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 Communication Skills. In the previous sessions we have had a clear understanding about the Language Skills, now we will talk about Communication Skills.

4.1.5 Say

Let us start the discussion with

- Points to remember for effective communication
- Customer's communication style

Communication skill is one of the most important skills, which an In-Store Promoter must possess.

In order to understand the communication style of customers, we need to know about different types of customers.

4.1.6 Do

Share with the participants about: types of customers and their communication styles.

4.1.7 Elaborate

Types of customers include:

- Repeat Customer
- Impulsive Customers
- Need Based Customers
- Wandering Customers

Refer to Participant Handbook (67, 68) to explain the participants in detail about customer's communication style and clarity in communication

4.1.8 Do

Tell the participants to get ready for an activity on customer's communication style and clarity in communication.

4.1.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about customer's communication style and clarity in communication, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant Handbook

4.1.10 Say

Let us now discuss about art of listening and art of asking questions.

4.1.11 Ask

Ask the participants to share their understanding about art of listening and art of asking questions. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

4.1.12 Do

Share with the participants about: art of listening and art of asking questions.

4.1.13 Elaborate

Art of Listening

Effective listening is an active endeavour. It's much more than just hearing what customers say. Good listeners project themselves into the customer's mind. If a customer says he wants a "fancy" phone, the salesperson needs to listen carefully to find out what fancy means to that customer. Through effective listening, the salesperson demonstrates concern for the customer's needs by selecting appropriate merchandise to present and demonstrate.

Art of Asking Questions

Salespeople should ask questions for several reasons. First, questions get the customer to participate in the sales process. By asking questions, salespeople encourage customers to actively engage in a conversation rather than passively listening to a presentation. Participating in a conversation makes them more likely to hear and remember what's said. Second, questions show customers the salesperson is interested in them. Finally, salespeople can collect valuable information using questions.

4.1.14 Do

Tell the participants to get ready for an activity on art of listening and art of asking questions.

4.1.15 Activity

Ask the participants to pair themselves and practice the art of asking questions by following its guidelines as given in the Participant Handbook.

At the end of the activity reiterate the major points related to art of listening and asking questions in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Skill Practical	10 hrs	Participant Handbook

4.1.16 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 Handbook

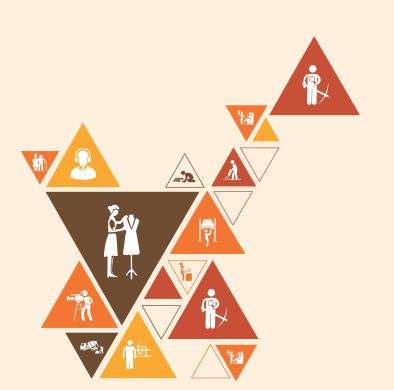- Ensure that all the participants answer every question

UNIT 4.2: Sales Process

Unit Objectives

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

- Understand the sales process and the steps involved in it
- Explain how to tackle objections/reservations
- Understand the essential selling skills required for an In-store promoter
- Understand up-selling, cross-selling and smooth billing

Resources to be Used

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

4.2.1 Note

This is the fifteenth session of the program which talks about Sales Process. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

4.2.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - Write any three guidelines for effective questioning.
   - Write any five patterns of non-verbal communication.
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

Now let us begin with a new session which is about Sales Process. In the previous sessions we have had a clear understanding about the Communication Skills, now we will talk about Sales Process.

4.2.5 Ask

Ask the participants do they know anything about sales, if yes, ask them to explain what is sales? Once they explain about sales, ask them explain about its process according to their own understanding. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

4.2.6 Do

Share with the participants about: Sales Process.

4.2.7 Elaborate

Sales Process includes:

- Approaching the customer
- Probing to identify needs
- Presenting &demonstrating merchandise
- Handling Objections & Reservations
- Making the sale
- Building future sales

Refer to Participant Handbook (Pg 76-84) to explain the participants in detail about the steps involved in sales process.

4.2.8 Do

Tell the participants to get ready for an activity.

4.2.9 Activity

Pick out two participants from the class; ask one of them to become a customer and the other an In-store Promoter. Ask them to perform a role play on sales process by following the steps involved in it

At the end of the activity reiterate the major points involved in sales process in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Skill Practical	5 hrs	Participant Handbook

4.2.10 Say

Let us now discuss about.

- Attributes of effective sales person
- Selling skills which a store promoter must possess
- Tips on UP-Selling and Cross-Selling

4.2.11 Ask

Since the participants have gone through the half of the book, so now they should be able to answer some of the basic questions related to In-Store Promoter. Ask the participants what are the attributes of a sales person?

What are the selling skills which an In-store Promoter must possess?

Tell them to share it in their own words.

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

4.2.12 Do

After the participants have shared their understanding about attributes of effective sales promoter and selling skills required for a store promoter, share these concepts with them from the Participant Handbook in order to create a better understanding about the same.

4.2.13 Elaborate

Attributes of effective sales promoter:

- Judgment
- Tact
- Attitude
- Physical Attributes

Selling Skills

- Prospecting
- Questioning
- Listening
- Presentation Skills
- Rapport-Building
- Objection Handling

- Persistence
- Organizational Skills
- Focus
- Refer to Participant Handbook (Pg 85-88) to explain the participants in detail about these concepts.

4.2.14 Do

Tell the participants to get ready for an activity on essential selling skills required for an In-Store Promoter.

4.2.15 Activity

Ask the participants to refer to Participant Handbook and study in detail about essential selling skills required for an In-Store Promoter and Up-Selling, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Shopping List	5 hrs	Small writing pads, pens, list of things to shop

4.2.16 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
Self-study	5 hrs	Small writing pads, pens and Participant Handbook

4.2.17 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 Handbook
- Ensure that all the participants answer every question

5. Basic Computer Skills

TEL/N0100,
TEL/N0101,
TEL/N0102,
TEL/N0103,
TEL/N0104

Key Learning Outcomes 💡

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

1. Know about a computer and its different parts.

2. Understand MS Word

3. Understand MS PowerPoint

4. Understand MS Excel

5. Understand Internet and network

6. Understand how to type effectively

UNIT 5.1: Introduction to Computer

Unit Objectives ⌖

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

● Know about a computer and its different parts

Resources to be Used ⚙

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

5.1.1 Note 🗒

This is the sixteenth session of the program which talks about Computers. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.1.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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 is the importance of switching between different applications?

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 Introduction to computers. In the previous sessions we have had a clear understanding about Software Applications, now we will talk about Introduction to computers.

5.1.5 Do ✓

Share with the participants about: computer hardware and software.

5.1.6 Elaborate

Computer Hardware

Computer hardware comprises physical components that make up the computer system. These are physical and mechanical components of a computer system, such as the electronic circuit, chips, monitor, disks, disk drives, keyboard, modem, and printer. All computer equiParticipant Handbookent can be grouped into one of the following 4 categories of hardware devices:

- Input Devices
- Processing devices
- Output Devices
- Storage Devices

Software

Software is a collection of instructions that can be 'run' on a computer. These instructions tell the computer what to do. Software is instructions that tell computer hardware what to do. Softwares are divided into two parts:

1. System Software

2. Application Software

Refer to Participant Handbook to explain the participants in detail about Computer hardware and software

5.1.7 Activity

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

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant Handbook

5.1.8 Do

Tell the participants to get ready for an activity.

5.1.9 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 Handbook
- Ensure that all the participants answer every question

UNIT 5.2: Microsoft Word

Unit Objectives

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

- Understand the use of MS-Word

Resources to be Used

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

5.2.1 Note

This is the seventeenth session of the program which talks about MS Word. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.2.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - What do you understand by computer hardware?
   - What do you understand by computer software?
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 MS Word. In the previous sessions we have had a clear understanding about computers, now we will talk about MS Word.

5.2.5 Do

Share with the participants about: MS Word and starting with MS Word.

5.2.6 Elaborate

Refer to Participant Handbook to explain the participants in detail about:

1. MS Word
2. Starting with MS word
   - Opening Word
   - Create a New Document
   - Opening a document

5.2.7 Do

Tell the participants to get ready for an activity.

5.2.8 Activity

Ask the participants to perform the activity of opening word, creating a new document and opening a document in the system provided to them.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.9 Say

Now let us discuss about tools used in MS Word.

5.2.10 Do

Share with the participants about: tools used in MS Word.

5.2.11 Elaborate

Microsoft Word or MS-WORD (often called Word) is a graphical word processing program that users can type with. It is made by the computer company Microsoft. The purpose of the MS Word is to allow the users to type and save documents.

Similar to other word processors, it has helpful tools to make documents.

- Spelling & grammar checker, word count (this also counts letters and lines)

- Speech recognition
- Inserts pictures in documents
- Web pages, graphs, etc.
- Tables
- Displays synonyms of words and can read out the text
- Prints in different ways

Title Bar

- Quick Access Toolbar
- Windows Control Buttons

The Ribbon

- Home Tab
- Insert Tab
- Page Layout Tab
- Reference Tab
- Mailing Tab
- Review Tab
- View Tab

Refer to Participant Handbook (Pg- 100-102) to explain the participants in detail about the title bar and ribbons.

5.2.12 Do

Tell the participants to get ready for an activity.

5.2.13 Activity

Ask the participants to make a chart on title bar and ribbons.

Skill Practice	Time	Resources
Chart making	.5 hr	Chart, pencil, sketch pens, scale and eraser

5.2.14 Say

Let us now talk about:

- Typing text

- Formatting text and document

5.2.15 Do

Let us now talk about:

- Typing text

- Formatting text and document

5.2.16 Elaborate

Refer to Participant Handbook (103-105) to explain the participants in detail about

1. Typing text

2. Formatting text and document

Formatting text includes:

- Character Formatting

- Modifying Fonts

Formatting document includes:

- Adjusting Line Spacing

- Paragraph Formatting

- Page Orientation

- Bulleted or Numbered List

- Insert Bulleted or Numbered List

- Select Bullets or Numbering Style

5.2.17 Do

Tell the participants to get ready for an activity.

5.2.18 Activity

Ask the participants to type a paragraph of their choice and create a heading as well and apply the following formatting:

Heading

Font: Calibri

Font Colour: Olive Green

Font Size: Bold, Italics

Alignment: Center

Shortcut: Alt+V

Paragraph

Font: Arial

Font Size: 12 point

Font Colour: Orange

Font Style: Italics

Alignment: Justify

Shortcut: Alt+N

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.19 Say

Let us now talk about working with graphics.

5.2.20 Do

Share with the participants about: working with graphics.

5.2.21 Elaborate

Refer to Participant Handbook (Pg- 106) to explain the participants in detail about graphics.

5.2.22 Do

Tell the participants to get ready for an activity.

5.2.23 Activity

Ask the participants to practice inserting shapes, clip art, pictures, text boxes in the system provided to them.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.24 Say

Let u now talk about advanced formatting techniques and creating table.

5.2.25 Do

Share with the participants about: advanced formatting techniques and creating table.

5.2.26 Elaborate

Refer to Participant Handbook (Pg- 107-108) to explain the participants about advanced formatting techniques and creating table.

Advanced formatting techniques include:

- Create Columns
- SmartArt Graphic

5.2.27 Do

Tell the participants to get ready for an activity.

5.2.28 Activity

Ask the participants to practice creating columns and smart art graphics and adding and deleting shapes in smart art graphics.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.29 Activity

Ask the participants to practice inserting a table, adding row and column to a table and then also practice deleting the table and its content.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.30 Activity

Ask the participants to practice adding and deleting a comment.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.31 Say

Let us now talk about track changes and mail merge.

Track changes

Track Changes is a way for Microsoft Word to keep track of the changes you make to a document. You can then choose to accept or reject those changes.

Mail merge

Mail merge is a process to create personalized letters and pre-addressed envelopes or mailing labels for mass mailings from a form letter – a word processing document which contains fixed text, which will be the same in each output document, and variables, which act as placeholders that are replaced by text from the data source

5.2.32 Do

Share with the participants about: track changes and mail merge from the Participant Handbook in detail, so that when the perform it practically they do not face any trouble.

5.2.33 Elaborate

Refer to Participant Handbook to explain the participants in detail about

- Track Changes
- Mail Merge

5.2.34 Do

Tell the participants to get ready for an activity.

5.2.35 Activity

Ask the participants to practice how to make track changes and practice mail merging

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.36 Say

Let us conclude the session by talking about header, footer, page note and finishing a document.

We all know about page number, page note and header and footer, but have we ever tried to find out how page numbers and page notes are added? What is the purpose of a header and footer? If no, let us try and find out about it today.

5.2.37 Do

Share with the participants about: header, footer, page note and finishing a document.

5.2.38 Elaborate

Refer to Participant Handbook (Pg -108,109,110) to explain the participants in detail about:

- Adding Page Numbers
- Adding Header or Footer
- Remove page numbers, headers, and footers
- Finalising a document

5.2.39 Do

Tell the participants to get ready for an activity.

5.2.40 Activity

Ask the participants to practice how to add page number, header and footer and how to remove it on the system provided to them.

1. Create 5 page document and insert the following:

    a.   Header:" Computer Education" (Centre Align)

    b.   Footer: Page No (Left Align)

2. Create a new word file with the name H and F under your folder

3. Create 10 pages and give the Header Footer as following

    a.   For first five pages:

- Header: IIM (Lucknow) (Centre Align)
- Footer:<Page No> (Centre Align)

    b.   For last five pages:

- Header: NIFM (Faridabad) (Right Align)
- Footer:<Page No> (Right Align)

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.2.41 Activity

Divide the participants in four groups and make them play a quiz on shortcut keys in MS Word. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about shortcut keys in MS Word, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	.5 hr	Participant Handbook

5.2.49 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 Handbook
- Ensure that all the participants answer every question

UNIT 5.3: Microsoft PowerPoint

Unit Objectives 🎯

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

● Understand the use of MS-PowerPoint

Resources to be Used ⚙️

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

5.3.1 Note 📓

This is the eighteenth session of the program which talks about MS Power Point. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.3.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - What are the tools used in MS Word?
   - What are the steps involved in formatting a text and document?
   - How do you create a table?
   - What do you understand by mail merge?
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 MS Power Point. In the previous sessions we have had a clear understanding about MS Word., now we will talk about MS Power Point.

5.3.5 Say

Let us begin by discussing about MS Power point and Ribbons

MS Power point

Microsoft PowerPoint is a powerful presentation software developed by Microsoft. It is a standard component of the company's Microsoft Office suite software, and is bundled together with Word, Excel and other office productivity tools. The program uses slides to convey information rich in multimedia. The term slide refers to the old slide projector, which this software effectively replaces.

5.3.6 Do

Share with the participants about: MS Power Point and Ribbon from the Participant Handbook, so that when the work on power point they do not face any .trouble.

5.3.7 Elaborate

Refer to Participant Handbook (Pg 112-114) to explain the participants in detail about the following:

1. Microsoft PowerPoint 2010

2. Ribbon

The Ribbon contains several categories for formatting the design and elements of your presentation. These include: Home, Insert, Design, Transitions, Animations, Slide Show, Review and View.

These icons are convenient but will not bring up dialogue boxes that allow you to change the settings of these actions. You should use whichever method works the best for you.

5.3.8 Do

Tell the participants to get ready for an activity.

5.3.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about MS Power Point and Ribbon so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens and Participant Handbook

5.3.10 Say

Now let us talk about creating new presentation and formatting text.

5.3.11 Do

Share with the participants about: creating new presentation and formatting text.

5.3.12 Elaborate

Refer to Participant Handbook (Pg 114-115) to explain the participants in detail about the following:

- Creating new presentation
- Formatting text

5.3.13 Do

Tell the participants to get ready for an activity.

5.3.14 Activity

Ask the participants to perform the activity of creating new presentation and formatting text in the system provided to them.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.3.15 Say

Now let us talk about adding design theme and working with graphics.

5.3.16 Do

Share with the participants about: adding design theme and working with graphics.

5.3.17 Elaborate

A theme includes a background design, colour scheme, font types, font sizes, and placeholder positions in one package.

Every new presentation starts out with the default theme, called Office theme, which is a white background and black text. However you can change the theme to a wide variety of options. To find and apply a theme, click the Design tab on the Ribbon.

1. The Themes group provides thumbnails of different design options.
2. To see additional themes, click the More arrow button on the right of the group.
3. When you point and hover on any theme thumbnail, a preview of the theme will appear on the slide. To apply the theme to your slides, click on the thumbnail design you like.

Refer to Participant Handbook (115-118) to explain the participants in detail about Working with Graphics

Working with graphics includes:

- Inserting ClipArt
- Insert Shapes
- Inserting Pictures
- Modifying Graphics
- Inserting WordArt
- Inserting SmartArt
- Inserting Tables or Charts

5.3.18 Do

Tell the participants to get ready for an activity.

5.3.19 Activity

Ask the participants to perform the activity of adding design theme and working with graphics in the system provided to them. Ask them to practice inserting ClipArt Shapes, Pictures, WordArt, SmartArt, Tables or Charts.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant Handbook, computer

5.3.20 Say

Now let us talk about inserting hyperlink and creating photo album.

5.3.21 Do

Share with the participants about: inserting hyperlink and creating photo album.

5.3.22 Elaborate

Refer to Participant Handbook (Pg -119) to explain the participants in detail about inserting hyperlink and creating photo album.

5.3.23 Do

Tell the participants to get ready for an activity.

5.3.24 Activity

Ask the participants to perform the activity of inserting hyperlink and creating photo album in the system provided to them.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.3.25 Say

Now let us talk about starting a slide show and finalizing presentations.

5.3.26 Do

Share with the participants about: starting a slide show and finalizing presentations.

5.3.27 Elaborate

Refer to Participant Handbook (120-122) to explain the participants in detail about starting a slide show and finalizing presentations.

5.3.28 Do

Tell the participants to get ready for an activity.

5.3.29 Activity

Ask the participants to perform the activity of starting a slide show and finalizing presentations.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.3.30 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 Handbook
- Ensure that all the participants answer every question

UNIT 5.4: Microsoft Excel

Unit Objectives 🎯

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

● Understand the use of MS Excel

Resources to be Used ⚙️

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

5.4.1 Note 📋

This is the nineteenth session of the program which talks about MS Excel. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.4.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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

    • What do you understand by MS Power Point?

    • How to create a new presentation?

    • How to add design theme?

    • How to insert hyperlink?

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 MS Excel. In the previous sessions we have had a clear understanding about MS Power Point, now we will talk about MS Excel.

5.4.5 Say

Let us be start the discussion with MS Excel and Ribbon.

Microsoft Excel is a software program produced by Microsoft Corp. that allows users to organize, format and calculate data with formulas using a spread sheet system.

5.4.6 Do

Share with the participants about: MS Excel and Ribbon from the Participant Handbook in detail, so that when they are asked to work on it, they do not face any trouble..

5.4.7 Ask

Ask the participants what is their understanding about MS Excel and Ribbon. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.4.8 Elaborate

Refer to Participant Handbook to explain the participants in detail about the following:

1. Microsoft Excel
2. Ribbon

The ribbon contains all of the commands you will need in order to do common tasks. It has multiple tabs, each with several groups of commands, and you can add your own tabs that contain your favourite commands. Some groups have an arrow in the bottom-right corner that you can click to see even more options.

Tabs available in MS Excel

- Home Tab
- Insert Tab
- Page Layout Tab
- Formulas Tab
- Data Tab
- Review Tab
- View Tab

Refer to Participant Handbook (Pg 124, 125) to explain the participants in detail about MS Excel and Ribbon.

5.4.9 Do

Tell the participants to get ready for an activity.

5.4.10 Activity

Ask the participants to refer to Participant Handbook and study in detail about MS Excel and Ribbon so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 min.	Small writing pads, pens and Participant Handbook

5.4.11 Say

Now let us talk about components in the workbook and starting with MS Excel.

5.4.12 Do

Share with the participants about: components in the workbook and starting with MS Excel.

5.4.13 Elaborate

Refer to Participant Handbook (Pg. 126,127) to explain the participants in detail about components in the workbook and starting with MS Excel.

5.4.14 Do

Tell the participants to get ready for an activity.

5.4.15 Activity

Ask the participants to perform the activity of entering data in worksheet and cut, copy, paste data.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.4.16 Say

Let us now talk about how to set column width and row height and merge or split cell.

5.4.17 Do

Share with the participants about: how to set column width and row height and merge or split cell.

5.4.18 Elaborate

Refer to Participant Handbook (130,131) to explain the participants in detail about setting column width and row height and merging or splitting cell.

5.4.19 Do

Tell the participants to get ready for an activity.

5.4.20 Activity

Ask the participants to perform the activity of setting column width and row height and merging or splitting cell.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, computer

5.4.21 Say

Let us now talk about formatting spread sheet.

5.4.22 Do

Share with the participants about: formatting spread sheet.

5.4.23 Elaborate

Refer to Participant Handbook (Pg 131-133) to explain the participants in detail about formatting spread sheet

Formatting spread sheet includes:

- Wrap Text
- Format Numbers
- Cell Borders
- Cell and Text Colouring
- Remove Cell Fill
- Conditional Formatting

5.4.24 Do

Tell the participants to get ready for an activity.

5.4.25 Activity

Ask the participants to perform the activity of formatting spread sheet.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, computer

5.4.26 Say

Let us now talk about Formulas in Excel.

5.4.27 Do

Share with the participants about: Formulas in Excel.

5.4.28 Elaborate

Formulas are equations that perform calculations on values in your worksheet. A formula always starts with an equal sign (=). An example of a simple formula is =5+2*3 that multiplies two numbers and then adds a number to the result. Microsoft Office Excel follows the standard order of mathematical operations. In the preceding example, the multiplication operation (2*3) is performed first, and then 5 is added to its result.

You can also create a formula by using a function which is a prewritten formula that takes a value, performs an operation and returns a value. For example, the formulas =SUM(A1:A2) and SUM(A1,A2) both use the SUM function to add the values in cells A1 and A2.

Depending on the type of formula that you create, a formula can contain any or all of the following parts:

1. Functions: A function, such as PI() or SUM(), starts with an equal sign (=).

2. Cell references: You can refer to data in worksheet cells by including cell references in the formula. For example, the cell reference A2 returns the value of that cell or uses that value in the calculation.

3. Constants: You can also enter constants, such as numbers (such as 2) or text values, directly into a formula.

4. Operators: Operators are the symbols that are used to specify the type of calculation that you want the formula to perform.

Refer to Participant Handbook (Pg 133-135) to explain the participants in detail about Formulas in Excel

5.4.29 Do

Tell the participants to get ready for an activity.

5.4.30 Activity

Ask the participants to perform the activity of formatting spread sheet.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.4.31 Say

Let us now talk about consolidation and data validation.

5.4.32 Do

Share with the participants about: consolidation and data validation.

5.4.33 Ask

Ask the participants what is their understanding about consolidation data validation. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.4.34 Elaborate

Refer to Participant Handbook to explain the participants in detail about consolidation and data validation.

5.4.35 Do

Tell the participants to get ready for an activity.

5.4.36 Activity

Ask the participants to refer to Participant Handbook and study in detail about consolidation and data validation so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 min.	Small writing pads, pens and Participant Handbook

5.4.37 Say

Let us now talk about creating chart in MS Excel.

5.4.38 Do

Share with the participants about: creating chart in MS Excel.

5.4.39 Ask

Ask the participants what is their understanding about creating chart in MS Excel. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.4.40 Elaborate

Refer to Participant Handbook (Pg 135-136) to explain the participants in detail about steps of creating chart in MS Excel.

Creating chart in MS Excel includes.

- Getting to know the elements of a chart
- Change Chart Name
- Change Chart Style
- Chart or Axis Titles
- Data Labels
- Legend
- Move or Resize Chart

5.4.41 Do

Tell the participants to get ready for an activity.

5.4.42 Activity

Ask the participants to perform the activity of creating a chart in MS Excel and perform the following activities as well.

- Change Chart Name
- Change Chart Style
- Chart or Axis Titles
- Data Labels
- Legend
- Move or Resize Chart

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant Handbook, Computer

5.4.43 Say

Let us now talk about Pivot Table and Chart Report.

5.4.44 Do

Share with the participants about: Pivot Table and Chart Report.

5.4.45 Ask

Ask the participants what is their understanding about Pivot Table and Chart Report. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.4.46 Elaborate

Refer to Participant Handbook to explain the participants in detail about Pivot Table and Chart Report.

5.4.47 Do

Tell the participants to get ready for an activity.

5.4.48 Activity

Ask the participants to refer to Participant Handbook and study in detail about Pivot Table and Chart Report so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 min.	Small writing pads, pens and Participant Handbook

5.4.49 Say

Let us now talk about Advanced Spreadsheet Modification.

5.4.50 Do

Share with the participants about: Advanced Spreadsheet Modification.

5.4.51 Ask

Ask the participants what is their understanding about Advanced Spreadsheet Modification. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.4.52 Elaborate

Refer to Participant Handbook to explain the participants in detail about Advanced Spreadsheet Modification.

Once you have created a basic spreadsheet, there are numerous things you can do to make working with your data easier. Some of these elements are hiding, freezing and splitting rows. You can also sort and filter data, these features are quite helpful when working with a large amount of data.

Advanced Spreadsheet Modification includes:

- Hide or Display Rows and Columns
- Hide Rows or Columns
- Unhide Rows or Columns
- Freezing/Splitting Rows and Columns
- Freezing vs. splitting
- Moving or Copying Worksheets
- Move or Copy to a Different Workbook
- Sorting Data
- Using Filter
- Filtering options and custom filters
- Filtering dates
- Removing a filter

5.4.53 Do

Tell the participants to get ready for an activity.

5.4.54 Activity

Ask the participants to perform the activity of Advanced Spreadsheet Modification.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.4.55 Say

Let us now talk about Finalising a spreadsheet.

5.4.56 Do

Share with the participants about: Finalising a spread sheet.

5.4.57 Elaborate

Refer to Participant Handbook (Pg 140) to explain the participants in detail about Finalising a spreadsheet.

5.4.58 Do

Tell the participants to get ready for an activity.

5.4.59 Activity

Ask the participants to perform the activity of finalising a spread sheet.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

5.4.60 Say

Let us now talk about Shortcut Commands in MS Excel 2010.

5.4.61 Do

Share with the participants about: Shortcut Commands in MS Excel 2010.

5.4.62 Elaborate

Refer to Participant Handbook to explain the participants in detail about Shortcut Commands in MS Excel 2010.

5.4.63 Do

Tell the participants to get ready for an activity.

5.4.64 Activity

Ask the participants to refer to Participant Handbook and study in detail about short cut commands in MS Excel so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 min.	Small writing pads, pens and Participant Handbook

5.4.65 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 Handbook
- Ensure that all the participants answer every question

UNIT 5.5: Internet and Network

Unit Objectives ⊘

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

- Understand the internet and network
- Understand the use of different applications of internet

Resources to be Used ⚙

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

5.5.1 Note 📝

This is the twentieth session of the program which talks about Internet and Network. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.5.2 Say 💬

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

5.5.3 Do ✓

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the formulas of MS Excel?
   - What do you understand by advanced spread sheet modification?
   - How do you create a chart?
   - What are the short cut commands used in MS Excel?
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

5.5.4 Say 💬

Now let us begin with a new session which is Internet and Network. In the previous sessions we have had a clear understanding about MS Excel, now we will talk about Internet and Network.

5.5.5 Do

Share with the participants about: Internet and Network.

5.5.6 Ask

Everyone uses internet in today's time. Ask the participants what is their understanding about Internet. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

5.5.7 Elaborate

Network Includes:

A network is a system of interconnected computers. A network is a group of two or more computer systems linked together. There are many types of computer networks, including:

Local Area Networks (LANs): The computers are geographically close together (that is, in the same building).

Wide Area Networks (WANs): The computers are farther apart and are connected by telephone lines or radio waves.

Metropolitan Area Networks (MANs): A data network designed for a town or city.

Refer to Participant Handbook (Pg 142-143) to explain the participants in detail about different applications of internet.

5.5.8 Do

Tell the participants to get ready for an activity.

5.5.9 Activity

Divide the participants in four groups and make them play a quiz on internet and network. The winning group will be awarded with a gift hamper.

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

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

5.5.10 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 Handbook
- Ensure that all the participants answer every question

UNIT 5.6: Typing Practice

Unit Objectives

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

- Understand about the keyboard
- Type in an efficient way

Resources to be Used

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

5.6.1 Note

This is the twenty-one session of the program which talks about Typing Practice. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

5.6.2 Say

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

5.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions

   - What are the types of social media?
   - What is profile and inbox button?
   - What do you understand by media sharing network?
   - What do you understand by internet based network?

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

5.6.4 Say

Now let us begin with a new session which is Typing Practice. In the previous sessions we have had a clear understanding about Internet and Network, now we will talk about Typing Practice.

5.6.5 Do

Share with the participants about: keyboard and special key and their uses.

5.6.6 Elaborate

Refer to Participant Handbook (Pg 145-146) to explain the participants about keyboard and special key and their uses.

5.6.7 Do

Tell the participants to get ready for an activity.

5.6.8 Activity

Divide the participants in four groups and make them play a quiz on special key and their uses .The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about special key and their uses, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

5.6.9 Say

Let us talk about body posture.

5.6.10 Do

Let us talk about body posture.

5.6.11 Elaborate

Refer to Participant Handbook (Pg-146) to explain the participants in detail about body posture

5.6.12 Do

Tell the participants to get ready for an activity.

5.6.13 Activity

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

Skill Practice	Time	Resources
Self Study	.5 hr	Small writing pads, pens and Participant Handbook

5.6.14 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 Handbook
- Ensure that all the participants answer every question

6. Daily Reporting

Unit 6.1 – Writing Skills

Unit 6.2 – Creating, Maintaining and Updating Daily Reports

Key Learning Outcomes 💡

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

1. Use effective writing skills for sales report writing

2. Organise and track daily targets to write daily sales report

3. Understand Month-to-Date (MTD) Sales and its types

4. Learn the basic mathematical skills required for an In-store promoter

UNIT 6.1: Writing Skills

Unit Objectives

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

- Understand and use effective writing skills for writing sales reports

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-second session of the program which talks about Writing Skills. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

6.1.2 Say

Good morning and a very warm welcome to this training program ''In-Store Promoter''. 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

- Write the steps involved in the selling process.
- What do you understand by objection handling?
- Write any three types of reservations
- What are the reasons for delay in the billing 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

6.1.4 Say

Now let us begin with a new session which is about Writing Skills. In the previous sessions we have had a clear understanding about the Sales Process, now we will talk about Writing Skills.

6.1.5 Ask

Ask the participants to share their understanding about Writing Skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

6.1.6 Do

After the participants have shared their understanding about writing skills, share the same from the Participant Handbook in order to create a better understanding about writing skills.

6.1.7 Elaborate

Writing Skills

Writing is one of the most critical English language skills. Many English learners struggle with writing error-free sentences. Here is a list of things to keep in mind while writing in English:

1. Consistency in the usages of tenses
2. Subject Verb Agreement
3. Usage of Articles
4. Capitalisation
5. Spellings
6. Placement of Adverbs
7. Prepositions after Adjectives
8. Usage of 'I' and 'me'
9. Comparison of Adjectives
10. Showing Possession

Refer to Participant Handbook (Pg- 153-156) to explain the participants in detail about writing skills.

6.1.8 Do

Tell the participants to get ready for an activity on writing skills.
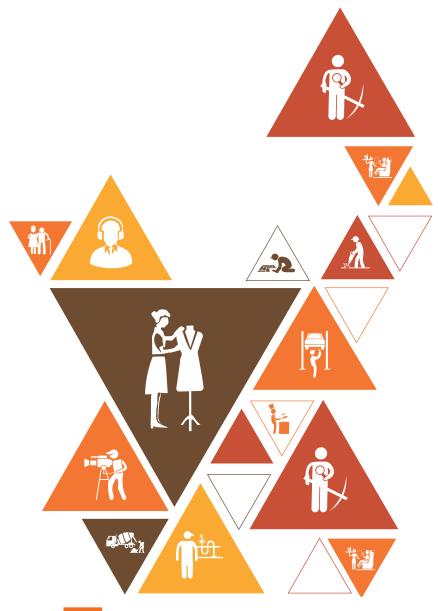
6.1.9 Activity

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

Skill Practice	Time	Resources
Self-study	1 hr	Small writing pads, pens and Participant Handbook

6.1.10 Activity

Provide the each participant with a particular topic and ask them to write on that topic in 200-250 words, in order to check their writing skills

At the end of the practical reiterate the importance of writing, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Skill Practical	8 hrs	Small writing pads, pens and Participant Handbook, Chalk/Marker, blackboard/Flipchart

6.1.11 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 Handbook
- Ensure that all the participants answer every question

UNIT 6.2: Creating, Maintaining and Updating Daily Reports

Unit Objectives ⊙

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

- Understand Month-to-Date (MTD) Sales and its types
- Understand how to maintain daily reports
- Understand the basic mathematical skills required for an In-store promoter

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-third session of the program which talks about creating, maintaining and updating daily reports. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

6.2.2 Say 💬

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - Write the steps involved in the selling process.
   - What do you understand by objection handling?
   - Write any three types of reservations
   - What are the reasons for delay in the billing 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 creating, maintaining and updating daily reports. In the previous

sessions we have had a clear understanding about the Writing Skills, now we will talk about creating, maintaining and updating daily reports.

6.2.5 Do

Share with the participants about: significance of daily sales report.

6.2.6 Elaborate

Daily sales report enables you to understand:

- Which sales were right for you and have played an important role in making your company stronger
- Which sales have made more profit and which have got in loss
- A daily sales report can be considered as a keystone in success of any organization

Refer to Participant Handbook (Pg 159-160) to explain the participants in detail about significance of daily sales report

6.2.7 Do

Tell the participants to get ready for an activity on daily sales report.

6.2.8 Activity

Ask the participants to visit a store and with the help of an In-store Promoter there ask them to prepare a sample of daily sales report. At the end of the practical reiterate the importance of daily sales report, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Small writing pads, pens and Participant Handbook, Chalk/Marker, blackboard/ Flipchart

6.2.9 Say

Let us now discuss about MTD Sales.

6.2.10 Do

Share with the participants about: MTD Sales.

6.2.11 Elaborate

MTD Sales

The Month-to-Date (MTD) 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.

Types of MTD Sales

- Month-to-Date (MTD) Unit Wise Sales

- Month-to-Date (MTD) Model Wise Sales

- Month-to-Date (MTD) Value Wise Sales

Refer to Participant Handbook (Pg 161-162) to explain the participants in detail about MTD Sales.

6.2.12 Do

Tell the participants to get ready for an activity on MTD Sales.

6.2.13 Activity

Ask the participants to visit a store and with the help of an In-store Promoter there prepare an MTD sales chart of a particular month.

At the end of the practical reiterate the importance of MTD sales chart, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Skill Practical	3 hrs	Small writing pads, pens and Participant Handbook, Chalk/Marker, blackboard/Flipchart

6.2.14 Say

Let us now discuss about Mathematical Skills.

6.2.15 Do

Share with the participants about: Mathematical Skills.

6.2.16 Elaborate

Refer to Participant Handbook (Pg163-164) to explain the participants in detail about mathematical skills.

6.2.17 Do

Tell the participants to get ready for an activity on mathematical skills.

6.2.18 Activity

Provide participants with a worksheet that contains sums. Ask the participants to solve it in order to check their progress.

At the end of the practical reiterate the importance of mathematical skills for an In-Store Promoter, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Small writing pads, pens and Participant Handbook, Chalk/Marker, blackboard/ Flipchart

6.2.19 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 Handbook
- Ensure that all the participants answer every question

7. Program Wrap-Up

Unit 7.1 – Interview Skills

Unit 7.2 – FAQ's (Frequently Asked Questions)

TEL/N0100

Key Learning Outcomes

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

1.   Understand what is an interview

2.   Develop the skills to participate in an interview effectively

3.   Know the commonly asked questions in an interview

4.   Revise and integrate the learning of the training program

UNIT 7.1: Interview Skills

Unit Objectives

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

- Understand the concept of Interviews
- Know the important points to remember about an Interview

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-fourth session of the program which talks about Interview skills. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

7.1.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - What is Daily Sales Report (DSR)?
   - What is Month-to-Date (MTD)?
   - Write the three kinds of Month-to-Date (MTD) Sales
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 Interview Skills. In the previous sessions we have had a clear understanding about the creating, maintaining and updating daily reports, now we will talk about Interview Skills.

7.1.5 Do

Share with the participants about: Interview and its importance.

7.1.6 Ask

Ask the participants what is their understanding about Interview and its importance. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

7.1.7 Elaborate

Refer to Participant Handbook to explain the participants in detail about Interview and its importance.

7.1.8 Activity

Make pairs. In each pair, one person will act as an interviewee and another the interviewer. Both have to present the whole process of the interview in front of the group.

Skill Practice	Time	Resources
Skill Practical	10 hrs	Small writing pads, pens and Participant Handbook

7.1.9 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 Handbook
- Ensure that all the participants answer every question

UNIT 7.2: FAQ's (Frequently Asked Questions)

Unit Objectives

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

- Know the commonly asked questions in an interview

Resources to be Used

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

7.2.1 Note

This is the twenty-fifth session of the program which talks about Questions in an Interview. Explain the participants about this concept in details so that they can perform the task related to it smoothly.

7.2.2 Say

Good morning and a very warm welcome to this training program 'In-Store Promoter'. 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
   - Have you ever faced an interview? What happened? What according to you happens in an interview?
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 Questions in an Interview. In the previous sessions we have had a clear understanding about Interview, now we will talk about Questions in an Interview.

7.2.5 Do

Share with the participants about: Questions in an Interview.

7.2.6 Ask

Ask the participants what is their understanding about Questions in an Interview. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

7.2.7 Elaborate

Refer to Participant Handbook to explain the participants in detail about question in an Interview.

7.2.8 Activity

Ask the participants to refer to Participant Handbook and study in detail about the questions asked in an interview, 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 and Participant Handbook

7.2.9 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 Handbook
- Ensure that all the participants answer every question

8. Employability and Entrepreneurship Skills

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 8.1: 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.

8.1.1 Note 📋

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

8.1.2 Say 💬

Good morning and a very warm welcome to this training program 'Waste Water Treatment Plant Helper'. 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

   • List down the preventive guidelines while using ladder.

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 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.

8.1.5 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.

8.1.6 Do ✓

• Share with the participants about common health issues

• Discuss with them the tips to prevent heath issues

8.1.7 Elaborate

Some common health issues are:

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

Tips to prevent heath 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

8.1.8 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.

8.1.9 Do

Share with the participants about 'Swachh Bharat Abhiyan'.

8.1.10 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.

8.1.11 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

8.1.12 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-192) to explain about good and bad habits, in detail.

8.1.13 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

8.1.14 Say

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

8.1.15 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-111) to explain about non-negotiable employee safety habits, in detail.

8.1.16 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.

8.3.17 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.

8.1.18 Do

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

8.1.19 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-194-195) to explain about Maslow's Hierarchy of Needs.

8.1.20 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

8.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (Pg-196).

8.1.22 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.

8.1.23 Do

• Share with the participants about attitude

• Discuss with them about how to cultivate a positive attitude

8.1.24 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-197) to explain about how to cultivate a positive attitude, in detail.

8.1.25 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.

8.1.26 Do

Share with the participants about:
- Qualities of honest people
- Importance of honesty in entrepreneurs

8.1.27 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-198) to explain about importance of honesty in entrepreneurs, in detail.

8.1.28 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

8.1.29 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.

8.1.30 Do

• Share with the participants about elements of strong work ethics

• Discuss with them about fostering a good work ethics

8.1.31 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-199-200) to explain about the following:

• Elements of strong work ethics
• Fostering good work ethics

8.1.32 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

8.1.33 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.

8.1.34 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.

8.1.35 Do

Share with the participants about characteristics of a creative person.

8.1.35 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

8.1.36 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.

8.1.37 Do

Share with the participants about characteristics of highly innovative person.

8.1.38 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

8.1.39 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.

8.1.40 Do

Share with the participants about benefits of time management.

8.1.41 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

8.1.42 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

8.1.43 Do

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

8.1.44 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-202-203) to explain about effective time management techniques.

8.1.45 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

8.1.46 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.

8.1.47 Do

Share with the participants about importance of anger management.

8.1.48 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.

8.1.49 Do

- Discuss with the participants about anger management strategies
- Share with them about tips for anger management

8.1.50 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-204-205) to explain about anger management strategies and tips for anger management.

8.1.51 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.

8.1.52 Do

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress

8.1.53 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

Eternal 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-206-207) to explain about the following:

- Causes of stress
- Symptoms of stress
- Tips to manage stress

8.1.54 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 8.2: 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.

8.2.1 Note 🗒

This is the thirty- third session of the program which talks about digital literacy.

8.2.2 Say 💬

Good morning and a very warm welcome to this training program 'Waste Water Treatment Plant Helper'. 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 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

8.2.4 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.

8.2.5 Say

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

8.2.6 Do

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

8.2.7 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-208-209) to explain about the parts of computer, keyboard and internet terms, in detail.

8.2.8 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.

8.2.9 Do

Share with the participants about popular office products.

8.2.10 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.

8.2.11 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.

8.2.12 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

8.2.13 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-212) to explain about benefits of E-Commerce, in detail.

8.2.14 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

8.2.15 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 8.3: 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.

8.3.1 Note 📋

This is the thirty- fourth session of the program which talks about money matters.

8.3.2 Say 💬

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

8.3.3 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

8.3.4 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.

8.3.5 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.

8.3.6 Do

Let us discuss about benefits of saving.

8.3.7 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-214) to explain about benefits of saving, in detail.

8.3.8 Do

- Share with the participants about types of bank account
- Discuss with them how to open a bank account

8.3.9 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-216-217) to explain about types of bank account and steps involved in opening a bank account, in detail.

8.3.10 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

8.3.11 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.

8.3.12 Do

Share with the participants about difference between fixed and variable cost.

8.3.13 Elaborate

Refer to participant handbook (Pg-218) to explain about difference between fixed and variable cost.

8.3.14 Say

Let us discuss about insurance.

8.3.15 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-219) to explain about types of investment.

8.3.16 Say

There are two types of insurance – Life Insurance and Non-Life or General Insurance.

8.3.17 Do

Share with the participants about Life Insurance and Non-Life or General Insurance.

8.3.18 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-219-220) to explain about Life and General Insurance, in detail.

8.3.19 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

8.3.20 Say

There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

8.3.21 Do

Share with the participants about direct and indirect tax.

8.3.22 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-220-221) to explain about direct and indirect tax, in detail.

8.3.23 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

8.3.24 Do

Share with the participants about the following:

- NEFT
- RTGS
- IMPS

8.3.25 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-222-223) to explain about the following in detail:

- NEFT
- RTGS
- IMPS

8.3.26 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

8.3.27 Do ☑

Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (Pg-224).

8.3.28 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 8.4: 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.

8.4.1 Note 📋

This is the thirty- fifth session of the program which talks about preparing for employment & self employment.

8.4.2 Say 💬

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

8.4.3 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

8.4.4 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.

8.4.5 Say

Let us discuss about how to prepare for an interview.

8.4.6 Do

Share with the participants about how to prepare for an interview.

8.4.7 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-225-226) to explain about steps to follow in order to be well prepared for an interview, in detail.

8.4.8 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

8.4.9 Do

Share with the participants about how to prepare an effective resume.

8.4.10 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-227-229) to explain about steps involved in preparing an effective resume, in detail.

8.4.11 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

8.4.12 Do

Refer to participant handbook (Pg-230-233) to explain the participants about the following:

- Questions asked in an interview
- Basic workplace terminologies

8.4.13 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 8.5: 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.

8.5.1 Note

This is the thirty- sixth session of the program which talks about entrepreneurship.

8.5.2 Say

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

8.5.3 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

8.5.4 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.

8.5.5 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.

8.5.6 Do

- Share with the participants about importance of entrepreneurship
- Discuss with them the characteristics of entrepreneurs

8.5.7 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-235) to explain about characteristics of entrepreneurs.

8.5.8 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

8.5.9 Say

Let us discuss about types of enterprises.

8.5.10 Do

Share with the participants about different types of enterprises.

8.5.11 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-236) to explain about different types of enterprises to the participants.

8.5.12 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.

8.5.13 Do

- Share with the participants about benefits of effective leadership
- Discuss with them about leadership qualities

8.5.14 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-237) to explain about leadership skills, in detail.

8.5.15 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.

8.5.16 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-238) to explain about team work, in detail.

8.5.17 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.

8.5.18 Do ☑

Share with the participants about listening and speaking skills.

8.5.19 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-239-240) to explain about speaking skills, in detail.

8.5.20 Do ☑

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

8.5.21 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

8.5.22 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.

8.5.23 Do ☑

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

8.5.24 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-241) to explain how to access problem solving skills, in detail.

8.5.25 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

8.5.26 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.

8.5.27 Do

• Share with the participants about steps involved in negotiation.

8.5.28 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-242) to explain about steps involved in negotiation, in detail.

8.5.29 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

8.5.30 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.

8.5.31 Do

- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identity new business opportunities

8.5.32 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-243-245) to explain about ways to identity new business opportunities, in detail.

8.5.33 Do

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

8.5.34 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

8.5.35 Do

Share with the participants about ways to identify business opportunities within the business.

8.5.36 Elaborate

Ways to identify business opportunities within the business includes:

- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (Pg-245) to explain about ways to identity business opportunities within the business, in detail.

8.5.37 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.

8.5.38 Do

- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

8.5.39 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-246) to explain about type of entrepreneurs.

8.5.40 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

8.5.41 Do

Share with the participants about entrepreneurial process.

8.5.42 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-247) to explain about entrepreneurial process.

8.5.43 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.

8.5.44 Do

Share with the participants about six domains of entrepreneurship ecosystem.

8.5.45 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.

8.5.46 Do

Share with the participants about key schemes to promote entrepreneurs.

8.5.47 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-248-251) to explain about key schemes to promote entrepreneurs, in detail.

8.5.48 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

8.5.49 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.

8.5.50 Do

• Share with the participants about risk appetite

• Discuss with them about risk appetite statement

8.5.51 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-252) to explain about risk appetite, in detail.

8.5.52 Do

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

8.5.53 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

8.5.54 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.

8.5.55 Do

Share with the participants about characteristics of resilient entrepreneur

8.5.56 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-253) to explain about characteristics of resilient entrepreneur, in detail.

8.5.57 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 8.6: 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.

8.6.1 Note 📄

This is the thirty- seventh session of the program which talks about preparing to be an entrepreneur.

8.6.2 Say 💬

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

8.6.3 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

8.6.4 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.

8.6.5 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.

8.6.6 Do

Share with the participants about 4 Ps of marketing.

8.6.7 Elaborate

4 Ps of marketing is:

- Product

- Price

- Promotion

- Place

Refer to participant handbook (Pg-256-259) to explain about 4 Ps of marketing, in detail.

8.6.8 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 Practice	Time	Resources
Group Discussion	15 mins	Participant handbook, small writing pad, pen

8.6.9 Do

Share with the participants about basic business terminologies by referring to participant handbook (Pg-260-261).

8.6.10 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

8.6.11 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.

8.6.12 Do

Share with the participants about needs and benefits of CRM.

8.6.13 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-262) to explain about benefits of CRM.

8.6.14 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.

8.6.15 Do

Share with the participants about the need and benefits of networking.

8.6.16 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-264) to explain about benefits of networking.

8.6.17 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.

8.6.18 Do

Share with the participants the elements of business plan.

8.6.19 Elaborate

Refer to participant handbook (Pg-264-267) to explain about elements of business plan.

8.6.20 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.

8.6.21 Do

Share with the participants about information which should be offered to bank for funding.

8.6.22 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-268) to explain about information which should be offered to bank for funding, in detail.

8.6.23 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 manger 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 manger 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

8.6.24 Do

Share with the participants as to how to manage an enterpriser.

8.6.25 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-270-271) to explain about steps to manage an enterprise, in detail.

8.6.26 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
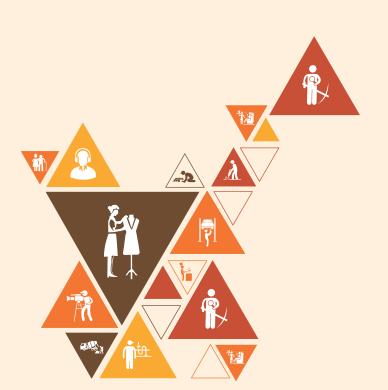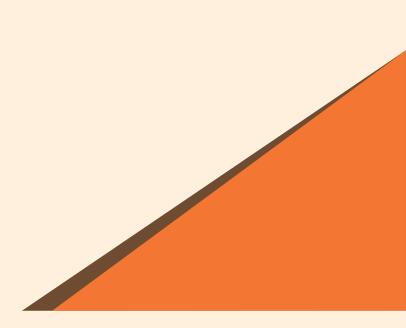- Ensure that all the participants answer every question

9. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure I
Training Delivery Plan

Training Delivery Plan	
Program Name:	Certificate Course in Telecom - In-Store Promoter
Qualification Pack Name & Ref. ID	In-Store Promoter - TEL/Q2101
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	**By the end of this program, the participants will be able to:** 1. Explain the evolution and growth of the mobile handset industry 2. Demonstrate core skills, professional skills, and IT and soft skills required in an In-Store Promoter 3. Illustrate understanding of key concepts of telecom industry 4. Illustrate understating of managing the counter 5. Explain the concept of sales and promotion of handsets 6. Explain the importance of daily reporting for an In-Store Promoter

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Theory/ Practical)
1	Introduction	Objectives of the program	• Explain the overview of the program • Discuss the necessary skills on which the participant will be trained		• Ice-breaker • Word Tree • The Balloon Battle • Match the cards	Small writing pads, pens, hiteboard, markers and a big ball of wool, balloons, rubber bands /threads, pieces of paper	T - 2 hrs P - 0 hr
2	Introduction	Mobile Handset Industry	• Discuss about the mobile handset industry in India • Explain the trends in the industry • List the top mobile handset players in India		• Who are you?	Small writing pads, pens	T - 2 hrs P - 0 hr

3	Introduction	Role of an In-Store Promoter	• Understand the different types of customers • Understand the purchase decision • Understand who an in-store promoter is • Discuss the roles and responsibilities and personal attributes of an In-store promoter		• Find your pair • Quiz • Move to the spot	Pieces of paper and pen and Participant Handbook	T - 1 hr P - 0 hr
4	Key Concepts	Telecom Store Specific Concepts	• Define the various concepts specific to job role • Explain the different types of phones		• Quiz	Small writing pads, pens	T - 4 hrs P - 3 hrs
5	Key Concepts	Customer Service	• Understand the importance of customer service • Explain the characteristics and skills required for excellent customer service • Understand the customers' expectation from an in-store promoter		• What has changed? • Five Islands • Group Discussion	Small writing pads, pens, pencil, eraser	T - 4 hrs P - 3 hrs

6	Key Concepts	Data Confiden- tiality	• Explain data confidentiality and its • Explain the importance of data and client confidentiality in telecom industry		• Skill Practical	Participant Handbook	T - 4 hrs P - 3 hrs
7	Key Concepts	Code of Ethics and Code of Conduct	• Identify the need of following code of ethics and code of conduct • Understand the importance of code of ethics and code of conduct in the job		• Self Study	Small writing pads, pens and Participant Handbook	T - 4 hrs P - 3 hrs
8	Key Concepts	Health and Safety Measures	• Understand the basic health and safety measures • Understand the things to be avoided at the workplace • Explain the importance of safety and precautionary measures at workplace		• Chart Making • Group Discussion	Small writing pads, pens, Participant Handbook, chart paper, pencil, sketch pens, eraser, scale	T - 4 hrs P - 3 hrs
9	Managing the counter	Store Atmosphere	• Understand the atmosphere of the store • Execute the steps to keep the store atmosphere neat and clean	TEL/ N2104 PC-2	• Field Visit	Store	T - 4 hrs P - 7 hrs

10	Managing the counter	Visual Merchan-dising	• Explain the concept of visual merchandising and its impact on the mind of customers • Understand the fixtures in a telecom store • Explain the visual merchandising and handset display norms in a telecom store	TEL/ N2104 PC-3 KB-1	• Tug of War • Passing the parcel • Field Visit	Rope, Parcel	T - 4 hrs P - 7 hrs
11	Managing the counter	Stock Management	• Explain inventory management and its elements • Explain the ways to measure stock • Understand stock management in a retail supply chain • Explain the ways to handle stock	TEL/ N2104 PC-4	• Self-Study • What am I feeling • Quiz • Reflecting on the day	Small writing pad, pen, pencil, Participant Handbook, chalk/ marker, blackboard/ flipchart	T - 4 hrs P - 7 hrs
12	Managing the counter	Personal Grooming	• Identify principles of proper grooming and importance of adhering to proper uniform for an In-Store Promoter	TEL/ N2104 PC-1 SB-1	• Chart Making • Field Visit	Participant Handbook, chart paper, pen, pencil, eraser, scale	T - 4 hrs P - 7 hrs
13	Managing the counter	Language Skills	• Understand basic listening, speaking and reading skills • Implement speaking, listening and reading skills at the workplace	TEL/ N2104-SA-1, TEL/ N2105 SA-1, TEL/ N2106 SA-1	• Quiz • Impromptu Speech	Small writing pads, pens and Participant Handbook	T - 4 hrs P - 7 hrs

14	Sales and Promotion of handsets	Communi-cation Skills	• Understand communication skills • Describe verbal and non-verbal communication & its importance for an In-store Promoter • Understand the art of listening and asking questions	TEL/ N2105-SB-2	• Self-Study • Skill Practical	Small writing pads, pens and Participant Handbook	T - 5 hrs P - 10 hrs
15	Sales and Promotion of handsets	Sales Process	• Understand the sales process and the steps involved in it • Explain how to tackle objections/ reservations • Understand the essential selling skills required for an In-store promoter • Understand up-selling, cross-selling and smooth billing	TEL/ N2105 PC-3, PC-4, PC-5, PC-6, PC-7, KB-2, KB-3, KB-4, KB-5, KB-6	• Skill Practical • Self-Study • Shopping List	Small writing pads, pens, Participant Handbook, list of things to shop	T - 5 hrs P - 15 hrs
16	Basic Computer Skills	Introduction to Computer	• Know about a computer and its different parts		• Self-Study	Small writing pads, pens, Participant Handbook	T - .5 hr P - 0 hr
17	Basic Computer Skills	Microsoft Word	• Understand the use of MS-Word		• Skill Practical • Chart Making • Skill Practical • Skill Practical • Skill Practical • Skill Practical • Skill Practical • Skill Practical • Skill Practical • Quiz	Small writing pads, pens, Participant Handbook, chart paper, pencil, sketch pens, eraser, scale	T - 1 hr P - 5 hrs

18	Basic Computer Skills	Microsoft PowerPoint	• Understand the use of MS-PowerPoint		• Self Study • Skill Practical • Skill Practical • Skill Practical • Skill Practical	Small writing pads, pens, Participant Handbook, computer	T - 1 hr P - 5 hrs
19	Basic Computer Skills	Microsoft Excel	• Understand the use of MS-Excel		• Self Study • Skill Practical • Skill Practical • Skill Practical • Skill Practical • Self Study • Skill Practical • Self Study • Skill Practical • Skill Practical • Self Study	Small writing pads, pens, Participant Handbook, computer	T - 1 hr P - 6 hrs
20	Basic Computer Skills	Internet and Network	• Understand the internet and network • Understand the use of different applications of internet		• Quiz	Participant Handbook	T - .5 hr P - 2 hrs
21	Basic Computer Skills	Typing Practice	• Understand about the keyboard • Type in an efficient way		• Quiz • Self Study	Small writing pads, pens and Participant Handbook	T - 1 hr P - 2 hrs
22	Daily Reporting	Writing Skills	• Understand and use effective writing skills for writing sales reports		• Self Study • Skill Practical		T - 5 hrs P - 8 hrs

23	Daily Reporting	Creating, Maintaining and Updating Daily Reports	• Understand Month-to-Date (MTD) Sales and its types • Understand how to maintain daily reports • Understand the basic mathematical skills required for an In-store promoter	TEL/ N2106 PC-1, PC-2, PC-4, KB-1, KB-2	• Skill Practical • Skill Practical • Skill Practical	Participant Handbook	T - 5 hrs P - 7 hrs
24	Program Wrap up	Interview Skills	• Explain about interview skills		• Skill Practical		T - 5 hrs P - 10 hrs
25	Program Wrap up	FAQ's	• Gain knowledge about the commonly asked questions in an interview		• Self Study	Small writing pad, pens and Participant Handbook	T - 5 hrs P - 0 hrs

Annexure II
Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Telecom - In-Store Promoter	
Job Role	Telecom - In-Store Promoter
Qualification Pack	TEL/Q2101
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.

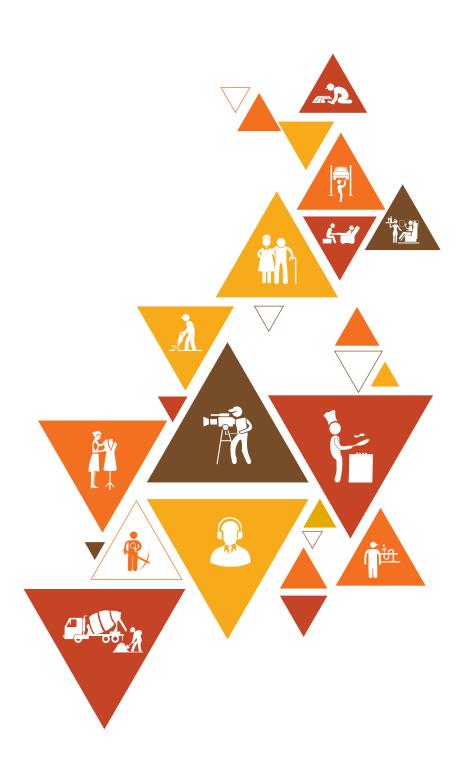| Assessment outcome	Assessment criteria	Total Mark (300)	Marks Allocation		
			Out Of	Theory	Skills Practical
1. TEL/N2104 (Managing the Counter)	PC1. adhere to specified uniform/dress code as per grooming guidelines	100	10	0	10
	PC2. arrange counter and keep it clean and tidy		30	0	30
	PC3. display merchandise, brochures, leaflets to draw customer's attention		30	10	20
	PC4. monitor stock and facilitate stock replenishment		30	10	20
	Total		100	20	80
2. TEL/N2105 (Sale and promotion of handsets)	PC1. obtain sales targets from store manager	100	10	10	0
	PC2. open sales call with enthusiasm to convert into a positive lead		20	5	15
	PC3. probe to identify and address needs of the customer		10	0	10

	PC4. offer and demonstrate varied range of products to walk-in customer		20	10	10
	PC5. handle customer's doubts and objections		10	0	10
	PC6. transit customer smoothly from the sale counter to the billing counter		10	0	10
	PC7. up-sell and cross-sell associated products Knowledge and Understand		20	10	10
	Total		100	35	65
3. TEL/ N2106 (Daily reporting)	PC1. submit reports on daily target versus achievement	100	20	10	10
	PC2. track unit-wise, model-wise, value-wise MTD sales at regular intervals		30	15	15
	PC3. review sales targets versus achievement, with store manager		25	15	10
	PC4. submit stock requirement report, whenever necessary		25	25	0
	Total		100	65	35

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, 80 marks are allotted for Theory and & 120 for Skills Practical.

Notes

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Skill India
कौशल भारत-कुशल भारत

Telecom
Sector
Skill
Council

Price:

978-1-111-22222-45-7