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सत्यमेव जयते
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MINISTRY OF SKILL DEVELOPMENT
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RASCI

Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
FMCG

Occupation
Sales

Reference ID: RAS/Q0604, Version 3.0
NSQF level: 3

Distributor Salesman



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Shri Narendra Modi
Prime Minister of India

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



Acknowledgements

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

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

About this Guide

The facilitator guide (FG) for Distributor Salesman is primarily designed to facilitate skill development and training of people, who want to become a professional Distributor Salesman in various retail stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Retailers Association's Skill Council of India (RASCI) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

- RAS/N0601: Be updated on knowledge of products to be sold and merchandising
- RAS/N0602: Have thorough understanding of business and productivity targets and measures to achieve the same
- RAS/N0603: Learn steps to make an effective sales call
- RAS/N0604: Develop capability for handling credit management of an outlet both receivables and payables
- RAS/N0605: Learn to appreciate the benefits of building good personal relationship with trade and means to handle objections & thereby issue resolution

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

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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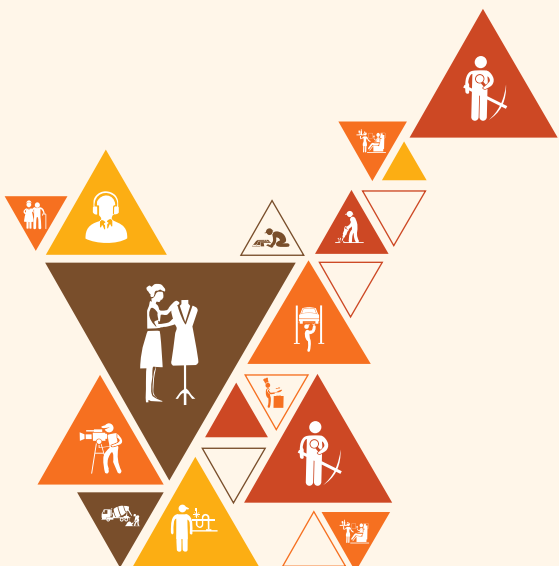
1. Introduction to Fast Moving Consumer Goods (FMCG) Retailing

Unit 1.1 - Introduction to FMCG Industry

Unit 1.2 - Overview of the Role of Distributor Salesman

Unit 1.3 - Vertical Career Progression for a Distribution Salesman

Unit 1.4 - Planning and Organising the Work



Additional
Reading

Key Learning Outcomes



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

1. Discuss the current scenario of the FMCG retailing sector in India
2. Summarise the key marketing strategies followed by the FMCG retailing segment in India
3. Describe the role of a distributor salesman
4. List the roles and responsibilities of a distributor salesman in the Indian context
5. Discuss the various opportunities available for people as a distributor salesman
6. Outline the vertical career progression path for a Distributor Salesman
7. Define the concept of planning
8. Explain the process of planning
9. List the key skills required for a distributor salesman
10. Identify the common sales terminologies used in the FMCG industry.

Unit 1.1: Introduction to FMCG Industry

Unit Objectives

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

1. Outline the scenario of the FMCG retailing sector in India
2. Summarise the key marketing strategies followed by the FMCG retailing segment in India

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

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

Say

Good morning, participants and a very warm welcome to this training program called 'Distributor Salesman.'

Do

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

Note

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

Say

Before starting the training, let us introduce ourselves and get to know each other. We shall play a game.

Each one of us will tell the class their name, hometown, hobbies, and unique quality about themselves, starting with the 1st letter of their name. I will start with mine.

Activity

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of you shall continue with the game with your names till the last person in the circle/ semi-circle participates.”
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.

Remember to:

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

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Say

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

Note

Discuss about the Distributor Salesman, their scope of work, and their required qualities.

Say

Good morning and welcome back to this “Distributor Salesman” training program. Today we shall learn about the FMCG sub-sector.

Ask

Ask the participants the following questions:

- Does anybody know what FMCG is?
- Have you understood what marketing strategies are?

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

Elaborate

In this session, discuss the following points:

- Introduction to the FMCG sub-sector
- Different marketing strategies

Say

Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

Activity

- Conduct a Group Discussion on Dominant marketing strategies.
- Ask the students to specify various marketing strategies in the retail sector in recent times.
- Ask if they have any questions about what they have talked about.
- Close the discussion by summarising the impact of globalisation on the FMGC sub-sector.

Activity	Duration	Resources used
Group Discussion	25 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Do



- Conduct a doubt clarification session, if needed.
- Note down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer.

Unit 1.2: Overview of the Role of Distributor Salesman

Unit Objectives

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

1. Describe the role of a distributor salesman
2. List the roles and responsibilities of a distributor salesman in the Indian context.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools

Note

In this unit, we will discuss about the role of the Distributor Salesman.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today, we shall learn about the role of Distributor Salesman.

Ask

Ask the participants the following questions:

- What do you think a distributor salesman does?

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

Elaborate

In this session, discuss the following points:

- Distributor Management System
- Role of a Distributor salesman
- Roles and Responsibilities of a Distributor Salesman

Say

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

Activity

- Divide the trainees into four groups
- Provide each group with chart paper and markers/sketch pens
- Ask each group to make a chart paper presentation on Distributor Management System.
- Ask them to use graphical representation to depict various stages
- At the end of the activity, ask each group to explain the presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

Do

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

Notes for Facilitation

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

Unit 1.3: Vertical Career Progression for a Distribution Salesman

Unit Objectives

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

1. Discuss the various opportunities available for people as a distributor salesman
2. Outline the vertical career progression path for a Distributor Salesman

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools

Note

In this unit, we will discuss a distribution salesman's vertical career progression.

Say

Good morning and welcome back to this training program on "Distribution Salesman." Today we shall learn about the vertical career progression for a distribution salesman.

Ask

Ask the participants the following questions:

- What do you understand by career progression?

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

Elaborate

In this session, discuss the following points:

- Career opportunities in the FMGC segment
- Career progression for a Distributor salesman

Say

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

Activity

- Divide the trainees into four groups
- Provide each group with chart paper and markers/sketch pens
- Ask each group to make a career progression chart for a Distributor salesman.
- Ask them to use graphical representation to depict various levels of the career.
- At the end of the activity, ask each group to explain their presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

Do

- Allow the audience to ask questions during the presentation
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the Participant handbook

Unit 1.4: Planning and Organising the Work

Unit Objectives

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

1. Define the concept of planning
2. Explain the steps involved in planning
3. Outline the basic FMCG Sales terminologies

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools

Note

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

Say

Good morning and welcome back to this training program on “Distributor salesman.” Today we shall learn about planning and organising the work.

Ask

Ask the participants the following questions:

- Do you think proper planning is required before initiating the work? If yes, why?

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

Elaborate

In this session, discuss the following points:

- Definition of planning
- The planning process:
 - Initial Situation
 - Future Trends
 - Strategic Dimensions
 - Specific Criteria
 - Action Plans
- Basic FMCG Sales terminologies

Say

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

Activity

- This is an individual activity
- Write different FMCG Sales terminologies in paper chits like FMCG, Primary Sales, Secondary Sales, Tertiary Sales, Numeric Distribution, Weighted Distribution, Stock Keeping Unit (SKU), Sales Representatives (SR), Sales Officers (SO), Wholesalers, Trade Schemes, etc.
- Fold each chit so that they look identical.
- Now ask each participant to pick up one chit in front of the class and tell what is written in the chit.
- Allow them 30 seconds to recollect all the information in their mind.
- Now ask them to explain the term written on the chit within 30 seconds.
- Repeat the activity with all the trainees in the class.

Activity	Duration	Resources used
Extempore	30 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

Do

- Ensure that every trainee participates in the activity session
- Ask the participants if they have any questions

Notes for Facilitation

- Ask the participants to answer the questions from the PHB
- Encourage peer learning in the class

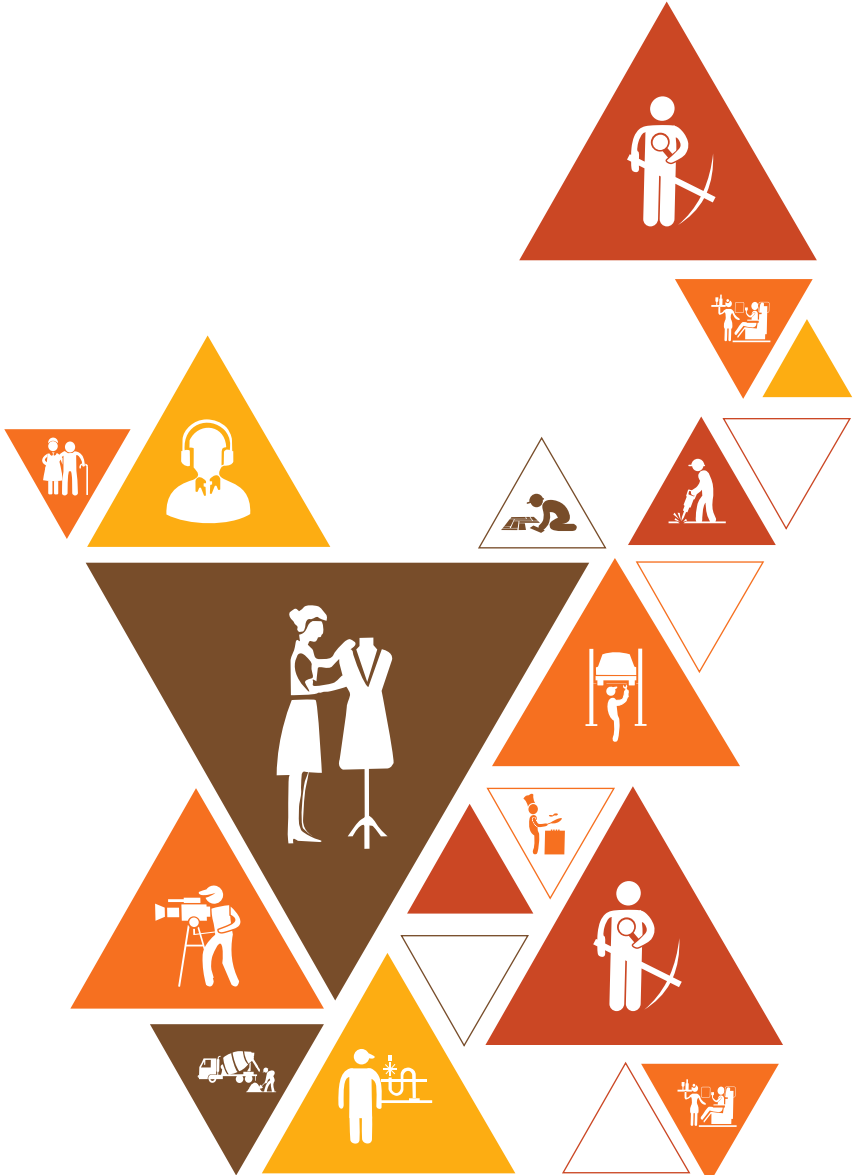
Answers to Exercises for PHB

A. Fill in the blanks:

1. Packaged and ready-to-eat food
2. Brand Building
3. New products
4. Business

Answer the following:

1. UNIT 1.2: Overview of the Role of Distributor Salesman
1.2.2 Job
2. UNIT 1.3: Vertical Career Progression for a Distribution Salesman
1.3.2 Career Opportunities for Distributor Salesman
3. UNIT 1.4: Planning and Organising the Work
1.4.2 Planning Process
4. UNIT 1.2: Overview of the Role of Distributor Salesman
1.2.1 Role of a Distributor Salesman





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2. Products and Merchandising

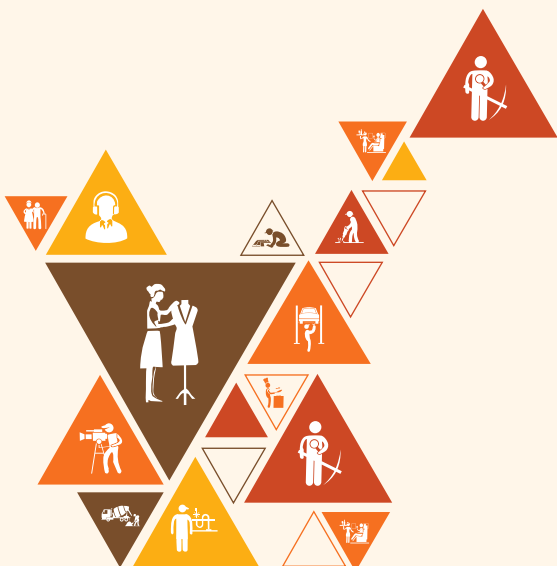
Unit 2.1 - Product Details, Product Portfolio, Schemes, and Offers

Unit 2.2 - The Role of Product Detailer

Unit 2.3 - Merchandising, Use of Point of Purchase (POP) Material and Product Samples

Unit 2.4 - Competition Benchmarking

Unit 2.5 - New/Focus Stock Keeping Unit (SKU)



RAS/N0601

Key Learning Outcomes



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

1. Describe the terms - grammage, price points, and product variants of your own and the competitor
2. Discuss the need to be constantly updated on the knowledge of channel-wise, category-wise, outlet-type-wise schemes
3. Prepare a report to provide relevant information to help supervisors plan trade schemes
4. Explain the role of the Distributor Salesman in acquiring hotspots within the store for product display
5. Outline the process of branding the area surrounding the display shelves/ racks
6. State the importance of clearing clutters around the display
7. Discuss the importance of competitive benchmarking and making own products available for sale at the retailer's store
8. Summarise the importance of knowing Unique Selling Propositions (USPs), features, and the benefits of the products
9. List the steps to make compelling sales calls to convince the outlets to place an order to focus Stock Keeping Unit (SKUs)
10. Discuss the purpose of a planogram
11. Discuss the steps of Merchandising

Unit 2.1: Product Details, Product Portfolio, Schemes, and Offers

Unit Objectives

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

1. Describe the terms grammage, price points, and variants
2. Explain the concept of product portfolio
3. List different types of schemes and offers
4. Explain the need for product-portfolio management

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about product details, product portfolio, schemes, and offers.

Say

Good morning and welcome back to this training program on “Distributor Salesman.” Today we shall learn about product details, product portfolio, schemes, and offers.

Ask

Ask the participants the following questions:

- What do you understand by product details?
- What is a product portfolio?

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

Elaborate

In this session, discuss the following points:

- Product details
 - Grammage
 - Price Points
 - Variants

- Product Mix
- Assortment
- Product Portfolio
- Classification of the Products in a Product Portfolio
- Breaking down Product Portfolio
- Product Portfolio Management
- Schemes and Offers

Say

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

Activity

- Divide the participants into two groups
- Assign a sample product to both groups
- Ensure the same product is assigned to both the groups
- Now, ask one group to identify and note down the product details from the retailer's point of view
- Ask the other group to note down the product details from the consumer's point of view
- Note down all the points on the blackboard

Activity	Duration	Resources used
Identifying product details	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

Do

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

Notes for Facilitation

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

Unit 2.2: The Role of Product Detailer

Unit Objectives

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

1. Define the term product detailing
2. List the uses of product detailer
3. List skills required to use a product detailer
4. Explain the necessity of product-detailing

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the role of the product detailer.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we shall discuss about the role of product detailer.

Ask

Ask the participants the following questions:

- What do you understand by product detailing?

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

Elaborate

In this session, discuss the following points:

- Product Detailing
- Role of a product detailer

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on product detailing
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the role of a product detailer

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, note book, pen, etc.

Do

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

Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Emphasise on proper communication techniques in group discussion

Unit 2.3: Merchandising, Use of Point of Purchase (POP) Material and Product Samples

Unit Objectives

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

1. Explain the importance of merchandising
2. Explain the purpose of POP (Point of Purchase) materials
3. List the elements of merchandising
4. State the purpose of visual merchandising
5. Identify the support structures in merchandising
6. Identify examples of POPs in merchandising
7. State the purpose of a planogram
8. Discuss the steps of merchandising

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools., various communication equipment.

Note

In this unit, we will discuss about merchandising, use of point of purchase (POP) material, and product samples.

Ask

Ask the participants the following questions:

- What is the meaning of Merchandising?
- What is a planogram?

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

Elaborate

In this session, discuss the following points:

- Merchandising and its importance
- Importance of Merchandising
- Concept of POP materials
- Concept of Planogram

- Purpose of a planogram
- Driving Visibility in a Retail Outlet
- Key principles in implementing a Planogram
- POPs in merchandising
- Merchandising Elements
- Purpose of Visual Merchandising
- Merchandising support structures
 - Different tools used for visual merchandising

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- This is an individual activity
- Show pictures of various merchandising support structures on the projector and ask the participants to identify them
- Also, ask them to explain the usages of the same briefly

Activity	Duration	Resources used
Identify the following	30 minutes	Participant handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, notebook, pens, etc.

Do

- Show the following pictures:



- Guide the students in identifying the pictures

Notes for Facilitation



- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class

Unit 2.4: Competition Benchmarking

Unit Objectives

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

1. Describe the purpose of competition benchmarking
2. List the steps for competitive benchmarking and ensuring availability of the products

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss competition benchmarking.

Ask

Ask the participants the following questions:

- What do you understand by competition benchmarking?

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

Elaborate

In this session, discuss the following points:

- Competition benchmarking
- Steps for Competition Benchmarking

Say

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

Activity

- Conduct a group discussion in the class on competition benchmarking
- Ask the participants to summarise the steps for competition benchmarking
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, notebook, pen, etc.

Do

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

Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Emphasise on the proper communication techniques in group discussion

Unit 2.5: New/Focus Stock Keeping Unit (SKU)

Unit Objectives

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

1. State the definition of a Stock Keeping Unit (SKU)
2. Explain the importance of a new/ focus stock-keeping unit (SKU)

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about Stock Keeping Unit (SKU).

Ask

Ask the participants the following questions:

- What do you understand by SKUs?

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

Elaborate

In this session, discuss the following points:

- Stock-keeping Unit (SKU)
- Importance of New/ Focus Stock Keeping Unit (SKU)

Say

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

Activity

- Conduct a group discussion in the class on the importance of New/ Focus Stock Keeping Unit (SKU)
- Ask the participants to summarise few key tasks that will help in focusing on the sales of new products
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, notebook, pen, etc.

Do

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

Notes for Facilitation

- Emphasise on proper communication techniques in group discussion
- Answer all the doubts raised by the participants in the class

Answers to Exercises for PHB

A. Fill in the blanks:

1. Product variants
2. Stock Keeping Unit (SKU)
3. Brochures
4. Planogram

Answer the following:

1. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers
2.1.1 Product Details
2. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers
2.1.2 Product Portfolio
3. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers
2.1.5 Product Portfolio Management
4. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers
Schemes and offers
5. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers
Product Portfolio Management
6. UNIT 2.2: The Role of Product Detailer
2.2.2 Role of a product detailer



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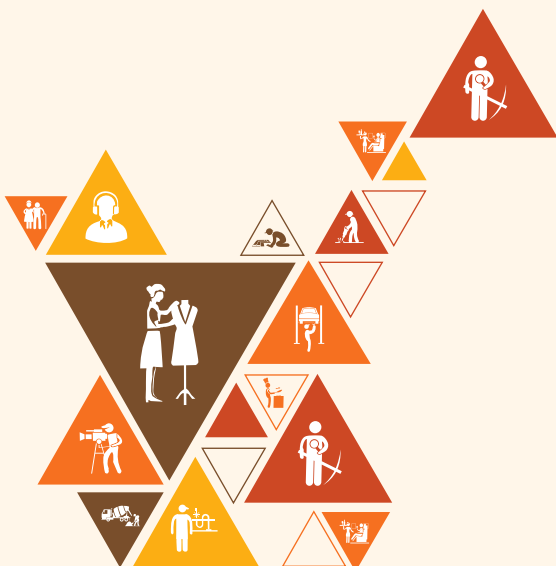
3. Business and Productivity Target

Unit 3.1 - Key Elements of Retailer Interaction

Unit 3.2 - Achieving Productivity and Business Targets

Unit 3.3 - Outlet Categories and Billing Targets

Unit 3.4 - Availability of Newly Launched Products



RAS/N0602

Key Learning Outcomes



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

1. List the basic concepts of marketing
2. List the key attributes of a good distributor salesman
3. Explain the key elements of sales call that help in selling to the retailers
4. Explain the key activities during the daily sales cycle that help in achieving productivity and business targets
5. Identify the key activities that help in achieving category wise route wise outlet targets
6. Explain the importance of ensuring the availability of stocks at distributor points and retail outlets

Unit 3.1: Key Elements of Retailer Interaction

Unit Objectives

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

1. List the basic concepts of marketing
2. List the key attributes of a good distributor salesman
3. Explain the key elements that help in selling to retailers during the sales call

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about key elements of retailer interaction.

Ask

Ask the participants the following questions:

- What do you understand by Marketing?

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

Elaborate

In this session, discuss the following points:

- Basic Concepts of Marketing
- Attributes of a Good Distributor Salesman
- Key Steps of a Sales Cycle
- Key Elements that Help in Selling to Retailers
 - Listen Attentively
 - Ask Probing Questions

Say

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

Activity

- Pair participants up and give them a general discussion topic
- Each trainee takes turns being the speaker or the listener
- When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and offer them a compliment
- Having "Think, Pair, Shares" during lessons and discussions is a great way to practice receiving and sharing what is heard
- Close the session by explaining the importance of active listening during customer handling

Activity	Duration	Resources used
Partner Conversations – Listening Activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens, participant handbook, etc.

Do

- Ensure that all the participants participate in the activity
- Help the students to understand the need for the activity

Notes for Facilitation

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

Unit 3.2: Achieving Productivity and Business Targets

Unit Objectives

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

1. Identify how to analyze overall / productivity targets to set effective objectives
2. Summarise the process of breaking down targets into actionable tasks to achieve them for all categories of outlets
3. Explain how to do stock count and capture order as per SOQ (Suggested Order Quantity) in outlets speedily
4. Identify how to estimate sales from the beat and analyze stock in hand
5. Summarise the process of ensuring the availability of stocks at the retail outlet

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss how to achieve productivity and business targets.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we will discuss about achieving productivity and business targets.

Ask

Ask the participants the following questions:

- What is productivity?

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

Elaborate

In this session, discuss the following points:

- Productivity parameters in achieving business targets
 - Effective Coverage – ECO
 - Line & Total Line Sold – TLS

- Lines Per Productive Call – LPPC
- Line Selling: Sales Gain
- Line Selling: Distribution Gain
- Productivity
- Availability
- Check stocks

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on achieving productivity and business targets
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper target setting in the retail business

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

Do

- Conduct a doubt clarification session, if needed
- Ensure that all the participants participate in the activity

Notes for Facilitation

- Ensure that all the participants answer every question listed in the Participant handbook
- Encourage peer learning in the class

Unit 3.3: Outlet Categories and Billing Targets

Unit Objectives

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

1. Summarise the role of a distributor and process of flow of stocks
2. Identify the different types and categories of retail outlets in Indian Landscape
3. Discuss about outlet billing and meeting outlet billing targets
4. Explain target outlet coverage and route plan
5. Explain why the sales force should be focused
6. Describe how to select an outlet and its respective trade channel

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about, outlet categories and billing targets.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we shall learn about outlet categories and billing targets.

Ask

Ask the participants the following questions:

- What do you understand by the stock flow?
- What is billing?

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

Elaborate

In this session, discuss the following points:

- Role of Distributors and Process of Stock Flow
 - Stock Flow Process for Distributors
 - Stock Flow Process for Super Distributors

- Two Types of Indian Outlet Landscapes
 - General Trade
 - Modern Trade
- Meeting Outlet Billing Targets

Say

Let us participate in an activity to understand the unit better.

Activity

- Divide the participants into two groups
- Provide each group with chart paper and sketch pens
- Ask one of the groups to make a graphical presentation on “Stock Flow Process for Distributors” and another group on “Stock Flow Process for Super Distributors”
- Ask them to make the presentation colorful and attractive
- At the end of the activity, ask each group to explain their presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

Do

- Allow the audience to ask questions during the presentation
- Ensure that all the participants participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class

Unit 3.4: Availability of Newly Launched Products

Unit Objectives

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

1. Identify the role of Distributor Salesman during the launch of products
2. State the importance of ensuring availability of newly launched products
3. Identify how to achieve outlet-wise launch targets

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about availability of newly launched products.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we shall learn about the availability of newly launched products.

Ask

Ask the participants the following questions:

- What do you understand by launching the product?

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

Elaborate

In this session, discuss the following points:

- Launching Technique of Products
- Importance of Availability of Newly Launched Products
- Achieve Outlet-wise Launch Targets

Say



Let us participate in a role-play based activity session to understand the importance of launching new products.

Activity



- Announce to the class that there will be a Think-Pair-Share activity
- Give out a few questions to the class
- Divide the participants into pairs and ask them to discuss the topics and come to a conclusion
- The topics can be like:
 - Launching Technique of Products
 - Importance of Availability of Newly Launched Products
 - How to achieve outlet-wise launch targets
- Ask each of the pairs to share the conclusion with the entire class
- For large classes, choose a certain number of pairs, depending on the time in hand

Activity	Duration	Resources used
Think-Pair-Share activity	45 minutes	Paper, pen, notebook, whiteboard, marker, participant handbook, etc.

Do



- Ensure that the role play meets the session objectives
- Provide each trainee with constructive feedback

Notes for Facilitation



- Answer all the doubts raised by the participants in the class
- Encourage other participants to answer queries

Answers to Exercises for PHB

A. Fill in the blanks:

1. multiple things
2. customer
3. attention
4. body

Answer the following:

1. UNIT 3.2: Achieving Productivity and Business Targets
2. UNIT 3.2: Achieving Productivity and Business Targets
3. UNIT 3.3: Outlet Categories and Billing Targets
4. UNIT 3.4: Availability of Newly Launched Products
5. UNIT 3.4: Availability of Newly Launched Products
6. UNIT 3.4: Availability of Newly Launched Products





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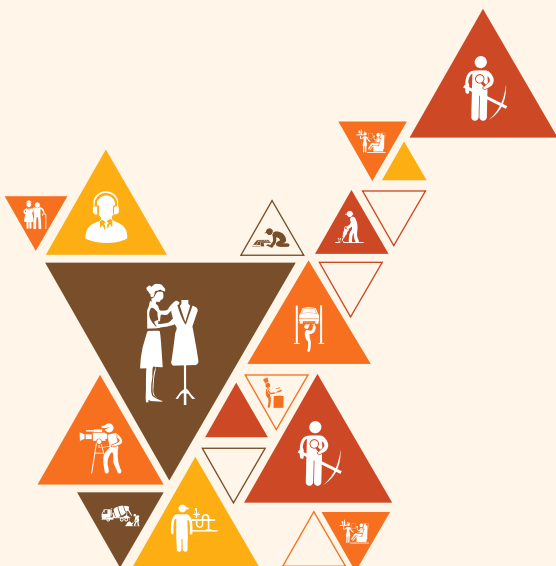
4. Effective Sales Call

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

Unit 4.2 - Scheme Communication and Range Selling

Unit 4.3 - Stock Return, First Manufactured First out (FMFO) and Stock Rotation

Unit 4.4 - Guidelines for Efficiently Servicing the Retailer



RAS/N0603

Key Learning Outcomes



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

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

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

Unit Objectives

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

1. Define the term current stock control system
2. Explain how sales recommendations will boost retailer's sales
3. Discuss all benefits which would accrue to the retailer in a short and concise manner
4. Explain the steps involved in the sales process
5. Prepare open-ended questions to identify retailer's needs

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about estimating sales accurately to avoid out of stock events or overstocking.

Say

Good morning and welcome back to this training program, "Distributor Salesman." Today we shall learn how to estimate sales accurately to avoid out of stock events or overstocking.

Ask

Ask the participants the following questions:

- What do you mean by overstocking?
- What is a stock control system?

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

Elaborate

In this session, discuss the following points:

- Current Stock Control System
- Sales Recommendation to Boost Retailer's Sales
- Benefits Which Would Accrue to the Retailer
- Steps Involved in Sales Process
- Asking Open-ended Questions to the Retailer

Say

Let us participate in a role-play to understand the concept of open-ended questions.

Activity

- This is an individual activity
- Provide the participants with a few sample questions (preferably display the same on the projector)
- Ask the students to identify whether the questions are open-ended or close-ended
- Show them the below mentioned questions:
 - What chemical reactions do you observe every day?
 - How do you think scientists figured out the circumference of the earth?
 - What is a nuclear reaction?
 - What is the circumference of the Earth?
 - What about its maintenance and servicing?
 - How is it delivered?
 - What is the output of this computer program?
 - In what situations would you use this computer program?
 - Why are you interested in this course?
 - How would you go about approaching this problem?
 - Are you taking this course to fill a requirement?
 - What's the next step in this problem?
 - What are some of the pros and cons you're experiencing with group work?
 - Is your group working together?

Activity	Duration	Resources used
Open-ended questions	60 minutes	Pen, notebook, participant handbook, whiteboard, markers, overhead projector, laptop/computer, etc.

Do

- Ensure each trainee participate in the activity
- Ensure that each activity meets the session objectives

Notes for Facilitation

- Encourage other participants to answer questions and boost peer learning in the class
- Answer all the doubts raised by the participants in the class

Unit 4.2: Scheme Communication and Range Selling

Unit Objectives

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

1. Discuss the process of communicating trade schemes to the retailers
2. Explain the importance of range selling
3. Identify the importance of cross-selling and up-selling
4. List the advantages of palmtops/PDAs

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about the scheme communication and range selling.

Ask

Ask the participants the following questions:

- What are trade schemes?
- What is up-selling and Cross-Selling?

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

Elaborate

In this session, discuss the following points:

- Introduction to Scheme Communication
 - Five types of trade schemes
 - How to Use Trade Scheme?
- Range Selling for All Categories
 - Definition of Range Selling
 - Concept of Depth and Width
 - Importance of Range Selling
 - Steps to Handle Range Selling
- Cross-selling and Up-selling
- Advantages of a Palmtop/ PDA

Say



Let us participate in a role-play to understand the concept of up-selling and cross-selling.

Activity



- This session will be a role-play activity
- Divide the participants in groups of three
- Two participants will act as a customer and another one as a seller
- Ask each group to demonstrate either cross-selling or up-selling
- Ask the seller to use convincing techniques to close the sale

Activity	Duration	Resources used
Role Play	60 minutes	Pen, notebook, participant handbook, whiteboard, markers (red, blue, and black),

Do



- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation



- Encourage teamwork and active participation
- Encourage other participants to answer queries

Unit 4.3: Stock Return, First Manufactured First out (FMFO) and Stock Rotation

Unit Objectives

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

1. State the meaning of stock return
2. Identify the importance of freshness norms
3. State the importance of maintaining first-manufactured, first-out (FMFO)
4. Explain the importance of stock rotation
5. Identify methods of mitigating stock loss

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss how the processing of returned goods is done.

Ask

Ask the participants the following questions:

- What is Stock Return?

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

Elaborate

In this session, discuss the following points:

- Stock Return
- Freshness Norms
- FMFO (First Manufactured First Out)
- Stock Rotation
- Process of Checking Stock and Replacing the Damaged Stocks
- Methods of Mitigation of Stock Loss
 - Maintaining Quality of Stocks at Outlets and Storage
 - Storage Conditions

- Storage Methods
- Security systems
- Periodic reports on aging

Say



Let us participate in a group discussion to explore the unit more.

Activity



- This is an individual activity
- Ask the participants to compare the following stock removal strategies:
 - FIFO
 - LIFO
 - FEFO
 - FMFO
- Ask them to mention the use of each technique with an example
- Ask them to mention the pros and cons of each process

Activity	Duration	Resources used
Comparison based activity	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do



- Ensure that all the participants participate in the activity
- Help the students to understand the need for the activity

Notes for Facilitation



- Answer all the doubts raised by the participants in the class
- Encourage peer learning

Unit 4.4: Guidelines for Efficiently Servicing the Retailer

Unit Objectives

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

1. Explain the elements of professional behavior that is needed at work
2. Explain the importance of trust and credibility at work
3. Explain the importance of maintaining personal cleanliness and hygiene

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the guidelines for efficiently servicing the retailer.

Ask

Ask the participants the following questions:

- What do you understand by the term communication?
- What is self-motivation?

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

Elaborate

In this session, discuss the following points:

- Distributor Sales person's Professionalism
 - Effective Communication
 - Communication Cycle
 - Non-Verbal Communication
 - Fundamentals of Planning
 - Develop Self-Motivation
 - Organizational Discipline
 - Time Management
- Trust and Credibility
 - How to Convince a Prospective Customer?
 - Significance of Positive Intent for a Sales Person

- The Effects of Commonality for a Sales Person
- The Effects of Product / Service Expertise for a Sales Person
- Personal Cleanliness and Hygiene
 - Personal Grooming & its Significance
 - Effective Business Introduction

Say



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

Activity



- This is an individual activity
- Ask the participants to prepare a list of any one of the following:
 - Different ways a distributor salesman should maintain hygiene
 - Grooming procedures for a distributor salesman
- Note down the crucial points on the whiteboard at the end of the activity
- Close the activity by sharing your inputs and insight to encourage the students and add to their work

Activity	Duration	Resources used
Prepare a list	45 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do



- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session

Notes for Facilitation



- Ensure each contribution is given fair consideration
- Keep the ambiance constructive and positive

Answers to Exercises for PHB

A. Mention if the following statements are true or false:

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

B. Answer the following:

1. UNIT 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking
Benefits Which Would Accrue to the Retailer
2. UNIT 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking
4.1.4 Steps Involved in Sales Process
3. UNIT 4.2: Scheme Communication and Range Selling
Introduction to Scheme Communication
4. UNIT 4.2: Scheme Communication and Range Selling
4.2.3 Cross-selling and Up-selling
5. UNIT 4.4: Guidelines for Efficiently Servicing the Retailer
Distributor Sales person's Professionalism
6. UNIT 4.4: Guidelines for Efficiently Servicing the Retailer
4.4.3 Personal Cleanliness and Hygiene



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5. Credit Management in Retail Outlet

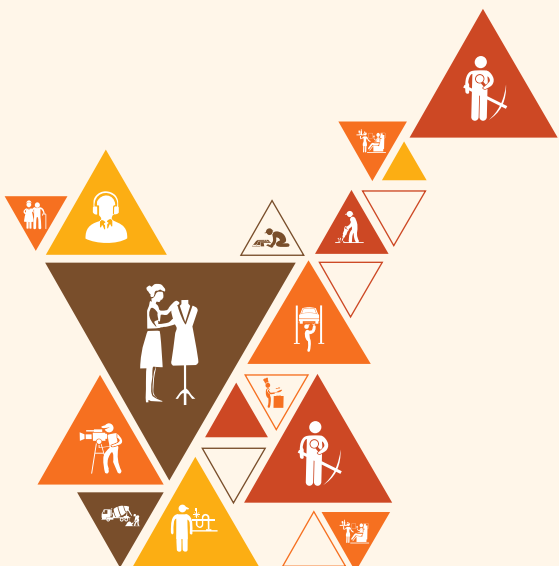
Unit 5.1 - Collecting Information Regarding Pending Bills

Unit 5.2 - Gathering Credit Ageing Information of Retailer Bills

Unit 5.3 - Tracking Pending Payments

Unit 5.4 - Tracking Pending Delivery and Resolving Related Issues

Unit 5.5 - Reconciling Receivables and Payables



RAS/N0604

Key Learning Outcomes



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

1. Explain the need for credit management in retail
2. State the role of distributor salesperson in collecting details of pending invoices
3. Identify and collect the detail of pending invoices
4. Know how to gather credit aging information of retailer bills
5. Identify how to track pending display payment
6. Familiarise with tracking pending delivery and resolving related issues
7. Know how to reconcile receivables and payables with outlets

Unit 5.1: Collecting Information Regarding Pending Bills

Unit Objectives

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

1. Describe the concept of credit management with retailers
2. State the meaning of pending invoices
3. Discuss the role of distributor salesperson in handling pending invoices
4. Analyze the concept of 'due upon receipt

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

This unit will discuss about pending invoices.

Say

Good morning and welcome back to this training program, "Distributor Salesman." Today we will discuss about collecting information regarding pending bills.

Ask

Ask the participants the following questions:

- What do you understand by credit management?
- What is an invoice?

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

Elaborate

In this session, discuss the following points:

- Credit Management
- Pending Invoices
- Role of Distributor Salesman in handling pending invoices
- Plan to Collect Pending Invoices

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on safety precautions to be taken in a store
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the consequences of improper shift handover Conduct a group discussion on the process of collecting pending invoices
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

Do

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

Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Discuss the proper communication technique in group discussion

Unit 5.2: Gathering Credit Ageing Information of Retailer Bills

Unit Objectives

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

1. State the meaning of credit aging
2. Discuss the concept of ageing of receivables and define the ageing schedule
3. Identify the process to gather credit ageing information
4. State the need to collate data and complete documentation accurately

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about gathering credit ageing information of retailer bills.

Ask

Ask the participants the following questions:

- What is credit ageing?
- What are the sources together with credit ageing data?

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

Elaborate

In this session, discuss the following points:

- Credit Ageing
- Ageing of Receivables
- Gathering Credit Ageing Information
- Collating Data and Completing Documentation

Say

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

Activity

- Conduct a group discussion on Credit Ageing
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

Do

- Conduct a doubt clarification session, if needed
- Note down the crucial points on the whiteboard as the participants speak
- Share your inputs and insight to encourage the participants and add to what they talk about

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer

Unit 5.3: Tracking Pending Payments

Unit Objectives

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

1. Identify how to assess pending payments
2. Identify how to assess consumer credit status
3. List the information mentioned in a credit report
4. Identify some factors which should be considered to analyze data in a credit report
5. List the causes of overdue payment
6. List the responsibility of the salesperson in collecting payments

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss the ways to assess pending payments.

Ask

Ask the participants the following questions:

- What do you understand by credit report?

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

Elaborate

In this session, discuss the following points:

- Assessing Pending Payments
- Assessing Consumer Credit Status
- Analysing Data in Credit Report
- Causes of Overdue Payment
- Responsibility of salesman in Collecting Payments

Say

Let us participate in the activity to understand this unit better.

Activity

- Divide the class into three groups
- The participants will have to provide a broad explanation on these topics:
 - Ways to access credit status
 - Ways to analyse data in a credit report
 - Responsibility of salesman in collecting payments
- It is important that the participants present their answers rich in information

Activity	Duration	Resources used
Practice Activity	20 minutes	Notebook, pen, pencil, eraser, participant handbook, chart paper, sketch pen, ruler, whiteboard, marker, etc.

Do

- Note down the crucial points on the whiteboard as the participants speak
- Share your inputs and insight to encourage the participants and add to what they talk about

Notes for Facilitation

- Ask the participants if they have any questions
- Keep the ambiance constructive and positive

Unit 5.4: Tracking Pending Delivery and Resolving Related Issues

Unit Objectives

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

1. Explain how to track the pending delivery
2. Identify how to resolve issues related to pending delivery
3. Identify the key factors related to pending delivery
4. List the advantages of online and mobile-based automated messaging and alerting mechanism

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about tracking pending delivery and resolving related Issues.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we will learn about tracking pending delivery and resolving related issues.

Ask

Ask the participants the following questions:

- What do you understand by order tracking?

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

Elaborate

In this session, discuss the following points:

- Tracking Pending Delivery

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Conduct a group discussion in the class on tracking pending delivery
- Ask the participants what they have learned from this exercise
- Close the discussion by summarising what a distributor salesman takes care of in relation to resolving tracking pending deliveries

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

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

Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Discuss the proper communication technique in group discussion

Unit 5.5: Reconciling Receivables and Payables

Unit Objectives

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

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

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about reconciling receivables and payables.

Say

Good morning and welcome back to this training program, “Distributor Salesman.” Today we will learn about reconciling receivables and payables.

Ask

Ask the participants the following questions:

- What are receivables and payables?

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

Elaborate

In this session, discuss the following points:

- Balancing receivables and payables
- Difference between accounts payables and accounts receivables

Say

Let us participate in a case study to understand this AP/AR better.

Activity

- This is an individual activity
- Ask the participants to study the below scenario carefully:
 - Company A sells merchandise to Company B on credit (with payment terms of 30 days)
 - Company A then records the amount with a credit to sales and a debit to accounts receivable
 - Company B records the purchase as a credit to accounts payable. When the amount of the credit sale is remitted, they will debit the liability in the AP ledger and will credit cash
 - At this point, Company A will debit cash and will credit the current asset
- Considering the above scenario, state whether the below statements are True or False:
 - At the time of the sale, Company A reports a sale and a current asset
 - At the time of the sale, Company B reports a purchase and a current liability
 - At the time of payment, Company A reports a cash increase and an AR decrease
 - At the time of payment, Company B reports a cash decrease and an AP decrease
- Ask the participants to support their answers with proper logic

Activity	Duration	Resources used
Case Study	45 minutes	Participant handbook, Computer or Laptop, overhead projector, whiteboard, markers, notebook, pens, etc.

Do

- Conduct a doubt clarification session, if required
- Encourage non-participating participants to open up and speak

Notes for Facilitation

- Encourage peer learning in the class
- Ensure participants answer the questions given in the Participant handbook

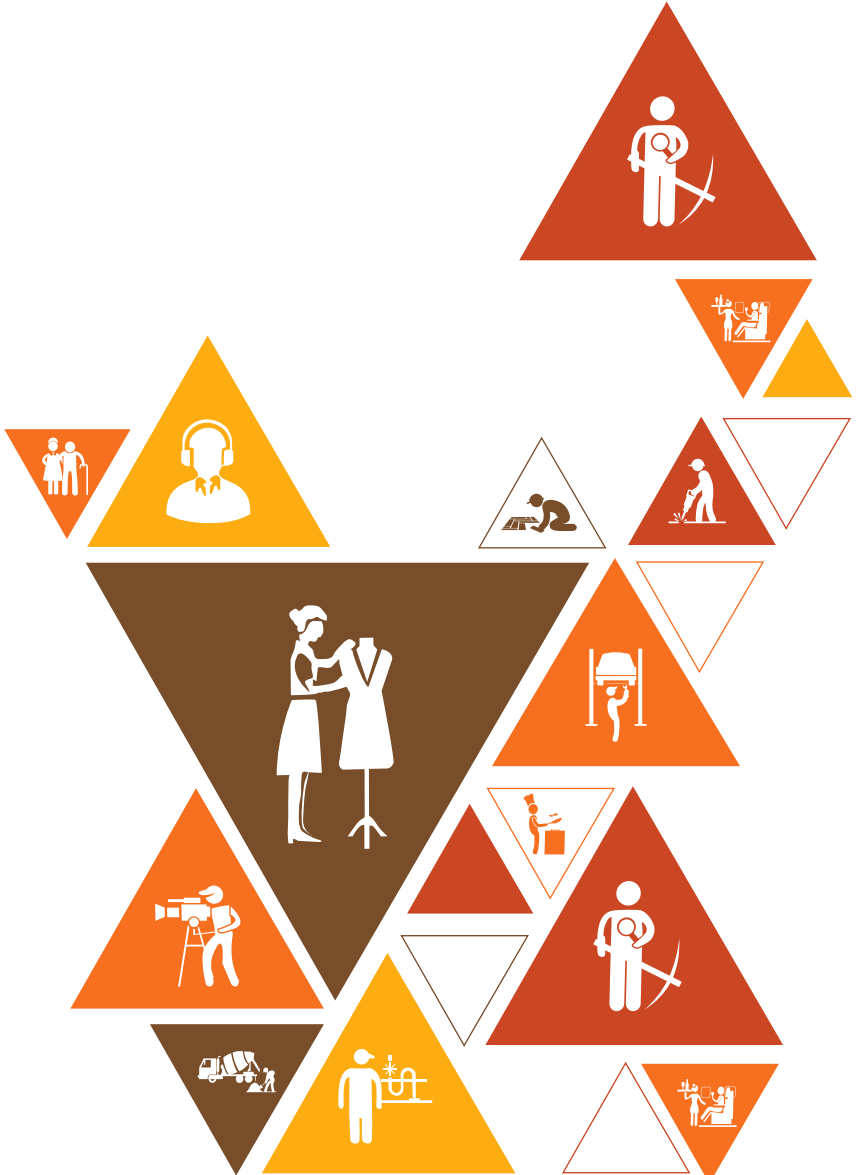
Answers to Exercises for PHB

A. Fill in the blanks:

1. poor debts
2. unpaid
3. overdue
4. receivable dues

B. Answer the following:

1. UNIT 5.1: Collecting Information Regarding Pending Bills
Credit Management
2. UNIT 5.2: Gathering Credit Ageing Information of Retailer Bills
Credit Ageing
3. UNIT 5.3: Tracking Pending Payments
5.3.1 Assessing Pending Payments
4. UNIT 5.3: Tracking Pending Payments
5.3.6 Responsibility of Sales person in Collecting Payments
5. UNIT 5.5: Reconciling Receivables and Payables
Balancing Receivables and Payables
6. UNIT 5.5: Reconciling Receivables and Payables
5.5.2 Difference between Accounts Payables and Accounts Receivables





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Transforming the skill landscape



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Retailers Association's
Skill Council of India

6. Building Relations with Trade

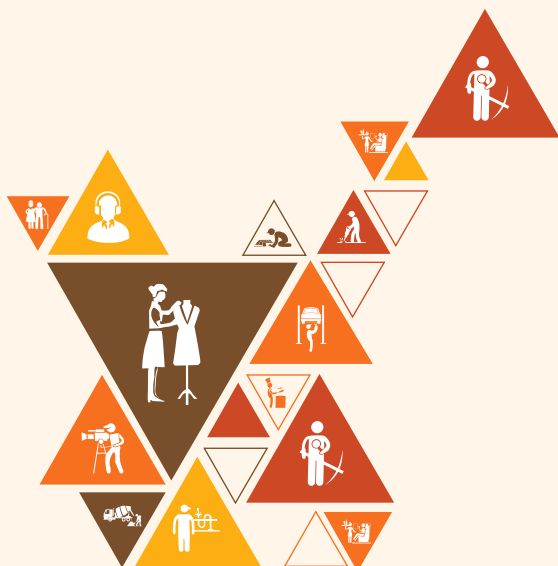
Unit 6.1 - Building Effective Relationship with Retailers

Unit 6.2 - Objection Handling

Unit 6.3 - Retailer's Needs and Problems

Unit 6.4 - Benefits to Retailers from Sale and Promotions

Unit 6.5 - Issue Resolution



RAS/N0605

Key Learning Outcomes



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

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

Unit 6.1: Building Effective Relationship with Retailers

Unit Objectives

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

1. Demonstrate building effective relationships (coach retailer on building rapport with customers)
2. Explain how to improve retailer's customer service skills
3. Illustrate how to ask questions to ensure delivery of exact services that a customer requires
4. Describe how to develop a relationship with a customer

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss ways of building an effective relationship with retailers.

Say

Good morning and welcome back to this training program, "Distributor Salesman." Today we will learn about building an effective relationship with retailers.

Ask

Ask the participants the following questions:

- What do you mean by rapport building?

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

Elaborate

In this session, discuss the following points:

- Building Personal Relationship
- Retailer's Customer Service Skills
- Develop a Relationship with a Customer

Say

Let us participate in a role-play to understand this unit better.

Activity

- This activity will require three volunteers
- Two volunteers will play the role of buyers and another of seller
- The seller will interact with the buyers to understand their exact requirements and then offer a product
- The seller will explain the product features, quality, design, customer service, warranty, price, etc., to sell the product
- The seller has to convince the buyers to buy the product
- On the other hand, the buyers will ask for discounts and negotiate to reduce the price
- The seller has to close the sale with a profit

Activity	Duration	Resources used
Role Play	60 minutes	Participant handbook, Computer or Laptop, overhead projector, whiteboard, markers, notebook, pens, etc.

Do

- Repeat the activity with other participants
- Encourage non-participating participants to open up and speak

Notes for Facilitation

- Discuss the proper communication technique while interacting with the buyers
- Answer all the doubts raised by the participants in the class

Unit 6.2: Objection Handling

Unit Objectives

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

1. Explain the concept of objection handling
2. Discuss objection-handling process
3. List objection-handling techniques and methods

Resources to be Used

Participant handbook, pen, notebooks, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss the importance of objection handling.

Ask

Ask the participants the following questions:

- What is the meaning of objection handling?

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

Elaborate

In this session, discuss the following points:

- Concept of Objection Handling
- Objection-Handling Process
- Objection-Handling Techniques and Methods

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Conduct a group discussion in the class on ways to respond appropriately to customers
- Ask the participants what they have learned from this exercise
- Ask if they have any questions about what they have talked about so far
- Close the discussion by summarising the steps to handle objections

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, computer or laptop, overhead screen, projector, notebooks, pens etc.

Do

- Ensure that all participants participate in the class
- Encourage the non-participating participants to open up and speak

Notes for Facilitation

- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

Unit 6.3: Retailer's Needs and Problems

Unit Objectives

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

1. Understand retailer's needs and requirements
2. Identify retail problems that needs to be addressed

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about the retailers' needs and problems.

Ask

Ask the participants the following questions:

- State any two problems that you think the retailer faces?

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

Elaborate

In this session, discuss the following points:

- Retailer's Needs
- Retail Problems - Need to Address

Say

Let us participate in a group discussion activity to understand this unit better.

Activity

- Conduct a group discussion on problems faced by retailers
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising reporting hazards

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Share your inputs and insight to encourage the participants and add to what they talk about
- Ensure that all participants participate in the class

Notes for Facilitation

- Maintain a cordial environment in the class during the group discussion
- Ask the participants if they have any questions

Unit 6.4: Benefits to Retailers from Sale and Promotions

Unit Objectives

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

1. Explain retailer's benefit from a sale
2. Outline the benefits of sales promotions to retailer
3. Discuss retailer and manufacturer view of discounting

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about sales promotions to retailers.

Say

Good morning and welcome back to this training program, "Distributor Salesman." Today we shall learn about the processes of benefits to retailers from sales and promotions.

Ask

Ask the participants the following questions:

- Does the retailer benefit from the sale and promotions?

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

Elaborate

In this session, discuss the following points:

- Retailer's Benefit
- Benefits of Sales Promotions to Retailer
 - Creation of differentiation
 - Creation of new communication opportunities and new content
 - Sellouts and cross-sell opportunities created
 - Drives customer decision-making

- Word-of-mouth opportunities created
- Training opportunities for staff is created
- Company focus towards marketing is created
- Testing opportunities created
- Growth of revenue
- Retailer and Manufacturer View of Discounting

Say



Let us participate in a role-play based activity to understand the benefits to retailers from sales and promotions.

Activity



- Announce to the class that there will be a Think-Pair-Share activity
- Give out a few questions to the class
- Divide the participants into pairs and ask them to discuss the topics and come to a conclusion
- The topics can be like:
 - Sales promotion helps to drive customer decision-making
 - Sales promotion creates Word-of-mouth opportunities
 - How do Sales and promotion help in the growth of revenue?
- Ask each of the pairs to share the conclusion with the entire class
- For large classes, choose a certain number of pairs, depending on the time in hand

Activity	Duration	Resources used
Think-Pair-Share activity	45 minutes	Paper, pen, notebook, whiteboard, marker, participant handbook, etc.

Do



- Provide each trainee with constructive feedback
- Ensure that the role play meets the session objectives

Notes for Facilitation



- Answer all the doubts raised by the participants in the class
- Encourage other participants to answer the queries raised during the activity

Unit 6.5: Issue Resolution

Unit Objectives

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

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

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools.

Note

In this unit, we will discuss about issue resolution.

Ask

Ask the participants the following questions:

- How do you interpret workplace issues?
- What are the legal issues at the workplace?

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

Elaborate

In this session, discuss the following points:

- Concept of Issue Resolution
- Legal Issues at Workplace

Say

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

Activity

- This is an individual activity
- Write different legal issues at the workplace in paper chits like Defective products, Workplace safety, Wrongful termination, Breaking privacy laws, Social media, Employment status, Working overtime, Workplace discrimination, Illegal labour, Patent infringement, etc.
- Fold each chit so that they look identical
- Now ask each participant to pick up one chit in front of the class and tell what is written in the chit
- Allow them 30 seconds of time to recollect all the information in their mind
- Now ask them to explain the term written on the chit within 30 seconds in front of the class
- Repeat the activity with all the participants in the class

Activity	Duration	Resources used
Extempore	40 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Do

- Conduct a doubt clarification session, if needed
- Encourage the non-participating participants to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

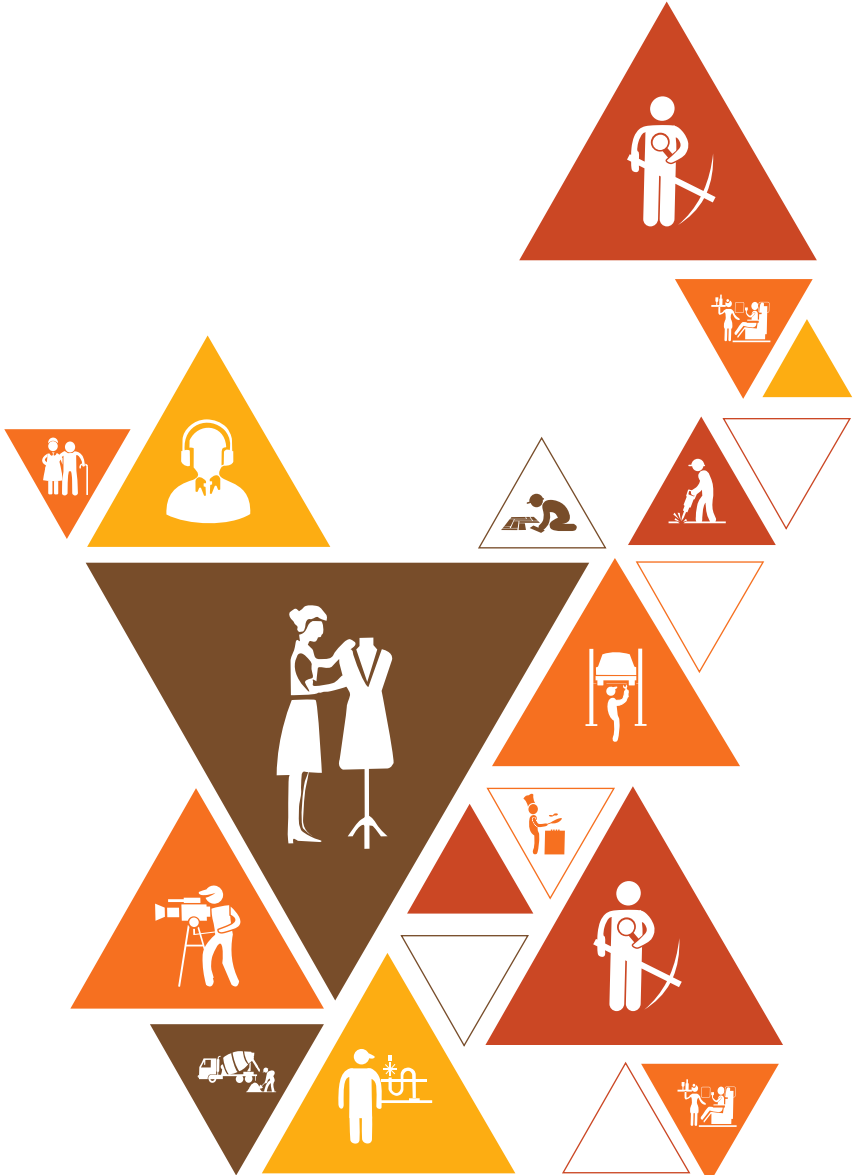
Answers to Exercises for PHB

A. Mention whether the following statements are true or false:

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

B. Answer the following:

1. UNIT 6.1: Building Effective Relationship with Retailers
Building Personal Relationship
2. UNIT 6.2: Objection Handling
Concept of Objection Handling
3. UNIT 6.3: Retailer's Needs and Problems
Retailer's Needs
4. UNIT 6.4: Benefits to Retailers from Sale and Promotions
Retailer's Benefit
5. UNIT 6.4: Benefits to Retailers from Sale and Promotions
Retailer and Manufacturer View of Discounting
6. UNIT 6.5: Issue Resolution
6.5.2 Legal Issues at Workplace





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National
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Transforming the skill landscape



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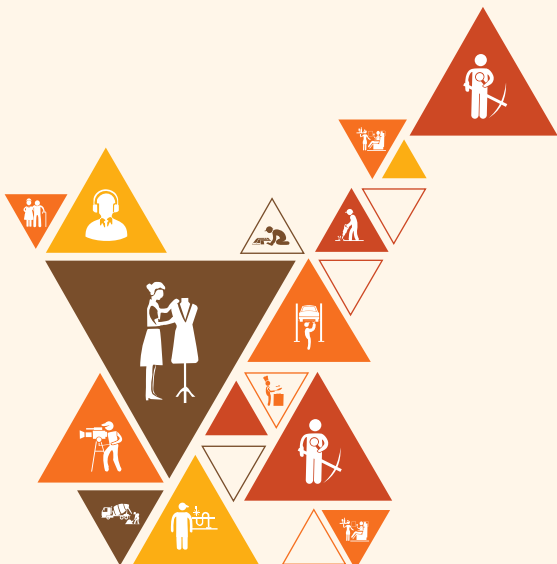
Retailers Association's
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7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Distributor Salesman		
Qualification Pack Name & Ref. ID	RAS/Q0604 VERSION 3.0		
Version No.	3.0	Version Update Date	25-11-2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>After completing this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Be updated on knowledge of Products to be sold and Merchandising 2. Have thorough understanding of business and productivity targets and measures to achieve the same 3. Learn steps to make an affective sales call 4. Develop capability for handling credit management of an outlet both receivables and payables 5. Learn to appreciate the benefits of building good personal relationship with trade and means to handle objections & thereby issue resolution 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to Fast Moving Consumer Goods (Additional Reading)	Introduction to the job role and responsibilities of Distributor Salesman	<ul style="list-style-type: none"> • Discuss about the FMCG Industry • List the role of distributor salesman • Illustrate the vertical career progression for a distribution salesman • Discuss about planning and organising the work 	Bridge module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Participant handbook, note pad, white board, markers, projectors, computer, charts and graphs	0 Theory (0:00) Practical (0:00) (self learning)
2	Be updated on knowledge of Products to be sold and Merchandising	Product details, Scheme information, and Product detailer	<ul style="list-style-type: none"> • Keep self-updated with the current product portfolio and product details – gram, ages, price points and variants of own and competition products and update details periodically. 	RAS / N0601 PC1, PC2, PC3	Classroom lecture / PowerPoint Presentation / Question and Answer	Order Book & Physical Bill Copy; Shelves for Stacking Products; Billing dummy Software;	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Have up to date knowledge on channel wise, category wise, outlet type wise schemes Give relevant information to supervisors to plan relevant schemes/ slabs by outlets and learn to utilise them correctly 			Offer / Policy Signage; Gondola; Products for display (Dummy Cameras and Mobiles); Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Bar Code Machine; Customer Feedback form	
		Merchandising / POP material / Product samples	<ul style="list-style-type: none"> Identify hotspots in an outlet and try to convince the retailer to provide these for displays and achieve high order visibility by the correct deployment of merchandising material Put branding materials on the area surrounding the rack and inside the rack Stock products such as to maximise the number of facings. Obtain natural visibility by clearing cluttered space and stocking the company's products 	RAS / N0601 PC4, PC5, PC6, PC7			8 Theory (4:00) Practical (4:00)
		Product placement	<ul style="list-style-type: none"> Place products next to the competitor brand and maintain category and competition adjacency identify the nature of the complaint from information obtained from customers. 	RAS / N0601 PC8, PC9			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Brand Availability Norms & competition benchmarking	<ul style="list-style-type: none"> Benchmark own product with that of competition as per the norms and accordingly make own products available at an outlet 	RAS / N0601 PC10			8 Theory (4:00) Practical (4:00)
		New/ Focus SKU	<ul style="list-style-type: none"> Articulate USP of New products – Features and benefits to the retailer Make an effective sales call to convince the outlets to place an order for focus SKUs. 	RAS / N0601 PC11, PC12			8 Theory (4:00) Practical (4:00)
		Planogram	<ul style="list-style-type: none"> Category wise product wise placement norms Merchandising & Planogram norms. 	RAS / N0601 KU1, KU2			8 Theory (4:00) Practical (4:00)
		Knowledge of products and hotspots in the outlet	<ul style="list-style-type: none"> Knowledge of products, USPs, benefits in relation to the customers' needs compared to competitive offerings. Availability norms of products. Competition benchmark product details Checking the condition of products samples Identifying hotspots in the outlet & convince retailers for the spot Identifying benchmark competitor products and deciding on product availability 	RAS / N0601 KU3, KU4, KU5, KU6, KU7, KU8			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
3	Have a thorough understanding of business and productivity targets and measures to achieve the same	Overall target / Productivity targets & achievement till date	<ul style="list-style-type: none"> To know all sales objectives and targets for Bills cut, Lines cut, Average bill value, and Unique Outlets Billed. To be aware of target vs. achievement till date and strive towards 100% target achievement. To carry market planner and outlet wise plans made prior to the market visit and be aware of focus categories and plans for the sale of specific category/SKUs by outlet. 	RAS / N0602 PC1, PC2, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Order Book & Physical Bill Copy; Shelves for Stacking Products; Billing dummy Software; Offer / Policy Signage; Gondola; Products for display (Dummy Cameras and Mobiles); Coupons and Vouchers; Credit Notes; Currency Notes of different Denominations; Bar Code Machine; Customer Feedback form	8 Theory (4:00) Practical (4:00)
		Category wise outlet billing as per plan	<ul style="list-style-type: none"> To ensure category and outlet wise billing targets are met 	RAS / N0602 PC4			8 Theory (4:00) Practical (4:00)
		Day or route objective	<ul style="list-style-type: none"> To ensure category wise and outlet wise billing targets are met on the route Cover all target outlets/ entire route and take note of new outlets / closed outlets in the beat Update info on the type of outlet and its respective trade channel. 	RAS / N0602 PC5, PC6, PC7			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		New Launch products	<ul style="list-style-type: none"> Ensure availability of new launch products as per availability norms Set beat and outlet wise targets to achieve launch targets 	RAS / N0602 PC8, PC9			8 Theory (4:00) Practical (4:00)
		Check stock availability at the distributor point	<ul style="list-style-type: none"> Everyday check the stock position of each SKU at the distributor point. Estimate sales from the beat and optimize order as per stock available on hand Coordinate with supervisor and discuss on the action plan for out of stock SKUs Check the stock available in the selling area/ shelves Check stocks available in the backroom for reserves Stock check for all brand and capture orders as per SOQ 	RAS / N0602 PC10, PC11, PC12, PC13, PC14, PC15			8 Theory (4:00) Practical (4:00)
		Product availability and stock knowledge	<ul style="list-style-type: none"> Productivity parameters and targets Product availability/ benchmarking norms and launch plan Route knowledge with details of outlets in a route Classification of outlets by type and profile Stock replenishment cycle of the organization Organization's guidelines in case of stock out 	RAS / N0602 KU1, KU2, KU3, KU4, KU5, KU6			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Stock analysis and sales objectives	<ul style="list-style-type: none"> Understanding and analysing overall / productivity targets to set effective objectives. Breaking down objectives into actionable tasks to achieve goals Maintain routes and help the supervisors in maintaining the same To do stock count and capture order as per SOQ in outlets speedily Estimating sales from the beat and analysing stock in hand at the distributor's point to forecast demand 	RAS / N0602 KU7, KU8, KU9, KU10, KU11			8 Theory (4:00) Practical (4:00)
4	Learn steps to make an effective sales call	Estimate sales accurately	<ul style="list-style-type: none"> Analyse current stock on hand and sales of the outlets. Advising retailers for optimum order depending on the need and projected sell out and need for reserve stocks that need to be maintained to avoid stock outs. 	RAS / N0603 PC1, PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Order Book & Physical Bill Copy; Shelves for Stacking Products; Billing dummy Software; Offer / Policy Signage; Gondola; Products for display (Dummy Cameras and Mobiles); Coupons and Vouchers; Credit Notes;	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Avoid OOS (or Over-stocking)	<ul style="list-style-type: none"> Explain how the recommendation will boost the retailer's sales. Communicate all benefits which would accrue to the retailer in a short and concise manner. Asking open ended questions considering the retailer's needs leading to the retailer accepting advice on the purchase. 	RAS / N0603 PC3, PC4, PC5		Currency Notes of different Denominations; Bar Code Machine; Customer Feedback form	8 Theory (4:00) Practical (4:00)
		Scheme communication and Range selling for all categories	<ul style="list-style-type: none"> Ensure that the relevant schemes/ slabs are discussed with the retailer after gauging the potential of the outlet. Analyse competition schemes and leverage on company's schemes to increase sales vis-a-vis that of competition Ensure range selling by leveraging on own brand already available in the retail outlet and strengthen portfolio presence in the outlet 	RAS / N0603 PC6, PC7, PC8			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Function-ality of Palmtop/ Handheld device and its features	<ul style="list-style-type: none"> Route list & outlet list in the palmtop/handheld device and its usage Product list & Scheme details available in the palmtop Order capture process in palmtop/handheld Reports available in the palmtop/ handheld – Summary reports / Productivity reports Retail survey features available in the palmtop Ensure the correct syncing process is followed. 	RAS / N0603 PC9, PC10, PC11, PC12, PC13, PC14			8 Theory (4:00) Practical (4:00)
		Freshness norms, FMFO, stock rotation, Stock return & D&D re-placements	<ul style="list-style-type: none"> Check stock physical condition and freshness Arrange stock as per FMFO and even educate retailers on FMFO. Do stock rotation in those outlets where the movement of stocks is very low. Carry out a stock rotation in case stock movement is very low Replace damaged or expired goods with fresh stocks and enter information about damaged goods in the handheld device. 	RAS / N0603 PC15, PC16, PC17, PC18, PC19			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Follow guidelines that please the re-tailer and Enter order details correctly in the palmtop	<ul style="list-style-type: none"> Maintaining a pleasing personality is a must for an effective sale call. (Clean and ironed clothes, smile on face) Maintain appropriate distance from the Retailer /outlet owner Maintain proper posture while talking with the retailer and not to lean or place hands in pockets or bend shoulders. Do not indulge in any act that may irritate the retailer. Speak clearly in a soft tone without stammering or hesitation. Maintain proper eye contact with the retailer Enter ordered quantity against each SKU ordered. Submit the orders and check the summary of the order. Communicate the order value to the retailer. 	RAS / N0603 PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28			8 Theory (4:00) Practical (4:00)
		Organizational process regarding stock handling	<ul style="list-style-type: none"> Sales call process & procedures as defined by the organization. Schemes and promotions own as well as competition. Freshness norms, Stock rotation & Stock return norms of the organization 	RAS / N0603 KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Schemes that are active for the current month for each category and channel. Availability norms of the organization Estimating sales of the outlet Estimating stock requirement for the outlet Using handheld order taking device given by the organization Check the physical condition and shelf life of the stock Identify stock movement at an outlet level and perform stock rotation if needed Negotiation and convincing skills for range selling 				
5	Develop capability for handling credit management of an outlet, both receivables and payables	Pending invoices	<ul style="list-style-type: none"> Every day before starting the beat, collect details of pending invoices from the distribution point 	RAS / N0604 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Order Book & Physical Bill Copy; Shelves for Stacking Products; Billing dummy Software; Offer / Policy Signage; Gondola; Products for display (Dummy Cameras and Mobiles); Coupons and Vouchers; Credit Notes;	8 Theory (4:00) Practical (4:00)
		Credit ageing information	<ul style="list-style-type: none"> Gather credit ageing information of retailer bills and set beat objectives accordingly 	RAS / N0604 PC2			8 Theory (4:00) Practical (4:00)
		Pending display payments	<ul style="list-style-type: none"> Keep track of pending display payments and keep the distributor and organization's representative aware of the status 	RAS / N0604 PC3			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Pending deliveries	<ul style="list-style-type: none"> Resolve issues due to pending delivery and keep distributor and organization's representative aware of the status. 	RAS / N0604 PC4		Currency Notes of different Denominations; Bar Code Machine; Customer Feedback form	8 Theory (4:00) Practical (4:00)
		Receivables and payables	<ul style="list-style-type: none"> Reconcile both receivables and payables to outlets and settle all queries by customers on these issues 	RAS / N0604 PC5			8 Theory (4:00) Practical (4:00)
		Collection and payments	<ul style="list-style-type: none"> Credit & collection norms of the distributor and the organization Display payment norms of the organization and outlet wise status Assessing pending payments and consumer credit status. 	RAS / N0604 KU1, KU2, KU4			8 Theory (4:00) Practical (4:00)
		Delivery norms	<ul style="list-style-type: none"> Delivery norms of the organization. On time and in full delivery of all his orders. 	RAS / N0604 KU3, KU5			8 Theory (4:00) Practical (4:00)
6	Learn to appreciate the benefits of building a good personal relationship with trade and means to handle objections & thereby issue resolution	Rapport building	<ul style="list-style-type: none"> Make a rapport with the trade based on punctuality, regularity, courtesy, mannerism, and interest in increasing the retailer's business and uplifting the outlet's appearance. 	RAS / N0605 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Order Book & Physical Bill Copy; Shelves for Stacking Products; Billing dummy Software; Offer / Policy Signage; Gondola; Products for display (Dummy Cameras and Mobiles); Coupons and Vouchers;	8 Theory (4:00) Practical (4:00)
		Active listening while interacting with the retailer	<ul style="list-style-type: none"> Listen to Retailers patiently and understand their needs and problems. 	RAS / N0605 PC2			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Open and closed ended ques-tions	<ul style="list-style-type: none">Use open ended/ closed ended questions to seek clarification on the retailer's problems and grievances.	RAS / N0605 PC3		Credit Notes; Currency Notes of different Denom-inations; Bar Code Machine; Customer Feedback form	8 Theory (4:00) Practical (4:00)
		Explaining benefits to the retailer	<ul style="list-style-type: none">Explain the benefits that the retailer will have from the sale	RAS / N0605 PC4			8 Theory (4:00) Practical (4:00)
		Objection handling and issue resolution	<ul style="list-style-type: none">Handle objection and resolve issues by himself / escalate to his supervisor that is beyond his purview	RAS / N0605 PC5			8 Theory (4:00) Practical (4:00)
		Customer relationship manage-ment	<ul style="list-style-type: none">Customer relationship management norms of the organization	RAS / N0605 KU1			8 Theory (4:00) Practical (4:00)
		Negotiation skills	<ul style="list-style-type: none">Negotiation and objection handling skills	RAS / N0605 KU2			8 Theory (4:00) Practical (4:00)
							Total Duration 280:00
Total Duration							Theory Duration 140:00 Practical Duration 140:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS






Assessment Criteria for Distributor Salesman	
Job Role	Distributor Salesman
Qualification Pack	RAS/Q0604, Version 3.0
Sector Skill Council	Retailers Association's Skill Council of India






S. 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	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each
6	To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

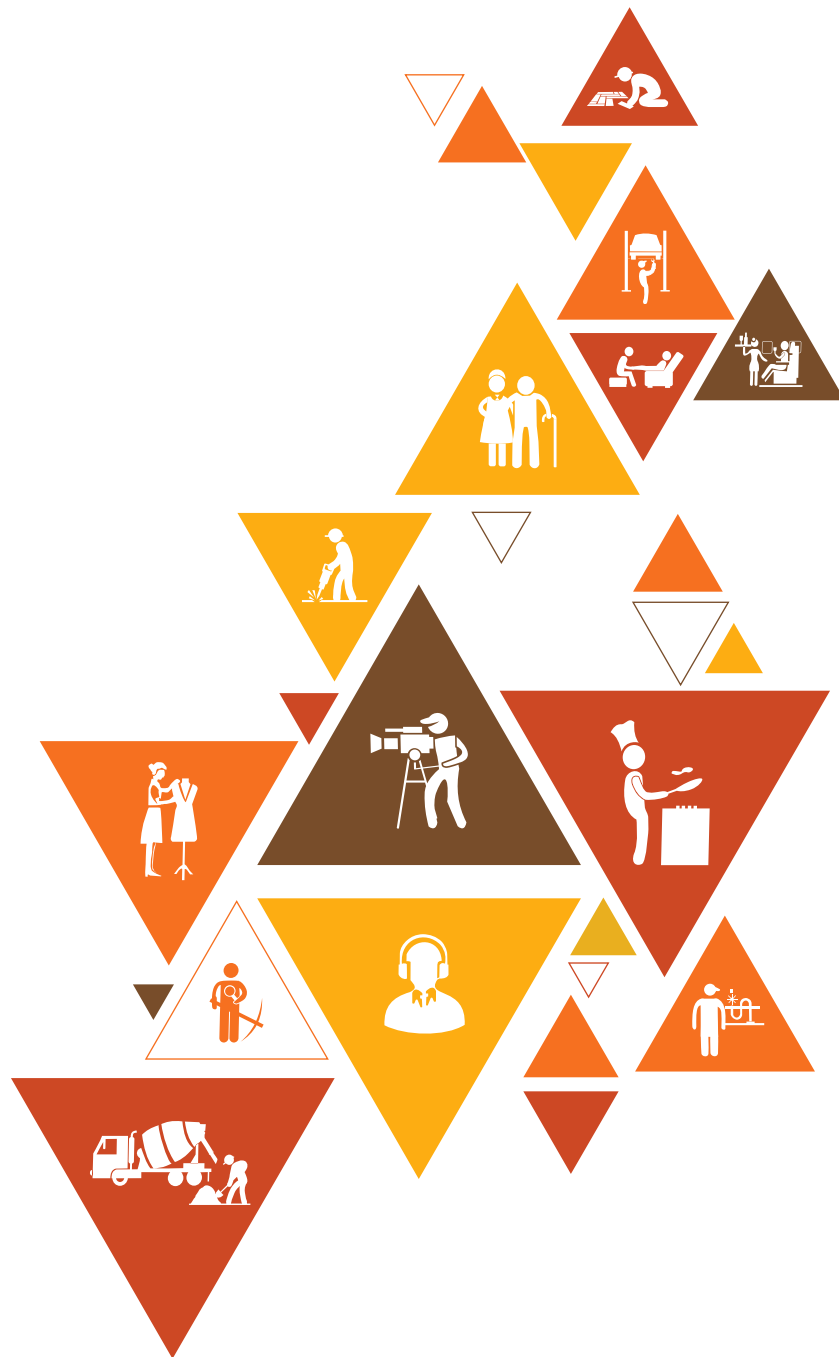
Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0601: Be updated on knowledge of products to be sold and merchandising	PC1. update self about current product portfolio and product details grammages, price points and variants of own and competition products and update details periodically	5	5
	PC2. acquire up-to-date knowledge on channel wise, category wise, outlet type wise schemes	5	5
	PC3. give relevant information to supervisors to plan relevant schemes/ slabs by outlets and learn to utilise correctly	5	5
	PC4. identify hotspots in an outlet and try to convince the retailer to provide these for displays and achieve high order visibility by correct deployment of merchandising material	5	5
	PC5. put branding materials on the area surrounding the rack and inside the rack	2.5	2.5
	PC6. stock products to maximise number of facings	2.5	2.5
	PC7. obtain natural visibility by clearing cluttered space and stocking companys products	5	5
	PC8. identify the nature of the complaint from information obtained from customers.	2.5	2.5

	PC9. place products next to the competitor brand and maintain category and competition adjacency	2.5	2.5
	PC10. benchmark own product with that of competitors as per the norms and accordingly make own products available at an outlet	5	5
	PC11. articulate USP of New products Features and benefits to the retailer	5	5
	PC12. make an effective sales call to convince the outlets to place order for focus SKUs	5	5
	NOS Total	50	50
RAS/N0602: Have thorough understanding of business and productivity targets and measures to achieve the same	PC1. understand all sales objectives and targets for Bills cut, Lines cut, Average bill value and Unique Outlets Billed	5	5
	PC2. understand target vs. achievement till date and strive towards 100% target achievement	5	5
	PC3. carry market planner and outlet wise plans made prior to the market visit and be aware of focus categories and plans for sale of specific category/SKUs by outlet	5	5
	PC4. ensure category and outlet wise billing targets are met	2.5	2.5
	PC5. ensure category wise and outlet wise billing targets are met on the route	2.5	2.5
	PC6. cover all target outlets/entire route and take note of new outlets/closed outlets in the beat	5	5
	PC7. update info on the type of outlet and its respective trade channel	2.5	2.5
	PC8. ensure availability of new launch products as per availability norms	2.5	2.5
	PC9. set beat and outlet wise targets to achieve launch targets	2.5	2.5
	PC10. check stock position of each SKU everyday at the distributor point.	2.5	2.5
	PC11. estimate sales from the beat and optimize order as per stock available on hand	2.5	2.5
	PC12. coordinate with supervisor and discuss on action plan for out-of-stock SKUs	2.5	2.5
	PC13. check the stock available in the selling area/shelves	2.5	2.5
	PC14. check stocks available in the backroom for reserves	2.5	2.5
	PC15. check stocks for all brand and capture order as per SOQ	5	5
	NOS Total	50	50
RAS/N0603: Learn steps to make an effective sales call	PC1. analyze current stock on hand and sales of the outlets.	2	2
	PC2. advise retailers for optimum order depending on the need and projected sell out and need for reserve stocks that needs to be maintained to avoid stockouts.	2	2
	PC3. explain how the recommendation will boost retailers sales.	2	2
	PC4. communicate all benefits which would accrue to the retailer in short and concise manner.	2	2
	PC5. ask open ended questions considering the retailers needs leading to the retailer accepting advice on purchase.	2	2
	PC6. ensure that the relevant schemes/ slabs are discussed with the retailer after gauging the potential of the outlet.	2	2
	PC7. analyse competition schemes and leverage on companys schemes to increase sales vis-a-vis that of competition	2	2
	PC8. ensure range selling by leveraging on own brand already available in the retail outlet and strengthen portfolio presence in the outlet	2	2
	PC9. route list & outlet list in the palmtop/handheld device and its usage	2	2
	PC10. ensure product list & scheme details are available in the palmtop	2	2

	PC11. Implement order capture process in palmtop/handheld	2	2
	PC12. ensure summary reports / productivity reports are available in the palmtop/hand held	2	2
	PC13. ensure retail survey features available in the palmtop	2	2
	PC14. ensure correct syncing process is followed.	2	2
	PC15. check stock physical condition and freshness	2	2
	PC16. arrange stock as per FMFO and even educate retailer on FMFO.	2	2
	PC17. do stock rotation in those outlet where the movement of stocks is very low.	2	2
	PC18. carryout stock rotation in case stock movement is very low	1	1
	PC19. replace damaged or expired goods with fresh stocks and enter information about damaged goods in the handheld device.	2	2
	PC20. maintain a pleasing personality for an effective sale call (clean and ironed clothes, smile on face)	2	2
	PC21. maintain appropriate distance from the retailer /outlet owner	1	1
	PC22. maintain proper posture while talking with the retailer and not to lean or place hands in pockets or bend shoulders	1	1
	PC23. refrain from indulging in any act that may irritate the retailer	2	2
	PC24. speak clearly in a soft tone without stammering or hesitation	1	1
	PC25. maintain proper eye contact with the retailer	2	2
	PC26. enter ordered quantity against each sku ordered	2	2
	PC27. submit the orders and check summary of the order	2	2
	PC28. communicate the order value to the retailer	2	2
	NOS Total	50	50
RAS/N0604: Develop capability for handling credit management of an outlet both receivables and payables	PC1. collect details of pending invoices from the distribution point everyday before starting the beat	10	10
	PC2. gather credit ageing information of retailer bills and set beat objectives accordingly	10	10
	PC3. keep track of pending display payments and keep the distributor and organizations representative aware of the status.	10	10
	PC4. resolve issues due to pending delivery and keep distributor and organizations representative aware of the status.	10	10
	PC5. reconcile both receivables and payables to outlets and settle all queries by customers on these issues	10	10
	NOS Total	50	50
RAS/N0605: Learn to appreciate the benefits of building good personal relationship with trade and means to handle objections & thereby issue resolution	PC1. build rapport with the traders based on punctuality, regularity, courtesy, mannerism and interest in increasing retailers business and uplifting the outlets appearance	10	10
	PC2. listen to retailers patiently and understand their needs and problems	10	10
	PC3. use open-ended questions to seek clarification on retailers problems and grievances	10	10
	PC4. explain the benefits that the retailer will have from the sale	10	10
	PC5. handle objection and resolve issues by himself/herself or escalate to the supervisor that are beyond his/her purview	10	10
	NOS Total	50	50

Module No.	Unit No.	Topic Name	Page No in the PHB	Link for QR Code (s)	QR code (s)
Chapter 1 - Introduction to Fast Moving Consumer Goods (FMCG) Retailing	Unit 1.1 - Introduction to FMCG Industry	1.1.1 Introduction to the FMCG Sub-sector	11	https://www.youtube.com/watch?v=X2aFwzkQH9A	 Tata FMCG Product Distributorship
Chapter 2 - Products and Merchandising	Unit 2.3 - Merchandising, Use of Point of Purchase (POP) Material and Product Samples	2.3.1 Merchandising and its Importance	34	https://www.youtube.com/watch?v=Zq0nEkrJ5rg	 Purpose of Plannogram
		2.3.2 Concept of POP Materials	34	https://www.youtube.com/watch?v=d5jx5pwMdg	 Merchandising Principles
		2.3.5 Merchandising Support Structures	34	https://www.youtube.com/watch?v=2DhQ35UJj2Y	 Merchandising themes
Chapter 3 - Business and Productivity Target	Unit 3.2 - Achieving Productivity and Business Targets	3.2.1 Productivity Parameters in Achieving Business Targets	49	www.youtube.com/watch?v=CfYrZTauckU	 Direct trade

Module No.	Unit No.	Topic Name	Page No in the PHB	Link for QR Code (s)	QR code (s)
Chapter 4 - Effective Sales Call	Unit 4.1 - Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking	4.1.1 Current Stock Control System	74	https://www.youtube.com/watch?v=r7FoV4XoAaw	 RFID in fashion – For reliable stock management
	Unit 4.3 - Stock Return, First Manufactured First Out (FMFO) and Stock Rotation	4.3.3 FMFO (First Manufactured First Out)	74	https://www.youtube.com/watch?v=jxCG9MxIoK0	 Inventory management (FIFO-LIFO)
	Unit 4.3 - Stock Return, First Manufactured First Out (FMFO) and Stock Rotation	4.3.4 Stock Rotation	74	https://www.youtube.com/watch?v=7Ls47gOpNOA	 Stock Rotation
Chapter 6 - Building Relations with Trade	Unit 6.1 - Building Effective Relationship with Retailers	6.1.1 Building Personal Relationship	109	www.youtube.com/watch?v=FXHD4VPWkrk	 Be a successful sales person
	Unit 6.1 - Building Effective Relationship with Retailers	6.1.1 Building Personal Relationship	109	www.youtube.com/watch?v=IQsbFaNZLm4	 How to make sales effective





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