



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



Facilitator Guide



Sector
Automotive

Sub-Sector
Automotive Vehicle Sales (Dealer)

OCCUPATION:
Vehicle Sales

QP CODE: ASC/Q1001, Version - 5.0
NSQF LEVEL: 4

Automotive Sales Executive



Scan this QR Code to access eBook



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

Automotive Skill Development Council (ASDC) acknowledges the contribution of all the individuals and organizations who have contributed to the preparation of this “Facilitator Guide.”

Without their contribution it would not have been completed. Sincere appreciation is extended to our industry partners, all experts for providing technical inputs and reviewing the individual modules.

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

ASDC dedicates this book to the aspiring youth of the country who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

The Facilitator Guide is designed for the Trainers to enable training for a specific job role and enhance the quality of executing the training program. This facilitator guide is designed for enabling the training program for the job role of "Automotive Sales Executive" in the Automotive Sector.

This course is aligned to Qualification Pack, Automotive Sales Executive, Reference ID: ASC/Q1001.

This Qualification pack is developed by Automotive Skill Development Council (ASDC). This course encompasses all 3 National Occupational Standards (NOS).

Each unit starts with learning objectives, followed by relevant activities and corresponding training methodology. Upon successful completion of this course, the participant will be able to:

1. ASC/N9807: Organize work and resources
2. ASC/N1001: Handle leads generated from various sources

Besides, it has been endeavoured to follow the facilitator guide guidelines prescribed by the National Skill Development Corporation.

Symbols Used



Key Learning Outcomes



Practical



Elaborate



Tips



Notes



Unit Objectives



Do



Explain



Say



Ask



Team Activity



Demonstrate



Observation



Facilitation Notes



Exercise



Activity



Summary



Resources

Key Learning Outcomes

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

1. Discuss the role and responsibilities of an Automotive Sales Executive.

Unit 1.1 Introduction to Automotive Industry

Unit Objectives

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

1. Identify the role and responsibilities of an Automotive Sales Executive in the sales process .
2. Explain the automotive industry in India, workshop structure, and role and responsibilities of employees in the dealership.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job role of "Automotive Sales Executive" to be performed in the "Automotive Sector/Industry."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Automotive Sales Executive."
- Say, "Before we start the program let's start with an activity by playing a game."

Group Activity

Objective	The purpose of this activity is to familiarize with the course mates
Materials required	Parcel (for passing)
Steps/procedure	<ul style="list-style-type: none"> • Welcome the new participants by giving self-introduction • Make the trainees stand in a circle, handover the parcel to the participant that can start the activity, keep participants close enough to each other so that they can pass the parcel quickly. • Say 'Stop' when it is least expected. At that time, the trainee holding the parcel introduces himself/herself while saying his/her name and a little additional information such as favourite hobbies, interest, likes, dislikes, etc. • The winner of the game should be applauded and introduce himself/herself at the end of the game. • At last, thank the participants for their participation.
Conclusion / what has been achieved	This activity helps the participants to know each other and also allows them to feel comfortable.

Explain

- Explain the following topics:
 - Roles and responsibilities of automotive sales executive (Fig 1.1)
 - Automotive industry in India and top automobile companies in India (Fig 1.2 and 1.3)
 - Workshop structure of automobile dealership (Fig 1.4)

Ask

- What are two important responsibilities of an automotive sales executive?
- List any three departments of the automobile dealership?
- Write down three top automobile companies in India.
- Which country's automobile industry is the fourth largest in the world in 2021?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

UNIT 1.2 Automotive Sales SOP

Unit Objectives

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

1. Elaborate standard operating procedures (SOPs) regarding individual/retail vehicle sales and bulk sales.
2. Discuss the process flow of vehicle sales and service cycle at the OEM/dealership.
3. Recall the documentation involved in the different processes as specified by OEM/ auto component manufacturer for sales closure.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Ask

- Start the class by asking a few questions on automobiles/vehicles and give participants the chance to guess before revealing the correct answer.
- Ask them to name a few famous car manufacturing companies.
- Do you have an idea about what the automotive industry comprises?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Say

- Start the class by saying, “This unit will help you understand the SOP of automotive sales.”
- “The process involves dealers, advertising, products sharing location to prospective customers for visit to see various models. The salesperson then evaluates the prospect requirement to understand customer needs/requirements. Finally, he/she shows or demonstrates the vehicle along with its features and offering them a test drive.”
- “Let's understand in detail.”

Explain

- Explain the following SOP of automotive sales:
 - Preparation
 - Sales opening
 - Needs assessment
 - Product presentation (Six step demonstration process) (Fig 1.5)
 - Product presentation (Test- drive) (Fig 1.7, 1.8 and 1.9)
 - Attempt closing
 - Deal & Finance
 - Vehicle delivery process
 - Follow-up

Elaborate

- Elaborate on the following process of vehicle sales at the dealership:
 - The "meet and greet"
 - Introductions
 - Need Analysis
 - Vehicle Demonstration
 - Test Drive
 - Financial Assistant
 - Negotiation and Lead Closure
 - Vehicle Delivery

Say

- "Let us now participate in an activity to understand the process and SOP of vehicle sales at the dealership."

Group Activity

Objective	The purpose of this activity is to understand the process of automotive sales.
Materials required	Whiteboard, Marker for scores
Steps/procedure	<ul style="list-style-type: none"> • This activity will be in the form of “Role Play.” • The facilitator will divide the class into pairs. • Each pair will take part in the role play. • One participant from each pair will play the role of a customer and the other participant acts as a salesperson. • Sales person will try to sell a car to the customer by following SOP and process of vehicle sales. • Give 5-10 minutes to complete the activity. • Repeat the activity with rest of the participant groups. • Appreciate those pairs who complete this activity in an effective way.
Conclusion / what has been achieved	This activity helps the participants to understand the process and SOP of automotive sales.

Notes for Facilitation

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students actively participate in the class.

Ask

- What is the six steps to demonstrate a vehicle?
- What are the two payment ways by which a customer purchases a vehicle?
- How a sales executive gathers specific information about vehicle from a customer?
- How to handle Negotiation to close a sales deal?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

UNIT 1.3 Maintaining A Safe and Secure Working Environment

Unit Objectives

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

1. Discuss the importance of working as per organizational policies, professional code of ethics, and standards of practice.
2. Outline the safety, health, and environmental policies and regulations for the workplace as well as for automotive trade in general.
3. Discuss occupational health and safety measures (OSH) required while handling vehicles

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Do

- Begin the session with a brief recapitulation of the previous session.

Ask

- What are the different types of OEMs in the automotive industry?
- What is the process of vehicle sales?
- Can anyone tell me the top three automobile companies in India?

Notes for Facilitation

- List down the responses on the board.

Say

- “In last unit, we discussed SOP and process of automotive sales.”
- “In today's session, we understand safety, health, and environmental policies and regulations for the workplace, importance of working as per organizational policies, professional code of ethics, and standards of practice and occupational health and safety measures (OSH) required for working on vehicles.”

Explain

- Explain the following topics:
 - Maintaining a safe and secure working environment
 - Organizational policies, professional code of ethics and standards of practice
 - Different components of code of ethics (Fig 1.11)
 - Safety, health and environment policies for the workplace (Fig 1.12)

Elaborate

- Elaborate on the following topics:
 - Common hazards at the workplace (Fig 1.13)
 - General safety rules for employees
 - Hierarchy of risk control (Fig 1.14)

Ask

- Why is it important to maintain a safe and secure working environment?
- List different components of the code of ethics.
- Can anyone tell me any three health, safety and environmental policies?
- List common workplace hazards.
- What are general safety rules for employees at the workplace?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:

Answer to Question I:

1. Reference given in 1.1.1
2. Reference given in 1.2.2
3. Reference given in 1.2.1
4. Reference given in 1.3.5
5. Reference given in 1.3.4

Scan the QR Code to watch the related video



www.youtube.com/watch?v=PJP7xVBLBL8
Introduction to Automotive Industry



www.youtube.com/watch?v=PM5TUSltd_k
Organisation Structure of an Ideal Automobile Dealership



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



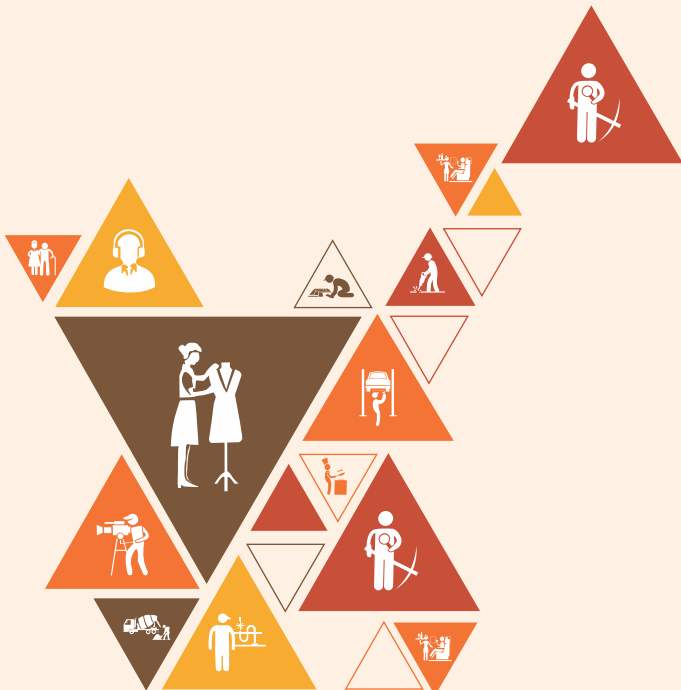
2. Organize Work and Resources

Unit 2.1 - Maintaining a Safe and Secure Working Environment

Unit 2.2 - Maintaining Hygiene at the Workplace

Unit 2.3 - Maintaining Quality in Automobile Dealership

Unit 2.4 - Conservation at Work



ASC/N9807

Key Learning Outcomes



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

1. Elaborate the maintenance procedures to have a safe and secure working environment
2. Identify health and hygiene practices
3. Perform as per quality standards
4. Apply appropriate practices of material and energy conservation

UNIT 2.1: Maintaining a Safe and Secure Working Environment

Unit Objectives

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

1. Identify the hazards related to the workplace
2. List the general safety rules for the employee
3. List the standard emergency guidelines and reporting procedures

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In the last unit, we gained an understanding of the job role and responsibilities of an automotive telecaller."
- "In today's session, we will discuss about the ways to maintain a safe and secure working environment."
- "We will also learn about the various hazards present at the workplace and general safety rules to be followed."

Elaborate

- Elaborate on the following topics:
 - Workplace safety
 - Identification of hazards at the workplace
 - General safety rules for employees

Explain

- Explain standard emergency guidelines for the employees.
- Explain the injury/incident reporting procedures.
- Explain the employee and customer safety checklists.

Notes for Facilitation

- Conduct a team activity to let the participants identify hazards at the workplace and prepare a safety checklist

Team Activity

Objective	The purpose of this activity is to identify different workplace hazards and prepare a safety checklist
Materials required	Cards/Thick paper, pencil, pen, Whiteboard, Exhibits on workplace hazards
Steps/procedure	<ol style="list-style-type: none"> 1. Divide the participants into groups of two. 2. Ask the participants to refer to exhibits on workplace hazards and develop a safety checklist to prevent those hazards. 3. Give them enough time to come up with a list. 4. Instruct the groups to choose one representative to come to the board and present the list.
Conclusion / what has been achieved	This activity helps the participants to understand the different hazards and their safety measures.

Summarize

- Summarize the session by explaining the importance of workplace safety and measures to ensure the same.
- Prepare a list of participant's query/doubts if they have any. Encourage them to ask questions.
- Answer their queries and clear their doubts.

UNIT 2.2: Maintaining Hygiene at the Workplace

Unit Objectives

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

1. Discuss the various ways to maintain hygiene at the workplace

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In the last unit, we have discussed the workplace hazards, their identification and safety procedures."
- "Now, we will try to understand how to maintain hygiene at the workplace."
- "Workplace hygiene is paramount to achieve a healthy and safe working environment. It not only helps the organization but also prevents employees from facing critical issues related to health and safety."

Explain

- Explain various ways to maintain hygiene at the workplace.

Elaborate

- Elaborate on special hygiene practices for COVID and other pandemic situations as per the state/government guidelines.

Team Activity

Objective	The purpose of this activity is to explain adopting good hygiene practices.
Materials required	Whiteboard
Steps/procedure	<ol style="list-style-type: none"> 1. Ask questions on the consequences of not following good health and hygiene practices. 2. Name a practice and then ask what would happen if it is not followed.
Conclusion / what has been achieved	This activity will create awareness of good hygiene practices.

Ask

- What hygiene practices do you follow at home?
- Which of those practices can be followed at workplace too?

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

UNIT 2.3: Maintaining Quality in Automobile Dealership

Unit Objectives

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

1. Explain different ways to maintain quality in automobile dealership

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In the previous session, we have talked about various hygiene practices to be followed at the workplace in general."
- "Can somebody list a few of them?"
- "In today's session, we will discuss how to maintain the quality standards in an automobile dealership in specific"

Explain

- Explain different ways to maintain quality in an automobile dealership.

Ask

- How will you ensure suitable parking for the customer?
- Why do you think respecting the privacy of a customer is important during the sales process?
- What are the effective ways to build rapport and stay in touch with the customer?

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

UNIT 2.4: Conservation at Work

Unit Objectives

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

1. Explain the standard conservation practices at the workplace

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In the last unit, we discussed various ways and standard practices to be followed to maintain quality at an automobile dealership."
- "Today, we are going to cover standard conservation practices at the workplace."

Ask

- How do you conserve resources at home?
- Can you think of some ways through which we can save resources at the workplace?"

Do

- Hold a brainstorming session with the trainee on the conservation of resources.
- Write down the answers on the Whiteboard.

Explain

- Explain the standard conservation practices at the workplace.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Exercise

- Instruct the class to open their Participant Handbook and complete the exercise given in Module 2.
- Ensure that the participants have opened the correct page.
- Give the class 20 minutes to complete the exercise.
- Exercise Hints:

Answer the following questions:

1. Reference given in 2.1.6, 2.1.7 and 2.2.1
2. Reference given in 2.4.1

Scan the QR Code to watch the related video



www.youtube.com/watch?v=_mFZWmSiPHA
Maintaining Hygiene at the Workplace



www.youtube.com/watch?v=2Q810SfKASc
Hazard and Risks



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



3. Handling Sales Leads and Achieving Sales Closure

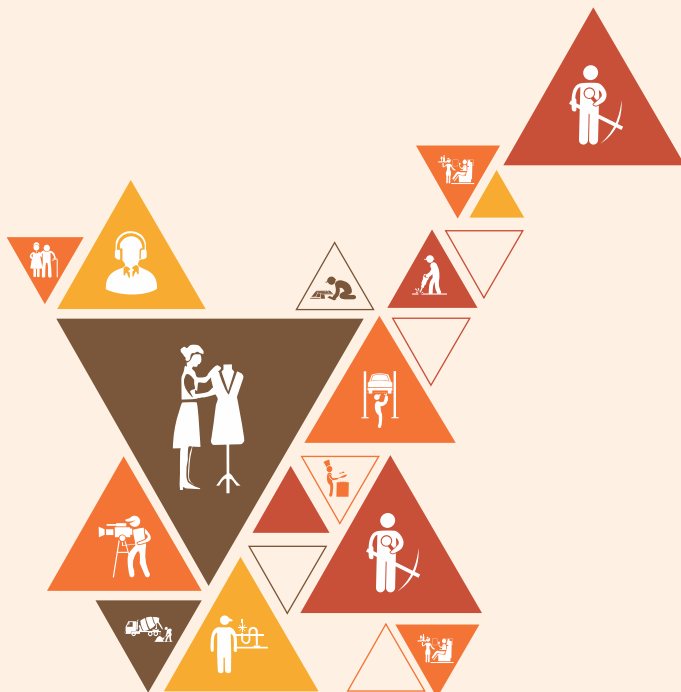
Unit 3.1 - Product Knowledge and Sales Promotion Activities

Unit 3.2 - Identifying Potential Customers

Unit 3.3 - Know Your Product

Unit 3.4 - Market Analysis

Unit 3.5 - Customer Service



ASC/N1001

Key Learning Outcomes

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

1. Demonstrate how to handle vehicle sales leads and deliver a sales pitch.
2. Perform steps for sales closure of all leads and after sales activities.

Unit 3.1 Product Knowledge and Sales Promotion Activities

Unit Objectives

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

1. Discuss the importance of updating oneself regarding the overall process of vehicle sales, target achievements, new schemes, new launches.
2. Discuss the importance of various promotional activities such as roadshows, exhibitions, mall activities, exchange meals, canopy promotions, local contests, bank loan melas and test drives.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In our previous sessions, we have discussed the soft skills required for the job of automotive sales executive. Today, we will start with the necessary Product Knowledge and Sales Promotion Activities for a sales executive."

Explain

- Explain the following topics:
 - Significance and advantage of knowing products and services for an automotive sales executive (Fig 3.1)
 - Product Benefits for a customer (Fig 3.2)
 - Objective and importance of sales promotion (Fig 3.3)
 - Rationale of sales promotion (Fig 3.4)

Elaborate



- Elaborate on the following topics:
 - Significance of Sales Promotion Activities and its techniques
 - Benefits of sales promotion activities

Ask



- What do you understand by the term “Product Knowledge”?
- List two advantages of knowing products and services for an automotive sales executive.
- Can anyone tell me the rationale for sales promotion?
- What are sales promotion techniques?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize



- Summarize the session by asking questions on the topics covered in the class.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Unit 3.2 Identifying Potential Customers

Unit Objectives

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

1. Discuss the process to identify hot, warm, and cold leads using the sales funnel.
2. Discuss the importance of following the SOP's to respond to different sales inquiries.
3. Emphasize the significance of adherence to the standard operating procedure (SOP) of OEM for handling customers and closing sales.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- "In today's session we will understand how to identify potential customers."
- "Also, we learn about the importance of following the SOPs to respond to different sales inquiries and the significance of adherence to the standard operating procedure (SOP) of OEM for handling customers and closing sales."

Explain

- Explain the following topics:
 - Categories of a Sales Leads (Fig 3.5)
 - Ways to deal with different sales leads
 - Significance and advantage of Customer Service SOP

Group Activity

Objective	The purpose of this activity is to identify ways of dealing with the different leads of sales.
Materials required	N/A
Steps/procedure	<ul style="list-style-type: none"> • Divide the whole class into 3 groups. • Give different sales lead to each group. • Ask each group to identify the sales leads and show how to deal with these leads. • Give 5-10 minutes to complete the activity.
Conclusion / what has been achieved	This activity will help them to identify ways of dealing with the different leads of sales.

Ask

- What is the difference between cold and hot sales leads?
- What do you understand by warm leads?
- List some advantages of customer services SOP.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Unit 3.3 Product Knowledge

Unit Objectives

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

1. List different vehicle variants/models along with their Features, Advantages, Benefits (FAB,) and the steps for demonstration of vehicle in showroom or physical operation of the vehicle via test drive/ride.
2. Discuss vehicular details for price, taxes, and other add-ons such as promotions, discounts, offers available at the dealership

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- “In the previous session, we learned about how to identify sales leads and ways to handle them.”
- “Many factors come into play while choosing a vehicle. One of the most important ones would be the features. Vehicle features can be categorized in several ways. For instance, features specifically developed to enhance vehicle safety which means preventing collisions and, in worst cases, minimizing crash impact to the vehicle and its passengers. Aside from this, some features enhance convenience, such as storage features and systems that make access to the trunk easier.”

Ask

- How is important to know about the sales product features, advantages and benefits for an automotive sales executive?
- What is its effect on sales?

Notes for Facilitation

- Note down the responses on the Whiteboard given by the students.

Explain

- Explain the following topics:
 - Product features, advantages, and benefits
 - Safety features
 - Convenience features
 - Significance of Demonstration of vehicle and its steps

Ask

- List any three safety features of a vehicle.
- Name any three convenience features of a vehicle
- Can anyone tell me two dos and don'ts during the demonstration of the vehicle to the customer?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Field Visit

- Arrange a visit to any of the automotive showrooms and show how to demonstrate a vehicle to the customer. With the help of a field visit, you could show the process of demonstrating the vehicle to the customer.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Unit 3.4 Market Analysis

Unit Objectives

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

1. Recall technical details and specifications of the competitors.
2. Discuss how to manage a diverse range of customers and carry out effective retention campaigns and sales delivery proposals.
3. Elaborate ways to analyze and review the campaign outcomes in detail.
4. Explain the correct way for responding to customer queries during vehicle sales
5. Discuss the current schemes for finance, discounts, exchange, loyalty bonus, etc. incorporated in the sales while helping the customer in completing the documentation.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- “In the previous session we discussed the different vehicle variants/models along with their Features, Advantages, Benefits (FAB,) and the steps for demonstration of vehicle in showroom or physical operation of the vehicle via test drive/ride. Let us now understand the competitor's product and the ways of responding the customer queries.”

Explain

- Explain the following topics:
 - Significance of understanding the competitor's product and analyzing them (Fig 3.7)
 - Diverse customers and ways to serve them
 - Customer queries and tips to respond to them

Ask

- How it is important to understand the competitor's product?
- What are the 5 ways to develop a strong cultural competency for customer service?
- List any three tips to respond to the customer queries.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Unit 3.5 - Customer Service

Unit Objectives

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

1. Differentiate between competitors' products based on product performance, application, and FABs.
2. Emphasize the importance of providing timely and efficient support to customers for documentation during purchase, registration, and delivery of the vehicle.
3. Outline the process of forwarding any vehicle service and complaints or queries from customers to the concerned departments/managers with relevant details.
4. List the documents required by customers and dealers to complete sales procedures.

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Speakers
- Whiteboard, Marker, and Duster

Say

- “Customer service is more than having a smiling face at the front desk. Other aspects include updating the customer on when the vehicle is ready for collection. 'How long do you think the vehicle repairs will take to complete?' is one of the most frequently asked questions by customers.”
- “Customer service is one of the most underrated assets in business. If you can prove its worth, and develop your team to utilize its power, its success affects every level of your organization.”
- “Let's discuss more about customer service.”

Explain

- Explain the following topics:
 - Importance and benefits of customer service
 - Handling customer objections/complaints
 - Process of customer complaints/objection handling (Fig 3.10)

Elaborate



- Elaborate on the following topics:
 - Documents required for booking the vehicle
 - Documents required for new vehicle registration

Ask



- How customer service is important in sales?
- What are the effective ways to handle customer objections/complaints?
- List the documents required for booking a vehicle.
- Can anyone list the documents required for vehicle registration?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize



- Summarize the session.
- Prepare a list of participant's queries/doubts if they have any. Then, encourage them to ask questions.
- Answer their queries and clear their doubts.

Exercise

- Instruct the class to open their Participant Handbook and complete the exercise given in Module 4.
- Ensure that the participants have opened the correct page for the exercise.
- Give the class 20 minutes to complete the exercise.
- Exercise Hints:

Answer to Question 1:

1. Reference given in 3.1.1
2. Reference given in 3.1.2
3. Reference given in 3.2.1
4. Reference given in 3.2.1
5. Reference given in 3.3.2
6. Reference given in 3.5.1
7. Reference given in 3.5.2 (Fig 5.10)

Scan the QR Code to watch the related video



youtube.com/watch?v=chKAMtYdZ2g

The Different Types of Leads (cold, hot, warm)



youtube.com/watch?v=7vZQtEqbXhc

Customer Service and its Importance



youtube.com/watch?v=aSEu3o8E5P0

Documents required for purchase of a vehicle



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

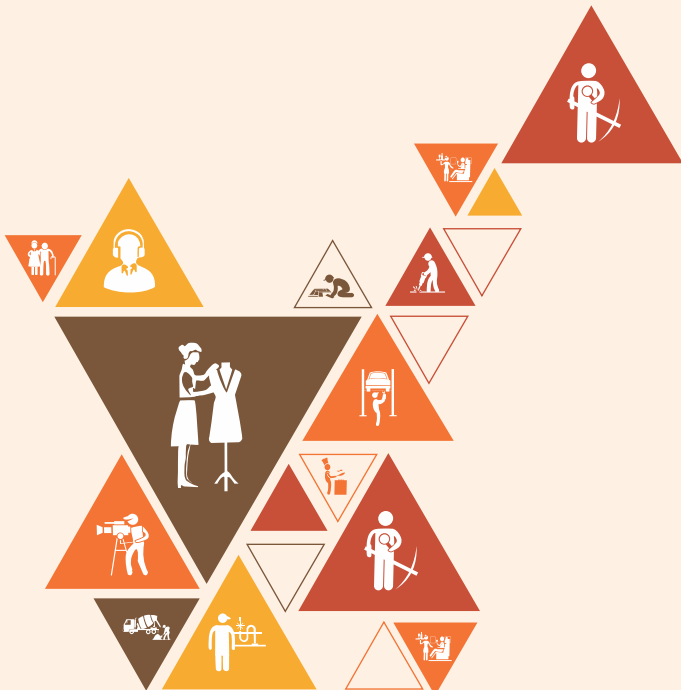
Transforming the skill landscape



4. Employability and Entrepreneurship Skills



<https://eskillindia.org/NewEmployability>





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

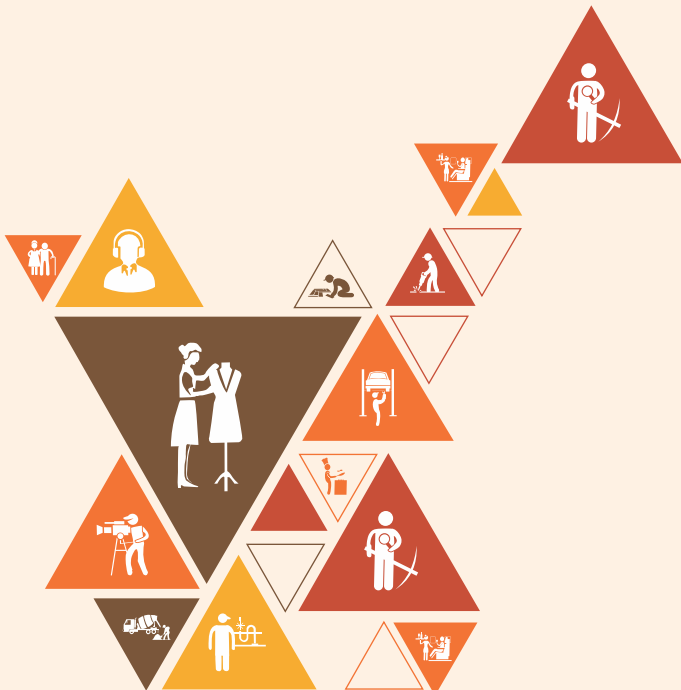
Transforming the skill landscape








5. Annexures

Annexure I : Training Delivery Plan






Annexure II : Assessment Criteria




Annexure - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
1.	Introduction to the Role of an Automotive Sales Executive	Unit 1.1 - Introduction to Automotive Industry	Introduction to Automotive Industry	12	www.youtube.com/watch?v=PJP7xVBLBL8	
		Organisation Structure of an Ideal Automobile Dealership	Organisation Structure of an Ideal Automobile Dealership		www.youtube.com/watch?v=PM5TUSltd_k	
2.	Organize Work and Resources	Unit 2.2 Maintaining Hygiene at the Workplace	Maintaining Hygiene at the Workplace	21	www.youtube.com/watch?v=_mFZWmSiPHA	
		Unit 2.1 Maintaining a Safe and Secure Working Environment	Hazard and Risks		www.youtube.com/watch?v=2Q810SfKASc	
3.	Handling Sales Leads and Achieving Sales Closure	Unit 3.2 Identifying Potential Customers	The Different Types of Leads (cold, hot, warm)	34	www.youtube.com/watch?v=chKAMtYdZ2g	

Annexure - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
3.		Unit 3.5 Customer Service	Customer Service and its Importance	34	www.youtube.com/watch?v=7vZQtEqbXhc	
		3.5.3 Documents for Sale/ Purchase of Vehicle	Documents required for purchase of a vehicle		www.youtube.com/watch?v=aSEu3o8E5P0	
	Employability and Entrepreneurship Skills		Employability and Entrepreneurship Skills	35	https://eskillindia.org/NewEmployability	
			Effective communication		www.youtube.com/watch?v=I6IAhXM-vps	
			Effective communication at workplace		www.youtube.com/watch?v=QGHBq5OEsBM	

Annexure - QR Code

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
			Gender sensitivity in workplace		www.youtube.com/watch?v=SsqGxFx9-QE	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name	Automotive Sales Executive		
Qualification Pack, Name and Reference ID	Automotive Sales Executive ASC/Q1001, v5.0		
Version No.	5.0	Version Update Date	17/11/2022
Pre-requisites to Training (If any)	NA		
Training Outcome	<p>After completing this programme, trainee will be able to:</p> <ol style="list-style-type: none"> 1. Work effectively and efficiently as per schedules and timelines. 2. Implement safety practices. 3. Optimize the use of resources. 4. Communicate effectively using interpersonal skills. 5. Schedule service appointments with customers. 6. Deliver a sales pitch and close sales leads for individual/retail vehicles. 		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Introduction to the Role of an Automotive Sales Executive	Introduction to Automotive Industry	<p>1. Identify the role and responsibilities of an Automotive Sales Executive in the sales cycle.</p> <p>2 Explain the automotive industry in India, workshop structure, and role and responsibilities of people in the dealership.</p>	N/A Bridge Module	Group Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 0
		Automotive Sales SOP	<p>1. Elaborate standard operating procedures (SOPs) regarding individual/retail vehicle sales and bulk sales.</p> <p>2. Discuss the process flow of vehicle sales and service cycle at the OEM/dealership.</p> <p>3. Recall the documentation involved in the different processes as specified by OEM/ auto component manufacturer for sales closure.</p>	N/A	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 0
		Maintaining A Safe and Secure Working Environment	<p>1. Discuss the importance of working as per organizational policies, professional code of ethics, and standards of practice.</p> <p>2. Outline the safety, health, and environmental</p>	N/A	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
			<p>policies and regulations for the workplace as well as for automotive trade in general.</p> <p>3. Discuss occupational health and safety measures (OSH) required for working on vehicles</p>				
2.	Organize Work and Resources	Maintaining a Safe and Secure working Environment	1. Identify the hazards related to the workplace	ASC/N 9807	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
		Maintaining a Safe and Secure working Environment (Contd.)	2. List the general safety rules for the employee				T: 3 P: 5
		Maintaining a Safe and Secure working Environment (Contd.)	3. List the standard emergency guidelines and reporting procedures				T: 3 P: 5
		Maintaining Hygiene at the Workplace	1. Discuss various ways to maintain hygiene at the workplace		Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Maintaining Quality in automobile Dealership	1. Explain different ways to maintain quality in automobile dealership		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
		Maintaining Quality in automobile Dealership (Contd.)					T: 1.0 P: 2.5
		Conservation at Work	1. Explain the standard conservation practices at the workplace				T: 3 P: 5
		Conservation at Work (Contd.)					T: 1.0 P: 2.5
3.	Employability Skills (60 hours)	Introduction to Employability Skills	1. Discuss the importance of Employability Skills in meeting the job requirements	DGT/V SQ/NO 102	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 1.0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Constitutional values - Citizenship	1. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 1.0
		Becoming a Professional in the 21st Century	1. Discuss 21st century skills. 2. Describe the benefits of continuous learning		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.0 P: 1.5
		Basic English Skills	1. Describe basic communication skills		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Basic English Skills (Contd..)	2. Discuss ways to read and interpret text written in basic English		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Career Development & Goal Setting	1. Discuss need of career development plan		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Communication Skills	1. Explain the importance of active listening for effective communication 2. Discuss the significance of working collaboratively with others in a team		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3
		Diversity & Inclusion	1. Discuss the significance of reporting sexual harassment issues in time		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1.5
		Financial and Legal Literacy	1. List the common components of salary and compute income, expenditure, taxes, investments etc. 2. Discuss the legal rights, laws, and aids		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Essential Digital Skills	1. Describe the role of digital technology in today's life		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 2
		Essential Digital Skills (Contd...)	2. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 2
		Entrepreneurship	<ol style="list-style-type: none"> 1. Explain the types of entrepreneurship and enterprises 2. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan 3. Describe the 4Ps of Marketing- Product, Price, Place and Promotion and apply them as per requirement 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Customer Service	<ol style="list-style-type: none"> 1. Explain the significance of identifying customer needs and addressing them. 2. Explain the significance of identifying customer needs and responding to them in a professional manner 3. Discuss the significance of maintaining hygiene and dressing appropriately. 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3
		Getting ready for apprenticeship & Jobs	<ol style="list-style-type: none"> 1. Discuss the significance of maintaining hygiene and confidence during an interview 2. List the steps for searching and registering for apprenticeship opportunities 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
4.	Handling Sales Leads and Achieving Sales Closure	Product Knowledge and Sales Promotion Activities	<ol style="list-style-type: none"> 1. Discuss the importance of updating oneself regarding the overall process of vehicle sales, target achievements, new schemes, new launches. 	ASC/N 1001	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Product Knowledge and Sales Promotion Activities (Contd.)					T: 0 P: 8
		Product Knowledge and Sales Promotion Activities (Contd.)					T: 0 P: 7
		Product Knowledge and Sales Promotion Activities –(Contd.)	2. Discuss the importance of various promotional activities such as roadshows, exhibitions, mall activities, exchange meals, canopy promotions, local contests, bank loan melts, and test drives.				T: 7 P: 1
		Product Knowledge and Sales Promotion Activities –(Contd.)					T: 0 P: 8
		Product Knowledge and Sales Promotion Activities –(Contd.)					T: 0 P: 6

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Identifying Potential Customers	1. Discuss the process to identify hot, warm, and cold leads using the sales funnel.		Interactive Lecture in the Class, Role-play	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 7 P: 1
	Identifying Potential Customers (Contd.)	T: 0 P: 7					
	Identifying Potential Customers (Contd.)	T: 0 P: 8					
	Identifying Potential Customers (Contd.)	T: 0 P: 4					
	Identifying Potential Customers (Contd.)	2. Discuss the importance of following the SOP's to respond to different sales inquiries.	T: 7 P: 1				
	Identifying Potential Customers (Contd.)		T: 0 P: 8				
	Identifying Potential Customers (Contd.)		T: 0 P: 6				

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Identifying Potential Customers (Contd.)	3. Emphasize the significance of adherence to the standard operating procedure (SOP) of OEM for handling customers and closing sales.				T: 6 P: 2
		Identifying Potential Customers (Contd.)					T: 0 P: 1
		Product Knowledge	1. List different vehicle variants/models along with their Features, Advantages, Benefits (FAB,) and the steps for demonstration of vehicle in showroom or physical operation of the vehicle via test drive/ride.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Product Knowledge (Contd.)					T: 0 P: 8
		Product Knowledge (Contd.)	2. Discuss vehicular details for price, taxes, and other additions such as promotions, discounts, offers available at the dealership				T: 7 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Identifying Potential Customers (Contd.)	3. Emphasize the significance of adherence to the standard operating procedure (SOP) of OEM for handling customers and closing sales.				T: 6 P: 2
		Identifying Potential Customers (Contd.)					T: 0 P: 1
		Product Knowledge	1. List different vehicle variants/models along with their Features, Advantages, Benefits (FAB,) and the steps for demonstration of vehicle in showroom or physical operation of the vehicle via test drive/ride.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Product Knowledge (Contd.)					T: 0 P: 8
		Product Knowledge (Contd.)	2. Discuss vehicular details for price, taxes, and other add-ons such as promotions, discounts, offers available at the dealership				T: 7 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Market Analysis	1. Recall technical details and specifications of the competitors.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Market Analysis (Contd.)	2. Discuss how to manage a diverse range of customers and carry out effective retention campaigns and sales delivery proposals.				T: 4 P: 4
		Market Analysis (Contd.)					T: 0 P: 5
		Market Analysis (Contd.)	3. Elaborate ways to analyze and review the campaign outcomes in detail.				T: 4 P: 4
		Market Analysis (Contd.)	4. Explain the correct way for responding to customer queries during vehicle sales				T: 4 P: 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Market Analysis (Contd.)	5. Discuss the current schemes for finance, discounts, exchange, loyalty bonus, etc. incorporated in the sales while helping the customer in completing the documentation.				T: 4 P: 4
		Customer Service	1. Differentiate between competitors' products based on product performance, application, and FABs.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Customer Service (Contd.)	2. Emphasize the importance of providing timely and efficient support to customers for documentation during purchase, registration, and delivery of the vehicle.				T: 5 P: 3
		Customer Service (Contd.)	3. Outline the process of forwarding any vehicle service and complaints or queries from customers to the concerned departments/managers with proper details.				T: 5 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Customer Service (Contd.)	4.List the documents required by customers and dealers to perform sales procedures				T: 4 P: 4
		Customer Service (Contd.)					T: 2 P: 4
Total (In Hours)						Theory Practical	139 191
						On the Job Training	90
						*Grand Total (in Hours)	420 hours

Annexure III

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Automotive Sales executive	
Job Role	Automotive Sales executive
Qualification Pack	ASC/Q1001, v5.0
Sector Skill Council	Automotive

Sr. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
5.	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
ASC/N9807: Organize work and resources (Sales)	Maintain safe and secure working environment	14	3	-	9
	PC1. organise work as per organisation's current health, safety and security policies and procedures	4	-	-	3
	PC2. report any breaches in health, safety and security policies and procedures to the designated person	5	3	-	3
	PC3. identify any risks and hazards associated with work activities, their causes and prevention	5	-	-	3
	Health and hygiene	9	6	-	-
	PC4. ensure workstation and equipment are regularly cleaned and sanitized	-	3	-	-
	PC5. clean hands with soap, alcohol-based sanitizer regularly	-	3	-	-
	PC6. wear and dispose PPEs regularly and appropriately	-	-	-	-
	PC7. avoid contact with ill people and self-isolate in a similar situation	5	-	-	-
	PC8. follow stress and anxiety management techniques	4	-	-	-
	Perform work as per quality standards	12	9	-	6
	PC9. ensure that work requirements are accomplished within the specified timeline	7	5	-	3
	PC10. ensure team goals are given preference over individual goals	5	4	-	3
	Material/energy conservation practices	15	12	-	5
PC11. identify ways to optimise usage of material and resources like stationary items, electricity and water in various tasks/activities/processes	5	4	-	3	

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC12. check for spills/leakages around the workstation which may prove to be a potential risk especially around electrical sockets, power sources, computers etc.	5	4	-	2
	PC13. check if the electronic appliances and peripherals are properly functioning and are turned off when not in use	5	4	-	-
	PC14. identify recyclable and non-recyclable waste generated at the showroom and segregate these into respective categories	-	-	-	-
	PC15. deposit recyclable and reusable material at identified location in the showroom's store/back area	-	-	-	-
	NOS Total	50	30	-	20
DGT/VSQ/N0102 : Employability Skills	Introduction to Employability Skills	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-	

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	Basic English Skills	2	3	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	Diversity & Inclusion	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	2	3	-	-

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	3	4	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	Customer Service	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30	-	-
ASC/N1001: Handle leads generated from various sources	Handle sales leads	4	5	-	3
	PC1. update oneself regarding the overall process of vehicle sales, target achievements, new schemes, new launches etc. by participating in daily briefings/meetings	1	-	-	1
	PC2. handle potential leads generated through various sources like showroom walk-ins, telephonic enquiries, referrals, other marketing campaigns and ATL/BTL activities	2	3	-	1
	PC3. adhere to the standard operating procedure (SOP) of OEM for a successful sales closure	1	2	-	1
	Follow up on sales leads and deliver a sales pitch	10	16	-	6

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC4. greet customers on sales floor and takes them through the entire vehicle buying process supported by established selling steps, selling policies and procedures	2	3	-	1
	PC5. deliver a sales pitch highlighting Unique Selling Points (USPs) of the vehicle tailored to potential customer needs/requirements	2	3	-	1
	PC6. explain details about the vehicle and its features, advantages, benefits (FAB), comparison with other vehicles by demonstration and physical operation of vehicle in showroom or via test drive/ride	2	4	-	1
	PC7. manage a diverse range of customer retention campaigns and initiatives including preparation and presentation of vehicle sales delivery proposals for successfully executing sales	2	3	-	1
	PC8. analyse and review the campaign outcomes in detail by using a variety of proprietary software applications and present them to the sales team lead for planning future activity	2	3	-	2
	Process sales closure of all leads	11	20	-	6
	PC9. respond to all customer queries related to vehicle sales, price and dealership/promotional schemes (exchange, VAS, discounts etc.)	2	3	-	-
	PC10. provide enriching customer experience by offering hassle-free and quick services related to the buying process, documentation and additional vehicle accessories purchases	1	2	-	1
	PC11. check availability of test drive cars and schedule test drives as per booked appointments by potential customers	2	4	-	1

Total Marks: 250	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (250)	Theory Marks	Practical Marks	Viva Marks
	PC12. provide a comparative analysis on competitor vehicles to explain product performance, application, current schemes finance, discounts, exchange, loyalty bonus etc.) and FABs to prospective customers describing all optional accessories available and responding to unfavorable comparisons of the vehicle	2	5	-	2
	PC13. provide support to the customers in fulfilling all documentation required for purchase, registration and delivery of the vehicle	1	2	-	1
	PC14. process customer orders in a timely manner, ensuring hassle free delivery and customer satisfaction	1	1	-	-
	PC15. deliver the new vehicle to customer through established delivery process, ensuring that the customer understands the vehicle's operating features, warranty and service schedule	2	3	-	1
	Perform after sales activities	5	9	-	5
	PC16. record and track all deliveries through dealer management system (DMS) and follow up for new, repeat and referral business	1	2	-	1
	PC17. forward any request for vehicle service and complaints or queries from customers to the concerned departments/managers	1	2	-	2
	PC18. follow up on all post-delivery items including accessories request or requests made at the time of delivery to meet customer expectations	1	2	-	-
	PC19. follow up with existing customers for service reminders and to promote other value-added services (loyalty program, exchange bonus, roadside assistance, annual maintenance package etc.)	2	3	-	2
	NOS Total	30	50	-	20

Glossary

- **Sector:** Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
- **Sub-sector:** Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
- **Occupation:** Occupation is a set of job roles, which perform similar/ related set of functions in an industry. Job role: Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
- **Occupational Standards (OS):** OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
- **Performance Criteria (PC):** Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
- **National Occupational Standards (NOS):** NOS are occupational standards which apply uniquely in the Indian context.
- **Qualifications Pack (QP):** QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
- **Unit Code:** Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
- **Unit Title:** Unit title gives a clear overall statement about what the incumbent should be able to do.
- **Description:** Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
- **Scope:** Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
- **Knowledge and Understanding (KU):** Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
- **Organisational Context:** Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
- **Technical Knowledge:** Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
- **Core Skills/ Generic Skills (GS):** Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
- **Electives:** Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
- **Options:** Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.



Skill India

कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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

Transforming the skill landscape



Scan this QR Code to access eBook



Address: 153, GF, Okhla Industrial Area, Phase - III, Leela Building,
New Delhi 110020
Email: www.asdc.org.in
Web: info@asdc.org.in
Phone: 011 42599800