



# Facilitator Guide



Sector  
Life Sciences

Sub-Sector  
Pharmaceutical, Biopharmaceutical

Occupation  
Sales and Marketing

Reference ID: LFS/Q0401, Version 1.0  
NSQF level: 4

## Medical Sales Representative

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**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgement

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## About this Guide

This Facilitator Guide is designed to enable training for the Qualification Pack(QP) of Medical Sales Representative. Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols used in the book have been listed below.

## Symbols Used



Do



Elaborate



Objectives



Facilitation Notes



Learning Outcomes



Say



Activity



Demonstrate



Resources



Explain

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## Key Learning Outcomes

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

1. Identify the opportunity for you in Sales occupation in Life Sciences Sector
2. Define your Roles and responsibilities as MSR.

## Unit 1.1: Program Objective

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Requirement of MSR in Industry
2. Competencies to be acquired via this skilling program
3. Expectation from this skill program

### Resources to be Used

- Available objects such as a duster, marker, white board, pen, notebook etc.

### Do

- Welcome participants and introduce yourself and your work experience.
- Introduce participants with the program and ask them their understanding about it.
- Give the students a brief overview of what all will be covered in the program
- Establish ground rules of the training with the help of the presentation slides.

### Ask

**Ask the learners to share:**

- Their expectations from the course and list them on the whiteboard.
- Their idea about Life Sciences Industry in India and Global Context
- Basic knowledge and their views on Pharmaceuticals
- Their views on MSR role in Life science industry

### Explain

- Sales Occupation in Life Sciences Sector

## Say

- Discuss the sales occupation in Life Sciences industry and related different sectors
- Provide an overview of sales occupation role in the sector
- State the roles and responsibilities of Medical Sales Representative
- Brief the learners about the huge demand for trained personnel nationally, in life sciences industry

## Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes you would like to achieve from the program– setting a personal vision for the effort.
- Discuss the attributes of Medical Sales Representative in Life Science Industry.
- Tell them about Biopharmaceutical and the Drug Regulatory Agencies.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist ‘weaker’ participants by rephrasing their arguments for them.
- Appreciate students for their participation.

## Team Activity

- Ask group members to stand in a circle, if room space permits.
- Next, ask any participant from the group to start the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Ana" or "I'm Smart Sam".
- The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on.
- The game ends with the first player having to do every other player's gesture, repeating their names and attributes.

## Tips

- Ask participants to stand. Lead them to a part of the room where there is space to move around.
- Check your time use to maintain a tempo/cadence that will help you execute your session completely.
- Explain the purpose, objective, duration and instructions for the exercise clearly.

## Exercise

- Write your expectation from the Skilling Program.
- Write your understanding about requirement of MSR in Industry
- Write 5 Major reason for choosing a Medical Sales Representative Career.
- Write 3 areas of improvement you would like to improve from this skilling program.

## Unit 1.2: Medical Sales Representative (Career Opportunity for Youth)

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Role and responsibilities of MSR
2. Challenges, opportunities and career progression in the Life Sciences Sector

### Ask

**Ask students to share:**

- their understanding about the roles and responsibility of a MSR
- their idea about attributes of a Medical Sales representative
- their basic understanding about pharmaceutical industry

### Say

- Discuss the roles and Responsibilities of MSR in the sector
- Give an overview of Life Sciences Sector and its subsectors
- Discuss Pharmaceutical, Bio-Pharmaceutical, Contract Research Sub Sector
- Discuss “Who is the Employer of MSR?”

### Do

- Give an overview of Life Sciences Sector
- Explain Typical Organization Structure in Pharma/Bio Pharma Formulation Company
- Working conditions and career progression of MSR
- Advantages of choosing MSR as a career

## Explain

- Typical Organization Structure in Pharma/Bio Pharma Formulation Company
- Working conditions and career progression of MSR
- Advantages of choosing MSR as a career

## Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Conduct group learning activities where possible.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

## Activity

- Divide the class into three teams.
- Give sufficient time for teams to refer to the text in participant manual related to roles of Medical Sales representative.
- Facilitate team members to discuss amongst them.
- Ask each team to take their turn and sit in a circle for a discussion on any one from amongst the following topics.
  1. Discuss the job role and responsibility of Medical Sales Representative.
  2. Discuss Life Science Sector and its sub sector.
  3. Discuss typical organization structure in Pharma/ Bio Pharma formulation company.
- Ensure that the other teams listen to any particular discussion and note down the key points. No team should choose the same topic.
- At the end of three rounds of discussion ask each team to suggest other teams' pointers that they may have missed while discussing on their chosen topic.
- The group making maximum suggestions to others should be awarded as winner.

## Tips

- Listen carefully to the communication and for any feelings that may accompany it
- Rephrase participants' communications accurately for clarity, when necessary, and without judgment.
- Adhere to the time schedule.
- Focus on developing skills, not just knowledge.

## Exercise

1. How many departments are in a Typical Life Sciences company?
2. In which sub-sector in Life Sciences Sector, the MSR is employed?
3. List down the reasons for choosing MSR as a career.
4. List the main functions a MSR does.



## Key Learning Outcomes

**At the end of the unit, you will be able to:**

1. Define and identify your stakeholders for interaction
2. Maintain knowledge about sale and distribution ecosystem in life sciences sector especially
3. Pharmaceutical and biopharmaceutical
4. Follow the regulations and code of conduct as MSR
5. Maintain knowledge about human anatomy physiology and would be able to refer medical
6. Terminologies used in scientific presentation for products
7. Source relevant information (scientific/ technical/organizational) from the possible information Sources
8. Follow the organizational guidelines for effective compliance with organizational practices

## Unit 2.1: Major Stakeholders for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Identify major stakeholders for MSR
2. Stakeholder's expectation and environment

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about major stakeholders for MSR, internal stakeholders, major central & state govt. schemes
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students what they understand by term stakeholder

### Say

- Provide details on the 6 major stakeholders:
  - » Patient
  - » Provider
  - » Prescriber
  - » Payer
  - » Place
- Provide details about how internal stakeholders play role in MSR job role

- Discuss about major central Govt. schemes like CGHS, ESI and RSBY. There are many State Govt. schemes as well in addition to the stated Central Govt. schemes.

## Elaborate

### 2.1.1 Stakeholder in Life Sciences Ecosystem

Life Sciences ecosystem is majorly dependent and integrated with Healthcare ecosystem of India. In the entire ecosystem there are 6 stakeholders.

#### 2.1.1.1 Patient Population

In India, with a population of 126 Crore, with a median age of 27 years has huge population whose healthcare needs are to be met by the healthcare system of India.




**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 16 and explain the learners' the concept.

#### 2.1.1.2 Providers of Healthcare Services

The providers of healthcare services in India can be accounted as:



Basis the care provided by the various providers, the following classification can be referred:

	Primary Care Mainly first point of consultation For Example: Private clinics, nursing home, general hospitals
	Secondary Care Mostly the specialized in specific area of treatment like, cardiovascular physician, ophthalmologist etc. For Example: General hospital
	Tertiary Care Specialized services mostly for inward patients, like cardiac surgery, cancer treatment. For example: Specialty Hospitals

Trainers note: These are the supporting content to the participant manual, please adhere to the participant manual, page no. 17 and explain the learners' the concept.

### 2.1.1.3 Prescriber of Medicines/ Treatment

The prescribers are the most important stakeholder in entire ecosystem. They are the doctors, whether General Physician or Specialist Physician or Surgeon. The choice of treatment and medicines are mostly made by these prescribers.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 17 and explain the learners' the concept.

### 2.1.1.4 Product provider/ seller

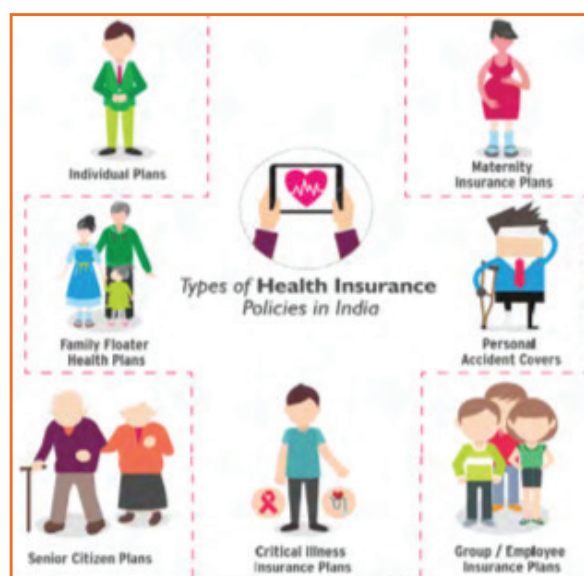
The medicinal products are sold under tight regulations in India. The companies manufacture and sell the product under a regulatory license given by Drug Controller General of India from CDSCO office.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 18 and explain the learners' the concept.

### 2.1.1.5 Payer

The payer of any medicinal product is any of the below three:

- **Individual** - The individual is paying the cost of medicine only in case his/ her medical expenses are not borne by either Government or by Insurance Company.
- **Medical Insurance Provider** - Medical Insurance companies pay the cost of medicine for the individual who has purchased the medical insurance policy from these companies.



Government - The following are the schemes under which the government pays the cost of medicine/ treatment for employees or citizen of India

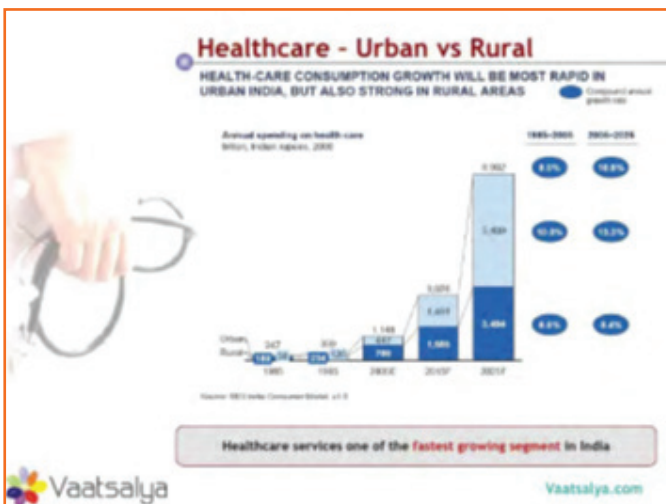
1. Central Government Health Scheme (CGHS)
2. Employee State Insurance (ESI)
3. Rashtriya Swasthya Bima Yanna (RSBY)
4. Other Central Government & State Government Schemes

Trainers note: These are the supporting content to the participant manual, please adhere to the participant manual, page no. 18 - 22 and explain the learners' the concept.

### 2.1.1.6 Place bound factors

The Place bound factors play a major role in Life Sciences Ecosystem. These place bound factors can be any of the below:

#### Local policies



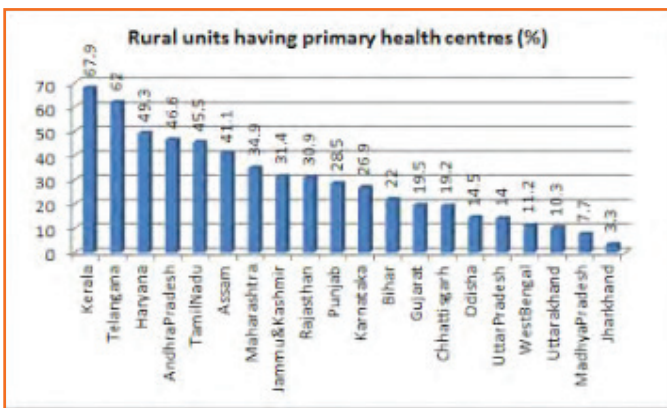
#### Healthcare programs



### Field force (MSR)



### Status of Primary Health Centres in India



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 22-24 and explain the learners' the concept.

## Explain



- Explain practice environment of medical professionals
- Discuss Practice Environment of Pharmacists

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 25-26 and explain the learners' the concept.

## Notes for Facilitation



- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Provide feedback to the group as a whole as to its performance.

- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge & experience and link them to the learning taking place.
- Appreciate students for their participation

## Activity

- Explain the purpose and duration of the activity
- Ask students to make groups of 4 or 5 depending on the class strength
- Assign one of the topic from given below to each group
  - » Patient Population
  - » Provider of healthcare services
  - » Prescriber of medicines/ treatment
  - » Product provider/ seller
  - » Payer
  - » Place bound factors like local policies, healthcare programs, field force (MSR)
  - » Rashtriya Swasthya Bima Yojana (RSBY)
  - » Practice Environment of Medical Professionals & Pharmacists
- Tell participants to give practical examples of concepts and information whenever possible
- Ask groups to present their topics after their brief introduction to the class
- Ask each group to evaluate other groups, using the rating scale shown, from lowest (1) to highest (5)

<b>Speech</b> Can be clearly heard and easily understood, using pauses and inflection to vary pace and tone	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low ----- High
<b>Presence</b> Appears energetic and in control of the presentation, effectively using gestures and movement to enhance concepts	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low ----- High
<b>Interaction</b> Encourages participation, asks questions, and appears receptive to comments or suggestions	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low ----- High
<b>Clarity</b> Presents an organized, clear message, using concrete examples, supported by uncluttered, easy-to-read slides	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low ----- High
<b>Expertise</b> Logically explains and simplifies the content while meeting stated learning objectives	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low ----- High

## Exercise

1. Define the 6 Major players/ stakeholders in Life Sciences Ecosystem
2. Can a pharmacist prescribe medicine in India? Yes/ No
3. List down the Central Govt. and State Govt. health schemes in your area and locality
4. What are the benefits of RSBY?

## UNIT 2.2: Pharma and Biopharma Sale & Distribution Ecosystem

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Pharma and Bio-Pharma Distribution Value Chain
2. Margins of each stakeholder in distribution chain
3. Process of distribution and sales both in retail and institutional sales

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them if they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about Pharma or Biopharma retail distribution value chain and its major players
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students what they understand by term value chain, distribution chain

## Say

- Discuss about Pharma and Bio Pharma Distribution Value Chain and entities involved
- Discuss pharma and bio pharma distribution value chain for institutional sales



## Elaborate

### 2.2.1 Pharma and Bio Pharma Distribution Value Chain

#### Distribution Value Chain in Life Sciences Sector in India



### 2.2.1.1 Central Warehouse

In an old age structure which used to exist widely in Industry till two decades before, every large manufacturing company used to have their central warehouse and depot in each state. These Central warehouse and depot used to be owned by manufacturer.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 30 and explain the learners' the concept.

### 2.2.1.2 Clearing and Forwarding Agents

The Clearing and Forwarding Agents (CFAs) have evolved in the distribution system due to the tax structure in India. In Indian sales tax system, the tax (Central Sales Tax) is imposed on interstate sale of goods but there is no tax on interstate transfer of goods. Hence to avoid CST (Central sales tax), CFAs are used by most of the large and mid-size organizations in every state.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 30 – 31 and explain the learners' the concept

### 2.2.1.3 Super Stockist

The CFAs prove to be a costly affair for small size companies as the infrastructure of CFAs and depots becomes costlier than the tax advantage a company gets by utilizing the services of CFAs and depots.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 31 and explain the learners' the concept.

### 2.2.1.4 Stockist

A stockist typically markets product of 5-8 companies, but there are large stockist also who manage the market stock of 40-50 companies. The stockist are also known as distributors.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 31 – 33 and explain the learners' the concept.

### 2.2.1.5 Retail Chemist

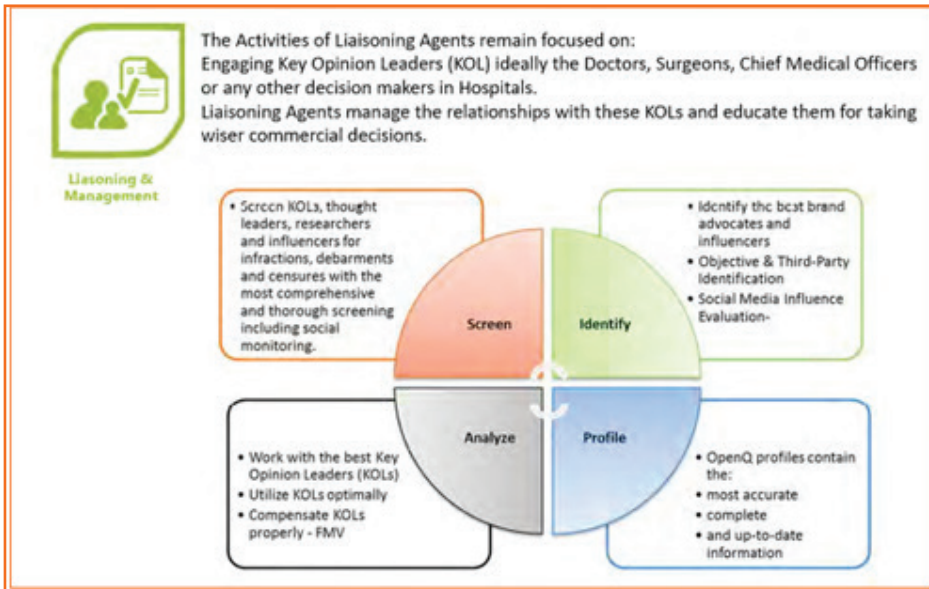
The retail chemist is the last intermediary entity between manufacturer and patient. 80-70 percent of the sales in India is done by these retail chemists. We can consider small hospital pharmacies and clinical dispensaries also in the same category.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 33 and explain the learners' the concept.

## Demonstrate

### 2.2.2.1 Liaison Agent

Liaison Agent are the authorized mediator/ distributors of the Manufacturers and act on behalf of the Principal i.e. manufacturer for participating in the bid opened by an institution.



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 36 and explain the learners' the concept.

### 2.2.3 Margins across Distribution Value Chain

In the entire value chain, the Margins are distributed as per below table and cost of distribution from manufacturer to stockist is born by manufacturer itself.

#### Margins in Life Sciences Distribution Value Chain

Entity Name	Margins
Clearing and Forwarding Agent	1-10% on the total turnover in year + other expenses
Super Stockist	3-5% on scheduled drugs 8% on unscheduled drugs
Stockist/ Distributor/ Sub Stockist	8% on scheduled drug 10% on unscheduled drug
Logistics Provider	INR 3- 6 per Kilogram (paid monthly)
Retail Chemist	16% on scheduled drug 20% on unscheduled drug

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 36 and explain the learners' the concept.

## Notes for Facilitation



- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise



1. If a tablet is sold at 100 rupees per strip of 10 tablets to a retail pharmacy, calculate the price of one strip to Stockiest
2. If an unscheduled syrup bottle manufacturing cost is rupees 13/- per bottle, total 2 lakh bottles are sold by CFA with a margin of 5%, what will be the price of this bottle to a stockiest
3. List the information which can be supplied by a Stockist to MSR
4. List the information which can be supplied by a retail pharmacy to MSR

## UNIT 2.3: Regulations for Medical Sales Representative

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Regulatory bodies which impact the job of MSR
2. Regulations laid down by various regulatory bodies
3. Perform the job of MSR without deviating any regulation/ law in India

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about regulatory bodies which impact the job of MSR
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students what they understand by term value chain, distribution chain

### Say

- Discuss regulatory bodies impacting role of MSR
- Discuss Ministry of Health and Family Welfare
- Discuss National Pharmaceutical Pricing Authority (NPPA)
- Discuss Medical Council of India
- Explain World Health Organization

## Elaborate

### 2.3.2 Regulation and Laws for MSR

As MSR, one has to follow following laws/ regulations while discharging his/her duties.

- Drugs and Cosmetics Act
- MRTP Act
- SPE Act
- The Drugs and Magic Remedies (Objectionable Advertisement) Act, 1954
- The Narcotic Drugs and Psychotropic Substances Act, 1985
- WHO Guidelines for Pharmaceutical Products
- MCI Code of Conduct
- UCP-MP Act

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 41 and explain the learners' the concept.

#### 2.3.2.1 Drugs and Cosmetics Act

The act defines guidelines for various drug related areas like Clinical Trials, Manufacturing, Distribution, Sales etc.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 41-42 and explain the learners' the concept.

#### 2.3.2.2 Monopolies and Restrictive Trade Practices Act and Competition Act

The MRTP Act was first enabled in practice in 1969. The principal objectives sought to be achieved through the MRTP Act are:

1. Prevention of concentration of economic power to the common detriment
2. Control of monopolies
3. Prohibition of Monopolistic Trade Practices (MTP)
4. Prohibition of Restrictive Trade Practices (RTP)
5. Prohibition of Unfair Trade Practices (UTP)

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 42-43 and explain the learners' the concept.

### 2.3.2.1 Drugs and Cosmetics Act

The act defines guidelines for various drug related areas like Clinical Trials, Manufacturing, Distribution, Sales etc.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 41-42 and explain the learners' the concept.

### 2.3.2.2 Monopolies and Restrictive Trade Practices Act and Competition Act

The MRTP Act was first enabled in practice in 1969. The principal objectives sought to be achieved through the MRTP Act are:

1. prevention of concentration of economic power to the common detriment
2. control of monopolies
3. prohibition of Monopolistic Trade Practices (MTP)
4. prohibition of Restrictive Trade Practices (RTP)
5. prohibition of Unfair Trade Practices (UTP)

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 42-43 and explain the learners' the concept.

### 2.3.2.3 Drugs and Magic Remedies (Objectionable Advertisement) Act, 1954

This Act may be called the Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954. (2) It extends to the whole of India except the State of Jammu and Kashmir, and applies also to persons domiciled in the territories to which this Act extends who are outside the said territories.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 44-45 and explain the learners' the concept.

### 2.3.2.4 Drugs and Magic Remedies (Objectionable Advertisement) Rule, 1955

In exercise of the powers conferred by section 16 of the Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954 (21 of 1954), the Central Government had enabled the following rules:

- » Scrutiny of Misleading Advertisements Relating to Drugs
- » Procedure to be followed in prohibiting Import into, and Export from India of Certain Advertisements

- » Manner in which Advertisements may be sent confidentially
- » Prohibition of Advertisement of Drugs for Treatment of Disease, etc.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 45-46 and explain the learners' the concept.

### 2.3.2.5 The Narcotic Drugs and Psychotropic Substances Act, 1985

This act deals with possession, manufacturing, sale, distribution and import of narcotic drugs.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 46-47 and explain the learners' the concept.

### 2.3.2.6 Sales Promotion Employees Act, 1976

This is an Act to regulate certain conditions of service of sales promotion employees in certain establishments including Life Sciences organizations:

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 47-49 and explain the learners' the concept.

### 2.3.2.7 WHO Guidelines for pharmaceutical products

WHO has laid down guidelines for the distribution of pharmaceutical products. Depending on the national and regional legislation on pharmaceuticals, these guidelines may apply equally to products for human and for veterinary use. The guidelines thus cover products for which a prescription is required by the patient, products which may be provided to a patient without a prescription, biologicals and vaccines.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 49-57 and explain the learners' the concept.

### 2.3.2.8 MCI Code of Conduct

Medical Council of India has laid down a code of conduct for every medical professional/ doctor. It is important to the key rules under such code of conduct are in knowledge of Medical Sales Representative so that a Medical Sales Representative can interact with Medical professionals without deviating the MCI code of conduct and does not request / influence doctor to deviate from the rules of MCI.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 58-59 and explain the learners' the concept.

### 2.3.2.9 Uniform Code of Pharmaceutical Marketing Practices

As on date, this is a voluntary code of marketing practices for Indian life sciences industry as of now and it may be considered by government for making a statutory code basis the review of its implementation.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 60-64 and explain the learners' the concept.

#### Activity



**Divide the class in two groups**

- Ask each group to create a questionnaire from the studied topics with answers
- Now, each team will ask questions with other team one by one
- Give points for every right answer and deduct one point for every wrong answer
- The team having the maximum points will be announced as winners

#### Notes for Facilitation



- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

#### Exercise



1. What is MUST to be mentioned on a drug sample provided to doctors?
2. What is the penalty to doctor accepting funding to a CME by a pharma company?
3. What kind of drug sample cannot be supplied to a doctor?
4. If a MSR is violating any norm under UCP MP Act, will the employer company be penalized for action of MSR?  
Yes/ No

## UNIT 2.4: Human Anatomy & Physiology

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Anatomy and physiology of human
2. Identify the therapeutic area and practicing doctor for a specific organ system
3. Common disease, its symptom and common medicines for that indication

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about Human Anatomy and Physiology
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students what they understand Human Anatomy and physiology

### Say

- Discuss regulatory bodies impacting role of MSR
- Discuss Ministry of Health and Family Welfare
- Discuss National Pharmaceutical Pricing Authority (NPPA)
- Discuss Medical Council of India
- Explain World Health Organization

## Elaborate

### 1.1.1 Human Anatomy

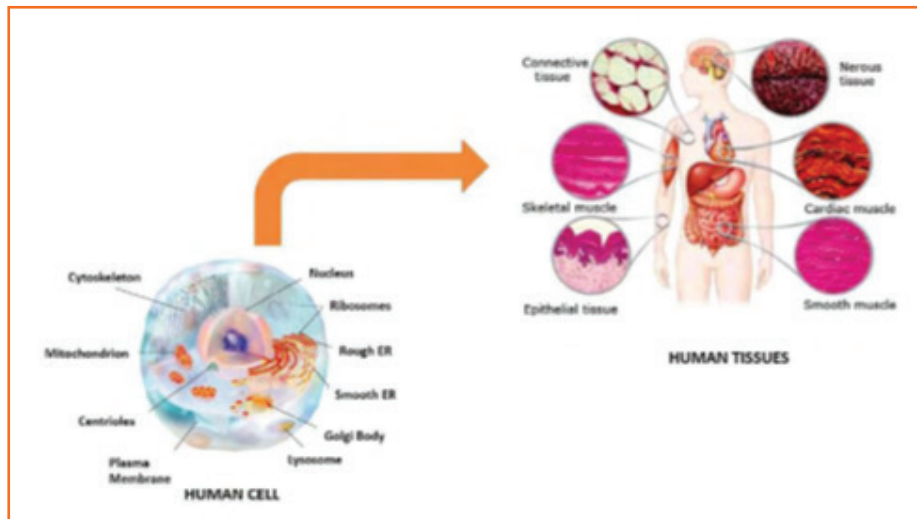
Human anatomy is the study of the biological systems of the body, which consist of organs, tissues and cells.

### 2.4.1.1 Cell

Cells are the smallest unit of all living things.

### 2.4.1.2 Tissues

Multiple cells grouped together in a highly organized manner form a tissue. The tissues are then grouped to make organs and various part of body.



### 2.4.1.3 Human Organs

Human Body is made of multiple organs. The basic parts of the human body are the head, neck, torso, arms and legs.

Human has five vital organs that are essential for survival.

#### 1. Brain





2. Heart



3. Kidneys



4. Liver



5. Lungs

### 2.4.1.4 Organ Systems

**There are Total 11 Systems in Human Body:**

- I. Skeletal System
- II. Muscular System
- III. Cardiovascular System
- IV. Digestive System
- V. Endocrine System
- VI. Nervous System
- VII. Respiratory System
- VIII. Immune/ Lymphatic System
- IX. Urinary System
- X. Reproductive System
- XI. Integumentary System

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 66-70 and explain the learners' the concept.

## Demonstrate

### 2.4.2 Human Physiology

#### 2.4.2.1 Skeletal System

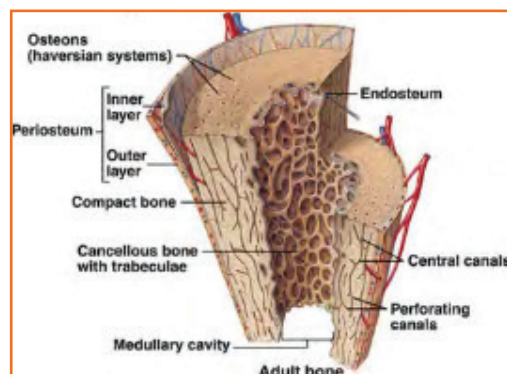
The skeletal system of human performs vital functions like support, movement, protection, blood cell production, calcium storage and endocrine regulation which enable us to survive.

In human skeletal system there are 206 bones, which are connected by network of tendons, ligaments and cartilage.

**Human Skeletal System**



**Human Bone Structure**



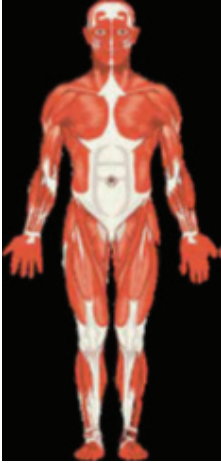
#### Disease of Skeletal System

Common Disease	Indications/ Symptoms	Common Medicines
Osteoporosis	Lower Back pain, bone fracture, loss of height	Alendronate
Osteomalacia	Softening of Bones	Posture, Calciferol, Drisdol
Arthritis	Pain in joints while sitting, limping	Acetaminophen, Chloroquine, COX-2 Inhibitors
Scoliosis	Spine deformities	Nonsteroidal anti-inflammatory drugs (NSAIDs)
Leukemia	Fatigue, weight loss, easy bleeding, pain in bones/ joints	Imatinib
Fracture	Pain in bone, creaky joints, bleeding, swelling	Bone Formation Agents, Vitamin D, Calcium Supplement

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 70-71 and explain the learners' the concept.

### 2.4.2.2 Muscular System

There are 650 muscles in our body, responsible for movement support (limbs, neck, facial expression, eye movement and respiration), maintaining posture, circulation of blood and other substances throughout the body.



Disease of Muscular System

Common Disease	Indications/ Symptoms	Common Medicines
Polymyositis	inflammation and progressive weakening of the skeletal muscles	Corticosteroids, methotrexate
Muscular dystrophy	Muscle weakness typically begins in the face and shoulders, droopy eyelids	Dantrolene, Eperisone
Myasthenia gravis	varying degrees of weakness of the skeletal muscles	Mestinon oral, pyridostigmine bromide oral

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 72 and explain the learners' the concept.

### 2.4.2.3 Cardiovascular System

Also known a Circulatory System includes a big and complex network of organs inclusive of the heart (cardiovascular); lungs (pulmonary); and arteries, veins, coronary and portal vessels (systemic) and vessels.



### Disease of Cardiovascular System

Common Disease	Indications/ Symptoms	Common Medicines
Arteriosclerosis	Pain in chest, heat burn,, Stroke, shortness of breath	Rosuvastatin
Hypertension	Stroke	Amlodipine, Atenolol
Cardiac Arrhythmia	Dizziness, Abnormally high pulse rate, stroke	Metoprolol, Verapamil

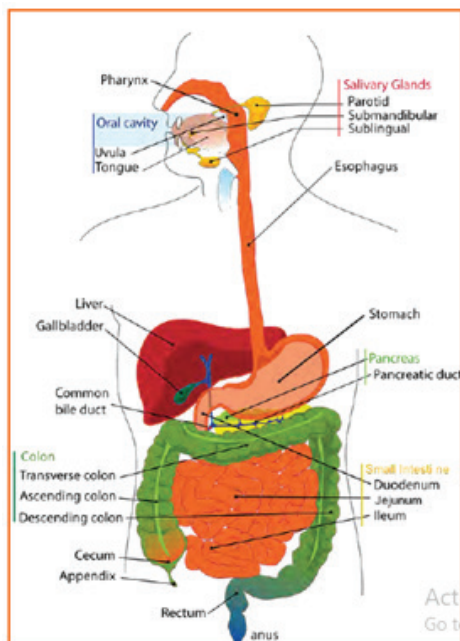
**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 73-74 and explain the learners' the concept.

## 2.4.2.4 Digestive System

### Disease of Digestive System

The digestive system, also known as the gastrointestinal (GI) tract, includes series of connected organs like Mouth, Oesophagus, Stomach, Small intestine, Large Intestine/colon, Rectum and Anus. In addition of these Pancreas, Gall Bladder, Liver and Saliva Glands in mouth also are part of Digestive System.

### Human Digestive System



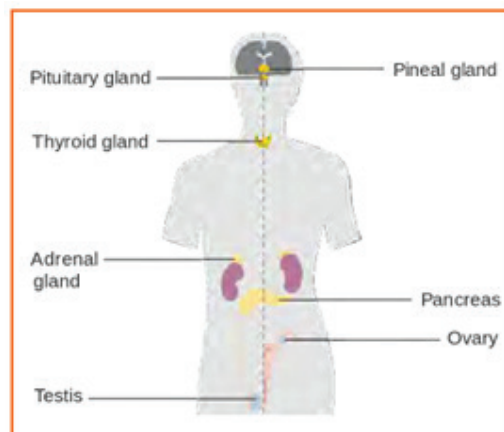
Common Disease	Indications/ Symptoms	Common Medicines
Colon Cancer	Pain in Abdomen/ rectum, blood in stool, lump in abdomen, weight loss	Cetuximab, Ramucirumab
Irritable Bowel Syndrome (IBS)	Abdominal pain, Constipation or Diarrhea	Eluxadolone
Gastro-Esophageal Reflux Disease (GERD)/ Acid Reflux	Frequent Heartburn	Esomeprazole, Dexlansoprazole

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 74-75 and explain the learners' the concept.

### 2.4.2.5 Endocrine System

The endocrine system is made up of glands which generate hormones to regulate growth and development/ metabolism/reproduction/sleep etc.

#### Human Endocrine System



#### Disease of Endocrine System

Common Disease	Indications/ Symptoms	Common Medicines
Diabetes mellitus	Increased thirst, frequent urination, hunger, fatigue	Acetohexamide, Alogliptin
Thyroid Disorder	Unexplained weight gain/ loss, sweating and irritability, cold sensitivity	Carbimazole, Alfalcidol, Levothyroxine
Menopause	Vaginal discomfort/ dryness, anxiety, sexual dysfunction	Estrogen, Belladonna
Infertility	Anger, anxiety, inability to get pregnant	Bromocriptine, Clomiphene, Mesterolone

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 74-75 and explain the learners' the concept.

### 2.4.2.6 Nervous System

Human nervous system has mainly two structural parts: Central nervous system and peripheral nervous system



#### Disease of Nervous System

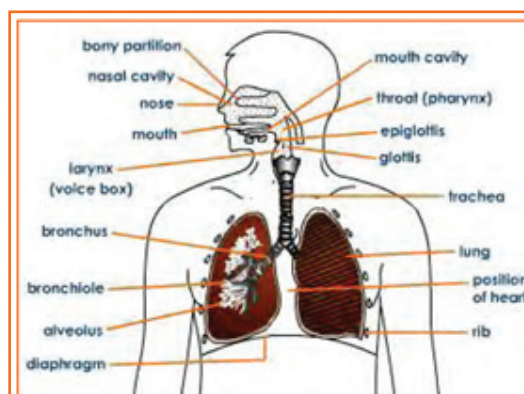
Common Disease	Indications/ Symptoms	Common Medicines
Epilepsy	Rhythmic muscle contractions, amnesia	Carbamazepine
Parkinson's disease	Difficulty with bodily movements, involuntary movements, muscle rigidity	Amantadine, Bzotropine
Alzheimer's disease	Mental decline, difficulty thinking and understanding	Caprylidene, Donepezil

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 77-78 and explain the learners' the concept.

### 2.4.2.7 Respiratory System

In human, a series of organs work together as respiratory system.

#### Human Respiratory System



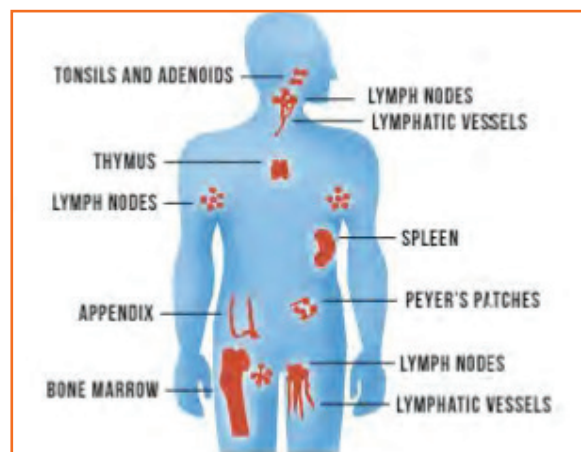
### Disease of Respiratory System

Common Disease	Indications/ Symptoms	Common Medicines
Influenza	fever, chills, muscle aches, cough, congestion, runny nose, headaches and fatigue	Benzonatate, Chlorpheniramine
Pneumonia	cough with phlegm or pus, fever, chills and difficulty breathing	Amoxicillin, Bromhexine, Atovaquone
Asthma	difficulty breathing, chest pain, cough and wheezing	Amoxicillin, Bromhexine, Bambuterol

### 2.4.2.8 Immune/ Lymphatic System

Immune System protects human body against a disease or any other potentially risky foreign bodies like viruses, bacteria and parasites etc. Following are the major component of immune system.

#### Human Immune System



### Disease of Immune System

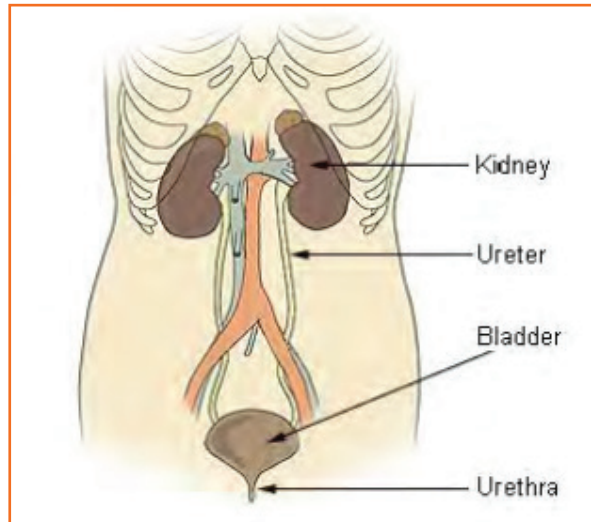
Common Disease	Indications/ Symptoms	Common Medicines
Allergic rhinitis/ Hay Fever	Sneezing, runny nose and red, watery and itchy eyes	Azelastine, Fluticasone, Carbinoxamine
Eczema	Itching and skin rash	Tacrolimus
Lupus/ SLE	Fatigue, joint pain, rash and fever.	Hydroxychloroquine, Azathioprine, Cyclophosphamide
HIV/AIDS	Weight loss, fever or night sweats, fatigue and recurrent infections	Abacavir, Ampenavir

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 78-79 and explain the learners' the concept.

### 2.4.2.9 Urinary System

Urinary system is also known as Renal System. This system is responsible for production, storage and elimination of urine (a fluid waste excreted by the kidneys).

#### Human Urinary System



#### Disease of Urinary System

Common Disease	Indications/ Symptoms	Common Medicines
Urinary Tract Infection (UTI)	pelvic pain, increased urge to urinate, pain with urination and blood in the urine	Cefadroxil, Amikacin, Cefoxitin
Incontinence	involuntary leakage of urine	Oxybutynin
Kidney Stones	severe pain, usually in the side of the abdomen	Potassium Citrate, Tiopronin

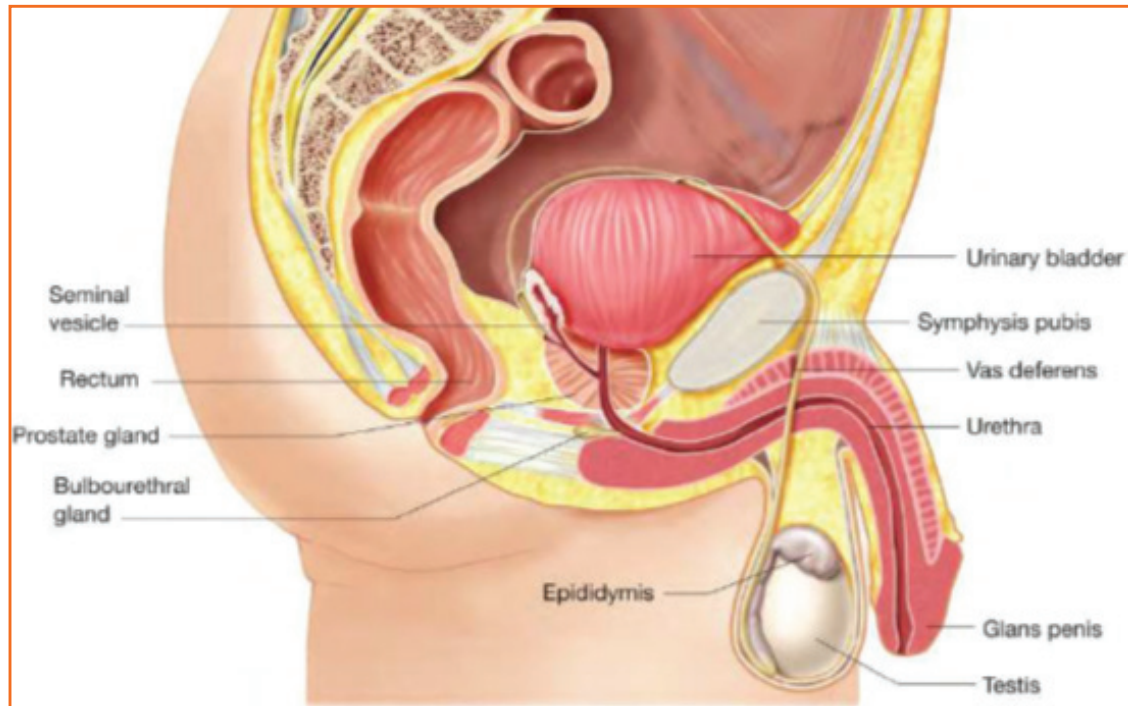
**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 81-82 and explain the learners' the concept.

### 2.4.2.10 Reproductive System

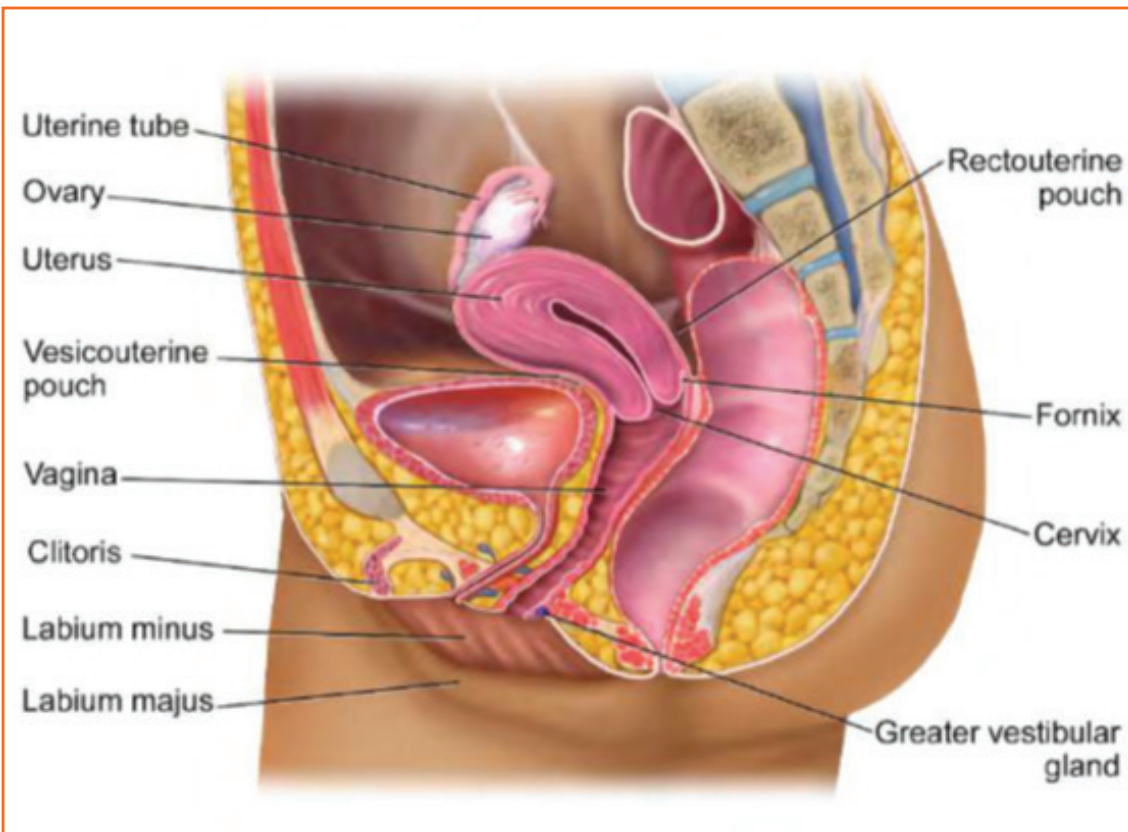
Male reproductive system has two major organs- Testes and Penis

- There are two testes located in a pouch called scrotum. Testes are responsible for production of Sperms.
- Penis and Urethra are external part of reproductive system which is responsible for carrying the sperms and ejaculation of sperms in female body.

## Human Reproductive System- Male



## Human Reproductive System- Female



### Disease of Reproductive System

Common Disease	Indications/ Symptoms	Common Medicines
Infertility	inability to get pregnant	Chorionic Gonadotropin
HIV/AIDS	weight loss, fever or night sweats, fatigue and recurrent infections	Abacavir, Ampenavir
Gonorrhea	painful urination and abnormal discharge from the penis or vagina	Amoxicillin, Cefixime
Chancroid	Genital, Anal, Prianal Ulcer	Azithromycin, Ceftriaxone

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 82-83 and explain the learners' the concept.

### 2.4.2.11 Integumentary System

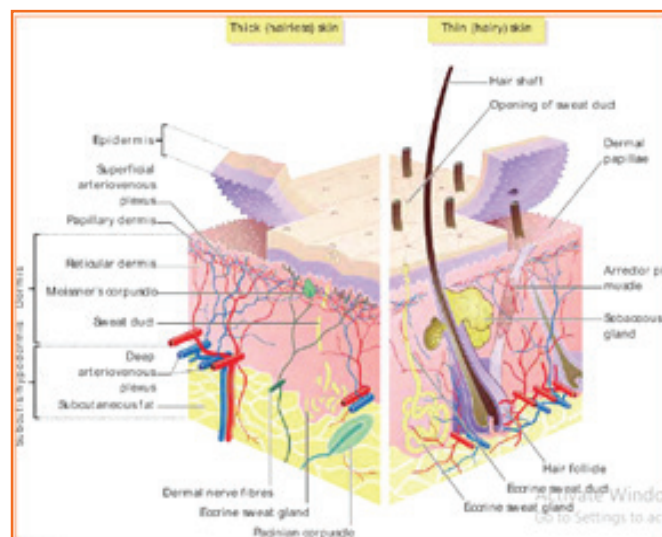
Integumentary system is the largest organ of the body. It includes Skin, nails, hair, glands and nerve receptors.

Human Skin has three layers of tissues.

- **Epidermis:** Top most layer of skin, has no blood vessels, keep most of the skin waterproof by producing Keratin. It also produces melanin which is responsible for colour of skin. It has cells involved in touch reception and cells which help immune system in fighting with antigen (foreign bodies). It creates body's first defense against viruses, bacteria and any other microbes.
- **Dermis:** This is the middle layer of skin and provides elasticity to skin. This is the layer where blood vessels, lymph vessel and nerves end. Oil glad and Sweat glands are also located in this layer only.
- **Hypodermis:** This is the deepest layer of skin and help in insulating the body as well as cushioning the internal organs.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 78-79 and explain the learners' the concept.

#### Human Integumentary System



### Disease of Integumentary System

Common Disease	Indications/ Symptoms	Common Medicines
Eczema	Itching and skin rash	Tacrolimus
Psoriasis	Rash on the skin	Acitretin, Alefacept, Calcipotriene
Vitiligo	Loss of skin colour	Monobenzene, Psoralen (PUVA)

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 78-79 and explain the learners' the concept.

### Activity

- Conduct a skill practice activity.
- Divide the students into 4 groups.
- Assign two of the following physiological systems to each group (provide a big chart of the physiological system without details)
  - » Digestive
  - » Endocrine
  - » Circulatory
  - » Lymphatic
  - » Muscular
  - » Nervous
  - » Reproductive
  - » Respiratory
- Ask students to identify main organs and functions of the above mentioned physiological systems
- Explain the purpose and duration of the activity.
- Ask one volunteer from each group to present the points for other participants learning.

### Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. How many organ system are in human body?
2. Describe the function of alveoli.
3. List the indication of leukemia.
4. Can you control visceral muscle? Yes/ No

## UNIT 2.5 Pharmaceutical Science Basics for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Scientific concepts, terms and definitions used to describe the drug reaction mechanism
2. Drug formularies and drug classification system for gaining scientific knowledge
3. functioning of a drug to a doctor
4. Benefits of a medicine using scientific terminologies
5. Identifying and comparing medicine based on drug classification

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about Pharmaceutical Science Basics for MSR
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students what they understand by term Pharmacology, Pharmacokinetics, Pharmacodynamics

### Say

- Discuss Pharmacology, Pharmacodynamics
- Explain Pharmacokinetics
- Discuss Drug classification
- Explain Nomenclature of Drugs

## Elaborate

### 2.5.1.1 Routes of Drug Administration

The first thing in your product detailing is Route of Drug Administration. Routes of drug administration are the ways to administer a drug to a patient. They are divided into 2 main types.

1. Enteral
2. Parenteral

#### Benefits and drawback of Routes of Drug Administration

Drug Administration Route	Benefits	Limitations
Oral	Convenient Economical	Needs Patient to be in conscious so that he/she can swallow Food intake may reduce absorption Few medicines are not absorbed in GI Tract or are destroyed in GI Tract Chances of vomiting Takes time to reach to blood stream
Sublingual	Economical Patient can take medicine by him/herself Faster effects as medicine is absorbed quickly in systematic circulation Avoids first pass metabolic effect	Needs Patient to be in conscious so that he/she can chew / keep under tongue and not swallow Accidental swallowing can miss the aim of drug administration Vomiting is possible
Rectal	Can be used for unconscious person No vomiting Avoids stomach irritation	Embarrassing for some Requires cooperation of patient Unpredictable absorption Repeat usage of this method can cause rectal irritation
Intravenous Injection	Highly effective and reliable Provides rapid effect of medicine Irritant effect of medicine can be reduced	Needs to be administered by a trained medical professional Need to maintain proper aseptic precaution Few medicines can cause irritation of vein Needs careful monitoring of patient
Intramuscular Injection	Reliable route Rapid rate of absorption Good method for a prolonged use	Needs to be administered by a trained medical professional Need to maintain proper aseptic precaution Few medicines can cause irritation of skeletal muscle

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 88-89 and explain the learners' the concept.

### 2.5.1.2 Pharmacokinetics

Once a drug is administered it undergoes 4 stages in human body

- Absorption - The absorption is the process in which the medicine is transferred to blood stream from the site of drug administration.
- D- Distribution - An absorbed drug into the bloodstream is carried throughout the body by a reversible process called distribution.
- M-Metabolism - Metabolism is the process in which the drug's chemical properties are changed. This process occurs in Liver and impacts all drugs absorbed by GI Tract.
- Excretion - The removal of the drug from the body is called Excretion which is being done through Bile or Kidney.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 90-94 and explain the learners' the concept.

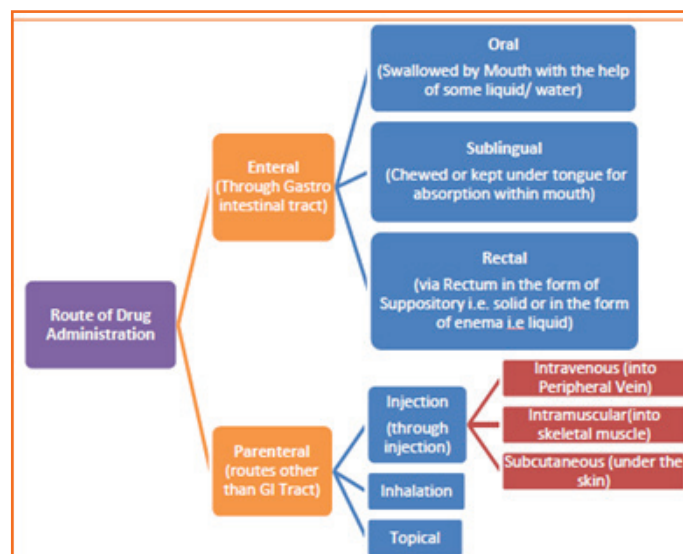
## Demonstrate

### 2.5.1.1 Routes of Drug Administration

The first thing in your product detailing is Route of Drug Administration. Routes of drugs administration are the ways to administer a drug to a patient. They are divided into 2 main types.

1. Enteral
2. Parenteral

#### Routes of Drug Administration



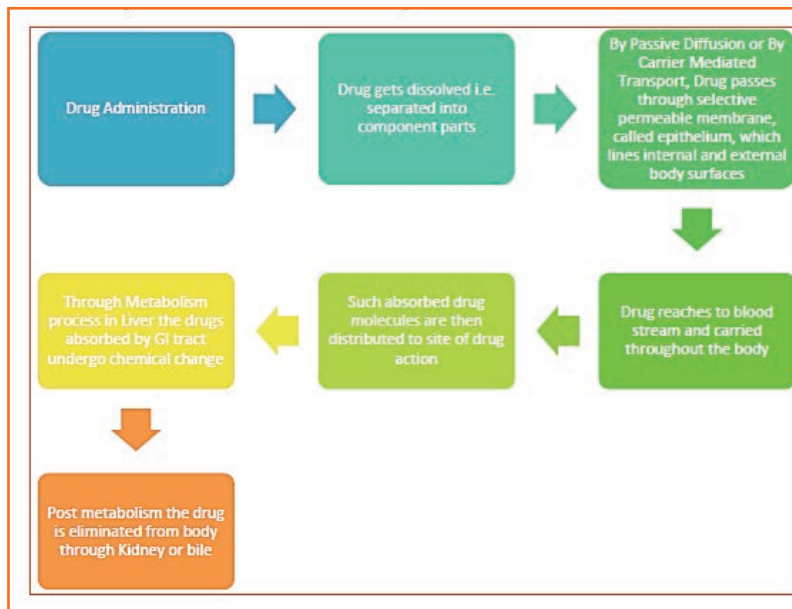
**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 88 and explain the learners' the concept.

### 2.5.1.2 Pharmacokinetics

Once a drug is administered it undergoes 4 stages in human body

- A- Absorption
- D- Distribution
- M-Metabolism
- E-Excretion

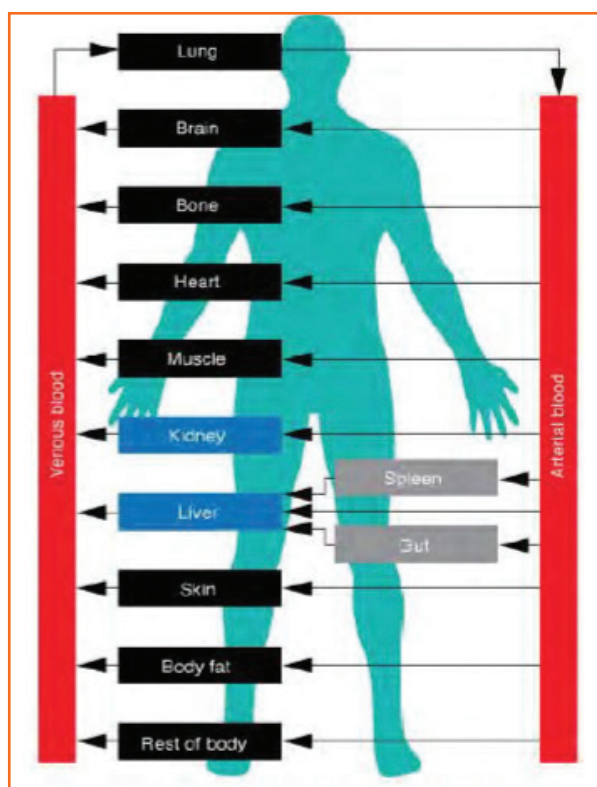
#### ADME Process of Pharmacokinetics



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 91 and explain the learners' the concept.

#### Distribution:

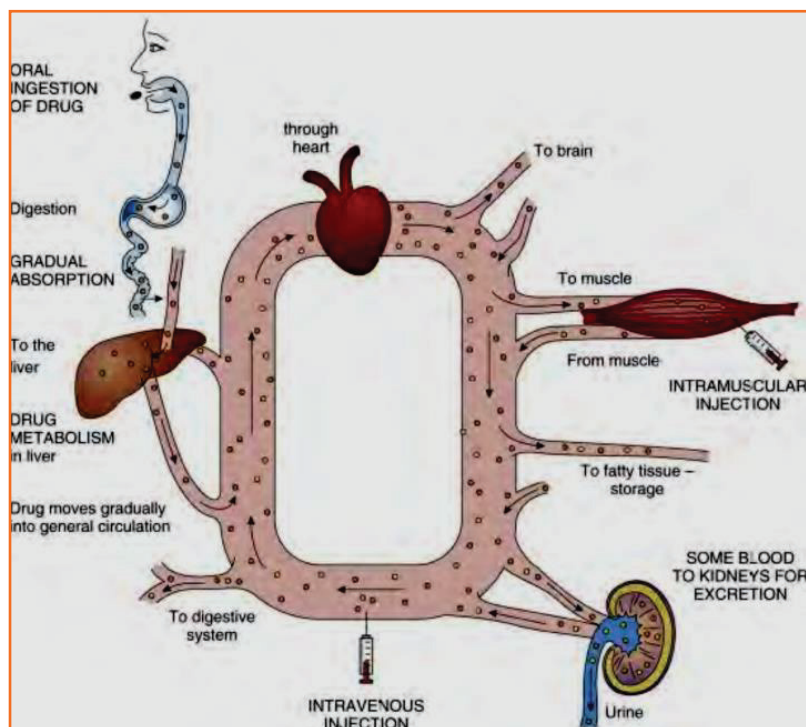
#### Drug Distribution Flow Human Body



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 92 and explain the learners' the concept.

#### Excretion:

#### ADME Process in Human Body



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 93 and explain the learners' the concept.

## Explain

- Explain the concept of posology
- Explain the concept of Pharmacodynamics
- Explain Resources for Scientific and Technical Knowledge:
  - » Formulary
  - » Standard Treatment Guideline
- Explain how drug classification is done
- Explain Drug Classification based on Therapeutic Use
- Explain Drug Classification based on Pharmacological Profile

## Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What is ADME process?
2. Define Half-life of a pharma product?
3. What is enteral route of drug administration?
4. How can formulary be used by MSR?

## UNIT 2.6: Concept of Disease Management for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Concepts and methodology of planning and executing the disease management program
2. Manage and contribute to a disease management program of your future employer

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about Concepts of Disease Management for MSR
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students to share what they understand by term Disease Management
- Ask students to share their ideas about Role of Medical Sales Representative in Disease Management

### Say

- Discuss the concepts of Disease Management
- Explain the term disease management

## Explain

- Explain Disease Management Association of India
- Explain Disease Management in India
- Explain Role of Medical Sales Representative in Disease Management

## Activity

- Divide students into two groups
- Ask each group to create multiple choice question
- The groups will ask questions to each other
- Evaluate and explain the concept as per performance

## Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What is a Disease Management Program?
2. Define the role of DMAI in disease management programs in India?
3. Name 3 companies who have successfully launched and executed DM programs in India?
4. Identify any one responsibility of MSR in disease management program

## UNIT 2.7: Organizational Specific Knowledge for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Policies, rules and guidelines of your employer
2. Rules and employment regulations while discharging duties

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Tell them they are going to learn about Organizational Knowledge for MSR
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts
- Ask students to share what they understand by term policies, rules and guidelines
- Ask students to share their ideas about how important is to follow rules and employment regulations

### Say

- Discuss with students about Non Discrimination Policy.
- Explain what is Code of Conduct.
- Discuss with students about Policy for Prevention of Sexual Harassment.
- Discuss with students, protection and proper use of Corporate Assets.
- Discuss Financial Reporting Rules.
- Discuss Health, Safety Rules.

## Explain

- Explain how to Maintain confidentiality and IPR rules.
- Explain Information Security Rules.

## Activity

- Ask students to choose topics of their choice and present their presentations in front of class

## Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What is the purpose of the rules for maintaining confidentiality and IPR projection?
2. Why rules of prevention of sexual harassment is MUST in any organization?
3. What is the benefit of data security to an employee?





## Key Learning Outcomes

**At the end of the unit, you will be able to:**

1. Competitors and health schemes relevant to the product line
2. Retail chemist prescription audits (RCPA)
3. Enquiring chemist during RCPA
4. Statistical analysis required for competitor monitoring

## UNIT 3.1: Competitive Intelligence and Monitoring

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Concepts and methodology of monitoring competitors
2. Monitoring competitors and factors affecting product competition and promotion & sales of Product

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Encourage each of the participants to research more on the topics to be discussed
- Relate the session to previous sessions, when possible

### Ask

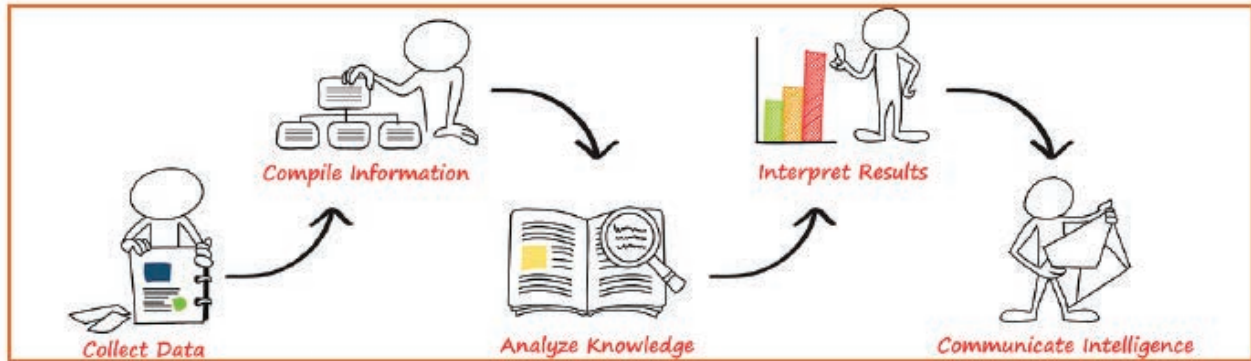
- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts

### Say

- Discuss with students about Concept of competitive intelligence
- Explain How to carry out a Competitive Intelligence?
- Discuss with students about Policy for Prevention of Sexual Harassment
- Discuss with students, protection and proper use of Corporate Assets
- Discuss Financial Reporting Rules

## Demonstrate

### Five-Steps in Competitive Intelligence by MSR



### 3.1.2 How to carry out a Competitive Intelligence?

Competitive Intelligence is conducted by MSRs very sophisticatedly using various tools like:

1. Analysis of Competitive landscapes
2. Scenario development
3. Competitor lifecycle profiles
4. Comparative matrix development
5. And stockiest portfolio analysis

#### 3.1.2.1 Steps for Analysis of competitive landscapes

**For making a recommendation you need to know in detail that what your competitor is doing:**

- Step 1: Study your competitor's website
- Step 2: Follow your competitor on Social Media
- Step 3: Perform Internet Search on your product keywords
- Step 4: Set up google alerts
- Step 5: Use online Surveys (if allowed by your manager)
- Step 6: Conduct Retail Chemist Prescription Audit
- Step 7: Talk to your stakeholders (Distributors, Stockiest, Doctor)
- Step 8: Follow the medical conferences/ CMEs conducted by your competitor
- Step 9: Document the data and evidences collected so far
- Step 10: Conduct analysis

Competitive Landscape Sample Table

Factors	Your Brand Name	Competitive Brand 1	Competitive Brand 2	Competitive Brand 3
Manufacturer	YOU Pharma	He Pharma	She Pharma	They Pharma
Mechanism	Intracellular	Extracellular	Extracellular	Intracellular
Target	VEGF, PDGF, bFGF	VEGF	PDGF	Tyrosine Kinases
Formulation Type	Eye Drops	Intravitreal	Intravitreal	Eye Drops
Molecule Size	Small Molecule	Large Molecule	Large Molecule	Small Molecule
Cost/ Dose	INR 200/-	INR 500/-	INR 180/-	INR 210/-
Sales Strategy	Penetration	Development	Penetration	Diversification
Discounts to Retailer	10%	10%	18%	12%

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 118-119 and explain the learners' the concept.

### 3.1.2.2 Steps for Scenario development

Step 1: Identify the focus / issue i.e. setting the platform of scenario

Step 2: Identify and analyse the key drivers/ influencing factors

Step 3: Rank the influencing factors

Step 4: Select the logic for scenario

Step 5: Complete your Scenario

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 119-121 and explain the learners' the concept.

### 3.1.2.4 Comparative Matrix development

A format of Comparative Matrix is give below for your quick understanding.

Factors for Comparison	Your Product	Competitor Product
Brand Name		
Product Composition		
Highlighted points in Promotion Material		
Price		
Promotion Strategy with Physicians		
Promotion Strategy with Stockiest		
Sales Trend as per RCPA		
Dosage Form		
Dosage Guideline		
Treatment Pharmacology		
Side Effect		

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 119-121 and explain the learners' the concept.

### 3.1.2.5 Steps for Stockiest Portfolio Analysis

As MSR, the scope of portfolio analysis will be very much for Wholesalers and Stockiest.

This will be a 6 step process:

Step-1: Assess the market

Step-2: Define Boundaries/ Scope

Step-3: Define Macro Drivers in the territory

A sample is given below:

Political	Economic	Social	Technological
Government Regulations for the Product line	Govt. Spending on Health treatments and health schemes	Socio-economic status of consumer in territory	New innovation related to the therapeutic area/ disease your product is targeting
Tax Policies	Formulary position of Product line	Demographic profile of population in territory	Industry focus on technology
Impact of UCPMP and MCI guidelines	Taxation like GST	Lifestyle changes	Your company's focus on technology
Govt. Health Programs	Stage of your Product life cycle	Welfare and health education activities in territory	
	Stage of Competitor Product life cycle		
	Stage of Stockiest Business Life Cycle		
	Sales Trend as per RCPA		

Table. 3.1.5: Sample of PEST Analysis for MSR

Step-4: Forecast distribution channel Performance

Step-5: Recommend strategies for Managing Stockiest Portfolio and Sales Goal

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 124-125

## Elaborate

### 3.1.2.3 Competitor lifecycle profiles

It is very important to understand your competitors and know their lifecycle profile so that you can opt a suitable selling/promotion strategy to compete with the competitor's product.

Any product in the market has three stages:

1. Emergent Phase
2. Growth Phase
3. Mature Phase

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 121-123 and explain the learners' the concept.

### 3.1.3 Resources for information and technical knowledge for MSR

For monitoring competitor and macro factors affecting the sale of your company report, you need to collect various kind of information as we had discussed in previous section of this chapter. A MSR uses all sort of channel and resources to get the required information. Few of them are listed below:

- Product Catalogue given by your company
- E-Promotion material
- Seminars and Workshops by companies
- Internet
- News and Media
- Information from Physician or Chemist Interaction
- Retail Chemist Prescription Audit
- Database/ Survey Reports by various consulting organizations
- Various Government Schemes

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 125-129 and explain the learners' the concept.

### Activity

- Ask students to choose topics of their choice and present their presentations in front of class

### Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.

- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What information MSR can get from a competitive landscape?
2. When competitor product is a substitute product of your branded product with same pharmacology. It is a direct competitor. True/ False
3. News and media highlights are not relevant to MSR. True/ False
4. Why the information of locally run Govt. schemes is important for MSR?

## UNIT 3.2: Retail Chemist Prescription Audit

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Concepts and methodology of conducting RCPA
2. Conducting RCPA and choosing right doctor, right product and right promotional strategy

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Encourage each of the participants to research more on the topics to be discussed

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts

### Say

- Discuss with students Basics of RCPA
- Explain Benefits of RCPA
- Discuss with students How to conduct a RCPA
- Discuss with students, Tips for effective RCPA
- Discuss Questioning Techniques for MSR

## Demonstrate

### 3.2.3.1 Steps for RCPA at Retail Chemist Store

A detailed RCPA Method at a retail chemist store has following steps:

Step-1: Identify Chemist for RCPA- Right Chemist

Step-2: Start with introduction of yourself and your company; tell him your purpose of visit.

Step-3: Identify right sales person

Step-4: Ask for suitable time to come and get the information

Step-5: Visit the Chemist before every call at a pre-fixed time to discuss with Chemist at retail chemist store

Step-6: Manage Relationship with right sales person

Step-7: Get the details for Personal Order Booking (POB) and new product availability

Step-8: Interview the Chemist/ Sales person with open ended questions

Step-9: Tabulate the data like below

Product	No. of Rx (A)	Number of Unit (B)	MRP (C)	Frequency of Month (D)	Potential (A*B*C*D)
Your Own					
Comp 1					
Comp 2					

*Table. 3.2.1: Table for collecting RCPA data*

Step-9: Analyse the data

Step-10: Revalidate your data and change your selection of competitor (if necessary)

Step-11: Convert RCPA information in your pre call strategy

Step-12: Quantify prescription demand

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 133-134 and explain the learners' the concept.

### 3.2.3.2 Steps for RCPA at Hospital Pharmacy Store

**The detailed RCPA Method at an institutional pharmacy store has following steps:**

Step 1: Identify the members of the concern department at hospital

Step 2: Identify the days when OPD is open

Step 3: Conduct the RCPA on the respective day for each concerned department

Step 4: Stand at counter and observe the prescriptions

Step 5: Identify top three prescribers

Step 6: Tabulate the data like below:

Product	No. of Rx (A)	Number of Unit (B)	MRP (C)	Frequency of Month (D)	Potential (A*B*C*D)
Your Own					
Comp 1					
Comp 2					

Table. 3.2.2: Table for collecting RCPA data from Hospital Pharmacy

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 133-134 and explain the learners' the concept.

## Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.
- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What are the benefits of RCPA?
2. Define difference among flash RCPA, detailed RCPA in hospital pharmacy and detailed RCPA at retail chemist shop.
3. What is the Rule of 3 in RCPA?
4. What is difference between probing question and reflective questions?

## UNIT 3.3: Data Analysis Basics for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Basic statistical terminology used in data analysis
2. Statistical analysis required during competitive analysis as well as for sales projection and performance review

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any. (add recap also)
- Encourage each of the participants to research more on the topics to be discussed

### Ask

- Ask questions from the exercises given in the previous session to ensure if students have completed it or not
- Remind students to complete the exercises of the session covered simultaneously to better remember the concepts

### Say

- Discuss with students Benefits of Data Analysis

### Elaborate

#### 3.3.2 Basic tools and techniques for Descriptive Analysis

##### 3.3.2.1 Categorical Data and Two-way table for categorical data

Categorical variables represent types of data which may be divided into groups. Examples of categorical variables are caste, gender, age, and education qualification.

### 3.3.2.2 Numerical data

Numerical data provides information about quantity or size and is usually measurable or countable. For example; days treatment taken, BMI etc

### 3.3.2.3 Frequency Tables and Bar Charts

The frequency of a particular variables the number of times the variable occurs in the data set. A frequency table is a tabular representation of the dataset in which their corresponding frequencies are listed. Frequency tables can be used for both numerical and categorical data.

### 3.3.2.4 Histograms

A histogram is very similar to a bar chart, but is only used for numerical data or the class intervals. It will have no gaps between the columns.

### 3.3.2.5 Line Graphs

Line graphs are used to compare two variables. Each variable is plotted along an axis of the 2-D graph i.e. on a vertical axis or won a horizontal axis.

### 3.3.2.6 Measures of Centre (Mean, Median, Mode)

After displaying data using a histogram, we can often make more sense of data by calculating summary statistics. These give us ideas about the centre and the spread of the data.

The mode of a set of data is the value with the highest frequency (most common value)

The mean is the average of a set of data and it is found by adding all value together and dividing by the number of values

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 139-146 and explain the learners' the concept.

### Notes for Facilitation



- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.

- Allow participants to share and draw from their prior knowledge and experience, and link them to the learning taking place.
- Appreciate students for their participation

## Exercise

1. What is difference between Bar Graph and Histogram?
2. What are benefits of a line graph?
3. What is the difference between median and average?
4. The frequency of a particular variables the number of times the variable occurs in the data set. True/ False



## 4. Promotion and Sale of Products

Unit 4.1 Trends of Marketing and Promotions in Life Sciences

Unit 4.2 Managing the Field Visits

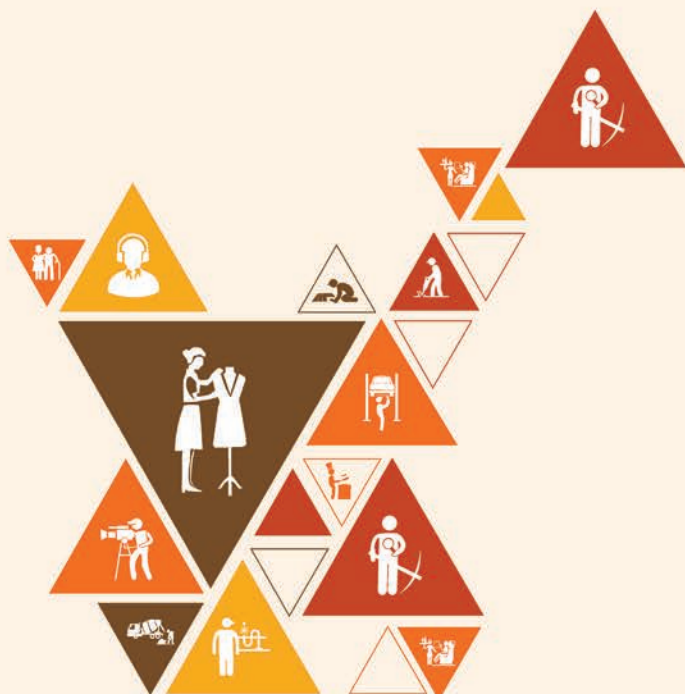
Unit 4.3 Promotion Strategies for MSR

Unit 4.4 In clinic promotion, presentation and demonstration

Unit 4.5 Daily Reporting by MSR

Unit 4.6 Sales Ordering and After Sales Service for Distribution channel

Unit 4.7 Pharmacovigilance Process for MSR



## Key Learning Outcomes

**At the end of the unit, you will be able to:**

1. Understand and learn the current trends in promotion and sales of life sciences products
2. Plan and prepare yourself for field visits and calls with doctors
3. Adopt suitable promotion strategies during in clinic presentations
4. Perform daily reporting as required by your organization
5. Secure sales order and meet the assigned target
6. Provide after sales services to your distribution network
7. Fulfill the pharmacovigilance related responsibilities

## UNIT 4.1: Basic Communication at Workplace for Lab Assistant

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. Recognizing and understanding the trends in domestic marketing and retail promotion for life sciences products
2. Adopting the growing and evolving strategies for promotion of the product line

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about risk factors for diabetes.

### Ask

- Ask students their basic understanding about pharmaceutical marketing
- Ask students if they ever met any MSR in real life

### Say

- Describe Trends in Pharmaceutical Marketing
- Discuss Recognition of Interdependence of Payer, Provider and Manufacturer
- Describe Pharma to offer Supporting Services in addition to Product Line
- Discuss from Globalization to Localization: Market segmentation
- Describe Multi-channel outreach is best strategy
- Discuss New Line of Business or Portfolio revamp
- Describe Use of SEO for making websites a branding tool
- Discuss Focus on Efficiency than Cost control
- Describe Virtual Conference replacing CMEs
- Discuss Use of Mobile apps and Social Media
- Describe Virtual Content Marketing a Common Sight

## Activity

- Divide students into two groups
- Ask each group to create multiple choice question
- The groups will ask questions to each other
- Evaluate and explain the concept as per performance

## Exercise

1. Why multi-channel outreach is best strategy in life sciences?
2. Use of Puppets is a new branding tool in pharma. True / False
3. To counter the effects of NPPA price control initiatives, pharma companies are focusing on cost cutting. True/ False
4. Life Sciences has stopped conducting CMEs and running only virtual conferences. True/ False

## UNIT 4.2: Managing the Field Visits

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. Prepare yourself for field visit
2. Understand working environment for different kind of doctors

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about risk factors for diabetes.

### Ask

- Ask students how appearance influence the job role of MSR
- Ask students how communication effects the job role of MSR

### Say

- Provide an overview of objectives of field visits of MSR
- Talk about preparation for field visit by MSR

### Explain

- Explain Preparation for field visit by MSR
  - » Appearance for male and female MSR
  - » Confidence and passion
  - » Imagination and proactiveness
  - » Communication
  - » Willingness to work in team

- » Know your Territory
- » Manage your Territory
- » Know your Product
- » Know what you are carrying
- » Selection of right doctor
- » Develop Brand Matrix
- » Plan your Travel arrangement

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 158-164 and explain the learners' the concept.

## Activity

- Take a print out of the below given sheet and distribute to all the students
- Ask students to fill it honestly to introspect themselves for the following given questions

<b>APPEARANCE ACTIVITY</b>	
<b>Manners &amp; Grooming Questionnaire</b>	
<b>DIRECTIONS:</b>	For each statement listed below, rate yourself on a scale of 1 to 10 for each of the items. A rating of 10 would indicate that the statement is always true, and a rating of 1 would indicate that it is never true.
_____	1. I always say please and thank you when I ask someone for something.
_____	2. The clothes I wear would never offend another person.
_____	3. If something bad happens to someone I don't like, I tell my friends and laugh about it when that person is not around.
_____	4. I never curse or use offensive language in public places.
_____	5. My hair is clean and well groomed.
_____	6. People who know me would describe me as cheerful and friendly.
_____	7. I always have good posture.
_____	8. When I talk to someone, I look them in the eyes.
_____	9. I keep my fingernails clean and nicely trimmed.
_____	10. I usually become angry and lose my temper when things don't go my way.
_____	11. When other people do something differently from the way I would do it, I avoid being critical of them.
_____	12. I don't bite my fingernails.
_____	13. When I sneeze or cough, I always cover my mouth.
_____	14. My table manners are very good.
_____	15. If someone gives me a gift or does me favor, I send them a thank you note.

## Notes for Facilitation

- While the participants are doing the activity, go around and make sure they are doing it properly.
- Tell participants to complete the questions at the end of the sub unit.
- Provide constructive and supportive feedback. Let participants know when they've contributed something useful and interesting to the group. For example, you might say, "That's a very good example of the concept we are discussing."
- Ask if there are any questions about this session. Remind participants to add any questions they may have to the discussion.
- Be aware of saturation points. Participants are exposed to a great deal of new information and skills during the workshop. Use regular evaluations to gauge how the learning process is working – and be willing to adjust and revise if necessary
- Thank participants for their involvement in the session.

## Exercise

1. What is the purpose of knowing the territory?
2. Why it is important to know what you are carrying?
3. What is the difference between selecting a right doctor and developing brand matrix?

## UNIT 4.3: Promotion Strategies for MSR

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. Understand and explain various promotional strategies in life sciences sector
2. Adopt and use the right promotion strategy for right doctor/ situation

### Ask

- 2 or 3 Basic questions to be asked from unit to know basic understanding

### Say

- Describe what does product life cycle means
- Describe Emergent phase
- Describe Growth Phase
- Describe Mature Phase
- Describe Decline Phase
- Describe Promotion Strategies based on Prescriber Habits

### Demonstrate

#### 4.3.1 Promotion Strategies based of Product Life Cycle

Strategies based on Product Life Cycle:



### 4.3.1.1 Emergent Phase

This is also called introduction phase.

### 4.3.1.2 Growth Phase

At this stage the Product market keeps growing

### 4.3.1.3 Mature Phase

At this stage, the growth of sale of product become slow or stagnant.

### 4.3.1.4 Decline Phase

At this stage the sales fall, market becomes saturated and weak players start leaving the market.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 165-166 and explain the learners' the concept.

## Elaborate



### 4.3.2 Promotion Strategies based on Prescriber Habits

Promotional Strategies based on Prescriber Habits:

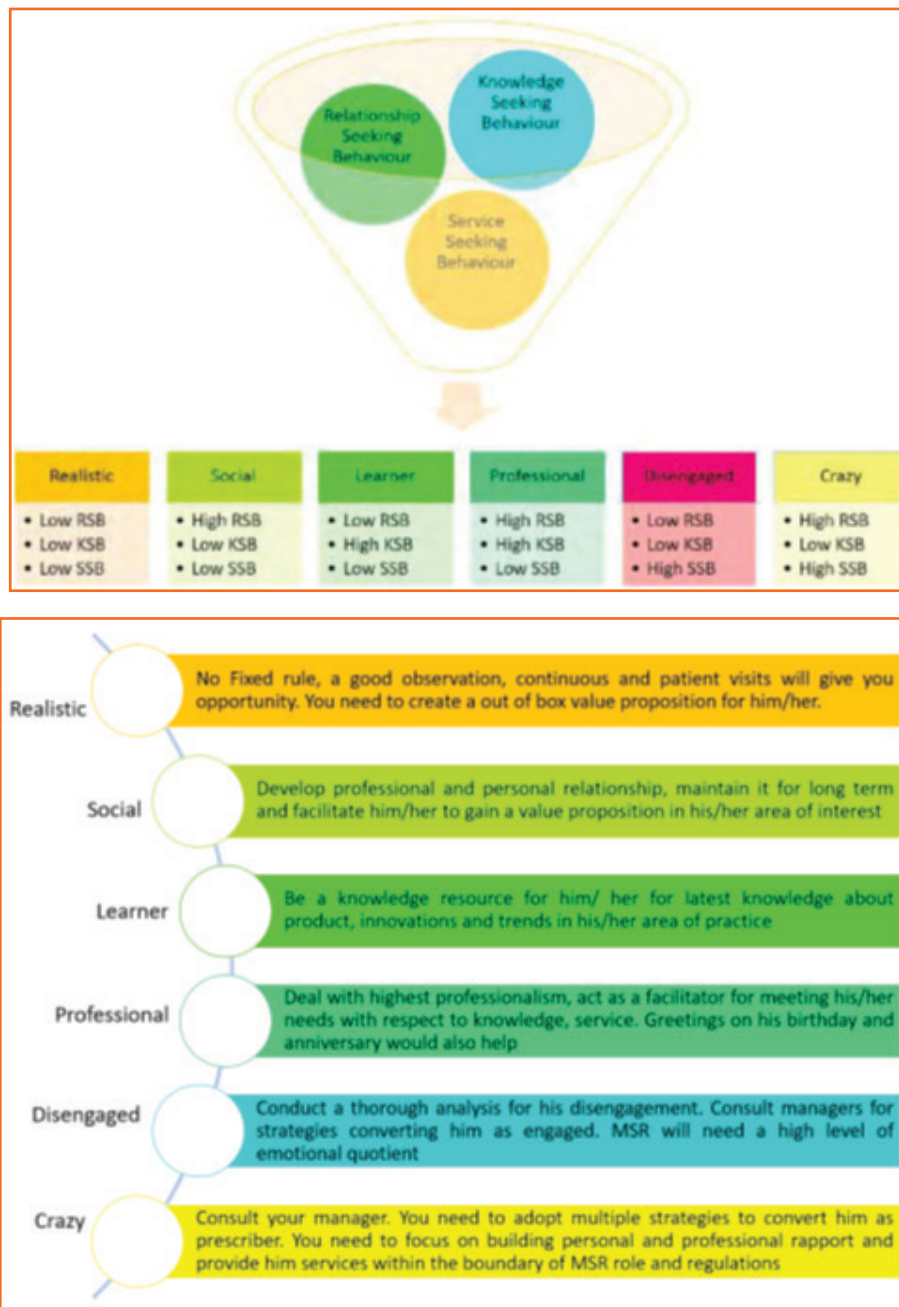
As MSR when you promote your product with any doctor, you expect him or her to understand the benefits of your product to patient over the competitors and prescribe your product. You also expect to gain a Feedback about the performance on your product if there is any adverse event noticed or any other.

### 4.3.2.1 Expectations of Doctors from MSR

**The first thing the doctor expects from any MSR is an effective and safe drug:**

- The doctor may be interested to know detailed information concerning the drug.
- Depending on the working environment and habit of the doctor he/she would like to know the drug price, available dosage forms to understand the treatment cost
- Few doctors would also like to test Samples and detailed reading material about your product such as Brochure, scientific documents supporting your claim, journals to know more about the new therapies and treatment plans
- Few doctors who are more likely to build a professional relationship would look for your frequent visits at a certain interval.

The prescribers can be classified into six categories as given in the picture below:



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 167-168 and explain the learners' the concept.

## Activity

Divide the class in few groups and ask them to select any topic from the chapter and present it in front of the class.

Make sure no two groups have same topics so that all the chapter can be revised.

## Exercise

1. What is the best strategy for growth phase?
2. How to secure the prescription from a Crazy doctor?
3. A realistic doctor expects high social and low knowledge and service from MSR. True/ False

## UNIT 4.4: In clinic promotion, presentation and demonstration

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Interact with doctors in clinic
2. deliver product detailing to doctor
3. handle objections raised by doctor

### Do

- Welcome participants to the new session. Tell them, in this unit they will learn about practical aspects of MSR job role
- Write topics discussed in the last session on the board to revise
- Ask students if they have any doubts pertaining to the last session
- Acknowledge their responses and clear their doubts if any.

### Ask

- Ask students to share their views on promotion techniques with doctors

### Demonstrate

#### 4.4.1 Promotion Techniques with Doctors

For getting a pharmaceutical product sold in the market the major focus of a MSR is on Promotion with Doctor so that enough prescriptions are generated to liquidate the stock with distribution channel.

Let us learn how to do Promotion with Doctors?

When you visit a doctor for briefing him/her about your product and its benefits and put efforts to convince him to generate prescription of your product, the visit is called a call. This call is not just greeting doctor and saying 'Hello' and 'Hi'; a call is visiting doctor with a promotional purpose and putting efforts to convert as prescriber. A call with a doctor is done on an average within 3-4 minutes that means 240 seconds. The efforts put in during a call are termed as In-clinic Promotion.

## 4.4.2 Steps for Clinical Promotion by MSR

### 4.4.2.1 Quick Call

Normally the doctors are busy dealing with their patients and have very little time for MSRs. A quick call is an interaction with a doctor for 1-2 minutes.

### 4.4.2.2 Approach

It is important for you to understand how to approach a doctor for your in-clinic promotion. This is your real test. You are creating your first impression since the time you start walking in the doctor's chamber/ clinic.

### 4.4.2.3 Detailing

The presentation made by MSR in front of the doctor for making him/her aware about the product and its benefits is called Detailing.

#### Steps for Effective Detailing

Step-1: Understand and remember your product

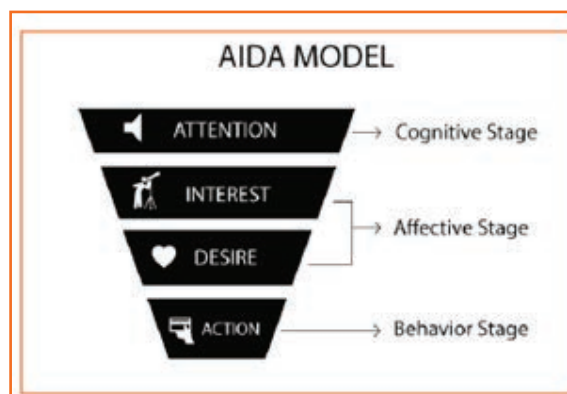
Step-2: Remember or mug up the visual aid provided to you by company.

Step-3: Make a script which you are going to make in front of doctor with the help of Visual Aids.

Step-4: Practice

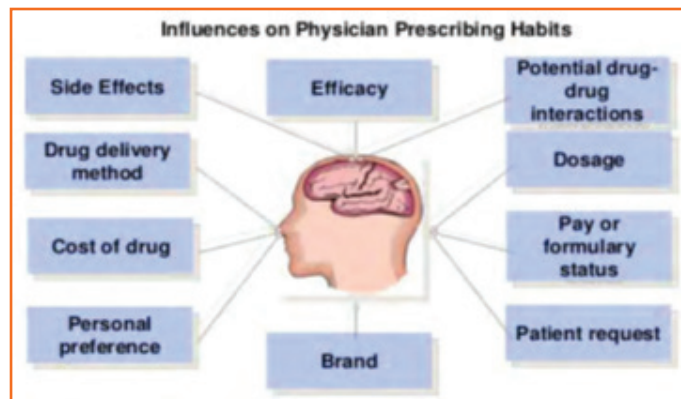
Step-5: Practice again

One can also use the proven AIDA Model of effective business communication as given below:



#### Tips for Detailing

- Be honest
- Make clear, crisp and precise communication
- Use visuals appropriately
- Support your presentation



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 170-177 and explain the learners' the concept.

#### 4.4.2.4 Objection Handling

While you complete your detailing, the doctor may have queries/ resistance or objection on the claims made by you about your product. These objections are opportunity for you because they will give a lot of information regarding the doctor's opinion and feelings about your product. To maintain the interest of doctor in your product and to facilitate him/ her for making a commitment for prescription, it is very crucial that such objections are dealt/ handled effectively.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 178-180 and explain the learners' the concept.

### Demonstrate

**Objection can be handled in simple 5 steps:**

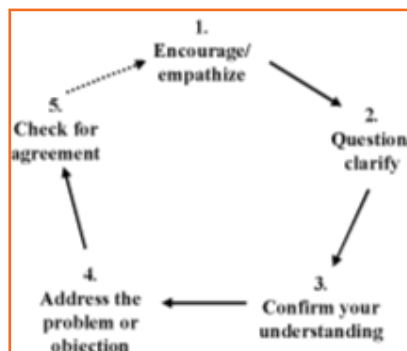
Step-1: Listen the objection

Step-2: Acknowledge and analyze the objection

Step-3: Rephrase the objection

Step-4: Politely answer the objection

Step-5: Ask if you satisfactory answered the objection



**Various Objection Handling Strategies:**

1. Direct Denial
2. Indirect Denial
3. Boomerang Technique
4. Questioning Technique
5. Compensation Method
6. Pass up Method

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 170-177 and explain the learners' the concept.

#### 4.4.2.5 Understanding the commitment indications

**Indications of Prescription Commitment**

As MSR, you should be able to recognize the indications both verbal and non-verbal that the doctor is going to prescribe.

#### 4.4.2.6 Trial Close

This is not closing the call but a test if this is right time to close the call. This is used either after you made a detailing point or after responding to doctor's objection.

#### 4.4.2.7 Closing of the Call

Every call made by MSR ends with Closing. To put simply, closing is asking for commitment for prescription.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 182-183 and explain the learners' the concept.

### Explain

#### 4.4.3 Post-Call Analysis by MSR

##### 4.4.3.1 Conduct a Post-call analysis

Post-call analysis is the process of assessing and recording the result of the call made by you. This is being conducted in order to plan the future calls.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 184 and explain the learners' the concept.

## Activity

Divide the class in different teams and ask them to give presentations on the following given topics

- Quick Call
- Approach
- Detailing
- Steps for Effective Detailing
- Tips for Detailing
- Key Elements of Detailing
- Objection Handling
- Steps for Effective Objection Handling
- Objection Handling Strategies
- Closing of the Call
- Steps for Effective Detailing

## Notes for Facilitation

- Tell participants to read the contents.
- Provide help wherever they are unable to understand the question
- Tell participants to complete the questions at the end of the sub unit.

## Exercise

1. What is trial close?
2. When you should use boomerang technique?
3. What is alternative close up?
4. You should use your finger for highlighting a point in the visual aid. True/ False

## UNIT 4.5: Daily Reporting by MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Understand the reporting requirement from MSR
2. Meet the organizational requirement of daily reporting

### Do

- Welcome participants to the new session. Tell them, in this unit they will learn about practical aspects of MSR job role
- Write topics discussed in the last session on the board to revise
- Ask students if they have any doubts pertaining to the last session
- Acknowledge their responses and clear their doubts if any.

### Say

- Explain students about Importance of reporting
- Explain impact of automation on MSR reporting



## Demonstrate

### 4.5.2 Filling the Daily Report

#### 4.5.2.1 RCPA Report

#### 4.5.2.2 RCPA cum Doctor Profile Report

During your quick RCPA and doctor's call you are able to get valued information about the possible prescriptions and the same need to be documents in a format similar like given below.

#### Sample RCPA cum in-clinic promotion report

A. Doctor's Profile					
Name of the Doctor		Classification	Visiting time and day	Practicing since (Year)	
B. Business Potential					
Heavy Prescriber [ ]		Dispenser [ ]			
Good Prescriber [ ]					
Price Conscious [ ]					
Quality Conscious [ ]					
Favourable [ ]		Unfavourable [ ]	Indifferent [ ]		
C. Factor for influencing doctor					
Prefer Regular Visits [ ]					
Interested for CMEs [ ]					
Low Price [ ]					
Knowledge Seeker [ ]					
Tries new products [ ]					
D. Record of Visits					
Visit Details	Data Collected from (name of Retailer)	Name of Company's prescribed product	Name of Competitor's prescribed product	Commitment of prescription given in last visit	Commitment of prescription given today
Visit 1					
Visit 2					

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 187 and explain the learners' the concept.

### 4.5.2.3 Daily Call Report

In addition, the above report you are also required to fill the daily call report which will enable organization to track your performance in comparison of the approved tour plan.

#### Sample Daily Call Report

Name of Medical Sales Representative:							
Date:							
Sl No.	Name of Doctor	Time	Product	Sample Shared	Comments	Did doctor agree to prescribe products	Product Safety related comments

Month Till date:

Year Till Date:

Jan	Feb	Mar	Apr	May	Jun	Total
Jul	Aug	Sep	Oct	Nov	Dec	Total
						Grand Total

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 188 and explain the learners' the concept.

#### 4.5.2.4 Personal Order Booking Report

When you interact with retailers for RCPA, towards the end of RCPA closing, your objective is to evaluate the availability of stock with retailer and seek the Personal Order Booking.

When you interact with retailers for RCPA, towards the end of RCPA closing, your objective is to evaluate the availability of stock with retailer and seek the Personal Order Booking.

##### Sample for Personal Order Booking Report

Date		Retailer Name		Address	
				Contact No.	
Sl No.	Date	SKU	Quantity	Comments	
Sourced from which Stockiest					
Signature of Retailer			Signature of MSR		

#### Notes for Facilitation

- Ask participants if they have any doubts pertaining to this unit and clear their doubts.
- Ask them to complete the exercise given at the end of the unit in the handbook
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily

## Exercise

1. What is the purpose of RCPA report?
2. List out the benefits of daily reporting.

## UNIT 4.6: Pharma Sales and Ordering

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Process of ordering in life sciences domestic formulation market
2. Ordering process for getting the secondary sales
3. Distribution channels for primary sales

### Do

- Welcome participants to the new session. Tell them, in this unit they will learn about practical aspects of MSR job role
- Write topics discussed in the last session on the board to revise
- Ask students if they have any doubts pertaining to the last session
- Acknowledge their responses and clear their doubts if any.

### Say

- Explain types of ordering procedures for primary and secondary sale
- Discuss strategies to achieve sales targets
- Discuss Quality and Quantity Principle



## Explain

Explain students about role of MSR in follow up activities and after sales services

- Inventory Management
- Sales Closing and Payment Management
- Pharmacovigilance

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 194-195 and explain the learners' the concept.

## Ask

- What understanding they gained from today's session?
- Ask open-ended questions. For example, you might say, "What did you learn from the \_\_\_\_\_?" instead of "Did you learn how to \_\_\_\_\_ during the session"

## Activity

- Divide the students in two teams A and B.
- Tell each team to create a questionnaire to be asked from other group.
- Now one by one each team will ask question from other team.
- For every right answer give points and every wrong answer deduct a point of the team.
- Have a record of each team's performance and team gaining maximum points will be announced as winner.
- After the activity discuss each questions from both the teams and tell them right answers for every question.

## Notes for Facilitation

- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Evaluate contributions and may pass judgment in terms of "That's right", "That's wrong".
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Be aware of saturation points. Participants are exposed to a great deal of new information and skills during the workshop. Use regular evaluations to gauge how the learning process is working – and be willing to adjust and revise if necessary.
- Thank participants for their involvement in the session.

## Exercise

1. MSR is responsible for taking the order of Primary Sales and Secondary sales. True/ False
2. Q&Q analysis attempts to understand the \_\_\_\_\_ of every call made by MSR.
3. MSR is responsible for liquidating the near expiring stock of stockiest to retailer. True/ False

## UNIT 4.7: Pharmacovigilance Process for MSR

### Unit Objectives

**At the end of this unit you will be able to make the learners understand:**

1. Understand and explain the concepts and methodology of pharmacovigilance
2. Act on the information relation to adverse events arising out of your product consumption by Patient

### Do

- Welcome participants to the new session. Tell them, in this unit they will learn about Pharmacovigilance Process for MSR
- Write topics discussed in the last session on the board to revise
- Ask students if they have any doubts pertaining to the last session
- Acknowledge their responses and clear their doubts if any.

### Say

- Explain Pharmacovigilance Program

### Demonstrate

As MSR you are the eye and ear of the pharma company. Hence as a MSR you will be the one who will come across the first hand information related to any adverse event from various sources such as doctor, hospital staff, pharmacist, retailer etc.

Thus, it is very important that you know how to act/ respond to such information.

Basis the report submitted by you the pharmacovigilance team then get details of the adverse event

and submit an Individual Case Safety Report (ICSR) by filling the “Suspected Adverse Reaction Reporting form (SARF)”

<b>SUSPECTED ADVERSE DRUG REACTION REPORTING FORM</b> For VOLUNTARY reporting of Adverse Drug Reactions by healthcare professionals										
<b>INDIAN PHARMACOPOEIA COMMISSION</b> (National Coordination Centre-Pharmacovigilance Programme of India) Ministry of Health & Family Welfare Government of India Sector-23, Raj Nagar, Ghaziabad-201002 <a href="http://www.ipci.nic.in">www.ipci.nic.in</a>						<b>(AMC/ NCC Use only)</b> AMC Report No. _____ Worldwide Unique _____				
<b>A. PATIENT INFORMATION</b> 1. Patient Initials _____ 2. Age at time of Event or date of birth _____ 3. Sex <input type="checkbox"/> M <input type="checkbox"/> F 4. Weight _____ Kgs						12. Relevant tests / laboratory data with dates _____				
<b>B. SUSPECTED ADVERSE REACTION</b> 5. Date of reaction started (dd/mm/yyyy) _____ 6. Date of recovery (dd/mm/yyyy) _____ 7. Describe reaction or problem _____						13. Other relevant history including pre-existing medical conditions (e.g. allergies, race, pregnancy, smoking, alcohol use, hepatic/ renal dysfunction etc) _____  14. Seriousness of the reaction <input type="checkbox"/> Death (dd/mm/yyyy) <input type="checkbox"/> Congenital anomaly <input type="checkbox"/> Life threatening <input type="checkbox"/> Required intervention to prevent permanent impairment / damage <input type="checkbox"/> Hospitalization/prolonged <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Disability  15. Outcomes <input type="checkbox"/> Fatal <input type="checkbox"/> Recovering <input type="checkbox"/> Unknown <input type="checkbox"/> Continuing <input type="checkbox"/> Recovered <input type="checkbox"/> Other (specify) _____				
<b>C. SUSPECTED MEDICATION(S)</b>										
S.No	S. Name (brand and /or generic name)	Manufacturer (if known)	Batch No. / Lot No. (if known)	Exp. Date (if known)	Dose used	Route used	Frequency	Therapy dates (if known, give duration)		Reason for use of prescribed for
								Date started	Date stopped	
I.										
II.										
III.										
IV.										
S.No As per C		9. Reaction abated after drug stopped or dose reduced				10. Reaction reappeared after reintroduction				
		Yes No Unknown NA Reduced dose				Yes No Unknown NA If reintroduced dose				
I.										
II.										
III.										
IV.										
11. Concomitant medical product including self medication and herbal remedies with therapy dates (exclude those used to treat reaction)						<b>D. REPORTER (see confidentiality section on first page)</b> 16. Name and Professional Address : _____ Pin code: _____ E-mail: _____ Tel. No. (with STD code): _____ Occupation _____ Signature _____				
17. Causality Assessment						18. Date of this report (dd/mm/yyyy)				

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 194-195 and explain the learners' the concept.

### Ask

- What understanding they gained from today's session?
- Ask open-ended questions. For example, you might say, "What did you learn from the \_\_\_\_\_?" instead of "Did you learn how to \_\_\_\_\_ during the session"

## Notes for Facilitation



- You could reemphasize the points discussed in this unit and then ask participants to do the exercise
- Evaluate contributions and may pass judgment in terms of “That’s right”, “That’s wrong”.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Be aware of saturation points. Participants are exposed to a great deal of new information and skills during the workshop. Use regular evaluations to gauge how the learning process is working – and be willing to adjust and revise if necessary
- Thank participants for their involvement in the session.

## Exercise



1. What is the purpose of pharmacovigilance?
2. Why MSR is required to report any adverse event to pharmacovigilance cell of his/her company?



## Key Learning Outcomes

**At the end of the unit, you will be able to:**

1. Explore the purpose of events like CMEs and Product launch
2. Plan and organize the events required by your company
3. Gain the opportunities for partnering with participants of CMEs and other events
4. Need of collaboration with other departments for organizing an event

## UNIT 5.1: Event Management and Coordination for MSR

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. Purpose and importance of events in Life Sciences Sector
2. Organize and execute the events such as product launch, CMEs etc.
3. Gain the partnering opportunities from the events

### Ask

Ask students to share their basic understanding about:

What do they know about Event Management?

What do they know about a Conference or a Medical Conference?

### Say

Discuss the Hierarchical Decision-Making in manufacturing

- Discuss role of MSR in CME and Product Launch
- Discuss objectives of conducting medical conferences and types of conferences
- Brief how to organize a medical conference and how to make it successful
- Discuss production scheduling activities

### Explain

#### 5.1.6 Utilizing the Opportunity of Medical Conference

## Activity

Add activity to revise the topics discussed

## Elaborate

### 5.1.4 Key to a Successful Medical Conference

The following are the elements for successful conference.

**Conference Structure:** The conferences may vary with respect to its scope, the size of population engaged and duration which depends on the purpose and objectives of the conference.

**Information Assistance:** Generally, a life sciences company's core business is not to manage hundreds of delegates and their logistics arrangements. It might be a scenario that the company might engage a professional event company to handle that.

The promotion material and Notices to stakeholders with Programme details, List of confirmed speakers, and company Websites/ any Microsites created for this purpose MUST be sent in advance.

A map for the venue sent proactively with give ease of reaching to guests, especially if it's not a very well-known venue.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 206 and explain learners' the concept.



### 5.1.5 Importance of Collaboration for Organizing an Event

**COLLABORATION:** Collaboration is working with others to do a task and to achieve shared goals.

Collaboration in business can be found both inter- and intra-organization and ranges from the simplicity of a partnership and crowd funding to the complexity of a multinational corporation. Collaboration between team members allows for better communication within the organization and throughout the supply chains. It is a way of coordinating different ideas from numerous people to generate a wide variety of knowledge.

### Why Should We Collaborate?

Organizing a Medical event is not the responsibility of the Sales division only. It takes collaboration from all the other teams to make the event successful.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 207 and explain learners' the concept.



### 5.1.5.1 How to Collaborate with Partners

1. Get everyone on the same ground
2. Set clear expectations
3. Use technology
4. Be transparent
5. Hold several and effective meetings before the event day

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 217 and explain learners' the concept.

### Notes for Facilitation

- While the participants are doing the activity, go around and make sure they are doing it properly.
- Summarize key points from the session
- Tell participants to complete the questions at the end of the sub unit.
- Provide constructive and supportive feedback. Let participants know when they've contributed something useful and interesting to the group. For example, you might say, "That's a very good example of the concept we are discussing."
- Ask if there are any questions about this session. Remind participants to add any questions they may have to the discussion.
- Thank participants for their involvement in the session.

## Exercise

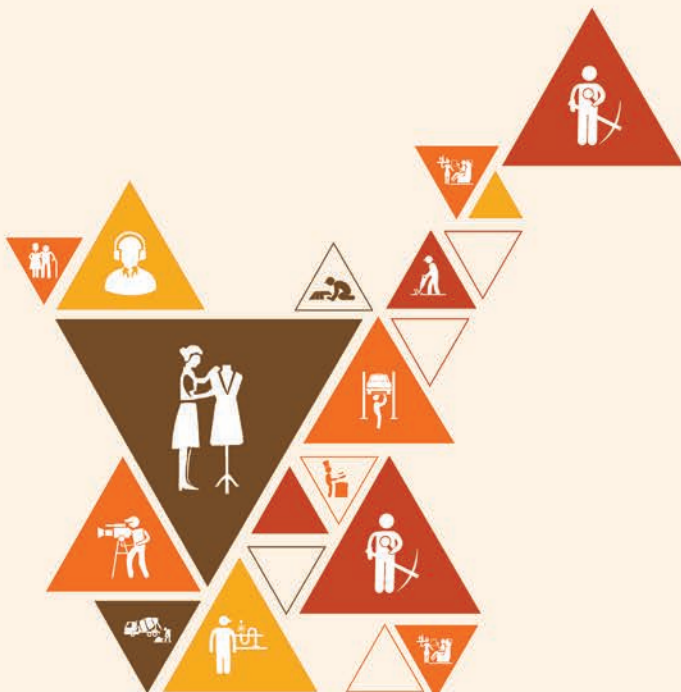
1. What is the purpose of the CMEs in life sciences promotions?
2. List the important factors in organizing a CME?
3. List the name of departments, MSR is collaborating while organizing an event.
4. What is the benefit of raising commonalities during discussion with guests in CME?



## 6. Core and Professional Skills for MSR

Unit 6.1 - Core Skills for MSR

Unit 6.2 - Professional Skills for MSR



## Key Learning Outcomes

**At the end of the unit, you will be able to:**

1. Understand the required skills for a MSR
2. Learn the art and science for core skills i.e. communication skills
3. Deliver effective communication at work for performing job functions of MSR
4. Learn the art and science for professional skills i.e. problem solving, decision making, analytical and critical thinking, planning and organizing and customer centricity
5. Use the tools and technique of professional skills to deliver effective performance at work

## UNIT 6.1: Core Skills for MSR

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. Understand the techniques of effective communication
2. Deliver effective communication at work

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about Core Skills for MSR.
- Tell them they are going to learn about written communication and reading skills as well

### Ask

- Ask participants about the importance of communication skills in daily life
- Ask participants what steps they take to make their communication skills effective
- Ask participants about what role communication skills play in job role of MSR

### Say

- Describe importance of communication skills for MSR
- Techniques to Improve Communication Skills (Listening and Speaking)
- Describe written communication skills
- Describe reading skills

## Elaborate

### 6.1.1.1 Facets of Verbal and Non-Verbal Communication

Following are a few elements of verbal communication:

- Pitch of Voice
- Pace of Voice
- Pause
- Tone of Voice

**Non Verbal** – 55% of total communication

Non-verbal communication is a reflex action emerging from the subconscious. Non-verbal communication comprises posture, gesture, hand movements, facial expressions and eye contact. The variance between the actual words of people and your understanding of what they are communicating comes from nonverbal communication, also referred to as Body Language.

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 267 and explain learners' the concept.

## Explain

### 6.1.2 Techniques to Improve Communication Skills (Listening and Speaking)

Communication skill is most important for a MSR. Following are some of the ways to improve communication skills:

- Be a Good Listener (Active Listening)
- Think Ahead
- Speak all languages
- Get to the Point

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 218 and explain learners' the concept.

## Notes for Facilitation

- You could prepare a small objective type questionnaire for the participants to test their knowledge on this unit. It can have questions as mentioned in the ASK tab above.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily

## Exercise

1. Clear Pronunciation is not necessary for MSR. True/ False
2. In Verbal communication, listening MUST be \_\_\_\_% of the total communication?
3. Body language and gestures make \_\_\_\_% of our communication.
4. If the doctor uses open handed gesture while nodding his head up and down that means the doctor is interested. True/ False

## UNIT 6.2: Professional Skills for MSR

### Unit Objectives

**At the end of this you will be able to make the learners understand:**

1. know when and which skill you need at work
2. use professional skills to outperform as MSR

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the unit ask them if they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Write Topic name on the board and tell participants they are going to learn about Professional Skills for MSR.

### Ask

- Ask students what professional skills they think are essential for a MSR
- Ask them to introspect what skill they think they possess to fit in this role and why, tell them to jot down their view and share those with the class at the end of the session

### Say

- Define problem solving skills
- Define decision making skills
- Define planning and organizing skills
- Define analytical and critical thinking
- Define customer centricity

## Elaborate

### 6.2.2 Decision Making Skills

As MSR you would be required to take smaller but crucial decisions impacting your work and performance

#### 6.2.2.1 Simple Decision Making Tool for effective decisions

Most of the time when you are solving a problem you are taking a decision, so both the skills are interlinked. For evaluating a right solution is actually making a decision.

The following simple decision making tools will be very helpful for you.

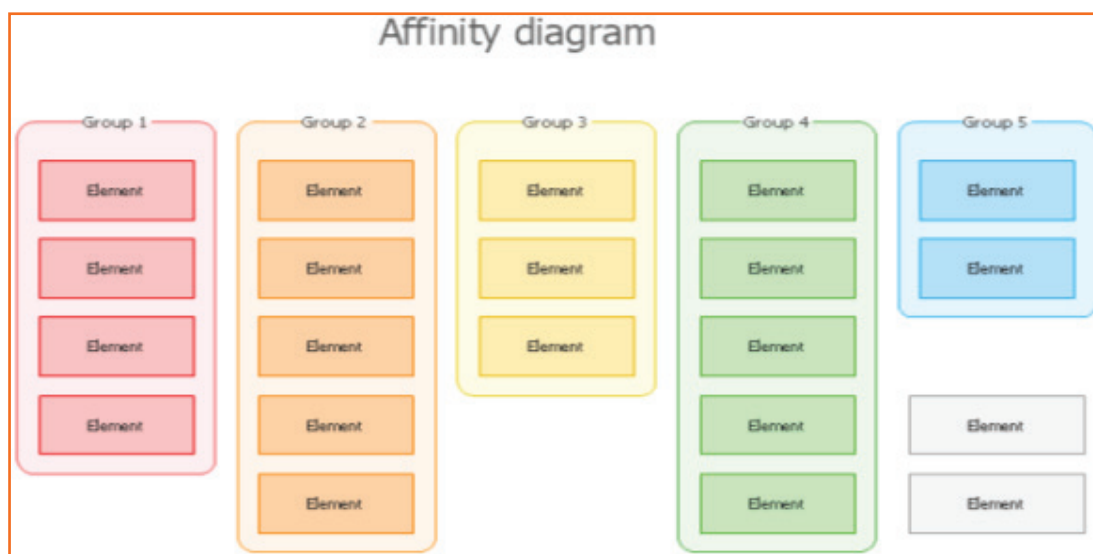
- Decision Tree
- Grid Analysis

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 227-228 and explain the learners' the concept

### 6.2.3 Planning and Organizing Skills

A MSR is required to not only plan his/her daily routine for effectively meeting the target but also required to do a foresight planning for his monthly tour plan so that he/she is able to conduct the activities for meeting the given target. Hence planning helps MSR not only to focus your ideas but also helps in deciding on the steps a MSR needs to take to achieve his/her assigned targets.

Affinity diagram is a tool where you can identify the resources/steps/ factors in relation to the task/activity to be performed.



**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 229 and explain the learners' the concept.

### 6.2.3.2 Using Organizing Skills

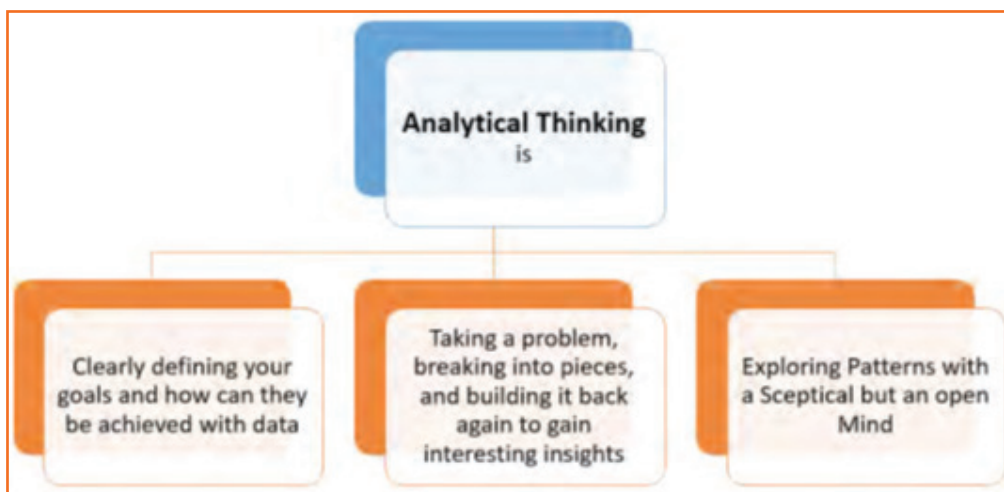
As you plan for your activities and be focused to achieve high performance, this can't be done without being organized.

The organizing Skills involve following:

- Being Punctual
- Keeping things arranged as per order
- Knowing and optimizing your resources

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 232 - 233 and explain the learners' the concept.

### 6.2.4 Analytical and Critical Thinking



6.2.4.1 Mathematical and Statistical Skills

6.2.4.2 Conducting Q&Q Analysis

6.2.4.3 Use Retailer/ Stockist Profile

6.2.4.4 Analyze Prescriber Behavior Pattern

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 233 - 234 and explain the learners' the concept.

## Demonstrate

### 6.2.1 Problem Solving Skills

Simple Problem Solving Process



### 6.2.1.1 Steps for Problem Solving

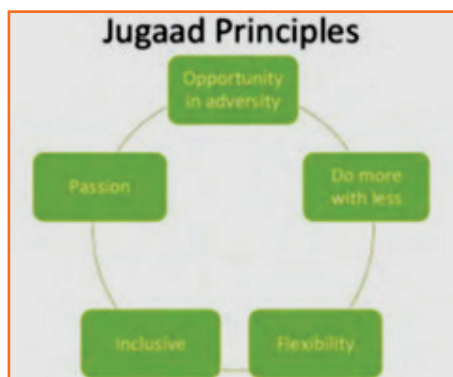
You should follow below given simple steps to solve any problem:

Step-1: Define Problem

Step-2: Identify the facts

Step-3: Identify available resources/ Ideas

Step-4: Evaluate your options



Step-5: Plan Communication and Execution of your Solution

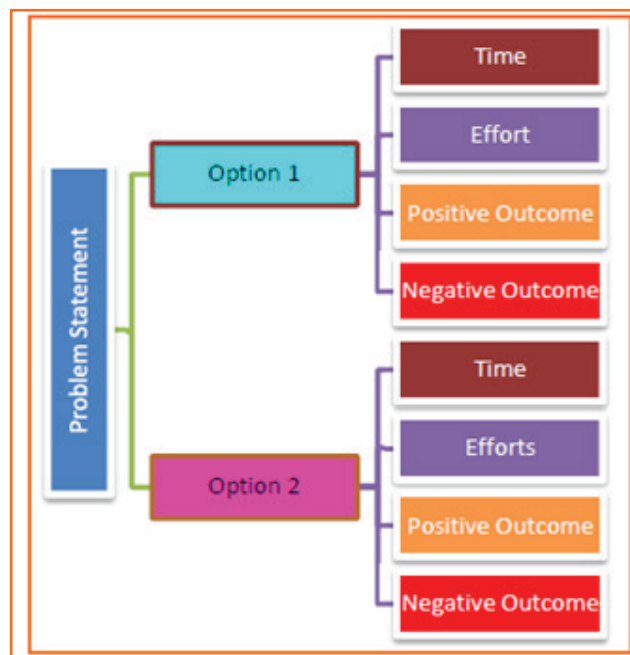
Step-6: Seek Acceptance

Step-7: Action the solution

### 6.2.2.1 Simple Decision Making Tool for effective decisions

**Decision Tree:**

Sample of Decision Tree



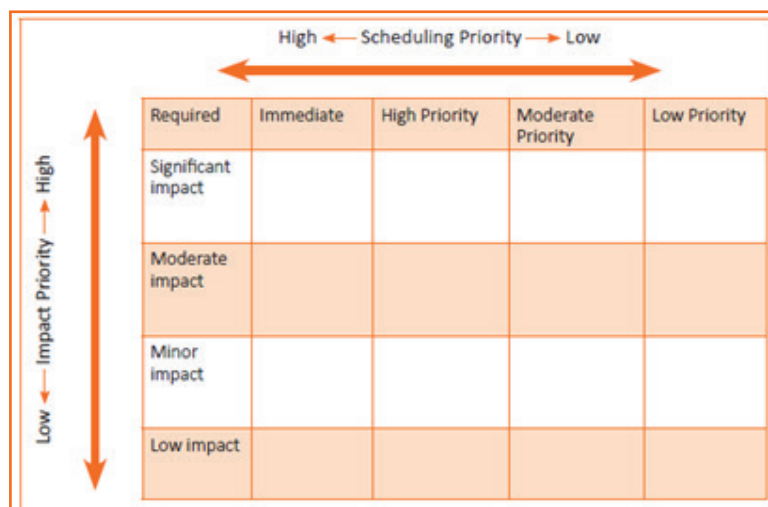
#### Grid Analysis:

Options	Cost of efforts	Long term impact on Product sale	Short term impact on Product sale	Total Weighted Score
Weightage	10	10	10	300
Option 1 (ranked 1 to 10)	5	8	5	180
Option 2 (ranked 1 to 10)	3	4	8	150

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 228 and explain the learners' the concept.

### 6.2.3.1 Planning Tools

#### Prioritization Tool:



**Time Management Grid:**

# Prioritising Your Time

	Urgent	Less Urgent
Important	<p>Crises Pressing Problems Deadlines</p> <p><i>Get these done</i></p> <p>A</p>	<p>Preparation Planning Relationships Leisure Time</p> <p><i>Bring these forward..</i></p> <p>B</p>
Less Important	<p>Interruptions phone calls meetings paperwork</p> <p><i>Can you delegate any?</i></p> <p>C</p>	<p>Junk mail Time wasters Escape activities Some phone calls</p> <p><i>Work to eliminate</i></p> <p>D</p>

**Trainers note:** These are the supporting content to the participant manual, please adhere to the participant manual, page no. 230 - 231 and explain the learners' the concept.

## Notes for Facilitation

- You could prepare a small objective type questionnaire for the participants to test their knowledge on this unit. It can have quiz related to their problem solving , decision making, planning and observing skills.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily

## Activity

What bothers you? This is an exercise that helps students think about problems. The instructor asks them to simply write down answers to the "what bothers you?" question, i.e., find problems that require solutions. This activity leads to a long list of problems that later can be redefined and solved. An example that I give the students on "what bothers me" is what I call the "speed bumps problem". Every working day I experience at least 14 speed bumps on my way to and from work, and feel that there is a "problem".

In a multi-group brainstorming session students are asked to identify/clarify/define (not to solve yet) the "Speed Bump Problem." In a typical session they find more than 20 problems that are related or caused by speed bumps.

The following is a "sample" categorized list of student responses.

**Driving/Traffic:**

Cause Traffic Jams/ backups

Slow-down traffic

Cause tailgate and other accidents

Cars drive in bike-lanes to avoid them

Not convenient for bicycles

**Driver:**

Sometimes invisible/ confusing (weather conditions, reflections)

May surprise drivers

Annoying and frustrating

Bad for the body

Tall drivers may hit their heads

Blind on-coming traffic (at night)

Cause drink spills

Reward fast drivers (cars with excellent shock-absorbers are not affected much at high speeds)

Punish slow drivers (they still have to feel the bumps)

**Cost:**

May be too expensive to build/maintain

Causes traffic delays when built/ maintained

**Environment:**

More noise and pollution due to deceleration/ acceleration

Animals may not like the noise made by decelerating/accelerating cars

**Car damage:**

Cause CD to skip; damage fragile items

Damage suspension/ bottom of car/ alignment

Wear brakes/ clutch

**Emergency:**

Slow down ambulances/ fire trucks

May injure patients inside ambulances

**Law enforcement:**

Slow them down in emergency situations

Less tickets given out (... a “good problem” for drivers)

This particular exercise only defines the problem. In some classes, student teams were asked to find solutions to the speed bumps problem, choose one solution, build, test and demonstrate it.

Another example that I share with the students is when I try to get into my car in a rainy day, I get wet despite the fact that I have an umbrella. It happens at the time when the car door is open and the umbrella needs to be folded and put in the car.

## Exercise

1. During problem solving process, which option MSR should opt and why?
2. What is a decision tree and how does it help MSR reaching to a decision?
3. What is 80-20 rule in time management?
4. What is Q&Q Analysis?





## 7. IT Skills

## Unit 7.1 - Introduction to Computer

## Unit 7.2 - Basic Computer Knowledge

## Unit 7.3 - Components of Computer

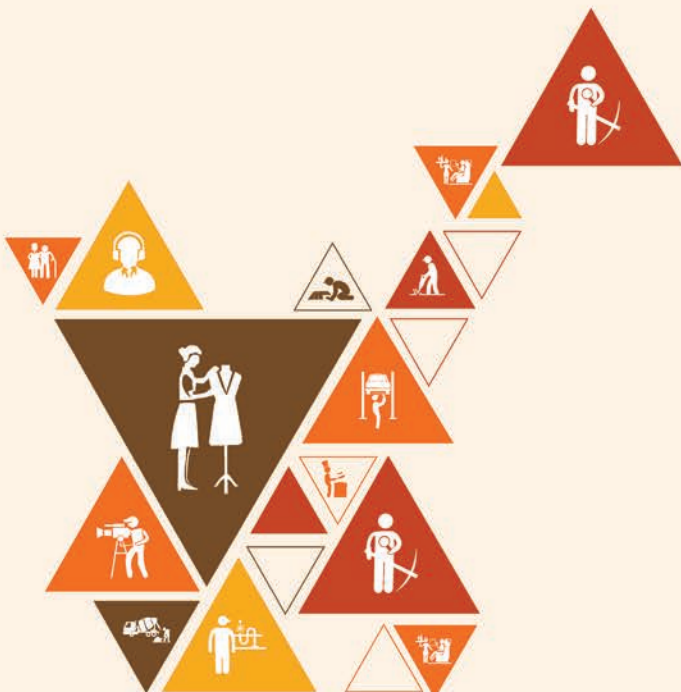
## Unit 7.4 - Concept of Operating System

## Unit 7.5 - MS Word

## Unit 7.6 - MS PowerPoint

Unit 7.7 - MS Excel

## Unit 7.8 - Internet Concepts



## Key Learning Outcomes

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

1. Understand computers
2. Understand and use basic uses of a computer
3. Identify a computer motherboard
4. Understand computer operating system
5. Use and understand Microsoft Word, Excel and Powerpoint
6. Familiarise with Internet and use e-mails

## Unit 7.1: Introduction to Computer

### Unit Objectives

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

1. Know what a computer is.
2. Recognise its various parts.
3. Understand the advantages of computer.

### Resources to be Used

- Participant Manual
- Computer Lab

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about introduction to computer in this unit.

### Say

- Tell participants about the computer. Computer plays a very important role in our personal and professional lives. It has become an integral part of our lives.
- Tell them about important characteristics and application of a computer.

### Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## Activity

- Tell participants to demonstrate the parts of computer.
- Give them 15 minutes to prepare.
- Tell them each participant will be given 10 minutes to demonstrate the same.
- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstration of Computer	4 Hours	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab</li> </ul>

## Unit 7.2: Basic Computer Knowledge

### Unit Objectives

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

1. Know what a computer is.
2. Understand the web, e-mail and media.

### Resources to be Used

- Participant Manual
- Computer Lab

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about basic computer knowledge in this unit.

### Say

- Tell participants about the application of the computer in daily life. In the workplace, many people use computers to keep records, analyze data, do research, and manage projects. At home, you can use computers to find information, store pictures and music, track finances, play games, and communicate with others—and those are just a few of the possibilities. Tell them about important characteristics and application of a computer.
- Now explain the concept of web. The World Wide Web is an enormous warehouse of information. The web is the most prevalent part of the Internet, partly because it exhibits most information in a visually pleasing format.
- Tell them about the application part of the web and introduce them with the use of different applications as email, instant messaging, picture music and movies with them.

### Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Suggestive questions to ask students:**

- Ask students to explain the concept of Web.

## Activity

- Tell participants to prepare an online report using web.
- Tell them they can choose any topic of their interest. Give them one hour to prepare.
- Tell them each participant will be given 10 minutes to present their report to the class.
- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Prepare Online report	4 Hours	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab with internet</li> </ul>

## Unit 7.3: Components of Computer

### Unit Objectives

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

1. Know what is pre housekeeping activities
2. Know the reasons for doing cleaning
3. Understand the principles of cleaning
4. Clean material, cleaning equipment and its maintenance

### Resources to be Used

- Participant Manual
- Personal Protective Equipment (PPE)

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the components of the computer in this unit.

### Say

- Tell them about different parts of the computer.
- Explain-them about different parts of motherboard in detail.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

### **Suggestive questions to ask students:**

- Ask students to list different parts of a computer.

## Activity

- Tell participants to demonstrate the motherboard.
- Tell them they will get 30 minutes to prepare and each student will have to demonstrate for same.
- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstration of Motherboard	4 Hours	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab</li> </ul>

## Unit 7.4: Concept of Operating System

### Unit Objectives

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

1. Understand the concept and good knowledge of operating system.

### Resources to be Used

- Participant Manual
- Computer System

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about operating system in this unit.

### Say

- Tell them about windows XP. And explain that Windows XP let you use different types of applications or software on the operating system.
- Familiarise them with the different versions of Windows.

### Demonstrate

- Explain tools and parts of an operating system with the participants.
- Show them all these parts practically on the computer system.
- Then explain add or delete desktop shortcut from the desktop.
- Also explain how to create a new folder.
- Tell all participants to create a folder on computer.
- Then explain how to work on multiple windows.
- Now demonstrate the keyboard to the participants and tell them the correct way to use the keyboard.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

### **Suggestive questions to ask students:**

- Ask students to define CPU.
- Ask students to explain tools & parts of an Operating system.

## Activity

- Give one newspaper cutting to each student and tell them they need to type the same.
- Tell them they have to use correct fingers on key board and make sure work is free from errors.
- Give them one hour for typing practice and ensure that each participant is typing.
- Finally share some tips for correct typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Typing Practice	2 Hours	<ul style="list-style-type: none"> <li>• News paper</li> <li>• Computer Systems</li> </ul>

## Unit 7.5: MS Word

### Unit Objectives

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

1. Learn the concept and practice MS-Word.

### Resources to be Used

- Participant Manual
- Computer System with MS Word

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about MS Word in this unit.

### Say

- Most people who use a computer daily use word processing skills. word processing skills enable us to prepare text documents like letters, memos, and different correspondence.

### Demonstrate

- Tell them to open MS Word in their respective systems.
- Show them how to create a word document in MS word software.
- Practically demonstrate how to perform different operations on MS Word document as:
  - » Saving a Document
  - » Change Font Type and Size
  - » Create Headers and Footers by Inserting Texts
  - » Indents and Spacing
  - » Modifying Margins

- » Lists
- » Bulleted and Numbered Lists
- » Formatting Lists
- » Spelling and Grammar
- » Word Count
- » Different Editing Modes in Word
- » Inserting an Image and Table

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Suggestive Note:** As per student give practical question of your choice to understand the student's outcome.

## Activity

- Give one news paper cutting to each student and tell them they need to type this in MS Word and perform different operations like saving documents, Saving a Document, Change Font Type and Size, Create Headers and Footers by Inserting Texts, Indents and Spacing
- Tell them they have to use correct fingers on key board and make sure work is free from errors.
- Give them one hour for typing practice and ensure that each participant is typing.
- Finally share some tips for correct typing and summarise the highlights of the activity

Skill Practice	Time	Resources
1. Typing and Formatting – MS Word	3 Hours	<ul style="list-style-type: none"> <li>• News paper</li> <li>• Computer Systems</li> </ul>

## Unit 7.6: MS PowerPoint

### Unit Objectives

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

1. Practice and understand MS-Powerpoint.

### Resources to be Used

- Participant Manual
- Computer System with MS Office

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about MS Word in this unit.

### Say

- Tell them about the power point. PowerPoint is the presentation graphics software in the Microsoft Office suite. PowerPoint has predefined layouts, themes, and templates to create dynamic and professional presentations.

### Demonstrate

- Tell them to open MS power-point in their respective systems.
- Show them how to create a power point in MS Power-point software.
- Practically demonstrate how to perform different operations on MS Power-point presentation as:
  - » Saving a Powerpoint
  - » Working with slides
  - » View tabs
  - » Animating text and Images
  - » Removing Animations
  - » Working with Charts

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Suggestive Note:** As per student give practical question of your choice to understand the student's outcome.

## Activity

- Tell participants they have to prepare a power-point presentation on MS Powerpoint Software.
- Tell them they need to perform following operations while working on this software, Saving a Powerpoint, View tabs, Animating text and Images and inserting Charts.
- Give them one and half hour to prepare the same.
- Finally share some tips for correct typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Presentation on MS Powerpoint	4 Hours	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab</li> </ul>

## Unit 7.7: MS Excel

### Unit Objectives

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

1. Practice MS-Excel.

### Resources to be Used

- Participant Manual
- Computer System

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Ms Excel in this unit.

### Say

- MS surpass stands for - Microsoft excel is one of the foremost common electronic spreadsheet applications supported by both mac and computer platforms. as with a paper spreadsheet, you'll be able to use excel to prepare your data into rows and columns and to perform mathematical calculations.
- Discuss the application of Excel with the participants.

### Demonstrate

- Tell them to open MS Excel in their respective systems.
- Show them how to create a spread sheet in MS Excel software.
- Practically demonstrate how to perform different operations on MS Excel as:
  - » Zoom in and Zoom Out
  - » Page Views
  - » Change the default excel options

- » Add Command to the quick access tool bar
- » Change the default excel options
- » Cell Addresses
- » Move Across a worksheet using key board
- » Formatting
- » Calculation and Analysis
- » Change page orientation
- » Aligning Text

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Suggestive Note:** As per student give practical question of your choice to understand the student's outcome.

## Activity

- Tell participants they have to prepare a spread sheet on MS Excel Software.
- Share data of a class with the participants in which participants name, height, weight and age is given.
- Tell them they need to perform following operations while working on, Add Command to the quick access tool bar, Change the default excel options, Cell Addresses, Move Across a worksheet using key board, Formatting, Calculation and Analysis, Change page orientation
- Give them one and half hour to prepare the same.
- Finally share some tips for correct data typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Preparing Spread Sheet on MS Excel	4 Hours	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab with MS Office Software</li> </ul>

## Unit 7.8: Internet Concepts

### Unit Objectives

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

1. Understand the internet concepts.

### Resources to be Used

- Participant Manual
- Computer with Internet

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about internet concept in this unit.

### Say

- Tell them about internet and its uses.
- Explain the concept of URL. The full form of url is Uniform Resource Locator. It is the worldwide address of documents and other resources on the world wide web. The URL is divided into two different elements. the primary part of the url is called a protocol identifier as it helps us distinguishing what protocol to use.
- Now tell them about different types of URLs.

### Demonstrate

- Tell them now they will learn how to open an email account in outlook.
- Demonstrate the entire process to the participants. Make sure every student should open an e-mail account.
- Now tell them how to create and send an e-mail. Explain the entire steps in detail.
- Now show them how to read an email and reply email
- Then explain attachment. The process of attaching a file or document.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

### **Suggestive questions to ask students:**

- Ask students to explain what is Internet & what are its uses.
- Ask students to explain the concept of URL.

## Activity

- Tell participants they have to send emails to other participants with an attachment.
- Tell them first they need to create a word, excel or power point. They can choose between any three of the formats.
- Give 2 hours for each participant for this entire activity.
- Once activity is complete share some tips of e-mail etiquette with them and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Send e-mail with attachment	2 Hours	• Computers with Internet

- 
- N · S · D · C  
 National  
 Skill Development  
 Corporation  
 Transforming the skill landscape

## Key Learning Outcomes

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

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

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

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

## UNIT 8.1: Personal Strengths & Value Systems

### Unit Objectives

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

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

## Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

## Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Personal Strengths and value systems.

## Say

- Tell the participants about the Health, Habits and Hygiene. What is Health? As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”

## Elaborate

Explain – This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough. You also need to think about whether you are feeling calm, relaxed and happy.

### Common Health Issues

Some common health issues are:

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

## Say

- Give participants some tips to prevent health issues.

## Elaborate

Explain – Taking measures to prevent ill health is always better than curing a disease or sickness. You can stay healthy by:

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

How many of these health standards do you follow? Tick the ones that apply to you.

- Get minimum 7-8 hours of sleep every night.
- Avoid checking email first thing in the morning and right before you go to bed at night.
- Don't skip meals – eat regular meals at correct meal times.
- Read a little bit every single day.
- Eat more home cooked food than junk food
- Stand more than you sit.
- Drink a glass of water first thing in the morning and have at least 8 glasses of water through the day.
- Go to the doctor and dentist for regular checkups.
- Exercise for 30 minutes at least 5 days a week.
- Avoid consuming lots of aerated beverages.

## Say

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

## Elaborate

Explain – For instance, think about the kitchen in your home. Good hygiene means ensuring that the kitchen is always spick and span, the food is put away, dishes are washed and dustbins are not overflowing with garbage. Doing all this will reduce the chances of attracting pests like rats or cockroaches, and prevent the growth of fungus and other bacteria, which could spread disease.

How many of these health standards do you follow? Tick the ones that apply to you.

- Have a bath or shower every day with soap – and wash your hair with shampoo 2-3 times a week.
- Wear a fresh pair of clean undergarments every day.
- Brush your teeth in the morning and before going to bed.
- Cut your fingernails and toenails regularly.
- Wash your hands with soap after going to the toilet.
- Use an anti-perspirant deodorant on your underarms if you sweat a lot.
- Wash your hands with soap before cooking or eating.
- Stay home when you are sick, so other people don't catch what you have.
- Wash dirty clothes with laundry soap before wearing them again.
- Cover your nose with a tissue/your hand when coughing or sneezing.

See how healthy and hygienic you are, by giving yourself 1 point for every ticked statement! Then take a look at what your score means.

### Your Score

- 0-7/20: You need to work a lot harder to stay fit and fine! Make it a point to practice good habits daily and see how much better you feel!
- 7-14/20: Not bad, but there is scope for improvement! Try and add a few more good habits to your daily routine.
- 14-20/20: Great job! Keep up the good work! Your body and mind thank you.

## Say

- Tell the participants about the Swachh Bharat Abhiyan. The 'Swachh Bharat Abhiyan' (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in doing exactly this. The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India. You should take the pledge too, and do everything possible to keep our country clean!
- Also tell the participants about the habits.

## Elaborate

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

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

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Smiling! Make it a habit to smile as often as possible
- Making time for family and friends
- Going to bed early and waking up early

Some bad habits that you should quit immediately are:

- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food
- Smoking, drinking alcohol and doing drugs
- Spending more money than you can afford
- Worrying about unimportant issues
- Staying up late and waking up late

## Do

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

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

## Say

- Tell the participants about the Negotiable Employee Safety Habits.

## Elaborate

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

- Immediately report unsafe conditions to a supervisor
- Recognize and report safety hazards that could lead to slips, trips and falls
- Report all injuries and accidents to a supervisor
- Wear the correct protective equipment when required
- Learn how to correctly use equipment provided for safety purposes
- Be aware of and avoid actions that could endanger other people
- Take rest breaks during the day and some time off from work during the week

## Say

- Tell the participants about the Self Analysis. To truly achieve your full potential, you need to take a deep look inside yourself and find out what kind of person you really are. This attempt to understand your personality is known as self-analysis. Assessing yourself in this manner will help you grow, and will also help you to identify areas within yourself that need to be further developed, changed or eliminated.
- Tell the participants about the motivation. Very simply put, motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by many, many different things. We can understand this better by looking at Maslow's Hierarchy of Needs.
- Also tell the participants about the Maslow's Hierarchy of needs.

## Elaborate

Tell them – Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self-actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs. These needs are usually shown as a pyramid with five levels and are known as Maslow's Hierarchy of Needs.

As you can see from the pyramid, the lowest level depicts the most basic needs. Maslow believed that our behaviour is motivated by our basic needs, until those needs are met. Once they are fulfilled, we move to the next level and are motivated by the next level of needs. Let's understand this better with an example:

"Rupa comes from a very poor family. She never has enough food, water, warmth or rest. According to Maslow, until Rupa is sure that she will get these basic needs, she will not even think about the next level of needs – her safety needs. But, once Rupa is confident that her basic needs will be met, she will move to the next level, and her behaviour will then be motivated by her need for security and safety. Once these new needs are met, Rupa will once again move to the next level, and be motivated by her need for relationships and friends. Once this need is satisfied, Rupa will then focus on the fourth level of needs – her esteem needs, after which she will move up to the fifth and last level of needs – the desire to achieve her full potential."

### Say

- Tell the participants about the Achievements Motivation. We now know that people are motivated by basic, psychological and self-fulfillment needs. However, certain people are also motivated by the achievement of highly challenging accomplishments. This is known as Achievement Motivation, or 'need for achievement'.

### Elaborate

Tell them – The level of motivation achievement in a person differs from individual to individual. It is important that entrepreneurs have a high level of achievement motivation – a deep desire to accomplish something important and unique. It is equally important that they hire people who are also highly motivated by challenges and success.

#### **Characteristics of Entrepreneurs with Achievement Motivation**

- Entrepreneurs with achievement motivation can be described as follows:
- Unafraid to take risks for personal accomplishment
- Love being challenged Future-oriented Flexible and adaptive
- Value negative feedback more than positive feedback
- Very persistent when it comes to achieving goals
- Extremely courageous
- Highly creative and innovative
- Restless - constantly looking to achieve more
- Feel personally responsible for solving problems

#### **Think about it:**

- How many of these traits do you have?
- Can you think of entrepreneurs who display these traits?

## Say

- Tell the participants how to cultivate a positive attitude. The good news is attitude is a choice. So it is possible to improve, control and change our attitude, if we decide we want to!

## Elaborate

Tell them – The following tips help foster a positive mindset:

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

## Say

- Tell the participants about the attitude. Now that we understand why motivation is so important for self-analysis, let's look at the role our attitude plays in better understanding ourselves. Attitude can be described as your tendency (positive or negative), to think and feel about someone or something

## Elaborate

Tell them – Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words:

***“The only disability in life is a bad attitude.”***

When you start a business, you are sure to encounter a wide variety of emotions, from difficult times and failures to good times and successes. Your attitude is what will see you through the tough times and guide you towards success. Attitude is also infectious. It affects everyone around you, from your customers to your employees to your investors. A positive attitude helps build confidence in the workplace while a negative attitude is likely to result in the demotivation of your people.

## Say

- Tell the participants about the Honesty and Work Ethics. Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust.

## Elaborate

Tell them – A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct. Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

## Say

- Tell the participants about the Qualities of Honest People.

## Elaborate

Tell them – Honest individuals have certain distinct characteristics. Some common qualities among honest people are:

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

They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

- **Honesty and employees:** When entrepreneurs build honest relationships with their employees, it leads to more transparency in the workplace, which results in higher work performance and better results.
- **Honesty and investors:** For entrepreneurs, being honest with investors means not only sharing strengths but also candidly disclosing current and potential weaknesses, problem areas and solution strategies. Keep

in mind that investors have a lot of experience with startups and are aware that all new companies have problems. Claiming that everything is perfectly fine and running smoothly is a red flag for most investors.

- **Honesty with oneself:** The consequences of being dishonest with oneself can lead to dire results, especially in the case of entrepreneurs. For entrepreneurs to succeed, it is critical that they remain realistic about their situation at all times, and accurately judge every aspect of their enterprise for what it truly is.

### What are Work Ethics?

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing. Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

## Say

- Tell the participants about the Elements of Work Ethics.

## Elaborate

Tell them – An entrepreneur must display strong work ethics, as well as hire only those individuals who believe in and display the same level of ethical behavior in the workplace. Some elements of a strong work ethic are:

- **Professionalism:** This involves everything from how you present yourself in a corporate setting to the manner in which you treat others in the workplace.
- **Respectfulness:** This means remaining poised and diplomatic regardless of how stressful or volatile a situation is.
- **Dependability:** This means always keeping your word, whether it's arriving on time for a meeting or delivering work on time.
- **Dedication:** This means refusing to quit until the designated work is done and completing the work at the highest possible level of excellence.
- **Determination:** This means embracing obstacles as challenges rather than letting them stop you and pushing ahead with purpose and resilience to get the desired results.
- **Accountability:** This means taking responsibility for your actions and the consequences of your actions, and not making excuses for your mistakes.
- **Humility:** This means acknowledging everyone's efforts and hard work and sharing the credit for accomplishments.

## Say

- Tell the participants how to foster a good work ethic. As an entrepreneur, it is important that you clearly define the kind of behavior that you expect from each and every team member in the workplace.

## Elaborate

Tell them – You should make it clear that you expect employees to display positive work ethics like:

- **Honesty:** All work assigned to a person should be done with complete honesty, without any deceit or lies.
- **Good attitude:** All team members should be optimistic, energetic, and positive.
- **Reliability:** Employees should show up where they are supposed to be, when they are supposed to be there.
- **Good work habits:** Employees should always be well groomed, never use inappropriate language, conduct themselves professionally at all times, etc.
- **Initiative:** Doing the bare minimum is not enough. Every team member needs to be proactive and show initiative.
- **Trustworthiness:** Trust is non-negotiable. If an employee cannot be trusted, it's time to let that employee go.
- **Respect:** Employees need to respect the company, the law, their work, their colleagues and themselves.
- **Integrity:** Each and every team member should be completely ethical and must display above board behaviour at all times.
- **Efficiency:** Efficient employees help a company grow while inefficient employees result in a waste of time and resources.

## Say

- Tell the participants about the creativity and innovation.

## Elaborate

### What is Creativity?

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

### Characteristics of Highly Creative People

Some characteristics of creative people are:

- They are imaginative and playful
- They see issues from different angles
- They notice small details
- They have very little tolerance for boredom
- They detest rules and routine
- They love to daydream
- They are very curious

### What is Innovation?

There are many different definitions of innovation. In simple terms, innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

### Characteristics of Highly Innovative People

Some characteristics of highly innovative people are:

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

## Say

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

## Elaborate

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

### Benefits of Time Management

Time management can lead to huge benefits like:

- Greater productivity

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

Not managing time effectively can result in undesirable consequences like:

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

## Do

Discuss with the participants about the Traits of effective Time Managers. Some traits of effective time managers are:

- They begin projects early They set daily objectives
- They modify plans if required, to achieve better results
- They are flexible and open-minded
- They inform people in advance if their help will be required
- They know how to say no
- They break tasks into steps with specific deadlines
- They continually review long term goals
- They think of alternate solutions if and when required
- They ask for help when required They create backup plans

## Say

- Tell the participants about the effective time management techniques.

## Elaborate

Tell them – You can manage your time better by putting into practice certain time management techniques. Some helpful tips are:

- Plan out your day as well as plan for interruptions. Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.
- Put up a “Do Not Disturb” sign when you absolutely have to complete a certain amount of work.
- Close your mind to all distractions. Train yourself to ignore ringing phones, don’t reply to chat messages and disconnect from social media sites.
- Delegate your work. This will not only help your work get done faster, but will also show you the unique skills and abilities of those around you.
- Stop procrastinating. Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.
- Prioritize. List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.
- Maintain a log of your work activities. Analyze the log to help you understand how efficient you are, and how much time is wasted every day.
- Create time management goals to reduce time wastage.

## Say

- Now tell the participants about the Anger Management.

## Elaborate

Tell them – Anger management is the process of:

- Learning to recognize the signs that you, or someone else, is becoming angry
- Taking the best course of action to calm down the situation in a positive way Anger management does not mean suppressing anger.

### Importance of Anger Management

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

### Extreme anger can:

- **Hurt you physically:** It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.
- **Hurt you mentally:** It can cloud your thinking and lead to stress, depression and mental health issues.

- Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.
- **Hurt your relationships:** It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

## Say

- Tell the participants about the Anger Management Strategies.

## Elaborate

Tell them – Here are some strategies that can help you control your anger:

Strategy 1: Relaxation

Strategy 2: Cognitive Restructuring

Strategy 3: Problem Solving

Strategy 4: Better Communication

Strategy 5: Changing Your Environment

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 251 and explain trainees' the concept.

## Say

- Tell the participants about the Stress Management. We say we are 'stressed' when we feel overloaded and unsure of our ability to deal with the pressures placed on us. Anything that challenges or threatens our well-being can be defined as a stress.

## Elaborate

Tell them – It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

### Causes of Stress

Stress can be caused by internal and external factors.

Internal causes of stress:

- Constant worry

- Rigid thinking
- Unrealistic expectations
- Pessimism
- Negative self-talk
- All in or all out attitude

External causes of stress:

- Major life changes
- Difficulties with relationships
- Having too much to do
- Difficulties at work or in school
- Financial difficulties
- Worrying about one's children and/or family

## Say

- Tell the participants about the Symptoms of Stress.

## Elaborate

Tell them – Stress can manifest itself in numerous ways. Take a look at the cognitive, emotional, physical and behavioral symptoms of stress.

Cognitive Symptoms	Emotional Symptoms
<ul style="list-style-type: none"> <li>• Memory problems</li> <li>• Concentration issues</li> <li>• Lack of judgement</li> <li>• Pessimism</li> <li>• Anxiety</li> <li>• Constant worrying</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Agitation</li> <li>• Irritability</li> <li>• Loneliness</li> <li>• Anxiety</li> <li>• Anger</li> </ul>
Physical Symptoms	Behavioral Symptoms
Aches and pain Diarrhoea or constipation Nausea Dizziness Chest pain and/or rapid heartbeat Frequent cold or flu like feelings	Increase or decrease in appetite Over sleeping or not sleeping enough Withdrawing socially Ignoring responsibilities Consumption of alcohol or cigarettes Nervous habits like nail biting, pacing etc.

## Do

Give participants Tips for managing Stress. The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.
- Plan your day so that you can manage your time better, with less stress.
- Say no to people and things when required.
- Schedule time to pursue your hobbies and interests.
- Ensure you get at least 7-8 hours of sleep.
- Reduce your caffeine intake.
- Increase the time spent with family and friends.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## Activity

- Divide the class into two equal groups.
- Tell the participants they have to give a presentation on Work Ethics and Innovation.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Presentation on work ethics and innovation	2 Hours	<ul style="list-style-type: none"> <li>• Charts and markers</li> </ul>

## UNIT 8.2: Digital Literacy: A Recap

### Unit Objectives

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall basic computer terminology
5. Recall the functions of basic computer keys
6. Discuss the main applications of MS Office
7. Discuss the benefits of Microsoft Outlook
8. Discuss the different types of e-commerce
9. List the benefits of e-commerce for retailers and customers
10. Discuss how the Digital India campaign will help boost e-commerce in India
11. Describe how you will sell a product or service on an e-commerce platform

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Digital Literacy.

### Say

- Tell the participants about the basic parts of a Computer.

## Elaborate

- **Central Processing Unit (CPU):** The brain of the computer. It interprets and carries out program instructions.
- **Hard Drive:** A device that stores large amounts of data.
- **Monitor:** The device that contains the computer screen where the information is visually displayed.
- **Desktop:** The first screen displayed after the operating system loads.
- **Background:** The image that fills the background of the desktop.
- **Mouse:** A hand-held device used to point to items on the monitor.
- **Speakers:** Devices that enable you to hear sound from the computer.
- **Printer:** A device that converts output from a computer into printed paper documents.
- **Icon:** A small picture or image that visually represents something on your computer.
- **Cursor:** An arrow which indicates where you are positioned on the screen.
- **Program Menu:** A list of programs on your computer that can be accessed from the Start menu.
- **Taskbar:** The horizontal bar at the bottom of the computer screen that lists applications that are currently in use.
- **Recycle Bin:** A temporary storage for deleted files.

## Do

Discuss with the participants about the basic internet terms.

- **The Internet:** A vast, international collection of computer networks that transfers information.
- **The World Wide Web:** A system that lets you access information on the Internet.
- **Website:** A location on the World Wide Web (and Internet) that contains information about a specific topic.
- **Homepage:** Provides information about a website and directs you to other pages on that website.
- **Link/Hyperlink:** A highlighted or underlined icon, graphic, or text that takes you to another file or object.
- **Web Address/URL:** The address for a website.
- **Address Box:** A box in the browser window where you can type in a web address.

## Say

- Tell the participants about the basic computer keys.
  - » **Arrow Keys:** Press these keys to move your cursor.
  - » **Space bar:** Adds a space.
  - » **Enter/Return:** Moves your cursor to a new line.
  - » **Shift:** Press this key if you want to type a capital letter or the upper symbol of a key.

- » Caps Lock: Press this key if you want all the letters you type to be capital letters. Press it again to revert back to typing lowercase letters.
- » Backspace: Deletes everything to the left of your cursor.
- Also tell the participants about the MS office and Email.

## Elaborate

Tell them – MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

### Most Popular Office Products

Some of the most popular and universally used MS Office applications are:

1. **Microsoft Word:** Allows users to type text and add images to a document.
2. **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.
3. **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
4. **Microsoft Outlook:** Allows users to send and receive email.
5. **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
6. **Microsoft Access:** Allows users to store data over many tables.

### Why Choose Microsoft Outlook

A popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar. Some major benefits of this program are:

- Integrated search function: You can use keywords to search for data across all Outlook programs.
- Enhanced security: Your email is safe from hackers, junk mail and phishing website email.
- Email syncing: Sync your mail with your calendar, contact list, notes in One Note and...your phone!
- Offline access to email: No Internet? No problem! Write emails offline and send them when you're connected again.

## Say

- Tell the participants about the E-Commerce. E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for "electronic commerce."

## Elaborate

Tell them – Followings are the examples of E-Commerce:

- Online shopping Online auctions
- Online ticketing
- Electronic payments
- Internet banking

### Types of E-Commerce

E-commerce can be classified based on the types of participants in the transaction. The main types of e-commerce are:

- **Business to Business (B2B):** Both the transacting parties are businesses.
- **Business to Consumer (B2C):** Businesses sell electronically to end-consumers.
- **Consumer to Consumer (C2C):** Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- **Consumer-to-Administration (C2A):** Online transactions conducted between individuals and public

The e-commerce business provides some benefits for retailers and customers.

### Benefits for retailers:

- Establishes an online presence
- Reduces operational costs by removing overhead costs
- Increases brand awareness through the use of good keywords
- Increases sales by removing geographical and time constraints

### Benefits for customers:

- Offers a wider range of choice than any physical store
- Enables goods and services to be purchased from remote locations
- Enables consumers to perform price comparisons

## Do

- Discuss with the participants about the Digital India Campaign. Prime Minister Narendra Modi launched the Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services, knowledge and information. The campaign aims to improve the country's online infrastructure and increase internet connectivity, thus boosting the e-commerce industry.
- Currently, the majority of online transactions come from tier 2 and tier 3 cities. Once the Digital India campaign is in place, the government will deliver services through mobile connectivity, which will help deliver internet to remote corners of the country. This will help the e-commerce market to enter India's tier 4 towns and rural areas.

**E-Commerce Activity**

Choose a product or service that you want to sell online. Write a brief note explaining how you will use existing e-commerce platforms, or create a new e-commerce platform, to sell your product or service.

**Notes for Facilitation** 

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

**Activity** 

- Divide the class into two equal groups.
- Tell the participants they have to demonstrate the steps of opening a Bank account and on online banking.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstrate the process of opening a bank account and how to use online banking	2 Hours	<ul style="list-style-type: none"> <li>• Charts and markers</li> </ul>

## UNIT 8.3: Money Matters

### Unit Objectives

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfers

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Money Matters.

### Say

- Tell the participants about the Personal Finance. We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important.

## Elaborate

Tell them – Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

### Benefits of Saving

Inculcating the habit of saving leads to a vast number of benefits. Saving helps you:

- **Become financially independent:** When you have enough money saved up to feel secure you can start making your choices, from taking a vacation whenever you want, to switching careers or starting your own business.
- **Invest in yourself through education:** Through saving, you can earn enough to pay up for courses that will add to your professional experience and ultimately result in higher paying jobs.
- **Get out of debt:** Once you have saved enough as a reserve fund, you can use your savings to pay off debts like loans or bills that have accumulated over time.
- **Be prepared for surprise expenses:** Having money saved enables you to pay for unforeseen expenses like sudden car or house repairs, without feeling financially stressed.
- **Pay for emergencies:** Saving helps you deal with emergencies like sudden health issues or emergency trips without feeling financially burdened.
- **Afford large purchases and achieve major goals:** Saving diligently makes it possible to place down payments towards major purchases and goals, like buying a home or a car.
- **Retire:** The money you have saved over the years will keep you comfortable when you no longer have the income you would get from your job.

## Say

- Tell the participants about the Types of Bank Accounts.

## Elaborate

Tell them – In India, banks offer four main types of bank accounts. These are:

- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 260 and explain trainees' the concept.

## Say

- Tell the participants about Opening a Bank Accounts.

## Elaborate

Tell them – Opening a bank account is quite a simple process. Take a look at the steps to open an account of your own:

### Step 1: Fill in the Account Opening Form

This form requires you to provide the following information:

- Personal details (name, address, phone number, date of birth, gender, occupation, address)
- Method of receiving your account statement (hard copy/email)
- Details of your initial deposit (cash/cheque)
- Manner of operating your account (online/mobile banking/traditional via cheque, slip books) Ensure that you sign wherever required on the form.

### Step 2: Affix your Photograph

Stick a recent photograph of yourself in the allotted space on the form.

### Step 3: Provide your Know Your Customer (KYC) Details

KYC is a process that helps banks verify the identity and address of their customers. To open an account, every individual needs to submit certain approved documents with respect to photo identity (ID) and address proof. Some Officially Valid Documents (OVDs) are:

- Passport
- Driving License
- Voters' Identity Card
- PAN Card
- UIDAI (Aadhaar) Card

### Step 4: Submit All your Documents

Submit the completed Account Opening Form and KYC documents. Then wait until the forms are processed and your account has been opened!

## Say

- Tell the participants about Fixed and variable costs.

## Elaborate

Tell them – Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services. A fixed cost does not change with the volume of goods or services a company produces. It always remains the same. A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

### Differences between Fixed and Variable Costs

Let's take a look at some of the main differences between fixed and variable costs:

Criteria	Fixed Costs	Variable Costs
Meaning	A cost that stays the same, regardless of the output produced.	A cost that changes when the
Nature	Time related.	Volume related.
Incurred	Incurred irrespective of units being produced.	Incurred only when units are produced.
Unit cost	Inversely proportional to the number of units produced.	Remains the same, per unit.
Examples	Depreciation, rent, salary, insurance, tax etc.	Material consumed, wages, commission on sales, packing expenses, etc.

## Say

- Tell the participants about the investment, insurance and taxes.

## Elaborate

Tell them – Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- Bonds
- Stocks
- Small Savings
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

### Insurance

There are two types of insurance:

1. Life Insurance
2. Non-Life or General Insurance.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 262 and explain trainees' the concept.

### Say

- Tell the participants about the online banking, NEFT, RTGS etc.

### Elaborate

Tell them – Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

**Internet banking can be used to:**

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 265 and explain trainees' the concept.

### Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 8.4: Preparing for Employment & Self Employment

### Unit Objectives

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

1. Discuss the steps to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Discuss basic workplace terminology

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Employment and Self Employment.

### Say

- Tell the participants about the Interview Preparation. The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning.

## Elaborate

Tell them – Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with.
- Think about whether your skills and qualifications match the job requirements.
- Go through the most typical interview questions asked, and prepare your responses.
- Plan your attire for the interview.
- Ensure that you have packed everything that you may require during the interview.
- Remember the importance of non-verbal communication.
- Make a list of questions to end the interview with.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 269 and explain trainees' the concept.

## Say

- Tell the participants how to prepare an effective resume. A resume is a formal document that lists a candidate's work experience, education and skills. A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a résumé that is effective.

## Elaborate

Tell them – Take a look at the steps to create an effective resume:

**Step 1: Write the Address Section**

**Step 2: Add the Profile Summary Section**

**Step 3: Include Your Educational Qualifications**

**Step 4: List Your Technical Skills**

**Step 5: Insert Your Academic Project Experience**

**Step 6: List Your Strengths**

**Step 7: List Your Extracurricular Activities**

**Step 8: Write Your Personal Details**

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 270 and explain trainees' the concept.

## Say

- Tell the participants about the interview FAQs.

## Elaborate

Tell them – Take a look at some of the most frequently asked interview questions, and some helpful tips on how to answer them.

### Can you tell me a little about yourself?

Tips to answer:

- Don't provide your full employment or personal history.
- Offer 2-3 specific experiences that you feel are most valuable and relevant.
- Conclude with how those experiences have made you perfect for this specific role.

### How did you hear about the position?

Tips to answer:

- Tell the interviewer how you heard about the job – whether it was through a friend (name the friend), event or article (name them) or a job portal (say which one).
- Explain what excites you about the position and what in particular caught your eye about this role.

### What do you know about the company?

Tips to answer:

- Don't recite the company's About Us page.
- Show that you understand and care about the company's goals.
- Explain why you believe in the company's mission and values.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 272 and explain trainees' the concept.

## Say

- Tell the participants about the work readiness.

## Elaborate

Tell them – Every employee should be well versed in the following terms:

- **Annual leave:** Paid vacation leave given by employers to employees.
- **Background Check:** A method used by employers to verify the accuracy of the information provided by potential candidates.
- **Benefits:** A part of an employee's compensation package.
- **Breaks:** Short periods of rest taken by employees during working hours.
- **Compensation Package:** The combination of salary and benefits that an employer provides to his/her employees.

- **Compensatory Time (Comp Time):** Time off in lieu of pay.
- **Contract Employee:** An employee who works for one organization that sells said employee's services to another company, either on a project or time basis.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 274 and explain trainees' the concept.

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 8.5: Understand Entrepreneurship

### Unit Objectives

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the government's role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure

## Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

## Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Entrepreneurship.

## Say

- Tell the participants about the Entrepreneurship. Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success.
- Tell the participants about the importance and characteristics of Entrepreneurship.

## Elaborate

Tell them – Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

### Characteristics of Entrepreneurs

All successful entrepreneurs have certain characteristics in common.

They are all:

- Extremely passionate about their work
- Confident in themselves
- Disciplined and dedicated

- Motivated and driven
- Highly creative
- Visionaries
- Open-minded
- Decisive

**Entrepreneurs also have a tendency to:**

- Have a high risk tolerance
- Thoroughly plan everything
- Manage their money wisely
- Make their customers their priority
- Understand their offering and their market in detail
- Ask for advice from experts when required
- Know when to cut their losses

## Say

- Tell the participants about the types of enterprises.

## Elaborate

Tell them – As an entrepreneur in India, you can own and run any of the following types of enterprises:

### **Sole Proprietorship**

In a sole proprietorship, a single individual owns, manages and controls the enterprise. This type of business is the easiest to form with respect to legal formalities. The business and the owner have no separate legal existence. All profit belongs to the proprietor, as do all the losses- the liability of the entrepreneur is unlimited.

### **Partnership**

A partnership firm is formed by two or more people. The owners of the enterprise are called partners. A partnership deed must be signed by all the partners. The firm and its partners have no separate legal existence. The profits are shared by the partners. With respect to losses, the liability of the partners is unlimited. A firm has a limited life span and must be dissolved when any one of the partners dies, retires, claims bankruptcy or goes insane.

### **Limited Liability Partnership (LLP)**

In a Limited Liability Partnership or LLP, the partners of the firm enjoy perpetual existence as well as the advantage of limited liability. Each partner's liability is limited to their agreed contribution to the LLP. The partnership and its partners have a separate legal existence.

## Say

- Tell the participants about the Leadership and team Work. Leadership means setting an example for others to follow. Setting a good example means asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company. Leaders believe in doing the right things.
- Also tell the participants about the Leadership qualities that all entrepreneurs need.

## Elaborate

Tell them – Building a successful enterprise is only possible if the entrepreneur in charge possesses excellent leadership qualities. Some critical leadership skills that every entrepreneur must have are:

- **Pragmatism:** This means having the ability to highlight all obstacles and challenges, in order to resolve issues and reduce risks.
- **Humility:** This means admitting to mistakes often and early and being quick to take responsibility for your actions. Mistakes should be viewed as challenges to overcome, not opportunities to point blame.
- **Flexibility:** It is critical for a good leader to be very flexible and quickly adapt to change. It is equally critical to know when to adapt and when not to.
- **Authenticity:** This means showing both, your strengths and your weaknesses. It means being human and showing others that you are human.
- **Reinvention:** This means refreshing or changing your leadership style when necessary. To do this, it's important to learn where your leadership gaps lie and find out what resources are required to close them.
- **Awareness:** This means taking the time to recognize how others view you. It means understanding how your presence affects those around you.

## Say

- Tell the participants about the benefits of effective Leadership. Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:
  - » Gaining the loyalty and commitment of the team members
  - » Motivating the team to work towards achieving the company's goals and objectives
  - » Building morale and instilling confidence in the team members
  - » Fostering mutual understanding and team-spirit among team members
  - » Convincing team members about the need to change when a situation requires adaptability
- Discuss with the participants about the teamwork and teams. Teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.
- Also tell the participants about the importance of team work in entrepreneurial success.

## Elaborate

Tell them – For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- **Unity of purpose:** All the team members should clearly understand and be equally committed to the purpose, vision and goals of the team.
- **Great communication skills:** Team members should have the ability to express their concerns, ask questions and use diagrams, and charts to convey complex information.
- **The ability to collaborate:** Every member should feel entitled to provide regular feedback on new ideas.
- **Initiative:** The team should consist of proactive individuals. The members should have the enthusiasm to come up with new ideas, improve existing ideas, and conduct their own research.
- **Visionary members:** The team should have the ability to anticipate problems and act on these potential problems before they turn into real problems.
- **Great adaptability skills:** The team must believe that change is a positive force. Change should be seen as the chance to improve and try new things.
- **Excellent organizational skills:** The team should have the ability to develop standard work processes, balance responsibilities, properly plan projects, and set in place methods to measure progress and ROI.

## Say

- Tell the participants about the communication skills. Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.
- Also tell the participants how to listen effectively.

## Elaborate

Tell them – To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient

- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

### How to Listen Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

### Say

- Tell the participants how to speak effectively.

### Elaborate

Tell them – To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.
- Build a draft of your speech before actually making your speech.
- Ensure that all your emotions and feelings are under control.
- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.
- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.
- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.
- Ensure that your speech has a logical flow.
- Be brief. Don't add any unnecessary information.
- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.
- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.
- Use visual aids like slides or a whiteboard.

- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.
- Remember to pause at the right moments

## Say

Tell the participants about the problem solving and negotiation skills. As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution". All problems contain two elements:

- Goals
- Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals

- Also tell the participants how to solve the problems.

## Elaborate

Tell them – Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

- **Step 1:** Identify the problem
- **Step 2:** Study the problem in detail
- **Step 3:** List all possible solutions
- **Step 4:** Select the best solution
- **Step 5:** Implement the chosen solution
- **Step 6:** Check that the problem has really been solved

## Do

Discuss with the participants about the important traits for problem solving. Highly developed problem solving skills are critical for both, business owners and their employees. The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking

- Having a positive attitude
- Focusing on the right problem

## Say

- Tell the participants about the negotiation. Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people.

## Elaborate

Tell them – Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

### Why Negotiate

Starting a business requires many, many negotiations. Some negotiations are small while others are critical enough to make or break a startup. Negotiation also plays a big role inside the workplace. As an entrepreneur, you need to know not only how to negotiate yourself, but also how to train employees in the art of negotiation.

### How to Negotiate

Take a look at some steps to help you negotiate:

- **Step 1:** Pre-Negotiation Preparation: Agree on where to meet to discuss the problem, decide who all will be present and set a time limit for the discussion.
- **Step 2:** Discuss the Problem: This involves asking questions, listening to the other side, putting your views forward and clarifying doubts.
- **Step 3:** Clarify the Objective: Ensure that both parties want to solve the same problem and reach the same goal.
- **Step 4:** Aim for a Win-Win Outcome: Try your best to be open minded when negotiating. Compromise and offer alternate solutions to reach an outcome where both parties win.
- **Step 5:** Clearly Define the Agreement: When an agreement has been reached, the details of the agreement should be crystal clear to both sides, with no scope for misunderstandings.
- **Step 6:** Implement the Agreed Upon Solution: Agree on a course of action to set the solution in motion.

## Say

- Now tell the participants about the Business opportunities Identification.

## Elaborate

Tell them – The ability to identify business opportunities is an essential characteristic of an entrepreneur.

### What is an Opportunity?

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances.

A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

### Common Questions Faced by Entrepreneurs

A critical question that all entrepreneurs face is how to go about finding the business opportunity that is right for them.

Some common questions that entrepreneurs constantly think about are:

- Should the new enterprise introduce a new product or service based on an unmet need?
- Should the new enterprise select an existing product or service from one market and offer it in another where it may not be available?
- Should the enterprise be based on a tried and tested formula that has worked elsewhere?

It is therefore extremely important that entrepreneurs must learn how to identify new and existing business opportunities and evaluate their chances of success.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 285 and explain trainees' the concept.

## Say

- Now tell the participants about the Entrepreneurship Support eco-system.

## Elaborate

Tell them – An entrepreneur is a person who

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

### Types of Entrepreneurs

There are four main types of entrepreneurs:

- The Traditional Entrepreneur
- The Growth Potential Entrepreneur
- The Project-Oriented Entrepreneur

- The Lifestyle Entrepreneur

#### Characteristics of an Entrepreneur

- Successful entrepreneurs have the following characteristics
- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it
- They have a vision – they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

#### Do

Discuss with the participants about the Entrepreneur Success Stories.

##### **Dhiru Bhai Ambani**

*Dhirubhai Ambani began his entrepreneurial career by selling “bhajias” to pilgrims in Mount Girnar on weekends. At 16, he moved to Yemen where he worked as a gas-station attendant, and as a clerk in an oil company. He returned to India with Rs. 50,000 and started a textile trading company. Reliance went on to become the first Indian company to raise money in global markets and the first Indian company to feature in Forbes 500 list.*

##### **Dr. Karsanbhai Patel**

*Karsanbhai Patel made detergent powder in the backyard of his house. He sold his product door-to-door and offered a money back guarantee with every pack that was sold. He charged Rs. 3 per kg when the cheapest detergent at that time was Rs.13 per kg. Dr. Patel eventually started Nirma which became a whole new segment in the Indian domestic detergent market.*

#### Say

- Now tell the participants about the Entrepreneurial Process.

## Elaborate

Tell them – Let's take a look at the stages of the entrepreneurial process.

- **Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.
- **Stage 2:** Germination or Recognition. In this stage a possible solution to the identified problem is thought of.
- **Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.
- **Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.
- **Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.
- **Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.
- **Stage 7:** Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Take a look at the diagram below to get a better idea of this process.

## Say

- Now tell the participants about the Entrepreneur. The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants.

## Elaborate

Tell them – These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

**An entrepreneurship ecosystem comprises of the following six domains:**

- **Favourable Culture:** This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- **Facilitating Policies & Leadership:** This includes regulatory framework incentives and existence of public research institutes.
- **Financing Options:** Angel financing, venture capitalists and micro loans would be good examples of this.
- **Human Capital:** This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- **Conducive Markets for Products & Services:** This refers to an existence or scope of existence of a market for the product/service.

- **Institutional & Infrastructural Support:** This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

These domains indicate whether there is a strong entrepreneurship support ecosystem and what actions should the government put in place to further encourage this ecosystem. The six domains and their various elements have been graphically depicted.

Every entrepreneurship support ecosystem is unique and all the elements of the ecosystem are interdependent. Although every region's entrepreneurship ecosystem can be broadly described by the above features, each ecosystem is the result of the hundred elements interacting in highly complex and particular ways.

Entrepreneurship ecosystems eventually become (largely) self-sustaining. When the six domains are resilient enough, they are mutually beneficial. At this point, government involvement can and should be significantly minimized. Public leaders do not need to invest a lot to sustain the ecosystem. It is imperative that the entrepreneurship ecosystem incentives are formulated to be self-liquidating, hence focusing on sustainability of the environment.

## Say

- Now tell the participants about the Government's role in the Entrepreneurship Ecosystem. Encouraging new ventures is a major focus for policymakers. Governments across the world are recognizing that new businesses flourish in distinctive types of supportive environments.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- Policymakers should avoid regulations that discourage new entrants and work towards building efficient methods for business startups. Policies and regulations that favour existing, dominant firms over entrepreneurial ventures restrict competition and obstruct entry for new companies.
- Instead of developing policies conceptually intended to correct market failures, policymakers should interact with entrepreneurs and understand the challenges faced by them. The feedback should be used to develop policies that incite idea exploration, product development and increased rates of deal flow.
- Entrepreneurial supporters should create a database that enables identifying who the participants in the ecosystem are and how they are connected. These ecosystem maps are useful tools in developing engagement strategies.
- Disruptions are unavoidable in economic and social life. However, it's important to note that economic disruption gives rise to entrepreneurial opportunities. Architects of the entrepreneurship ecosystems (entrepreneurs, mentors, policymakers and consumers,) should anticipate these dips, thus capitalizing on the opportunities they create.

The need for effective strategies to enable local entrepreneurship support ecosystems is a practical one. Better understanding of the actual ecosystems provides a framework within which policy makers can ask relevant questions, envisage more efficient approaches, and assess ensuing outcomes.

## Say

- Now tell the participants about the Snapshot of the Entrepreneurship Ecosystem in India. Entrepreneurship has earned a newfound respect in India. Many Indians, with exposure to the world of business, who traditionally would have opted for a job, are setting up their own ventures. Many elements of the entrepreneurship ecosystem are beginning to come together. For example, increase in venture capitalists, government schemes and incubators, academia industry linkages, and emerging clusters and support to rural economy.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- We need to review our attitude towards failures and accept them as learning experiences.
- We must encourage the educated to become entrepreneurs and provide students in schools and colleges with entrepreneurship skills.
- Universities, research labs and the government need to play the role of enablers in the entrepreneurship support ecosystem.
- Policymakers need to focus on reducing the obstacles such as corruption, red tape and bureaucracy.
- We need to improve our legal systems and court international venture capital firms and bring them to India.
- We must devise policies and methods to reach the secondary and tertiary towns in India, where people do not have access to the same resources available in the cities.

Today, there is a huge opportunity in this country to introduce innovative solutions that are capable of scaling up, and collaborating within the ecosystem as well as enriching it.

## Say

- Now tell the participants about the Make in India Campaign.

## Elaborate

Tell them – Every entrepreneur has certain needs. Some of their important needs are:

- To easily get loans
- To easily find investors
- To get tax exemptions
- To easily access resources and good infrastructure
- To enjoy a procedure that is free of hassles and is quick

- To be able to easily partner with other firms

The Make in India campaign, launched by Prime Minister Modi aims to satisfy all these needs of young, aspiring entrepreneurs. Its objective is to:

- Make investment easy
- Support new ideas
- Enhance skill development
- Safeguard the ideas of entrepreneurs
- Create state-of-the-art facilities for manufacturing goods

## Say

- Now tell the participants about the Risk Appetite and Resilience.

## Elaborate

### Entrepreneurship and Risk

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

### What is Risk Appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

The levels of risk appetite can be broadly categorized as “low”, “medium” and “high.” The company’s entrepreneur(s) have to evaluate all potential alternatives and select the option most likely to succeed. Companies have varying levels of risk appetites for different objectives. The levels depend on:

- The type of industry
- Market pressures
- Company objectives

For example, a startup with a revolutionary concept will have a very high risk appetite. The startup can afford short term failures before it achieves longer term success. This type of appetite will not remain constant and will be adjusted to account for the present circumstances of the company.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 293 and explain trainees' the concept.

## Say

- Now tell the participants about the Success and Failures. Understanding Successes and Failures in Entrepreneurship.

## Elaborate

Tell them – Shyam is a famous entrepreneur, known for his success story. But what most people don't know, is that Shyam failed numerous times before his enterprise became a success. Read his interview to get an idea of what entrepreneurship is really about, straight from an entrepreneur who has both, failed and succeed

**Interviewer:** Shyam, I have heard that entrepreneurs are great risk-takers who are never afraid of failing. Is this true?

**Shyam:** Ha ha, no of course it's not true! Most people believe that entrepreneurs need to be fearlessly enthusiastic. But the truth is, fear is a very normal and valid human reaction, especially when you are planning to start your own business! In fact, my biggest fear was the fear of failing. The reality is, entrepreneurs fail as much as they succeed. The trick is to not allow the fear of failing to stop you from going ahead with your plans. Remember, failures are lessons for future success!

**Interviewer:** What, according to you, is the reason that entrepreneurs fail?

**Shyam:** Well, there is no one single reason why entrepreneurs fail. An entrepreneur can fail due to numerous reasons. You could fail because you have allowed your fear of failure to defeat you. You could fail because you are unwilling to delegate (distribute) work. As the saying goes, "You can do anything, but not everything!" You could fail because you gave up too easily – maybe you were not persistent enough. You could fail because you were focusing your energy on small, insignificant tasks and ignoring the tasks that were most important. Other reasons for failing are partnering with the wrong people, not being able to sell your product to the right customers at the right time at the right price... and many more reasons!

**Interviewer:** As an entrepreneur, how do you feel failure should be looked at?

**Shyam:** I believe we should all look at failure as an asset, rather than as something negative. The way I see it, if you have an idea, you should try to make it work, even if there is a chance that you will fail. That's because not trying is failure right there, anyway! And failure is not the worst thing that can happen. I think having regrets because of not trying, and wondering 'what if' is far worse than trying and actually failing.

**Interviewer:** How did you feel when you failed for the first time?

**Shyam:** I was completely heartbroken! It was a very painful experience. But the good news is, you do recover from the failure. And with every subsequent failure, the recovery process gets a lot easier. That's because you start to see each failure more as a lesson that will eventually help you succeed, rather than as an obstacle that you cannot overcome. You will start to realize that failure has many benefits.

**Interviewer:** Can you tell us about some of the benefits of failing?

**Shyam:** One of the benefits that I have experienced personally from failing is that the failure made me see things in a new light. It gave me answers that I didn't have before. Failure can make you a lot stronger. It also helps keep your ego in control.

**Interviewer:** What advice would you give entrepreneurs who are about to start their own enterprises?

**Shyam:** I would tell them to do their research and ensure that their product is something that is actually wanted by customers. I'd tell them to pick their partners and employees very wisely and cautiously. I'd tell them that it's very important to be aggressive – push and market your product as aggressively as possible. I would warn them that starting an enterprise is very expensive and that they should be prepared for a situation where they run out of money.

I would tell them to create long term goals and put a plan in action to achieve that goal. I would tell them to build a product that is truly unique. Be very careful and ensure that you are not copying another startup. Lastly, I'd tell them that it's very important that they find the right investors.

**Interviewer:** That's some really helpful advice, Shyam! I'm sure this will help all entrepreneurs to be more prepared before they begin their journey! Thank you for all your insight!

## Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

## UNIT 8.6: Preparing to be an Entrepreneur

### Unit Objectives

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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Understand the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Preparing to be an Entrepreneur.

## Say

- Tell the participants about the market study.

## Elaborate

### Understanding Market Research

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

### Market research involves two types of data:

- **Primary information.** This is research collected by yourself or by someone hired by you.
- **Secondary information.** This is research that already exists and is out there for you to find and use.

### Primary research

Primary research can be of two types:

- **Exploratory:** This is open-ended and usually involves detailed, unstructured interviews.
- **Specific:** This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

### Secondary research

Secondary research uses outside information. Some common secondary sources are:

- **Public sources:** These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- **Commercial sources:** These offer valuable information but usually require a fee to be paid. Examples are research and trade associations, banks and other financial institutions etc.
- **Educational institutions:** These offer a wealth of information. Examples are colleges, universities, technical.

## Say

- Tell the participants about the 4 Ps of marketing.

## Elaborate

Tell them –The 4 Ps of marketing are:

- Product,
- Price,
- Promotion and
- Place.

Let's look at each of these 4 Ps in detail.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 297 and explain trainees' the concept.

## Say

- Tell the participants about the Business entity concepts. If your aim is to start and run a business, it is crucial that you have a good understanding of basic business terms.

## Elaborate

Tell them – Every entrepreneur should be well versed in the following terms:

- Accounting: A systematic method of recording and reporting financial transactions.
- Accounts payable: Money owed by a company to its creditors.
- Accounts Receivable: The amount a company is owed by its clients.
- Assets: The value of everything a company owns and uses to conduct its business.
- Balance Sheet: A snapshot of a company's assets, liabilities and owner's equity at a given moment.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 299 and explain trainees' the concept.

## Say

- Tell the participants about the CRM. CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

## Elaborate

### The Need for CRM

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

### Benefits of CRM

CRM has a number of important benefits:

- It helps improve relations with existing customers which can lead to:
- Increased sales
- Identification of customer needs
- Cross-selling of products
- It results in better marketing of one's products or services
- It enhances customer satisfaction and retention
- It improves profitability by identifying and focusing on the most profitable customers

## Say

- Tell the participants about the Networking. In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts.

## Elaborate

Tell them – Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

### The Need for Networking

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem. This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs

may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

#### Benefits of Networking

Networking offers numerous benefits for entrepreneurs. Some of the major benefits are:

- Getting high quality leads
- Increased business opportunities
- Good source of relevant connections
- Advice from like-minded entrepreneurs
- Gaining visibility and raising your profile
- Meeting positive and enthusiastic people
- Increased self-confidence
- Satisfaction from helping others
- Building strong and lasting friendships

### Say

- Tell the participants about the Business Plans. Setting goals is important because it gives you long-term vision and short-term motivation. Goals can be short term, medium term and long term.

### Elaborate

Tell them – Short-Term Goals

- These are specific goals for the immediate future. Example: Repairing a machine that has failed. Medium-Term Goals
- These goals are built on your short term goals.
- They do not need to be as specific as your short term goals.

Example: Arranging for a service contract to ensure that your machines don't fail again.

Long-Term Goals

These goals require time and planning. They usually take a year or more to achieve.

Example: Planning your expenses so you can buy new machinery

#### **Why Create a Business Plan?**

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountability and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues. A business plan is also a very important tool for getting the interest of key employees or future investors. A business plan typically comprises of eight elements.

## Say

- Tell the participants about the Elements of a Business Plans. The executive summary follows the title page. The summary should clearly state your desires as the business owner in a short and business like way. It is an overview of your business and your plans. Ideally this should not be more than 1-2 pages.

## Elaborate

Tell them – Your Executive Summary should include:

- The Mission Statement: Explain what your business is all about.
- Example: Nike's Mission Statement
- Nike's mission statement is "To bring inspiration and innovation to every athlete in the world."
- Company Information: Provide information like when your business was formed, the names and roles of the founders, the number of employees, your business location(s) etc.
- Growth Highlights: Mention examples of company growth. Use graphs and charts where possible.
- Your Products/Services: Describe the products or services provided.
- Financial Information: Provide details on current bank and investors.
- Summarize future plans: Describe where you see your business in the future.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 302 and explain trainees' the concept.

## Say

- Tell the participants what Information Should Entrepreneurs Offer Banks for Funding. When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information.

## Elaborate

Tell them – It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

### General Credentials

This is where you, as an entrepreneur, provide the bank with background information on yourself. Such information includes:

- **Letter(s) of Introduction:** This letter should be written by a respected business person who knows you well enough to introduce you. The aim of this letter is set across your achievements and vouch for your character and integrity.

- **Your Profile:** This is basically your resume. You need to give the bank a good idea of your educational achievements, professional training, qualifications, employment record and achievements.
- **Business Brochure:** A business brochure typically provides information on company products, clients, how long the business has been running for etc.
- **Bank and Other References:** If you have an account with another bank, providing those bank references is a good idea.
- **Proof of Company Ownership or Registration:** In some cases, you may need to provide the bank with proof of company ownership and registration. A list of assets and liabilities may also be required.

#### Financial Situation

Banks will expect current financial information on your enterprise. The standard financial reports you should be prepared with are:

- Balance Sheet
- Profit-and-Loss Account
- Cash-Flow Statement
- Projected Sales and Revenues
- Business Plan
- Feasibility Study

#### Guarantees or Collaterals

Usually banks will refuse to grant you a loan without security. You can offer assets which the bank can seize and sell off if you do not repay the loan. Fixed assets like machinery, equipment, vehicles etc. are also considered to be security for loans.

### Say

- Tell the participants about the lending criteria of banks.

### Elaborate

Tell them – Your request for funding will have a higher chance of success if you can satisfy the following lending criteria:

- Good cash flow
- Adequate shareholders' funds
- Adequate security
- Experience in business
- Good reputation

#### The Procedure

To apply for funding the following procedure will need to be followed.

- Submit your application form and all other required documents to the bank.
- The bank will carefully assess your credit worthiness and assign ratings by analyzing your business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.
- The bank will make a decision as to whether or not you should be given funding.

### Say

- Tell the participants about the Enterprise Management. To manage your enterprise effectively you need to look at many different aspects, right from managing the day-to-day activities to figuring out how to handle a large scale event.

### Elaborate

Tell them – Let's take a look at some simple steps to manage your company effectively.

**Step 1:** Use your leadership skills and ask for advice when required.

**Step 2:** Divide your work amongst others – realize that you cannot handle everything yourself.

**Step 3:** Hire the right people for the job.

**Step 4:** Motivate your employees and train them well.

**Step 5:** Train your people to handle your customers well.

**Step 6:** Market your enterprise effectively.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 307 and explain trainees' the concept.

### Say

- Tell the participants about Considering Entrepreneurship.

### Elaborate

- Tell them – Questions to Ask Yourself before Considering Entrepreneurship:
- Why am I starting a business?
- What problem am I solving?

- Have others attempted to solve this problem before? Did they succeed or fail?
- Do I have a mentor<sup>1</sup> or industry expert that I can call on?
- Who is my ideal customer<sup>2</sup>?
- Who are my competitors<sup>3</sup>?
- What makes my business idea different from other business ideas?
- What are the key features of my product or service?
- Have I done a SWOT<sup>4</sup> analysis?
- What is the size of the market that will buy my product or service?
- What would it take to build a minimum viable product<sup>5</sup> to test the market?
- How much money do I need to get started?
- Will I need to get a loan?
- How soon will my products or services be available?
- When will I break even<sup>6</sup> or make a profit?
- How will those who invest in my idea make a profit?
- How should I set up the legal structure<sup>7</sup> of my business?
- What taxes<sup>8</sup> will I need to pay?
- What kind of insurance<sup>9</sup> will I need?
- Have I reached out to potential customers for feedback

## Notes for Facilitation

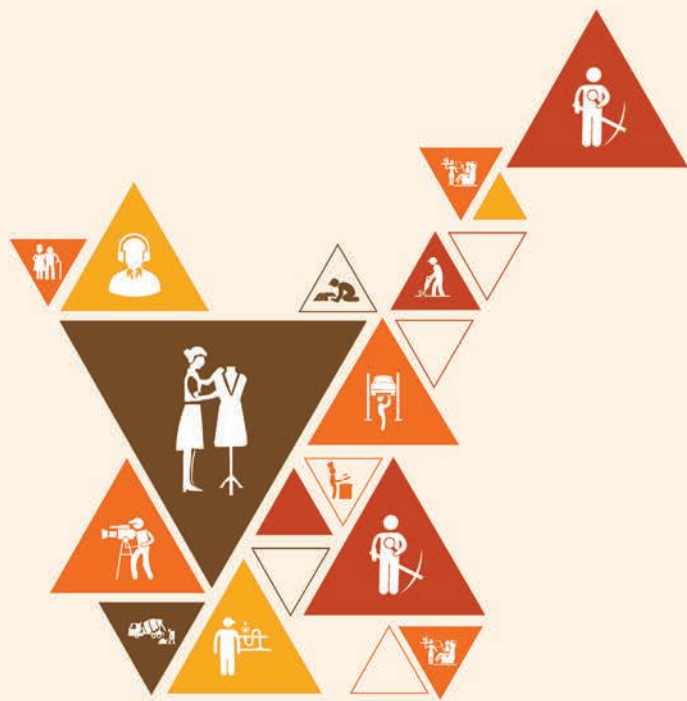
- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.



## 9. Annexure

## Annexure I: Training Delivery Plan

## Annexure II: Assessment Criteria





## Annexure I

Training Delivery Plan			
<b>Program Name:</b>	Medical Sales Representative		
<b>Qualification Pack Name &amp; Ref. ID</b>	LFS/Q0401		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	01/06/16
<b>Pre-requisites to Training (if any)</b>	Diploma in Pharmacy/ any relevant science discipline Graduate in any discipline, preferably in Life Science/ B. Pharma/ M. Pharma/ MBA		
<b>Training Outcomes</b>	<b>By the end of this program, the participants will be able to:</b>		
	1. Gather information about the product and competitors		
	2. Promote and sell products to potential		
	3. Organize medical conferences and promotional events		



Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.	Introduction	Program Objective	<ol style="list-style-type: none"> <li>Discuss the requirement of MSR in Industry</li> <li>Describe the competencies to be acquired via this skilling program</li> <li>Set your expectation from this skill program</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
		Medical Sales Representative (Career Opportunity for Youth)	<ol style="list-style-type: none"> <li>Describe the role and responsibilities of MSR</li> <li>Choose your future employer</li> <li>Discuss the challenges, opportunities and your career progression in the Life Sciences Sector</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
2.	Maintain Regulatory, Scientific and Technical Knowledge	Major Stakeholders for MSR	<ol style="list-style-type: none"> <li>identify who your major stakeholders are</li> <li>understand stakeholder's expectation and environment</li> </ol>	LFS/N0401 PC2, KA6, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate major stakeholders involved with MSR, their expectation and environment</li> </ul>	LFS/N0401 PC2, KA6, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	7:00 hrs.
		Pharma and Biopharma Sale & Distribution Ecosystem	<ol style="list-style-type: none"> <li>Describe the Pharma and Bio-Pharma Distribution Value Chain</li> <li>Describe and calculate the margins of each stakeholder in distribution chain</li> <li>Discuss the process of distribution and sales both in retail and institutional sales</li> </ol>	LFS/N0401 PC1, PC2, PC3, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate Pharma and Bio-Pharma Distribution Value Chain</li> </ul>	LFS/N0401 PC1, PC2, PC3, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate process of distribution and sales both in retail and institutional sales</li> </ul>	LFS/N0401 PC1, PC2, PC3, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Practice calculating the margins of each stakeholder in distribution chain</li> </ul>	LFS/N0401 PC1, PC2, PC3, KA4, KB1, KB2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.



	Regulations for Medical Sales Representative	1. Identify the regulatory bodies which impact the job of MSR	LFS/N0401  PC4, PC5, KA1, KA6, KB1, KB2	<ul style="list-style-type: none"><li>• Power-point presentation</li><li>• Facilitator-led - discussion</li><li>• Audio-visuals Images</li></ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r , Projector etc.	8:00 hrs.
		2. Describe and follow the regulations laid down by various regulatory bodies				
		3. Perform the job of MSR without deviating any regulation/ law in India				
		<ul style="list-style-type: none"><li>• Gain practical knowledge of regulatory bodies which impact the job of MSR</li></ul>	LFS/N0401  PC4, PC5, KA1, KA6, KB1, KB2	<ul style="list-style-type: none"><li>• Practical Lab</li></ul>	Note Pad, Pen, charts	7:00 hrs.
		<ul style="list-style-type: none"><li>• Gain practical knowledge of regulations laid down by various regulatory bodies</li></ul>	LFS/N0401  PC4, PC5, KA1, KA6, KB1, KB2	<ul style="list-style-type: none"><li>• Practical Lab</li></ul>	Note Pad, Pen, charts	7:00 hrs.
	Human Anatomy & Physiology	1. Explain the anatomy and physiology of human	LFS/N0401  PC4, PC5, PC7, KA7, KB3	<ul style="list-style-type: none"><li>• Power-point presentation</li><li>• Facilitator-led - discussion</li><li>• Audio-visuals</li><li>• Images</li></ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r , Projector etc.	7:00 hrs.
		2. identify the therapeutic area and practicing doctor for a specific organ system				
		3. discuss the common disease, its symptom and common medicines for that indication				
		<ul style="list-style-type: none"><li>• Demonstrate parts of human body</li><li>• Demonstrate the organization of body cells, issues, Systems, membranes and glands</li><li>• Demonstrate Muscular Skeletal System.</li><li>• Demonstrate Digestive System.</li><li>• Demonstrate Respiratory System</li></ul>	LFS/N0401  PC4, PC5, PC7, KA7, KB3	<ul style="list-style-type: none"><li>• Practical Lab</li></ul>	Note Pad, Pen, charts	8:00 hrs.
<ul style="list-style-type: none"><li>• Demonstrate Cardio Vascular System.</li><li>• Demonstrate Excretory System.</li><li>• Demonstrate Nervous System.</li><li>• Demonstrate Endocrine System, Sense Organ and Reproductive System.</li><li>• Demonstrate common diseases, symptoms and related medicines</li></ul>		LFS/N0401  PC4, PC5, PC7, KA7, KB3	<ul style="list-style-type: none"><li>• Practical Lab</li></ul>	Note Pad, Pen, charts	8:00 hrs.	



		Pharmaceutical Science Basics for MSR	1. explain the scientific concepts, terms and definitions used to describe the drug reaction mechanism	LFS/N0401 PC4, PC7, PC8, KA2, KA4, KB1, KB2, KB3	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r, Projector etc.	7:00 hrs.
			2. utilize the resources like drug formularies and drug classification system for gaining scientific knowledge				
			3. detail the functioning of a drug to a doctor				
		Concept of Disease Management for MSR	4. discuss the benefits of a medicine using scientific terminologies				
			5. identify and compare medicine based on drug classification				
			• Demonstrate drug reaction mechanism	LFS/N0401 PC4, PC7, PC8, KA2, KA4, KB1, KB2, KB3	• Practical Lab	Note Pad, Pen, charts	5:00 hrs.
		Organizational Knowledge for MSR	• Gain practical knowledge on drug formularies and drug classification system	LFS/N0401 PC4, PC7, PC8, KA2, KA4, KB1, KB2, KB3	• Practical Lab	Note Pad, Pen, charts	5:00 hrs.
			1. explain the concepts and methodology of planning and executing the disease management program	LFS/N0401 PC4, PC7, KA1, KA4, KB1, KB3	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r, Projector etc.	5:00 hrs.
			2. manage and contribute to a disease management program of your future employer				
			• Gain practical knowledge on what is disease management program ?	LFS/N0401 PC4, PC7, KA1, KA4, KB1, KB3	• Practical Lab	Note Pad, Pen, charts	5:00 hrs.
3.	Monitoring Competitors	Basic Concepts for MSR for Competitive Intelligence and Monitoring	1. understand the policies and rules and guidelines of your employer	LFS/N0401 PC1, PC5, KA1, KA2, KA3, KB1, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r, Projector etc.	6:00 hrs.
			2. abide by the rules and employment regulations while discharging duties				
			1. explain the concepts and methodology of monitoring competitors	LFS/N0401 PC6, KA6, KB1, KB2, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	A v a i l a b l e Objects such as a book, pen, duster, white board, marker, C o m p u t e r, Projector etc.	8:00 hrs.



			1. monitor competitors and factors affecting the product competition and promotion & sales of product	LFS/N0401 PC6, KA6, KB1, KB2, KB4	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate the methodology to monitor the competitors, product competition and promotion &amp; sales of product</li> </ul>	LFS/N0401 PC6, KA6, KB1, KB2, KB4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	7:00 hrs.
		Retail Chemist Prescription Audit	1. explain the concepts and methodology of conducting RCPA	LFS/N0401 PC7, PC8, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			2. conduct effective RCPA and secure relevant information required to choose the right doctor, right product and right promotional strategy.				
			<ul style="list-style-type: none"> <li>Demonstrate RCPA</li> </ul>	LFS/N0401 PC7, PC8, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	2:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate the methodology of conducting RCPA</li> </ul>	LFS/N0401 PC7, PC8, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Have practical knowledge on how to choose the right doctor, right product and right promotional strategy?</li> </ul>	LFS/N0401 PC7, PC8, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		Data Analysis Basics for MSR	1. understand the basic statistical terminology used in data analysis	LFS/N0401 PC3, PC4, PC8, KA4, KB1, KB2, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			2. conduct the basic statistical analysis required during competitive analysis as well as for sales projection and performance review				
			<ul style="list-style-type: none"> <li>Gain practical knowledge on statistical terminology used in data analysis</li> </ul>	LFS/N0401 PC3, PC4, PC8, KA4, KB1, KB2, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	3:00 hrs.



			<ul style="list-style-type: none"> <li>Gain practical knowledge on conducting basic statistical analysis required during competitive analysis</li> </ul>	LFS/N0401 PC3, PC4, PC8, KA4, KB1, KB2, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	8:00 hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge on conducting basic statistical analysis required during sales projection and performance review</li> </ul>	LFS/N0401 PC3, PC4, PC8, KA4, KB1, KB2, KB4, KB5, KB6	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	8:00 hrs.
4.	Promotion and Sale of Products	Trends of Marketing and Promotions in Life Sciences	1. recognize and understand the trends in domestic marketing and retail promotion for life sciences products	LFS/N0402 PC1, PC2, PC3, PC4, KA1, KB1, KB2	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			2. adopt the growing and evolving strategies for promotion of your product line				
			<ul style="list-style-type: none"> <li>Perform research on trends in domestic marketing and retail promotion for life sciences products</li> </ul>	LFS/N0402 PC1, PC2, PC3, PC4, KA1, KB1, KB2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Gain practical understanding on the growing and evolving strategies for promotion of your product line</li> </ul>	LFS/N0402 PC1, PC2, PC3, PC4, KA1, KB1, KB2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		Managing the Field Visits	1. prepare yourself for field visit	LFS/N0402 PC1, PC2, KA1, KA2, KB1, KB2, KB3	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
			2. understand working environment for different kind of doctors				
			<ul style="list-style-type: none"> <li>Discuss on how to make your field visit more productivity</li> </ul>	LFS/N0402 PC1, PC2, KA1, KA2, KB1, KB2, KB3	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		Promotion Strategies for MSR	1. understand and explain various promotional strategies in life sciences sector	LFS/N0402 PC3, PC4, PC5, PC6, PC7, KA4, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
			2. adopt and use the right promotion strategy for right doctor/ situation				
			<ul style="list-style-type: none"> <li>Demonstrate various promotional strategies in life sciences sector</li> </ul>	LFS/N0402 PC3, PC4, PC5, PC6, PC7, KA4, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.



			<ul style="list-style-type: none"> <li>Perform research and discuss on various promotional strategies in life sciences sector</li> </ul>	LFS/N0402 PC3, PC4, PC5, PC6, PC7, KA4, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		In clinic promotion, presentation and demonstration	<ol style="list-style-type: none"> <li>Interact with doctors in clinic</li> <li>deliver product detailing to doctor</li> <li>handle objections raised by doctor</li> </ol>	LFS/N0402 PC5, PC6, PC7, PC8, PC9, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			<ul style="list-style-type: none"> <li>Practice on interacting with doctors in clinic</li> </ul>	LFS/N0402 PC5, PC6, PC7, PC8, PC9, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Practice on delivering product detailing to doctor and handling objections raised by doctor</li> </ul>	<ul style="list-style-type: none"> <li>Practice on delivering product detailing to doctor and handling objections raised by doctor</li> </ul>	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		Daily Reporting by MSR	<ol style="list-style-type: none"> <li>understand the reporting requirement from MSR</li> <li>meet the organizational requirement of daily reporting</li> </ol>	LFS/N0402 PC8, PC9, PC10, KA1, KA2, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00 hrs.
			<ul style="list-style-type: none"> <li>Discuss on reporting requirement from MSR</li> </ul>	LFS/N0402 PC8, PC9, PC10, KA1, KA2, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00 hrs.
			<ul style="list-style-type: none"> <li>Discuss on reporting requirement from MSR</li> </ul>	LFS/N0402 PC8, PC9, PC10, KA1, KA2, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00 hrs.
		Sales Ordering and After Sales Service for Distribution channel	<ol style="list-style-type: none"> <li>explain the process of ordering in life sciences domestic formulation market</li> <li>follow the ordering process for getting the secondary sales</li> <li>support the distribution channels for primary sales</li> </ol>	LFS/N0402 PC2, PC3, PC5, PC6, PC7, PC8, PC11, KA1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00 hrs.



			<ul style="list-style-type: none"> <li>Demonstrate the process of ordering in life sciences domestic formulation market</li> </ul>	LFS/N0402 PC2, PC3, PC5, PC6, PC7, PC8, PC11, KA1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
			<ul style="list-style-type: none"> <li>Discuss on ordering process for getting the secondary sales and how to support the distribution channels for primary sales</li> </ul>	LFS/N0402 PC2, PC3, PC5, PC6, PC7, PC8, PC11, KA1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	6:00 hrs.
		Pharmacovigilance Process for MSR	<ol style="list-style-type: none"> <li>understand and explain the concepts and methodology of pharmacovigilance</li> <li>act on the information relation to adverse events arising out of your product consumption by patient</li> </ol>	LFS/N0402 PC11, KA4, KA5, KB1, KB2, KB3, KB4, KB5, KB6, KB7	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
5.	Event Management & Coordination	Role of MSR in CME and Product Launch	<ol style="list-style-type: none"> <li>Explain the purpose and importance of events in Life Sciences Sector</li> </ol>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA4, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			<ul style="list-style-type: none"> <li>Research on the importance of events in Life Sciences Sector</li> </ul>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA4, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00 hrs.
			<ol style="list-style-type: none"> <li>Organize and execute the events such as product launch, CMEs etc.</li> <li>Gain the partnering opportunities from the events</li> </ol>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	7:00 hrs.
			<ul style="list-style-type: none"> <li>Research on the importance of events in Life Sciences Sector</li> </ul>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	5:00 hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge of how organization and execution of events such as product launch, CMEs is done ?</li> </ul>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	8:00 hrs.
			<ul style="list-style-type: none"> <li>Gain practical knowledge on how to find partnering opportunities from the events</li> </ul>	LFS/N0403 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	7:00 hrs.



6.	Skills Required at Work by MSR	Core Skills for MSR	1. understand the techniques of effective communication	LFS/N0403 PC2, PC3, PC6, KA4, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
			2. deliver effective communication at work				
			<ul style="list-style-type: none"> <li>Practice effective communication techniques</li> </ul>	LFS/N0403 PC2, PC3, PC6, KA4, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	8:00 hrs.
		Professional Skills for MSR	1. know when and which skill you need at work	LFS/N0403 PC1, PC2, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			2. use professional skills to outperform as MSR				
			<ul style="list-style-type: none"> <li>Practice professional skills required to outperform as MSR</li> </ul>	LFS/N0403 PC1, PC2, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
7.	IT Skills for MSR		<ul style="list-style-type: none"> <li>Practice professional skills required to outperform as MSR</li> </ul>	LFS/N0403 PC1, PC2, KA1, KA2, KA3, KA4, KA5, KB1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	7:00 hrs.
		Introduction to Computer	1. Define the computer.	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hrs.
			2. Recognise its various parts.				
			3. Differentiate the advantages and disadvantages of computer.				
		Basic Computer Knowledge	1. Use computer.	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	00:30 hrs.
			2. Explain the web, email services.				
		Components of Computer	1. Know the different parts and components of computer.	Digital Literacy	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	00:30 hrs.



	Concept of Operating System	<ol style="list-style-type: none"> <li>1. Familiarise with the concept of operating system.</li> <li>2. Work on Windows 8 and 7.1.</li> <li>3. Add or Remove desktop icons, make or delete a folder etc.</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00hrs.
	MS Word	<ol style="list-style-type: none"> <li>1. Learn the concept of and practice MS-Word.</li> <li>2. Format a document.</li> <li>3. Print a document etc.</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
	MS Power Point	<ol style="list-style-type: none"> <li>1. Practice MS – Power point.</li> <li>2. Make a new presentation.</li> <li>3. Format a slide as well</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
	MS Excel	<ol style="list-style-type: none"> <li>1. Work on MS-Excel</li> <li>2. Format cells and cell content</li> <li>3. Use formulas</li> <li>4. Make Charts and Pivot Table</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4:00 hrs.
	Internet Concepts	<ol style="list-style-type: none"> <li>1. Understand internet concepts</li> <li>2. Recognise the different types of URLs</li> <li>3. Use MS-Outlook</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1:00 hrs.
	Introduction to Computer	<p>Practical:</p> <ul style="list-style-type: none"> <li>• Gain practical knowledge on what is computer</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	25:00 hrs.
	Basic Computer Knowledge	<p>Practical:</p> <ul style="list-style-type: none"> <li>• Gain practical knowledge on what is computer</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	
	Components of Computer	<p>Practical:</p> <ul style="list-style-type: none"> <li>• Gain practical knowledge on Components of Computer</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	
	Concept of Operating System	<p>Practical:</p> <ul style="list-style-type: none"> <li>• Discuss Concept of Operating System</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>• Practical Lab</li> </ul>	Note Pad, Pen, charts	



		MS Word	Practical: <ul style="list-style-type: none"> <li>Practice Ms Word</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	
		MS PowerPoint	Practical: <ul style="list-style-type: none"> <li>Practice Ms PowerPoint</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	
		MS Excel	<ul style="list-style-type: none"> <li>Practice MS Excel</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	
		Internet Concepts	Practical: <ul style="list-style-type: none"> <li>Discuss Internet concepts</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	
8.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<ol style="list-style-type: none"> <li>1. Explain the meaning of health</li> <li>2. List common health issues</li> <li>3. Discuss tips to prevent common health issues</li> <li>4. Explain the meaning of hygiene</li> <li>5. Understand the purpose of Swachh Bharat Abhiyan</li> <li>6. Explain the meaning of habit</li> <li>7. Discuss ways to set up a safe work environment</li> <li>8. Discuss critical safety habits to be followed by employees</li> <li>9. Explain the importance of self-analysis</li> <li>10. Understand motivation with the help of Maslow's Hierarchy of Needs</li> <li>11. Discuss the meaning of achievement motivation</li> <li>12. List the characteristics of entrepreneurs with achievement motivation</li> <li>13. List the different factors that motivate you</li> <li>14. Discuss how to maintain a positive attitude</li> <li>15. Discuss the role of attitude in self-analysis</li> <li>16. List your strengths and weaknesses</li> <li>17. Discuss the qualities of honest people</li> <li>18. Describe the importance of honesty in entrepreneurs</li> <li>19. Discuss the elements of a strong work ethic</li> <li>20. Discuss how to foster a good work ethic</li> </ol>				



			<ol style="list-style-type: none"> <li>List the characteristics of highly creative people</li> <li>List the characteristics of highly innovative people</li> <li>Discuss the benefits of time management</li> <li>List the traits of effective time managers</li> <li>Describe effective time management technique</li> <li>Discuss the importance of anger management</li> <li>Describe anger management strategies</li> <li>Discuss tips for anger management</li> <li>Discuss the causes of stress</li> <li>Discuss the symptoms of stress</li> <li>Discuss tips for stress management</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Digital Literacy: A Recap	<ol style="list-style-type: none"> <li>Identify the basic parts of a computer</li> <li>Identify the basic parts of a keyboard</li> <li>Recall basic computer terminology</li> <li>Recall basic computer terminology</li> <li>Recall the functions of basic computer keys</li> <li>Discuss the main applications of MS Office</li> <li>Discuss the benefits of Microsoft Outlook</li> <li>Discuss the different types of e-commerce</li> <li>List the benefits of e-commerce for retailers and customers</li> <li>Discuss how the Digital India campaign will help boost e-commerce in India</li> <li>Describe how you will sell a product or service on an e-commerce platform</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals</li> <li>Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	



		Money Matters	<ol style="list-style-type: none"> <li>1. Discuss the importance of saving money</li> <li>2. Discuss the benefits of saving money</li> <li>3. Discuss the main types of bank accounts</li> <li>4. Describe the process of opening a bank account</li> <li>5. Differentiate between fixed and variable costs</li> <li>6. Describe the main types of investment options</li> <li>7. Describe the different types of insurance products</li> <li>8. Describe the different types of taxes</li> <li>9. Discuss the uses of online banking</li> <li>10. Discuss the main types of electronic funds transfers</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Preparing for Employment and Self Employment	<ol style="list-style-type: none"> <li>1. Discuss the steps to prepare for an interview</li> <li>2. Discuss the steps to create an effective Resume</li> <li>3. Discuss the most frequently asked interview questions</li> <li>4. Discuss how to answer the most frequently asked interview questions</li> <li>5. Discuss basic workplace terminology</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Understanding Entrepreneurship	<ol style="list-style-type: none"> <li>1. Discuss the concept of entrepreneurship</li> <li>2. Discuss the importance of entrepreneurship</li> <li>3. Describe the characteristics of an entrepreneur</li> <li>4. Describe the different types of enterprises</li> <li>5. List the qualities of an effective leader</li> <li>6. Discuss the benefits of effective leadership</li> <li>7. List the traits of an effective team</li> <li>8. Discuss the importance of listening effectively</li> <li>9. Discuss how to listen effectively</li> <li>10. Discuss the importance of speaking effectively</li> </ol>				



			<ol style="list-style-type: none"> <li>11. Discuss how to speak effectively</li> <li>12. Discuss how to solve problems</li> <li>13. List important problem solving traits</li> <li>14. Discuss ways to assess problem solving skills</li> <li>15. Discuss the importance of negotiation</li> <li>16. Discuss how to negotiate</li> <li>17. Discuss how to identify new business opportunities</li> <li>18. Discuss how to identify business opportunities within your business</li> <li>19. Understand the meaning of entrepreneur</li> <li>20. Describe the different types of entrepreneurs</li> <li>21. List the characteristics of entrepreneurs</li> <li>22. Recall entrepreneur success stories</li> <li>23. Discuss the entrepreneurial process</li> <li>24. Describe the entrepreneurship ecosystem</li> <li>25. Discuss the government's role in the entrepreneurship ecosystem</li> <li>26. Discuss the current entrepreneurship ecosystem in India</li> <li>27. Understand the purpose of the Make in India campaign</li> <li>28. Discuss the relationship between entrepreneurship and risk appetite</li> <li>29. Discuss the relationship between entrepreneurship and resilience</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
			<ol style="list-style-type: none"> <li>30. Describe the characteristics of a resilient entrepreneur</li> <li>31. Discuss how to deal with failure</li> </ol>				



		Preparing to be an Entrepreneur	<ol style="list-style-type: none"> <li>1. Discuss how market research is carried out</li> <li>2. Describe the 4 Ps of marketing</li> <li>3. Discuss the importance of idea generation</li> <li>4. Recall basic business terminology</li> <li>5. Discuss the need for CRM</li> <li>6. Discuss the benefits of CRM</li> <li>7. Discuss the need for networking</li> <li>8. Discuss the benefits of networking</li> <li>9. Understand the importance of setting goals</li> <li>10. Differentiate between short-term, medium-term and long-term goals</li> <li>11. Discuss how to write a business plan</li> <li>12. Explain the financial planning process</li> <li>13. Discuss ways to manage your risk</li> <li>14. Describe the procedure and formalities for applying for bank finance</li> <li>15. Discuss how to manage your own enterprise</li> <li>16. List important questions that every entrepreneur should ask before starting an enterprise</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals</li> <li>• Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
Total Duration							350 hrs.

## Annexure II

### Assessment Criteria

### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Medical Sales Representatives	
Job Role	Medical Sales Representatives
Qualification Pack	LFS/Q0401
Sector Skill Council	Life Sciences Sector Skill Development Council
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5	To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

		Marks Allocation			
		Total Marks (300)	Out Of	Theory	Skills Practical
LFS/N0401 (Gather information about the product and competitors)	PC1. regularly attend company meetings, technical data presentations and briefings	100	7	2	5
	PC2. knowledge of key persons at Hospitals, Pharmacies and dealers		10	10	0
	PC3. obtain the latest clinical data supplied by the company, and interpret, present and discuss this data with health professionals during presentations		15	5	10
	PC4. maintain professional and technical knowledge by attending educational workshops; reviewing publications and promotional inputs; establishing personal networks and contacts		12	2	10
	PC5. stay informed about health and other relevant standards		10	10	0
	PC6. monitor competitor's products and selling and promotional activities and gather current market information on pricing, new products, delivery schedules, promoting techniques, etc.		16	10	6

	PC7. monitor the activities of health services in a specific area		15	10	5
	PC8. analyse market data, evaluate results		8	5	3
	PC9. conduct retail chemist prescription audit (RCPA) to analyse business dynamics of competitive brands to share feedback and recommend changes to the company on its products, services, and policies		7	5	2
	Total		100	59	41
LFS/N0402 (Promote and sell products to potential customers and provide after sales service)	PC.1 travel to defined geographies to sell medical products and services basis monthly tour plan approved by Manager	100	8	2	6
	PC2. arrange appointments with doctors, pharmacists and hospital teams (this may include pre-arranged appointments or regular 'cold' calling) and dealers to understand drug effects, ADRs, etc		10	2	8
	PC3. identify needs of potential customers by going through the prescriptions given by the doctors in the defined geography to their patients		8	4	4
	PC4. develop strategies to increase opportunities to meet and connect with contacts in the medical and healthcare sector		8	4	4
	PC5. deliver presentations to doctors, pharmacists and other potential customers, including through videos, other visual aids etc. as per company's standard guidelines		12	4	8
	PC6. perform product demonstrations and installations as per company's standard guidelines		12	4	8
	PC7. engage the potential customers using various methods, tolls and approaches to convince him/her to prescribe your products		12	4	8
	PC8. follow up on sale order to the completion i.e. delivery of product and revenue collection		6	2	4
	PC9. ensure the target orientation to reach (and if possible exceed) sales		8	2	6

	and collection targets (annual and monthly) of the allotted area/ territory to ensure meeting of sales forecast				
	PC10. ensure Optimum Stock availability at the dealers/stockists/wholesalers so that it can be supplied to the customers, doctors, pharmacies and hospitals to meet demand		6	2	4
	PC11. follow company's legal guidelines while selling products and providing sales service, including channelling queries through the company defined process		10	6	4
	Total		100	36	64
LFS/N0403 (Organize medical conferences and promotional events)	PC1. cover all important aspects related to the topic of the conference in the agenda/ theme of promotional event	100	14	6	8
	PC2. establish contact with maximum people within and outside the company to gather inputs on arranging the conference/ promotional event		20	8	12
	PC3. suggest names of relevant people to be invited to the conference/ promotional event		12	8	4
	PC4. manage arrangements within the approved budget		20	8	12
	PC5. plan and complete all logistical arrangements to execution		18	6	12
	PC6. gain and spread knowledge from the event related to business/ brand/ company		16	6	10
	Total		100	42	58
				100	

### Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.



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