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# Facilitator Guide



Sector  
Telecom

Sub-Sector  
Handset

Occupation  
Sales and Distribution – Handset Segment

Reference ID: TEL/Q2101, Version 4.0  
NSQF level: 3

## In-Store Promoter



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to access eBook





**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

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

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

## About this Guide

The facilitator guide (FG) for In-Store Promoter is primarily designed to facilitate skill development and training of people, who want to become professional In-Store Promoters in various stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Sector Skill Council (TSSC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. TEL/N2108: Perform Sales related Activities at the Store/Showroom
2. TEL/N2109: Sell Telecom Products and Services to Customers
3. TEL/N9101: Organise Work and Resources as per Health and Safety Standards
4. TEL/N9102: Interact Effectively with Team Members and Customers
5. DGT/VSQ/N0101: Employability Skills (30 Hours)

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

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play




Learning Outcomes

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# 1. Role and Responsibilities of an In-Store Promoter

Unit 1.1 - Objectives of the Program

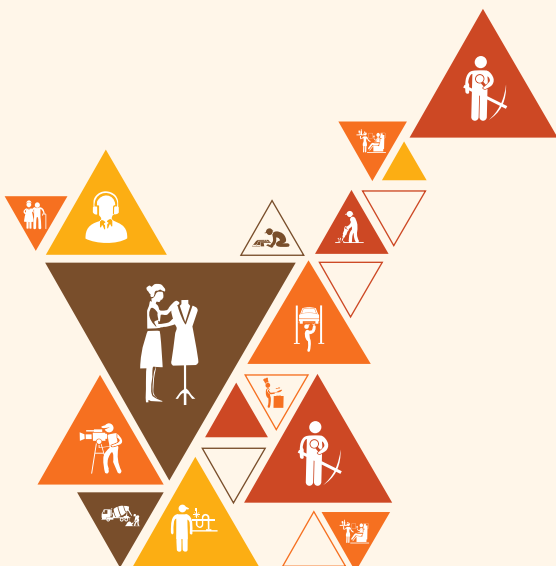
Unit 1.2 - Mobile Handset Industry in India

Unit 1.3 - Roles and Responsibilities of an In-Store Promoter

Unit 1.4 - Telecom Store Specific Concepts

Unit 1.5 - Customer Service and Data Confidentiality

Unit 1.6 - Health and Safety Measures



## Key Learning Outcomes



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

1. State the objectives of the program and skills required for the job
2. Describe the mobile handset industry in India
3. List the top industry players in the mobile handset industry in India
4. Identify different types of customers
5. Illustrate the influences on the purchase decision of a customer
6. List the role, responsibilities and personal attributes of an In-Store Promoter
7. Explain the basic terms and concepts of the telecom industry in India
8. Elaborate on the concept of customer service
9. Practice customer service to promote sales and brand recall
10. Discuss the significance of maintaining the confidentiality of client information and know the areas where data confidentiality is a must.

## Unit 1.1: Objectives of the Program

### Unit Objectives

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

1. Discuss about the telecom industry in India
2. Explain the overview of the program
3. Discuss the necessary skills on which the participant will be trained

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, computer/laptop, overhead projector, laser pointer.

### Note

This is the first session of the training program. Introduce yourself, the objective of the program and its purpose in detail. Welcome the trainees cordially to the session. Explain the background, the duration of the assessment and how the program will help them get a job to ensure the participants understand how their entire month will be structured and how they will benefit from the course.

Explain that you are going ease the situation by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

### Say

Good morning, everyone, and a very warm welcome to this training program on “In-Store Promoter”.

### Do

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

**Note**

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

**Say**

Before we start the training, let us spend some time introducing ourselves and knowing each other. We shall play a game.

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

**Activity**

- Arrange all the trainees in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Remember to:

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

**Say**

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session.

Now that we are all well acquainted with each other let us start by discussing the details of this program.

## Elaborate

- Program Overview
  - The telecom industry
  - Roles and responsibilities of a customer care executive (call centre/relationship centre)
  - Customer care-specific key concepts
  - Behavioural, professional, technical, and language skills required to perform the job effectively
  - Techniques of shop/showroom/outlet and self-management
  - Methods for selling, up-selling and cross-selling
  - Managing service desk and customer management
  - Ways to monitor and evaluate self-performance
  - Techniques of data expertise
  - Interview skills
- What this program will cover?
- Basic skills
  - Communication skills
  - Language skills
  - Grooming skills
  - Art of influencing
  - Time management
  - Customer centricity
- Main activities performed by a customer care executive
- Ground rules

## Do

- Ensure all the trainees participate in the icebreaker session
- Ensure a friendly learning atmosphere in the classroom

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class

## Unit 1.2: Mobile Handset Industry in India

### Unit Objectives

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

1. Outline the growth of the mobile handset industry in India
2. Explain the trends in the industry
3. List the top mobile handset players in India

### Resources to be Used

Participant handbook, pen, pencil, notebook, whiteboard, flipchart, markers, computer, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about the mobile handset industry in India.

### Say

Good morning and welcome back to this training program, “In-Store Promoter”. Today we shall discuss about the mobile handset industry in India.

### Ask

Ask the participants the following questions:

- Who are the top mobile handset manufacturers in India?
- What is NFC?

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

### Elaborate

In this session, we will discuss the following point:

- Overview of the Telecom Sector in India
- Mobile handset industry
- Trends in the Industry
  - Multi-SIM Smart phones
  - Latest Operating System

- Faster Processor
- Near Field Communication
- Top mobile handset players in India
- India's smartphone market share

## Say

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

## Activity

- Conduct a group discussion on the latest technological advancements in the handset industry
- Also, ask the trainees to list what new features can be added to a handset
- Each group will note the important points in the notebook
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the impact of innovation in handset industry

Activity	Duration	Resources used
Group Discussion	60 minutes	Participant handbook, pen, notebook, laptop, whiteboard, markers, microphone (if needed), etc.

## Do

- Ensure that all trainees participate in the activity.
- Maintain a cordial environment in the class during the group discussion
- Jot down the important points on the whiteboard as the trainees speaks

## Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class
- Discuss the proper commination technique in group discussion

## Unit 1.3: Roles and Responsibilities of an In-Store Promoter

### Unit Objectives

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

1. List the roles and responsibilities of an In-store promoter
2. Identify the skills required for an In-store promoter
3. Demonstrate relevant product knowledge
4. Identify different types of customers
5. Interpret customer's purchase decision

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about the roles and responsibilities of an In-Store Promoter.

### Say

Good morning and welcome back to this training program, “ In-Store Promoter “. Today we shall learn about the roles and responsibilities of an In-Store Promoter.

### Ask

Ask the participants the following questions:

- Who is an in-store promoter?
- What are the career opportunities for an in-store promoter?

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

### Elaborate

In this session, we will discuss the following point:

- Who is an in-store promoter?
  - What do they do?
- Specific responsibilities of an in-store promoter
- Skills and product knowledge



- Personal attributes needed for an in-store promoter
- Understanding your customer
  - Basic users
  - Mobirati users
  - Pragmatic adopters
  - Social connectors
- Importance of product knowledge
- Types of product knowledge
  - Brand history
  - Customer experience
  - Complementary products
  - Usage instructions / Standard Operating Procedure
  - Troubleshooting
  - Policies and procedures
- Understanding customer's purchase decision
  - Pre-store and in-store purchase decisions

## Say

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

## Activity

- Divide the class into two groups
- Provide each group with chart paper and other required resources
- Ask each group to prepare a chart paper presentation on the hierarchy in a telecom product sales unit
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant Handbook, Pen, Notebook, Chart paper, Sketch pens, pencil, ruler, scissors, eraser, etc.

## Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity
- Keep the ambience constructive and positive

## Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class
- Encourage the students to explore how the training session can help them improve their work

## Unit 1.4: Telecom Store Specific Concepts

### Unit Objectives

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

1. Define the various concepts specific to the job role
2. Explain the different types of phones

### Resources to be Used

Participant handbook, pen, pencil, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss various telecom store specific concepts.

### Say

Good morning and welcome back to this training program, “In-Store Promoter”. In this session, we will learn about various telecom store specific concepts.

### Ask

Ask the participants the following questions:

- How are mobile phone categorised?

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

### Elaborate

In this session, we will discuss the following point:

- Product and promotion
  - Product description
  - Brochures
  - Feature
  - Benefit
  - FAB (Features, Advantages, Benefits)
  - Stock mix

- Process
  - Sales target
  - Up-Sell
  - Cross-Sell
  - Sales reporting
- Types of phones
  - Basic Phones
  - Feature Phones
  - Smartphones
  - Tablet

## Say

Let us participate in a role-play to explore the unit a little more.

## Activity

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as an in-store promoter and the other as a customer
- The customer wants to purchase a mobile handset
- Now, the in-store promoter will try to convince the customer to purchase a high-end product (Up-sell)
- If the customer denies it and upselling is not possible, then try to sell additional products (cross-sell) to the customer, like mobile insurance, screen protectors, Bluetooth headphones, etc.
- Now, repeat the activity with all other trainees in the class

Activity	Duration	Resources used
Role-play	60 minutes	Participant handbook, whiteboard, notebook, pen, pencil, marker, laptop, overhead projector, etc.

## Do

- Provide the trainees with constructive feedback
- Ensure that the role-play meets the session objectives
- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

## Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 1.5: Customer Service and Data Confidentiality

### Unit Objectives

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

1. Understand the importance of customer service
2. Explain the characteristics and skills required for excellent customer service
3. Understand the customers' expectations from an in-store promoter
4. Explain the importance of data and client confidentiality in the telecom industry

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about the standards and procedures followed by the organisation to execute customer service.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about customer service and data confidentiality.

### Ask

Ask the participants the following questions:

- What do you understand by data confidentiality?

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

### Elaborate

In this session, we will discuss the following point:

- Customer service
  - Importance of customer service
- Characteristics of excellent customer service
  - Communication
  - Consistency

- Dependability
- Friendliness
- Fairness
- Flexibility
- Responsiveness
- Respectfulness
- Sincerity
- Speciality
- Sensitivity
- Solving Problems
- Customers' expectations from the in-store promoter
- Data confidentiality
  - Information security
- Client confidentiality

## Say

Let us participate in a role-play to explore the unit a little more.

## Activity

- Ask two trainees to volunteer for this activity
- One of them will act as an in-store promoter and the other as a customer
- Ask the in-store promoter to understand the customer grievance/query and build rapport with the customer and help them with the correct resolution
- Now, repeat the activity with all other trainees in the class with an emphasis on developing the rapport building skills

Activity	Duration	Resources used
Role-play	60 minutes	Participant handbook, laptop, overhead projector, pen, notebook, whiteboard, markers, etc.

## Do

- Provide the trainees with constructive feedback
- Ensure that the role-play meets the session objectives
- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique during the activity



## Unit 1.6: Health and Safety Measures

### Unit Objectives

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

1. Understand the basic health and safety measures
2. Understand the things to be avoided at the workplace
3. Explain the importance of safety and preventive measures in the workplace

### Resources to be Used

Participant handbook, pen, pencil, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about health and safety measures

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about health and safety measures.

### Ask

Ask the participants the following questions:

- What are the ill effects of alcohol?
- Why are safety precautions important at workplace?

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

### Elaborate

In this session, we will discuss the following point:

- Health and safety measures
- Practicing personal hygiene
  - Teeth
  - Bath
  - Clothes

- Hands
- Feet
- Nails
- Home
- Bad Habits
- Things to avoid at the workplace
  - Alcoholism
  - Tobacco
- Healthy habits
  - Healthy eating
- Health and safety measures related to workplace
  - Workplace ergonomics
  - Workstation essentials
  - Work environment
  - Workplace timings
- Importance of safety and precautionary measures
  - Consequences of not following safety and precautionary measures
  - Basic safety and precautionary measures

## Say

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

## Practical

- This is an individual activity
- Ask all the trainees to gather in the wash basin area
- Now, ask the trainees to suggest how long they should wash their hands
- Have them demonstrate how they wash their hands
- Talk about who they think does it the best
- Sprinkle glitter into their hands and ask them to rub their hands together to spread the glitter all over
- Let them try to wash it all off using soap/hand wash
- Dry hands using towel/paper towel
- Share ideas about what they have learned

Activity	Duration	Resources used
Practical – Hand Washing	30 minutes	Participant handbook, paper, pen, notebook, glitter, soap/handwash, wash basin/water, towel/paper towel, etc.

**Do** 

- Ensure that all the trainees participate in the activity
- Help the students to understand the need for the activity
- Keep the ambience constructive and positive

**Notes for Facilitation** 

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class
- Ask them to answer the questions given in the participant handbook

## Answers to Exercises for PHB

### Multiple-choice Question:

1. a. second
2. b. Mobirati
3. b. Feature phone
4. d. All of the above
5. b. Data Confidentiality

### Descriptive:

1. Refer UNIT 1.6: Health and Safety Measures  
Topic - 1.6.5 Health and Safety Measures Related to Workplace
2. Refer UNIT 1.5: Customer Service and Data Confidentiality  
Topic - 1.5.4 Data Confidentiality
3. Refer UNIT 1.5: Customer Service and Data Confidentiality  
Topic - 1.5.1 Customer Service
4. Refer UNIT 1.4: Telecom Store Specific Concepts  
Topic - 1.4.1 Product and Promotion
5. Refer UNIT 1.3: Roles and Responsibilities of an In-Store Promoter  
Topic - 1.3.1 Who is an In-Store Promoter?



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## 2. Perform Sales Related Activities

Unit 2.1 - Appropriate Dress Code and Grooming Guidelines

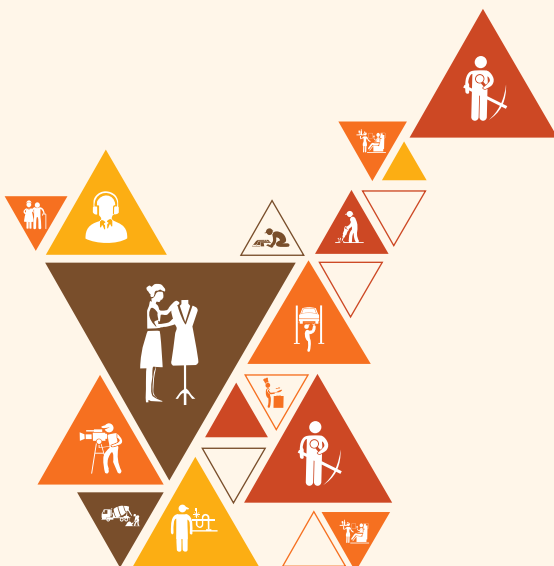
Unit 2.2 - Store Management

Unit 2.3 - Inventory Management

Unit 2.4 - Customer Service

Unit 2.5 - Buying and Selling of Telecom Products

Unit 2.6 - Language Skills



TEL/N2108

## Key Learning Outcomes



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

1. Explain the appropriate dress code as per grooming guidelines of the store/brand or manufacturer
2. Perform counter management activities
3. Explain various visual merchandising and display norms of telecom products as per store/showroom
4. State the process of collecting sales targets from the store manager
5. Discuss how to implement effective promotional and selling techniques
6. List various Internet of Things (IoT) devices such as sensors, detectors, and environmental and wearable smart systems
7. Perform product demonstration as per the brand's/company's standard
8. Show how to create and maintain sample reports

## Unit 2.1: Appropriate Dress Code and Grooming Guidelines

### Unit Objectives

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

1. Discuss about appropriate dress code to be followed in the store
2. Explain the grooming guidelines of the store/brand or manufacturer

### Resources to be Used

Participant Handbook, Pen, Pencil, Note pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser pointer, etc.

### Note

In this unit, we will discuss about appropriate dress code and grooming guidelines.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about appropriate dress code and grooming guidelines.

### Ask

Ask the trainees the following questions:

- Why is proper dress code important for an in-store promoter?
- What are the different ways of maintaining personal hygiene?

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

### Elaborate

In this session, we will discuss the following points:

- In-store promoter grooming
  - Appearance
- Specific uniform guidelines
  - For men
  - For women
- Grooming tips

- Be hygienic
- Dress according to the location
- Dress neatly
- Wear the right attitude
- Do not smoke
- Proper body posture

## Say

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

## Activity

- Divide the entire class into 4 groups
- Provide each group with poster paper and art supplies
- Give each group a “hygiene duty” to represent on their poster
- When finished, groups can present their finished posters to the class
- Ask them to explain what their posters shows and the message they want to give through the poster

Activity	Duration	Resources used
Poster making	60 minutes	Participant handbook, whiteboard, marker, notebook, pen, laptop, overhead projector, poster paper, pencil, sketch pens, rulers, scissors, etc.

## Do

- You can ask questions during the presentation, like
  - “Why is covering our coughs and sneezes important?”
  - “What type of personal hygiene products do people use?”
  - “What do germs do to our bodies?”
  - “Why do we brush our teeth?”
  - “Who helps us to stay healthy?”
  - “How do our bodies fight germs?”
- Answer all the doubts raised by the trainees in the class
- Provide each group with constructive feedback



## Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 2.2: Store Management

### Unit Objectives

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

1. Explain the importance of the store atmosphere
2. Explain the role of in-store promoters in-store operations
3. Illustrate the concept of visual merchandising and its impact on the mind of customers
4. Illustrate the use of planograms
5. Explain the visual merchandising and handset display norms in a telecom store
6. Describe the process of collecting sales targets from the store manager
7. Explain typical selling and buying process of various telecom products at store/showroom
8. List various Internet of Things (IoT) devices available in the telecom store

### Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about store management.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about store management.

### Ask

Ask the participants the following questions:

- Why is visual merchandising?
- Have you heard of Planograms?

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

## Elaborate

In this session, we will discuss the following point:

- Store atmosphere
  - Cleanliness of the counter
  - Restrooms
  - Music
  - Clean Floor or Ceiling Tiles
  - Lighting
  - Odours
- Store operations
  - Store opening activities
  - Post-store opening activities
  - Store closing activities
- Visual merchandising
  - Importance of visual merchandising
- Planograms
- Different ways to display handsets in telecom stores
- Fixtures in telecom stores
  - Display islands
  - Wall units
  - Transaction counters
  - Brochure holders
  - Phone holders
  - Accessories display
- Handset display norms in a telecom store
- Sales target
  - Setting sales target
  - Collection of sales target plans
- IoT Devices

## Say

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

## Activity

- This is an individual activity
- Display the pictures of different mobile phone accessories on the projector
- Ask the trainees to identify each type and state their usages
- Ask them to note down the answers in the note book

Activity	Duration	Resources used
See and identify	30 minutes	Participant Handbook, Pen, Notebook, laptop, internet connection, overhead projector, etc.

## Do

- Show the following pictures of different mobile phone accessories





## Notes for Facilitation

- Ensure that all the trainees participate in the activity
- Guide the trainees in identifying the pictures
- Encourage participants to ask relevant questions
- Ensure that all the trainees answer every question listed in the participant handbook

## Unit 2.3: Inventory Management

### Unit Objectives

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

1. Explain inventory management and its elements
2. Explain the ways to measure stock
3. Explain the ways to handle stock
4. Understand stock management in a retail supply chain

### Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser pointer, etc.

### Note

In this unit, we will discuss about inventory management

### Say

Good morning and welcome back to this training program on In-Store Promoter. In this session, we will discuss about inventory management.

### Ask

Ask the participants the following questions:

- What is inventory?
- Why maintaining adequate stock is important for a business?

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

### Elaborate

In this session, we will discuss the following points:

- Inventory Management
  - Elements of an Inventory Management System
- Important terms and procedures
  - Stock Keeping Unit (SKU)

- Stock-Out
- New Old Stock (NOS)
- Buffer/Safety Stock
- Anticipation Stock
- Pipeline Stock
- Distressed Inventory
- Stock Rotation
- Inventory Credit
- Goal of effective inventory management
- How to measure stock?
- Ways to Handle Stock
  - Accurate inventory tracking
  - Stock management in the retail supply chain

### Say

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

### Activity

- Divide the entire class into four groups
- Provide each group chart paper, and other resources.
- Ask each group to make a chart paper presentation on “Inventory Management in the Retail Supply Chain”
- Ask the trainees to gather the required information from the participant Handbook and internet
- Appreciate the teamwork and hang/paste the best presentation on the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant handbook, whiteboard, laptop, internet connection, overhead projector, notebook, pen, marker, chart paper, pencil, sketch pens, rulers, scissors, etc.

### Do

- Share your inputs and insight to encourage the trainees
- Ensure that all trainees participate in the activity
- Demonstrate enthusiasm for subject matter, course and participant’s work.
- Prepare in advance and use appropriate energisers.
- Encourage the students to explore how the training session can help them improve their work.

## Notes for Facilitation

- Use video references from different sources for extended explanation
- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class



## Unit 2.4: Customer Service

### Unit Objectives

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

1. Outline the organisational procedures for opening a sales call
2. Explain how to convert a sales call into a positive lead
3. Perform product demonstration and sales process as per the given brand's/company's standard
4. Perform steps to complete billing and delivery process
5. Explain various customer segments for Telecom products
6. Discuss typical customer queries, doubts and objections to telecom products and services

### Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Pro-jector, Laser pointer, etc.

### Note

In this unit, we will discuss about customer service

### Say

Good morning and welcome back to this training program on In-Store Promoter. In this session, we will discuss about customer service.

### Ask

Ask the participants the following questions:

- What is Customer Service?
- What factors determine excellent customer service?

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

## Elaborate

In this session, we will discuss the following points:

- Steps to open a sales call
- Understand sales basic and the 4P's
  - Product
  - Place
  - Price
  - Promotion
- Customer segment for telecom products and brands
  - Customer Value segmentation
  - Customer Behavioural Segmentation
  - Customer Lifecycle Segmentation
  - Customer Migration Segmentation
- Product Demonstration
  - New products
  - Compare various products
  - Provide experience—look and feel
  - Advertisement and promotions
- Typical customer queries, doubts and objections
- Customer service and problems
  - Out of Stock or Unavailable Products
  - Repeating Customer's Problem
  - Uninterested Service Representative
  - Poor Product/Service
  - No First Call Resolution
  - Lack of Follow Up
  - New Product or Feature Request
- Importance of customer service

## Say

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

## Activity

- Make the trainees stand in a straight line
- Give the 1st trainee of the line a message that has to be whispered and transferred from the 1st trainee to the 2nd trainee and from the 2nd to the 3rd and so on till it reaches the last trainee in the line
- The exercise is successful only if the last trainee in the line gets the message that you gave the 1st trainee right
- This game is an excellent opportunity to judge how good an in-store promoter's listening skills are

Activity	Duration	Resources used
Chinese Whisper game – Listening activity	30 minutes	Participant handbook, whiteboard, laptop, internet connection, overhead projector, notebook, pen, marker, etc.

## Do

- Share your inputs and insight to encourage the trainees
- Ensure that all trainees participate in the activity
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive

## Notes for Facilitation

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

## Unit 2.5: Buying and Selling of Telecom Products

### Unit Objectives

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

1. Explain typical selling and buying process of various telecom products at store/showroom
2. Discuss the significance of maintaining sales reports

### Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Pro-jector, Laser pointer, etc.

### Note

In this unit, we will discuss about customer service

### Say

Good morning and welcome back to this training program on In-Store Promoter. In this session, we will discuss about buying and selling of telecom products.

### Ask

Ask the participants the following questions:

- What is the use of a sales report?
- What is the difference between features and benefits?

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

### Elaborate

In this session, we will discuss the following points:

- Selling and Buying Process
  - Identify prospect customers
  - Plan the approach
  - Make primary contacts
  - Confirm specific customer needs
  - Select appropriate product/service

- Make the sales presentation
- Objection handling
- Close the sale
- Follow up
- Review the sales
- Maintenance of sales reports
  - Financial reports
  - Management reports
  - Reconciliation reports
  - Network activity reports
  - Other reports
- Features, benefits vs sales targets
- Data analysis
  - Descriptive analytics
  - Diagnostic analytics
  - Predictive analytics
  - Prescriptive analytics

## Say

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

## Activity

- Make 30 paper chits and write names of objects on them. The objects can be everyday items. For example:
  - Stapler
  - Mobile Phone
  - Pen
  - Watch
  - Fancy Photo Frame
  - Can opener
  - Flask
  - Camera tripod
- Put the chits in a bowl and place it on a table
- Explain that each trainee must pick a chit and provide a 30-seconds sales pitch on the object mentioned on it
- Also, instruct them that the sales pitch must be based on the FAB method
- Ask for a volunteer to start the sales pitches
- After each pitch, ask other trainees to provide feedback
- Continue until everyone has provided a pitch

- Conclude the activity with a discussion

Activity	Duration	Resources used
Selling skill – FAB technique	30 minutes	Participant handbook, whiteboard, laptop, internet connection, overhead projector, notebook, pen, marker, etc.

## Do

- Share your inputs and insight to encourage the trainees
- Ensure that all trainees participate in the activity
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive

## Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant manual

## Unit 2.6: Language Skills

### Unit Objectives

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

1. Understand basic LSR (Listening, Speaking and reading) skills
2. Implement listening, speaking and reading skills

### Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Pro-jector, Laser pointer, etc.

### Note

In this unit, we will discuss about language skills

### Say

Good morning and welcome back to this training program on In-Store Promoter. In this session, we will discuss about language skills.

### Ask

Ask the participants the following questions:

- How communication can affect sales?

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

### Elaborate

In this session, we will discuss the following points:

- Listening skills
- Stages of the listening process
  - Hearing
  - Focusing the message
  - Analysing and evaluating
  - Comprehending and interpreting
  - Responding

- Speaking skills
  - Guidelines for effective speaking
- Components of speaking skills
  - Tone
  - Modulation
  - Body Language
  - Pronunciation
  - Rate of Speech
  - Vocabulary
- Reading skills
  - Skimming
  - Scanning

### Say

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

### Activity

- Prepare a list of topics that trainees will be able to talk about, related to the telecom domain
- Split the class into two teams, and have each trainee choose a number—that's the order they will go in
- Each trainee will respond to a statement without preparation. They must continue speaking for 45 seconds
- As the student is speaking, the other team listens for moments of hesitation, grammatical mis-takes, and vocabulary mistakes.
- If the other team can correctly identify an error, they get a point
- Write the points on the whiteboard and the team with maximum points will be declared as winners

Activity	Duration	Resources used
Impromptu speaking	30 minutes	Participant handbook, whiteboard, laptop, overhead projector, notebook, pen, marker, microphone (if needed), etc.

### Do

- Ensure that all trainees participate in the class.
- Ask a trainees to summarise what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energisers.
- Encourage the students to explore how the training session can help them improve their work.



## Notes for Facilitation

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

## Answers to Exercises for PHB

### Multiple-choice Question:

1. a) Negatively
2. a) Visual Merchandising
3. a) Planograms
4. b) Internet of Things
5. b) Voice modulation

### Descriptive:

1. Refer UNIT 2.6: Language Skills  
Topic - 2.6.3 Reading Skills
2. Refer UNIT 2.6: Language Skills  
Topic - 2.6.2 Speaking Skills
3. Refer UNIT 2.5: Buying and Selling of Telecom Products  
Topic - 2.5.3 Features, Benefits Vs Sales Targets
4. Refer UNIT 2.4: Customer Service  
Topic - 2.4.2 Understand Sales Basic and the 4P's
5. Refer UNIT 2.2: Store Management  
Topic - 2.2.4 Planograms



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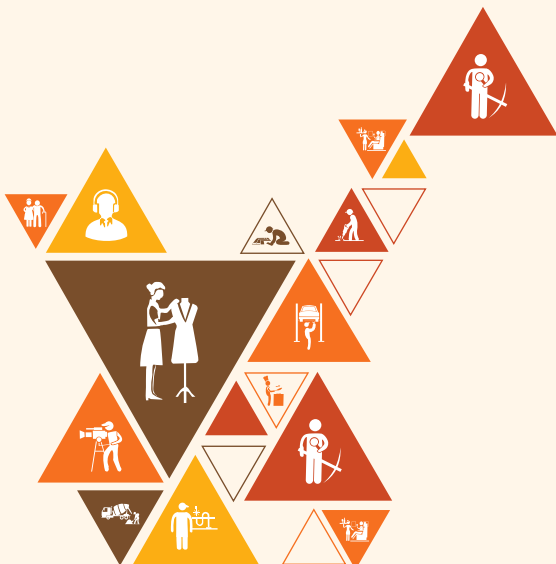
## 3. Sell Products and Services

Unit 3.1 - Communicating with Customers

Unit 3.2 - Selling of Telecom Products

Unit 3.3 - After-Sale Services

Unit 3.4 - Network Operator Aligned Services



TEL/N2109

## Key Learning Outcomes



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

1. Demonstrate how to attend to walk-in customers using appropriate etiquette and manners
2. Describe different products, models, their variants and associated services while focusing on the Features, Advantages and Benefits (FAB) of the product/service
3. Describe the add-on plans for required services such as OTT subscriptions and offers
4. State the Annual Maintenance Contracts (AMC) provided by a store or showroom
5. Describe the process of escalating customer objections to the manager for further action
6. Discuss how to handle the complete Know Your Customer (KYC) process
7. Explain how to guide customers for activation of SIM cards/dongles/Wi-Fi hotspot devices
8. Demonstrate how to help customers in payment of post-paid bills or recharge of pre-paid SIM cards
9. Discuss how to guide customers to change or reactivate their broadband plan and other services room
10. Show how to collect customer feedback

## Unit 3.1: Communicating with Customers

### Unit Objectives

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

1. Understand communication skills
2. Describe verbal and non-verbal communication & its importance for an ISP
3. Understand the art of listening and asking questions

### Resources to be Used

Participant handbook, pen, pencil, notepad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss how to communicate with customers.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about communicating with customers.

### Ask

Ask the participants the following questions:

- Who are impulsive customers?

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

### Elaborate

In this session, discuss the following points:

- Communication skills
  - Understanding the customer’s communication style
- Types of customers
  - Repeat customer
  - Discount customers
  - Impulsive customers

- Need-based customers
- Wandering customers
- Art of Asking Questions
  - Clarity in communication
  - Art of Listening
  - Repeating or rephrasing information

## Say

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

## Practical

- Assign each trainee a unique topic to speak for 1-3 minutes (here, topic is not important; it should be simple).
- During their speaking time, the remaining class will stand when they hear any fillers occurring in the speech, like “um,” or “uh” or “so,” or “right”.
- The class is listening and the speaker is hyper-aware of the words that they use. It is a deliberate shock to the speaker to see the entire class stand when they hear these fillers and helps to be mindful about using precise vocabulary.

Activity	Duration	Resources used
Stand Up for Fillers	45 minutes	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers, etc.

## Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the trainees
- Ask them to answer the questions given in the participant manual

## Unit 3.2: Selling of Telecom Products

### Unit Objectives

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

1. Elaborate on the sales process and the steps involved in it
2. Explain how to tackle objections/reservations
3. Describe the essential selling skills required for an In-store promoter
4. Describe the concept of upselling
5. Explain the precautions or handling specifications about the telecom products or services.

### Resources to be Used

Participant handbook, pen, pencil, notepad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about selling of telecom products.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about selling of telecom products.

### Ask

Ask the participants the following questions:

- What is additional selling?

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

### Elaborate

In this session, we will discuss the following points:

- Role of In-Store Promoter/ Store Promoter
  - Store Policies
  - Merchandise
- Sales process

- Step-1 Approaching the customers
- Step-2 Probing to identify needs
- Step-3 Presenting and demonstrating merchandise
- Step- 4 Handling objections/reservations
- Step-5 Making the sales
- Step-6 Building relationships and future sales
- Essential selling skills required for an in-store promoter
  - Attributes of an effective in-store promoter
- Up-Selling
- Billing
- Description of product features
- Precautions for handling telecom products
  - Handling telecommunications equipment
  - Packaging and transporting telecommunications equipment

### Say

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

### Activity

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as in-store promoter and the other as customer
- The customer wants to purchase a mobile handset
- Now, the in-store promoter will try to convince the customer to purchase a higher value product (Upsell)
- If the customer is not ready and upselling is not possible, then try to sell additional products (cross-sell) to the customer
- Now, repeat the activity with all other trainees in the class

Activity	Duration	Resources used
Role-play	60 minutes	Participant Handbook, Whiteboard, Notebook, Pen, Pencil, Marker, Laptop, etc.

### Do

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



## Notes for Facilitation



- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 3.3: After-Sale Services

### Unit Objectives

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

1. Describe the add-on plans for required services such as OTT subscriptions and offers
2. Discuss about OTT and related services
3. Explain in detail about warranty terms, including ways to avail of extended warranty
4. Describe the process of escalating customer objections to the manager for further action
5. Explain how to act upon customer feedback

### Resources to be Used

Participant handbook, pen, pencil, notepad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about after-sale services.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about after-sale services.

### Ask

Ask the participants the following questions:

- What is OTT?

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

### Elaborate

In this session, we will discuss the following points:

- Importance of after sales service
- Knowledge of OTT
- Warranty and extended warranty
- AMC provision by showroom

- Process of escalating customer objections
- Customer feedback about product/brand
  - Customer review
  - Complaints and bug reports
  - Customer preferences and feature requests
  - Positive feedback
  - Questions

## Say

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

## Activity

- This is a group activity
- Pose a question and have students take a moment to reflect and write down their thoughts
- Then have them discuss in pairs or small groups
- Use blank papers to capture main points from the groups
- Now, open up the conversation and ask for verbal responses

Activity	Duration	Resources used
Think - Pair - Share	60 minutes	Participant handbook, whiteboard, notebook, pen, pencil, marker, laptop, projector, etc.

## Do

- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 3.4: Network Operator Aligned Services

### Unit Objectives

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

1. Explain how to complete the Know Your Customer (KYC) process
2. Illustrate how to perform activation of SIM cards/dongles/Wi-Fi hotspot devices
3. Discuss how to guide customers to change or reactivate their broadband plan and other services
4. Explain Mobile Number Portability (MNP)
5. Demonstrate how to resolve customer queries regarding postpaid/prepaid bill plan
6. State the typical line of business and product offerings in the telecom sector for in-store products

### Resources to be Used

Participant handbook, pen, pencil, notepad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about network operator aligned services.

### Say

Good morning and welcome back to this training program on “In-Store Promoter”. In this session, we will discuss about network operator aligned services.

### Ask

Ask the participants the following questions:

- What is KYC?

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

### Elaborate

In this session, we will discuss the following points:

- KYC process
- How to activate a SIM Card?
  - Activating prepaid SIM

- Activating post-paid SIM
- Tele validation
- Address verification
- How to activate hotspot?
- How to Set up Dongles?
- Broadband – Types, Plans and Reactivation
  - Digital Subscriber Line (DSL)
  - Cable modem
  - Broadband plans
  - Reactivation of broadband connection
- Mobile Number Portability (MNP)
- Postpaid Bill Payment
- Typical line of business of the telecom sector
  - Probable line of business in the telecom sector

## Say

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

## Activity

- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration	Resources used
Quiz	30 minutes	Laptop, internet connection, overhead projector, white-board, markers, notepad, pens, pencil, laser pointer, etc.

## Do

- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

## Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant manual

## Answers to Exercises for PHB

### Multiple-choice Question:

1. a) Impulsive
2. a) Facial expressions
3. a) Buying signals
4. a) Long Term Evolution
5. a) Warranty

### Descriptive:

1. Refer UNIT 3.4: Network Operator Aligned Services  
Topic - 3.4.6 Mobile Number Portability (MNP)
2. Refer UNIT 3.4: Network Operator Aligned Services  
Topic - 3.4.4 How to Set up Dongles
3. Refer UNIT 3.2: Selling of Telecom Products  
Topic - 3.2.8 Precautions for Handling Telecom Products
4. Refer UNIT 3.2: Selling of Telecom Products  
Topic - 3.2.4 Up-Selling
5. Refer UNIT 3.1: Communicating with Customers  
Topic - 3.1.2 The Art of Asking Questions







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## 4. Plan Work Effectively, Optimise Resources and Implement Safety Practices

Unit 4.1 - Workplace Health & Safety

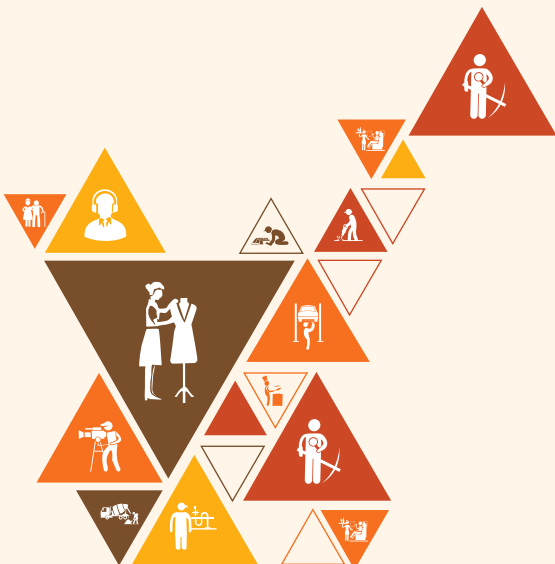
Unit 4.2 - Different types of Health Hazards

Unit 4.3 - Importance of Safe Working Practices

Unit 4.4 - Reporting Safety Hazards

Unit 4.5 - Waste Management

Unit 4.6 - Organisations' Focus on the greening of jobs



TEL/N9101

## Key Learning Outcomes



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

1. Explain about workplace health and safety
2. Differentiate various health hazards
3. Demonstrate various first-aid techniques
4. Importance of safety at the workplace
5. Understand Basic hygiene Practices and hand-washing techniques
6. Explain the need for social distancing
7. Understand the reporting of hazards at the workplace
8. Explain e-waste and the process of disposing of them
9. Explain the greening of jobs

## Unit 4.1: Workplace Health & Safety

### Unit Objectives

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

1. Understand about workplace health and safety
2. Explain tips to design a safe workplace
3. Explain precautions to be taken at a workplace

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about workplace health & safety.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about workplace health & safety practices.

### Ask

Ask the participants the following questions:

- What do you understand by workplace safety?

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

### Elaborate

In this session, we will discuss the following points:

- Safety: Tips to design a safe workplace
- Non-Negotiable employee safety habits

## Say

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

## Activity

- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the safety hazard report
- Now ask each of them to fill up the report individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

Activity	Duration	Resources used
Role-play – Safety Hazard Report	40 minutes	Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of safety hazard report, etc.

## Do

- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity

## Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

## Unit 4.2: Different types of Health Hazards

### Unit Objectives

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

1. Understand the health hazards
2. Demonstrate First Aid Techniques

### Resources to be Used

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

### Note

In this unit, we will discuss about various health hazards.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about different types of health hazards.

### Ask

Ask the participants the following questions:

- What is a health hazard?
- Can you name any health hazards that may occur at the workplace?

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

### Elaborate

In this session, we will discuss the following points:

- First aid
- First aid techniques
- For burns
- For broken bones and fractures
- For heart attack/stroke
- For head injury

- Using breathing apparatus
- Briefing and guidance for firefighters
- Evacuation process
- Special evacuation requirements for specially-abled persons
- Importance of fire safety drills

## Say

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

## Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them - safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.
- Now ask the trainees to identify the PPE and state their usage
- After the session, you will select a few volunteers and make them wear PPEs.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration	Resources used
Practical activity - PPE	40 minutes	Participant handbook, laptop, overhead projector, internet connection, various protective equipment like safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.

## Do

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

## Notes for Facilitation

- Encourage peer learning in the class
- Use video references from different sources for a better explanation

## Unit 4.3: Importance of Safe Working Practices

### Unit Objectives

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

1. Explain Basic Hygiene Practices
2. Understand the importance of Social Distancing
3. Demonstrate the safe working practices

### Resources to be Used

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

### Note

In this unit, we will discuss about the importance of safe working practices.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about the importance of safe working practices

### Ask

Ask the participants the following questions:

- List a few personal hygiene tips that you regularly follow.
- How social distancing helps to reduce the spread of Covid 19?

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

## Elaborate

In this session, we will discuss the following points:

- Basic hygiene practices
- Personal hygiene
- Personal hygiene practices at home
- Importance of social distancing
- Social distancing and isolation
- Self-quarantine
- Disposing off the PPE kits
- Safe workplace practices
- Supplies and Accessories in the first aid box
- CPR

## Say

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

## Practical

- Gather all the trainees in the laboratory and divide them into groups of two
- Ask each group to demonstrate the correct process for performing CRP
- Ensure the students follow all the steps of CPR in the correct sequence
- This activity can also be performed on a dummy, if available

Activity	Duration	Resources used
Practical activity - CPR	60 minutes	Participant handbook, whiteboard, notebook, laptop, pen, marker, dummy (if available), etc.

## Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## Notes for Facilitation

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



## Unit 4.4: Reporting Safety Hazards

### Unit Objectives

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

1. Discuss the process of reporting in case of emergency (safety hazards)
2. Understand methods of reporting hazards

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about reporting safety hazards

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about reporting safety hazards.

### Ask

Ask the participants the following questions:

- What is a safety hazard?

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

### Elaborate

In this session, we will discuss the following points:

- Methods of reporting safety hazards
- Describing hazard matrix
- Hazard report form

## Say



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

## Activity



- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration	Resources used
Quiz – Interpreting Signs	40 minutes	Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer

## Do



- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session

## Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant handbook

## Unit 4.5: Waste Management

### Unit Objectives

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

1. Understand what e-waste is
2. Understand the concept of waste management
3. Explain the process of recycling e-waste

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about waste management.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about waste management.

### Ask

Ask the participants the following questions:

- What do you understand by waste management?
- What are the sources of medical waste?

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

### Elaborate

In this session, we will discuss the following points:

- Introduction to e-waste
- What is e-waste?
- Electronic goods/gadgets are classified under three major heads
- E-waste management process
- Recyclable and non-recyclable waste

- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

## Say

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

## Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees
- The first topic in this session will be air pollution.
- The second topic on which the trainees will prepare their extempore will be on waste disposal method.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee, with a simple explanation but rich content, will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Notebook, Pen, Pencil, Marker, etc.

## Do

- Encourage the non-participating trainees to open up and speak
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ask a student to summarise what was discussed in the session

## Notes for Facilitation

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

## Unit 4.6: Organisations' Focus on the greening of jobs

### Unit Objectives

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

1. Understand the concept of ESG
2. Explain the different factors of ESG

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

### Note

In this unit, we will discuss about organisations' focus on the greening of jobs.

### Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss the organisations' focus on the greening of jobs.

### Ask

Ask the participants the following questions:

- What is ESG?

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

### Elaborate

In this session, we will discuss the following points:

- What is ESG?
- ESG stands for Environmental, Social, and Governance.
- Environmental, social, and governance (ESG) investing refers to a set of standards for a company's behaviour used by socially conscious investors to screen potential investments.
- Investors are increasingly applying these non-financial factors as part of their analysis process to identify material risks and growth opportunities.

- Factors of ESG
- Environmental
- Social
- Governance

## Say

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

## Activity

- Conduct a group discussion in the class on the factors of ESG
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of the ESG in recent times

Activity	Duration	Resources used
Group discussion	45 minutes	Participant handbook, whiteboard, notebook, pen, pencil, marker, microphone, etc.

## Do

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

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

## Answers to Exercises for PHB

### Multiple-choice Questions:

1. a. First Aid
2. b. Luke warm
3. a. Antiseptic
4. a. Chemical hazards
5. a. Cardio Pulmonary Resuscitation

### Descriptive:

1. Refer - UNIT 4.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Importance of Health and Safety
2. Refer - UNIT 4.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Effects of Poor Maintenance
3. Refer - UNIT 4.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Importance of Health and Safety
4. Refer - UNIT 4.2 Safety Practices  
Topic – Securing Customer Records
5. Refer - UNIT 4.2 Safety Practices  
Topic – Securing Customer Records







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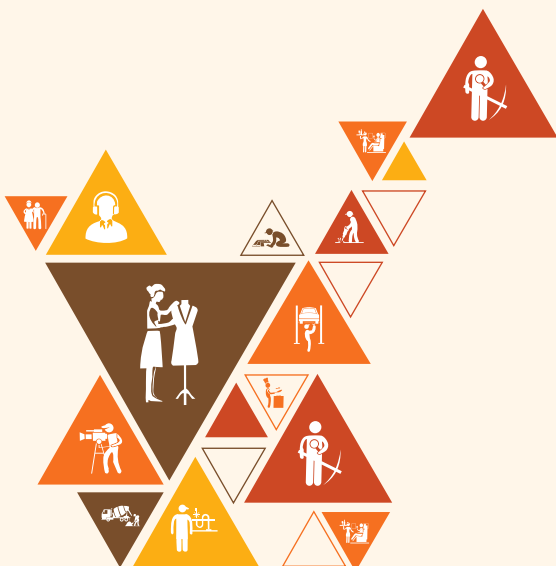
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Transforming the skill landscape



# 5. Communication and Interpersonal Skills

Unit 5.1 - Interaction with Supervisor, Peers and Customers



TEL/N9102

## Key Learning Outcomes



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

1. Understand what communication is and the importance of communication in the workplace
2. Understand effective communication and communicate effectively for success
3. Discuss types of communication - verbal and non-verbal
4. Communicate at workplace
5. Communicate effectively with superiors
6. Communicate effectively with colleagues and customers using different modes viz face-to-face, telephonic and email communication
7. Understand the hurdles to effective communication
8. Conduct professionally at the workplace
9. Respect differences in gender and ability
10. Communicate effectively with a person with disabilities
11. Respect for disabled people

## Unit 5.1: Interaction with Supervisor, Peers and Customers

### Unit Objectives

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

1. Understand the importance of communication
2. Understand types of communication

### Resources to be Used

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

### Note

In this unit, we will discuss how to communicate with supervisors, peers and customers.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss how to interact with supervisors, peers and customers.

### Ask

Ask the participants the following questions:

- What is communication?
- What is non-verbal communication?
- What are the barriers to effective communication?

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

### Elaborate

In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
- Effective communication for success

- Significance of clear and effective communication
- Types of communication
- Verbal communication
- Non-Verbal communication
  - Signs and symbols
  - Gestures and expressions
- Communication at workplace
- Communication with supervisors
- Communication with colleagues & customers
- Face-to-face communication
- Telephonic communication
- Email communication
- Importance of timely completion of tasks
- Standard operating procedure
- Escalation matrix
- Escalation mechanism
- Escalation through CRM
- Escalation Issues at work
- What does it mean to escalate an issue at work?
- When should you escalate an issue at work?
- Hurdles for effective communication
- Professional conduct
- Respect gender differences
- Communication with a disabled person
- Communicating with people with a hearing impairment
- Respect People with disability
- Safety at the workplace for people with disability
  - Responsibilities of an employer towards disabled people
- Workplace adaptations for people with disability
- Workplace adaptations

## Say

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

## Activity

- This is an individual activity
- Provide the trainees with a hypothetical situation mentioned below
- Consider one of your colleagues who has been facing discriminatory attitudes at the workplace related to unequal wages. Imagine yourself to be their confidant.
- State what measures you will take to solve the issue/s faced by your team member.
- Repeat the activity with all the trainees

Activity	Duration	Resources used
Mock activity	60 minutes	Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc.

## Do

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

## Notes for Facilitation

- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option:**

1. a. Signature
2. a. Late
3. b. Polite
4. a. Gestures
5. b. Effective communication

**Descriptive:**

1. Refer UNIT 5.1: Interaction with Supervisor, Peers and Customers  
Topic - 5.1.2 What is Communication?
2. Refer UNIT 5.1: Interaction with Supervisor, Peers and Customers  
Topic - 5.1.23 Communicating with People with a Hearing Impairment
3. Refer UNIT 5.1: Interaction with Supervisor, Peers and Customers  
Topic - 5.1.9 Face-to-face Communication
4. Refer UNIT 5.1: Interaction with Supervisor, Peers and Customers  
Topic - 5.1.21 Respect Gender Differences
5. Refer UNIT 5.1: Interaction with Supervisor, Peers and Customers  
Topic - 5.1.19 Hurdles for Effective Communication



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Transforming the skill landscape

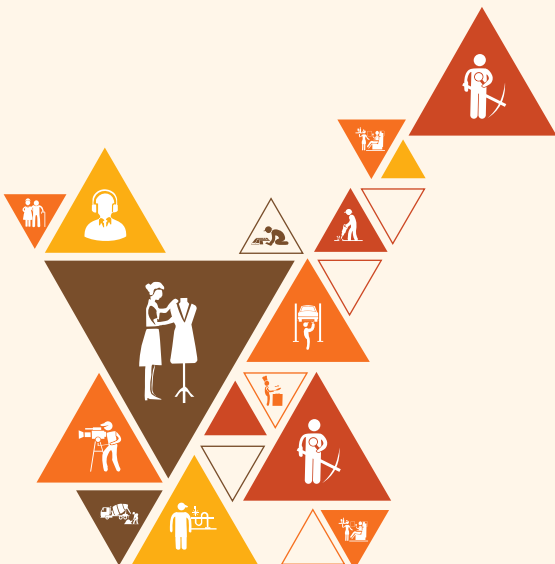


## 6. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	In-Store Promoter		
<b>Qualification Pack Name &amp; Ref. ID</b>	TEL/Q2101 VERSION 4.0		
<b>Version No.</b>	4.0	<b>Version Update Date</b>	30/12/2021
<b>Pre-requisites to Training (if any)</b>	Not Applicable		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Perform sales-related activities at the store/showroom.</li> <li>2. Sell Telecom Products and Services to Customers.</li> <li>3. Organise work and resources as per health and safety standards.</li> <li>4. Inclusive communication, interpersonal skills, and sensitisation towards gender and persons with disability (PwD).</li> </ol>		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Role and Responsibilities of an In-Store Promoter	Introduction to telecom sector	<ul style="list-style-type: none"> <li>Describe the size and scope of the Telecom industry and its various sub-sectors</li> <li>Understand Telecom Store specific concepts</li> </ul>	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	7 Theory (5:00) Practical (2:00)
		Introduction to the job role	<ul style="list-style-type: none"> <li>Explain the role and responsibilities of In-Store Promoter</li> <li>Learn behavioral, professional, technical and language skills</li> <li>Discuss ways to sell products to the customers</li> <li>Learn the methods for sales and promotion of handsets</li> <li>Explain sales related activities at the store/showroom</li> </ul>				7 Theory (5:00) Practical (2:00)



		<b>Organizational policies</b>	<ul style="list-style-type: none"> <li>Identify the various electrical and electronic components and their functionalities</li> <li>Understand the difference in customers</li> <li>of different types of handsets</li> <li>Identify the customer requirements w.r.t brand/ price restrictions/ specifications.</li> <li>State any precautions or handling specifications about the product to the customer</li> </ul>				8 Theory (5:00) Practical (3:00)
		<b>Scope of work</b>	<ul style="list-style-type: none"> <li>Monitor stock on daily or weekly basis, Identify the need of customers and transition of customer from sale counter to billing counter smoothly</li> <li>Discuss the safety, health and environmental policies and regulations for the workplace as well as for telecom sites in general.</li> </ul>				8 Theory (5:00) Practical (3:00)
2	<b>Perform sales related activities</b>	<b>Personal grooming and store cleanliness</b>	<ul style="list-style-type: none"> <li>Explain the appropriate dress code as per the grooming guidelines of the store/brand or manufacturer</li> <li>State the importance of cleanliness and appearance of the counter/display stand to attract customers</li> </ul>	TEL/N2108 PC1, PC2, KU1, KU5	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	White-board and markers, chart paper and sketch pens, LCD Projector and Laptop for presentations, Customer enquiry form, Product manuals/ Pamphlets, brochures, Service Manual/ User Manuals,	8 Theory (4:00) Practical (4:00)
		<b>Manage counter activities</b>	<ul style="list-style-type: none"> <li>Explain how to display merchandise, brochures, leaflets etc., to draw customer's attention</li> </ul>	TEL/N2108 PC3, KU7			8 Theory (4:00) Practical (4:00)

		<b>Stock monitoring</b>	<ul style="list-style-type: none"> <li>Demonstrate how to monitor stocks and replenish items as per market demand</li> </ul>	TEL/N2108 PC4		Customer Registration, Program Authentication Form, Customer Feedback form	8 Theory (4:00) Practical (4:00)
		<b>Collecting sales target</b>	<ul style="list-style-type: none"> <li>State the process of collecting sales targets from the store manager</li> </ul>	TEL/N2108 PC5			8 Theory (4:00) Practical (4:00)
		<b>Sales call</b>	<ul style="list-style-type: none"> <li>Outline the organisational procedures for opening sales call and converting them into the positive lead</li> </ul>	TEL/N2108 PC6			7 Theory (3:00) Practical (4:00)
		<b>Customer profiling</b>	<ul style="list-style-type: none"> <li>Discuss typical customer profiles for telecom products/ brands</li> </ul>	TEL/N2108 PC7			7 Theory (3:00) Practical (4:00)
		<b>Offering a different range of products</b>	<ul style="list-style-type: none"> <li>Explain various ways/ strategies to offer different ranges of products to walk-in customers, especially OTT platforms services/offers</li> </ul>	TEL/N2108 PC8, KU2			7 Theory (3:00) Practical (4:00)
		<b>Handling customer queries</b>	<ul style="list-style-type: none"> <li>List various Internet of Things (IoT) devices such as sensors, detectors along with environmental and wearable smart systems</li> <li>Discuss typical customer queries, doubts and objections on telecom products and services</li> </ul>	TEL/N2108 PC9, PC10, KU3, KU4, KU11			8 Theory (3:00) Practical (5:00)
		<b>Selling and buying process</b>	<ul style="list-style-type: none"> <li>Explain the typical selling and buying process of various telecom products at the store/showroom</li> <li>Create a checklist of steps of pre-buying formalities for a customer's hassle-free experience</li> </ul>	TEL/N2108 PC11, PC12			8 Theory (3:00) Practical (5:00)

		<b>Gathering sales data</b>	<ul style="list-style-type: none"> <li>Employ ways to gather sales data to upsell/cross-sell associated products and accessories like add-on SIM cards, Over-the-Top (OTT) services, etc.</li> </ul>	TEL/N2108 PC13, KU12			7 Theory (3:00) Practical (4:00)
		<b>Create and maintain the re-ports</b>	<ul style="list-style-type: none"> <li>Prepare a sample report on daily target versus achievement</li> <li>Calculate the monthly sales and performance targets</li> <li>Discuss the importance of maintaining sales reports by tracking the number of units, models, and product value at regular intervals of time.</li> </ul>	TEL/N2108 PC14, PC15			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> <li>Perform steps to review sales targets versus achievement with the store manager</li> <li>Perform submission of sample stock requirement reports to the store manager whenever necessary.</li> </ul>	TEL/N2108 PC16, PC17			8 Theory (3:00) Practical (5:00)
3	<b>Sell Products and Services</b>	<b>FAB technique</b>	<ul style="list-style-type: none"> <li>Describe different products, models, their variants and associated services while focusing on the Features, Advantages and Benefits (FAB) of the product/service.</li> <li>Discuss how to apply effective sales techniques/ approaches.</li> </ul>	TEL/N2109 PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	White-board and markers, chart paper and sketch pens, LCD Projector and Laptop for presentations, Customer enquiry form, Product manuals/ Pamphlets, brochures, Service Manual/ User Manuals,	8 Theory (4:00) Practical (4:00)

		<b>Attend walk-in customer</b> <ul style="list-style-type: none"> <li>• Demonstrate how to attend to walk-in customers using appropriate etiquette and manners</li> <li>• Demonstrate the body language and gestures that make customers feel uncomfortable and unwelcomed</li> <li>• Employ proper questioning techniques to find out about customer requirements</li> </ul>	TEL/N2109 PC1, PC2		Customer Registration, Program Authentication Form, Customer Feedback form	8 Theory (4:00) Practical (4:00)
		<b>Explain product details</b> <ul style="list-style-type: none"> <li>• Explain how to describe product features and benefits to customers</li> <li>• Explain how to provide details about financial discounts, relevant promotions/schemes on different telecom products and their variants</li> </ul>	TEL/N2109 PC5, PC6			8 Theory (4:00) Practical (4:00)
		<b>Assist customers in buying Part - 1</b> <ul style="list-style-type: none"> <li>• Demonstrate physical or technical features and prepositions of different telecom products.</li> <li>• Describe the add-on plans for required services such as OTT subscriptions and offers</li> </ul>	TEL/N2109 PC7, PC8			8 Theory (4:00) Practical (4:00)
		<b>Assist customers in buying Part - 2</b> <ul style="list-style-type: none"> <li>• List the complementary products or services</li> <li>• List the various wearable telecom devices such as smart watches, smart glasses etc.</li> </ul>	TEL/N2109 PC9, PC10			7 Theory (3:00) Practical (4:00)
		<b>Warranty and AMC</b> <ul style="list-style-type: none"> <li>• Explain in detail about warranty terms, including ways to avail of extended warranty</li> <li>• State the Annual Maintenance Contracts (AMC) provided by a store or showroom</li> </ul>	TEL/N2109 PC11, KU6			7 Theory (3:00) Practical (4:00)

		<b>Inform handling specifications</b> <ul style="list-style-type: none"> <li>• Discuss how to encourage customers to purchase.</li> <li>• Discuss how to provide price details after confirmation of the product.</li> <li>• Identify ways to inform customers about any precautions or handling specifications about the telecom products or services</li> </ul>	TEL/N2109 PC12, PC13, PC14			7 Theory (3:00) Practical (4:00)
		<b>Objection handling</b> <ul style="list-style-type: none"> <li>• Describe the process of escalating customer objections to the manager for further action.</li> </ul>	TEL/N2109 PC15			8 Theory (3:00) Practical (5:00)
		<b>Billing and KYC</b> <ul style="list-style-type: none"> <li>• Demonstrate the process to assist the customer through the final billing and delivery process.</li> <li>• Discuss how to handle the complete Know Your Customer (KYC) process</li> <li>• Explain how to take customer consent for feedback w.r.t the buying experience and brand/product.</li> </ul>	TEL/N2109 PC16, PC17, PC18			8 Theory (3:00) Practical (5:00)
		<b>Offer customer care services</b> <ul style="list-style-type: none"> <li>• Demonstrate how to resolve customer queries regarding post-paid/pre-paid bill plan</li> <li>• Demonstrate how to help customers in payment of post-paid bills or recharge of pre-paid SIM cards</li> </ul>	TEL/N2109 PC20, PC23			7 Theory (3:00) Practical (4:00)
		<ul style="list-style-type: none"> <li>• Discuss how to guide customers for activation of SIM cards/dongles/Wi-Fi hotspot devices.</li> </ul>	TEL/N2109 PC19			8 Theory (3:00) Practical (5:00)

			<ul style="list-style-type: none"> <li>• Illustrate the process to guide the customers in changing or reactivation of broadband plans and other services</li> <li>• Explain how to help customers in porting of mobile numbers from one operator to another</li> <li>• assist customers in payment of postpaid bills or recharge of pre-paid SIM cards</li> </ul>	TEL/N2109 PC21, PC22			8 Theory (3:00) Practical (5:00)
4	<b>Plan Work Effectively, Optimise Resources and Implement Safety Practices</b>	Perform work as per quality standards	<ul style="list-style-type: none"> <li>• Employ appropriate ways to keep the workspace clean and tidy</li> <li>• Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work</li> <li>• Show how to record/document tasks completed as per the requirements within specific timelines</li> <li>• Perform the steps to implement schedules to ensure the timely completion of tasks</li> <li>• Identify the cause of a problem related to your work and validate it</li> </ul>	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board/ blackboard marker / chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit	8 Theory (4:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem</li> </ul>			
		Maintain a safe, healthy and secure working	<ul style="list-style-type: none"> <li>Discuss how to comply with the organisation's current health, safety, security policies and procedures</li> <li>Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority</li> <li>Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person</li> <li>Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc.</li> <li>Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence</li> <li>Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company</li> </ul>	TEL/N9101 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14		7 Theory (2:00) Practical (5:00)

			<ul style="list-style-type: none"> <li>Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation’s emergency procedures, within the limits of the individual’s authority</li> <li>Discuss the significance of reporting any hazard outside the individual’s authority to the relevant person in line with organisational procedures and warn others who may be affected</li> </ul>				
			<ul style="list-style-type: none"> <li>Explain how to maintain appropriate posture while sitting/standing for long hours</li> <li>Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture</li> <li>Discuss the importance of sanitising workstations and equipment regularly</li> <li>Show how to clean hands with soap and alcohol-based sanitiser regularly</li> <li>Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions</li> </ul>	TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22			7 Theory (2:00) Practical (5:00)



			<ul style="list-style-type: none"> <li>List the safety precautions to be taken while travelling, e.g., maintain a 1m distance from others, sanitise hands regularly, wear masks, etc.</li> <li>Role-play a situation to report hygiene and sanitation issues to the appropriate authority</li> <li>Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc.</li> </ul>				
		Energy conservation and waste management	<ul style="list-style-type: none"> <li>Apply appropriate ways to optimise the usage of material, including water, in various tasks/activities/processes</li> <li>Use resources such as water, electricity and others responsibly</li> <li>Demonstrate the steps to carry out routine cleaning of tools, machines and equipment</li> <li>Apply appropriate ways to optimise the use of electricity/energy in various tasks/activities/processes</li> <li>Perform periodic checks of the functioning of the equipment/machine and rectify wherever required</li> </ul>	TEL/N9101 PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, KU19, KU20, KU21, KU22			8 Theory (2:00) Practical (6:00)

			<ul style="list-style-type: none"> <li>• Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment</li> <li>• Use electrical equipment and appliances properly</li> <li>• Identify recyclable, non-recyclable and hazardous waste</li> <li>• Apply appropriate ways to deposit recyclable and reusable material at the identified location</li> <li>• Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes</li> </ul>				
5	<b>Interact Effectively with Team Members and Customers</b>	Interact effectively with superiors	<ul style="list-style-type: none"> <li>• Explain how to receive work requirements from superiors and customers and interpret them correctly</li> <li>• Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays</li> <li>• Practice participating in decision-making by providing facts and figures, giving/ accepting constructive suggestions</li> <li>• Practice rectifying errors as per feedback and ensure the errors are not repeated</li> </ul>	TEL/N9102 PC1, PC2, PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations, Sample of escalation matrix, organisation structure	8 Theory (3:00) Practical (5:00)

		Interact effectively with colleagues and customers	<ul style="list-style-type: none"> <li>• Discuss how to comply with the organisation's policies and procedures for working with team members</li> <li>• Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally</li> <li>• Show how to respond to queries and seek/ provide clarifications if required</li> </ul>	TEL/N9102 PC5, PC6, PC7			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> <li>• Illustrate the process to coordinate with the team to integrate work as per requirements</li> <li>• Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow</li> <li>• Discuss how to recognise emotions accurately in self and others to build good relationships</li> <li>• prioritise team and organisation goals above personal goals</li> </ul>	TEL/N9102 PC8, PC9, PC10, PC11			8 Theory (3:00) Practical (5:00)
		Respect differences of gender and ability	<ul style="list-style-type: none"> <li>• Use inclusive language irrespective of the gender/ disability of the person</li> <li>• Demonstrate appropriate behaviour towards all genders and differently abled people</li> <li>• Scrutinise about the different types of disabilities with their respective issues.</li> <li>• State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD.</li> </ul>	TEL/N9102 PC12, PC13, PC16, PC14, PC15			8 Theory (3:00) Practical (5:00)

			<ul style="list-style-type: none"> <li>List health and safety requirements for persons with disability.</li> <li>Describe the rights, duties and benefits available at workplace for person with disability.</li> <li>Explore the process of recruiting people with disability for a specific job.</li> <li>Discuss the specific ways to help people with disability to overcome the challenges.</li> <li>Prepare a list of institutes and government schemes that help PwD in overcoming challenges</li> <li>Demonstrate the ideal behaviour with a PwD in an organization</li> </ul>				
<b>Total Duration</b>							Theory 120:00
							Practical 150:00
<b>On the job training (Training provided by the relevant industry)</b>							120:00
<b>Employability Skills (DGT/VSQ/N0101)</b> <b>(<a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>)</b>							30:00
<b>Total Duration</b>							Theory + Practical + OJT+ ES  420:00

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for In-Store Promoter	
Job Role	In-Store Promoter
Qualification Pack	TEL/Q2101, V4.0
Sector Skill Council	Telecom Sector Skill Council

S. No.	Guidelines for Assessment
1	Council. Each Element/ 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 Element/ PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6	To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation		
		Theory	Practical	Viva
TEL/N2108: Perform Sales related Activities at the Store/Showroom	PC1. adhere to grooming related norms and guidelines as specified by telecom brand/store/ manufacturers for promoters to manage counters	2	4	1
	PC2. maintain cleanliness (especially ensuring dust-free environment/ area for telecom devices) and appearance of the counter/display stand for a visually appealing effect to attract customers	1	4	1
	PC3. display telecom merchandise (handsets, dongles, SIM card and accessories etc.), brochures, leaflets etc. in a unique or attractive manner to draw customers attention	2	4	1
	PC4. monitor stocks of various telecom items and replenish them as per market demand	1	3	-
	PC5. collect targets pertaining to sale of handsets, smartphones, broadband services etc. from the store manager	2	4	1
	PC6. comply with organisational procedures for opening sales call for telecom products or services to convert it into a positive lead	2	3	1
	PC7. identify typical customer profiles for telecom products/brands	2	2	-
	PC8. identify various ways/strategies to demonstrate a range of varied products (i.e. handsets, dongles, SIM cards, related accessories, etc.) to walk-in customers especially Over-the-Top (OTT) platforms related services and promotional offers	3	5	1

	PC9. analyse typical customer queries, doubts and objections on the telecom products and services specifically for IoT devices and smart system connection	3	4	-
	PC10. maintain query resolutions handy for prompt replies to the customer	1	4	1
	PC11. identify the typical selling and buying process of various telecom products at the store/showroom	2	4	-
	PC12. perform pre-buying formalities to facilitate a hassle-free buying experience for the customer	2	4	1
	PC13. collect various sales data to upsell/cross sell associated products and accessories such as an add-on SIM cards, OTT services, or telecom product subscriptions (broadband etc.) to customers	2	4	1
	PC14. create reports on daily target versus achievement to be submitted to the manager	1	4	-
	PC15. maintain the sales reports by tracking the number of units, models, product value at regular interval of time	2	3	1
	PC16. review sale targets versus achievement with the store manager	1	2	-
	PC17. submit stock requirement reports to the store manager, whenever necessary	1	2	-
	<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>10</b>
<b>TEL/N2109: Sell Telecom Products and Services to Customers</b>	PC1. attend to walk-in customers promptly exhibiting proper etiquette and manners	1	2	1
	PC2. enquire customers about their requirement by enquiring open and close ended questions	1	2	1
	PC3. provide options for various products, models, variants of the telecom products and services highlighting their FAB approach to the customer	2	4	-
	PC4. identify the effective sales technique/approach in the particular situation and apply the same	1	3	-
	PC5. clearly communicate the knowledge of product features and benefits to customers	1	3	2
	PC6. provide details about financial discounts, relevant promotions/schemes on different telecom products and their variants	1	3	-
	PC7. demonstrate physical/technical features and other key prepositions of various telecom products/models and OTT services	2	4	1
	PC8. inform customer about various add-on plans available for services such as OTT subscriptions and offers	2	4	1
	PC9. advise customer about complementary products or services based on the identified needs	2	3	-
	PC10. inform customers about various wearable telecom devices such as smartwatches, smart glasses and so on	1	3	-
	PC11. explain warranty terms in detail to the customer, including ways to avail extended warranty	2	3	-
	PC12. encourage customers to make purchases	1	1	2
	PC13. confirm the final choice of the product from the customer so as to provide price details etc.	2	2	-
	PC14. inform customers about any precautions or handling specifications about the telecom products or services	1	3	1
	PC15. identify customer objections and escalate them to the manager for further action	1	3	-

	PC16. assist the customer through the final billing and delivery process	1	1	-
	PC17. handle complete Know Your Customer (KYC) process	1	1	-
	PC18. take customer consent for providing feedback and then collect the feedback from the customer w.r.t the buying experience and brand/product	2	3	1
	PC19. provide guidance to the customer in activation of SIM cards/dongles/Wi-Fi hotspot devices	1	2	1
	PC20. resolve customer queries regarding postpaid/pre-paid bill plan	1	1	1
	PC21. guide the customers in changing or reactivation of broadband plan and other services	1	2	1
	PC22. help customers in porting of mobile number from one operator to another	1	1	1
	PC23. assist customers in payment of postpaid bills or recharge of pre-paid SIM cards	1	1	1
	<b>NOS Total</b>	<b>30</b>	<b>55</b>	<b>15</b>
<b>TEL/N9101: Organise Work and Resources as per Health and Safety Standards</b>	PC1. keep workspace clean and tidy	-	1	-
	PC2. perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	1
	PC3. record/document tasks completed as per the requirements within specific timelines	-	1	1
	PC4. implement schedules to ensure timely completion of tasks	-	2	-
	PC5. identify the cause of a problem related to own work and validate it	2	2	-
	PC6. analyse problems accurately and communicate different possible solutions to the problem	1	2	-
	PC7. comply with organisation's current health, safety, security policies and procedures	1	1	-
	PC8. check for water spills in and around the work space and escalate these to the appropriate authority	1	2	1
	PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	1
	PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	1
	PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	1
	PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority	2	1	-
	PC13. participate regularly in fire drills or other safety related workshops organised by the company	1	3	-
	PC14. report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected	1	3	-
	PC15. maintain appropriate posture while sitting/standing for long hours	1	1	-
	PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-
	PC17. sanitize workstation and equipment regularly	1	2	-
	PC18. clean hands with soap, alcohol-based sanitizer regularly	-	1	-
	PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-






	PC20. take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-
	PC21. report hygiene and sanitation issues to appropriate authority	1	1	-
	PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	1	1	-
	PC23. optimize usage of material including water in various tasks/activities/processes	1	2	-
	PC24. use resources such as water, electricity and others responsibly	1	2	1
	PC25. carry out routine cleaning of tools, machine and equipment	1	2	-
	PC26. optimize use of electricity/energy in various tasks/activities/processes	1	3	1
	PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	1
	PC28. report malfunctioning and lapses in maintenance of equipment	1	2	-
	PC29. use electrical equipment and appliances properly	1	2	-
	PC30. identify recyclable, non-recyclable and hazardous waste	1	2	1
	PC31. deposit recyclable and reusable material at identified location	1	3	-
	PC32. dispose non-recyclable and hazardous waste as per recommended processes	1	3	-
	<b>NOS Total</b>	<b>30</b>	<b>60</b>	<b>10</b>
<b>TEL/N9102: Interact Effectively with Team Members and Customers</b>	PC1. receive work requirements from superiors and customers and interpret them correctly	1	2	-
	PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	1
	PC3. participate in decision making by providing facts and figures, giving/accepting constructive suggestions	2	5	1
	PC4. rectify errors as per feedback and ensure the errors are not repeated	2	4	-
	PC5. comply with organisation's policies and procedures for working with team members	1	2	-
	PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written	2	4	1
	PC7. respond to queries and seek/provide clarifications if required	2	4	1
	PC8. co-ordinate with team to integrate work as per requirements	-	3	-
	PC9. resolve conflicts within the team/with customers to achieve smooth workflow	1	5	1
	PC10. recognize emotions accurately in self and others to build good relationships	1	4	-
	PC11. prioritize team and organization goals above personal goals	-	4	1
	PC12. maintain a conducive environment for all the genders at the workplace	2	5	1
	PC13. encourage appropriate behavior and conduct with people across gender	2	5	1
	PC14. assist team members with disability in overcoming any challenges faced in work	3	4	1
	PC15. practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)	2	4	1












	PC16. ensure equal participation of the people across genders in discussions	2	6	-
	<b>NOS Total</b>	<b>25</b>	<b>65</b>	<b>10</b>
<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b>	Introduction to Employability Skills	1	1	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-
	Constitutional values – Citizenship	1	1	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-
	Becoming a Professional in the 21st Century	1	3	-
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-
	Basic English Skills	2	3	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-
	Communication Skills	1	1	-
	PC5. follow good manners while communicating with others	-	-	-
	PC6. work with others in a team	-	-	-
	Diversity & Inclusion	1	1	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-
	PC8. report any issues related to sexual harassment	-	-	-
	Financial and Legal Literacy	3	4	-
	PC9. use various financial products and services safely and securely	-	-	-
	PC10. calculate income, expenses, savings etc.	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-
	Essential Digital Skills	4	6	-
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-
Entrepreneurship	3	5	-	
PC14. identify and assess opportunities for potential business	-	-	-	
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	
Customer Service	2	2	-	
PC16. identify different types of customers	-	-	-	
PC17. identify customer needs and address them appropriately	-	-	-	
PC18. follow appropriate hygiene and grooming standards	-	-	-	
Getting ready for apprenticeship & Jobs	1	3	-	
PC19. create a basic biodata	-	-	-	
PC20. search for suitable jobs and apply	-	-	-	
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	
	<b>NOS Total</b>	<b>20</b>	<b>30</b>	<b>-</b>




## Annexure III

## List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
1. Role and Responsibilities of an In-Store Promoter	UNIT 1.2: Mobile Handset Industry in India	1.2.4 Top Mobile Handset Players in India	8	<a href="https://youtu.be/TO-kUr7K-0g">youtu.be/TO-kUr7K-0g</a>	 <p>Made in India Smartphone</p>
	UNIT 1.3: Roles and Responsibilities of an In-Store Promoter	1.3.3 Understanding Your Customer	11	<a href="https://youtu.be/iWsO5NUq8Aw">youtu.be/iWsO5NUq8Aw</a>	 <p>Decoding the Indian Consumer</p>
	UNIT 1.6: Health and Safety Measures	1.6.2 Practicing Personal Hygiene	21	<a href="https://youtu.be/_mFZWmSiPHA">youtu.be/_mFZWmSiPHA</a>	 <p>Personal Hygiene in the Workplace</p>
	UNIT 1.6: Health and Safety Measures	1.6.6 Importance of Safety and Precautionary Measures	24	<a href="https://youtu.be/fMk6tuXgu8E">youtu.be/fMk6tuXgu8E</a>	 <p>Occupational Safety and Precaution</p>
2. Perform Sales Related Activities	Unit 2.2: Store Management	2.2.4: Plano-grams	37	<a href="https://youtu.be/vWsZPIOF31k">youtu.be/vWsZPIOF31k</a>	 <p>What is Plano-gram In Retail?</p>

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	Unit 2.2: Store Management	2.2.9 IoT Devices	42	<a href="https://youtu.be/sWjSNhCEXOs">youtu.be/sWjSNhCEXOs</a>	 <p>Top IoT Products That You Can Buy in India</p>
	Unit 2.4: Customer Service	2.4.2: Understand Sales Basic and the 4P'S	48	<a href="https://youtu.be/N5P6N3g3568">youtu.be/N5P6N3g3568</a>	 <p>4 p's of Marketing</p>
3. Sell Products and Services	Unit 3.4: Network Operator Aligned Services	3.4.1 KYC Process	91	<a href="https://youtu.be/7rGKU_ChjzQ">youtu.be/7rGKU_ChjzQ</a>	 <p>What Is KYC?</p>
	Unit 3.4: Network Operator Aligned Services	3.4.5 Broadband-Types, Plans and Reactivation	93	<a href="https://youtu.be/3aWGetGW2Lc">youtu.be/3aWGetGW2Lc</a>	 <p>Types of Broadband Connection</p>
4. Plan Work Effectively, Optimise Resources and Implement Safety Practices	UNIT 4.2: Different types of Health Hazards	4.2.2 First Aid Techniques	104	<a href="https://youtu.be/GrxevjEvk_s">youtu.be/GrxevjEvk_s</a>	 <p>First Aid at Work Place</p>

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 4.3: Importance of Safe Working Practices	4.3.1 Basic Hygiene Practices	130	<a href="https://youtu.be/lsgLivAD2FE">https://youtu.be/lsgLivAD2FE</a>	 <p>How to properly wash your hands</p>
	UNIT 4.3: Importance of Safe Working Practices	4.3.3 Safe Workplace Practices	130	<a href="https://youtu.be/qzdLmL4Er9E">https://youtu.be/qzdLmL4Er9E</a>	 <p>How to give CPR to an Adult, a Child or an infant</p>
	UNIT 4.5: Waste Management	4.5.4 E-waste Management Process	122	<a href="https://youtu.be/dq7bBZUFR14">youtu.be/dq7bBZUFR14</a>	 <p>E-Waste Recycling and Management</p>
5. Communication and interpersonal skills	UNIT 4.1: Interaction with Supervisor, Peers and Customers	4.1.3 Effective Communication	106	<a href="https://youtu.be/8v60jWtecrQ">https://youtu.be/8v60jWtecrQ</a>	 <p>Effective Telephone Tips from Successfully Speaking</p>

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 5.1: Interaction with Supervisor, Peers and Customers	5.1.5 Types of Communication	134	<a href="https://youtu.be/K5qQ77cmNPs">youtu.be/K5qQ77cmNPs</a>	 Types of Communication?
	UNIT 5.1: Interaction with Supervisor, Peers and Customers	5.1.8 Communication with Colleagues & Customers	136	<a href="https://youtu.be/wnzwgExFRR4">youtu.be/wnzwgExFRR4</a>	 Communication with Customer and Colleagues
<b>Employability Skills</b>				<a href="https://www.skillindiadigital.gov.in/content/list">https://www.skillindiadigital.gov.in/content/list</a>	







**Skill India**

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