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MINISTRY OF SKILL DEVELOPMENT
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Facilitator Guide



Sector
Telecom

Sub-Sector
Handset

Occupation
Sales and Distribution - Handset Segment

Reference ID: TEL/Q2100, Version 4.0
NSQF level: 3

Distributor Sales Representative



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Telecom Sector Skill Council of India

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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

The 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 Distributor Sales Representative is primarily designed to facilitate skill development and training of people, who want to become professional Distributor Sales Representatives 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/N2110 – Coach retailers to achieve sales targets
2. TEL/N2111 – Perform pre- planning for product distribution
3. TEL/N9101 – Organize 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 Distributor Sales Representatives. 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. Introduction to the Telecom Sector and the Role of Telecom Distributor Sales Representative

Unit 1.1 - Introduction to the Program

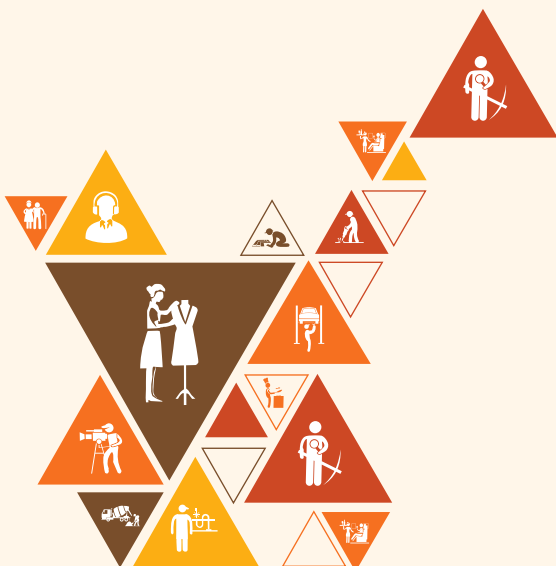
Unit 1.2 - Telecom Industry and its Sub-sectors

Unit 1.3 - Roles and responsibilities of a Telecom Distributor Sales Representative

Unit 1.4 - Distribution and Selling

Unit 1.5 - Planning and Organising the Work

Unit 1.6 - Work Ethics and Personnel Management



Key Learning Outcomes



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

1. Analyse the requirements for the course and prepare as per the prerequisites of the course
2. Describe the size and scope of the Telecom industry and its various sub-sectors
3. Identify and perform the roles and responsibilities of a Telecom Distributor Sales Representative
4. Explain the scope of work for a Telecom Distributor Sales Representative
5. Outline the vertical career progression path for a Telecom Distributor Sales Representative
6. Describe the process workflow in the organisation and the role of the Telecom Distributor Sales Representative in the process
7. List the site's daily, weekly, and monthly operations/activities under a Telecom Distributor Sales Representative

Unit 1.1: Introduction to the Program

Unit Objectives

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

1. Explain the overview of the program
2. Discuss the essential skills on which the participant will be trained in this program

Resources to be Used

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

Note

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

The key learning outcomes and unit objectives were mentioned at the module's beginning. Make sure that these outcomes and objectives are shared with the participants at the beginning, and when the module gets over, do collective feedback to ensure all have been covered.

Say

Good morning, participants and a very warm welcome to this training program called "Distributor Sales Representative."

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
- Talk about your expectations from them about their conduct, laying ground rules
- Explain the rules of the game you are going to play as an "Ice Breaker".

Say

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

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

Activity



- Arrange the class in a semi-circle/circle
- 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.
- 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	Pen, Notebook, Notebook, etc.

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 we are all well acquainted with each other, which will help us go ahead with our training session.

Note



In this unit, we will discuss about the Telecom Sector in India.

Say



Let us begin the session by discussing about the Telecom Sector in India.

Ask

Ask the participants the following questions:

- Which government organisation do you think regulates the telecom sector in India?

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

Elaborate

In this session, discuss the following points:

- This program aims to train candidates for the “Distributor Sales Representative” job in the “Telecom” Sector/Industry.
- Overview of the program
- Basic skills
- Main activities
- Ground rules

Do

- Ensure all the trainees participate in the icebreaker session
- Jot down the crucial points on the whiteboard as the trainees speak

Notes for Facilitation

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

Unit 1.2: Telecom Industry and its Sub-sectors

Unit Objectives

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

1. Illustrate the size and scope of the Telecom industry and its various sub-sectors in India.
2. Outline the growth of the Indian Telecom Sector

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

In this unit, we will discuss the telecom sector in India and its sub-sectors.

Say

Good morning and welcome back to this training program, “Distributor Sales Representative”. Today we shall discuss about the telecom sector in India and its sub-sectors.

Ask

Ask the participants the following questions:

- What do you understand by telecom?

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:

- Introduction to the telecom industry
- Top Mobile handset players in India
- Major subsectors of the Telecom Industry
- Infrastructure
- Equipment
- Mobile Virtual Network Operators (MNVO)
- White Space Spectrum
- 5G
- Telephone service providers and
- Broadband

Say

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

Activity

- This is a group activity
- Divide the class into four groups and provide chart paper and other required items to each group
- Now, ask each group to make a chart paper presentation on major sub-sectors of the Telecom Industry
- Ask them to explain each of the types
- They can use hand-drawn diagrams or pasted pictures
- After the groups complete their work, collect all the chart papers and evaluate them

Activity	Duration	Resources used
Chart paper presentation	60 minutes	Participant handbook, pen, notebook, chart paper, sketch pens, pencils, eraser, ruler, laptop, etc.

Do

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

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

Unit 1.3: Roles and responsibilities of a Telecom Distributor Sales Representative

Unit Objectives

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

1. List the roles and responsibilities of a Telecom Distributor Sales Representative
2. Identify the skills required for a Telecom Distributor Sales Representative
3. Illustrate the career opportunities for a Telecom Distributor Sales Representative
4. List the site's daily, weekly, and monthly operations/activities under a Telecom Distributor Sales Representative

Resources to be Used

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

Note

In this unit, we will discuss the roles and responsibilities of a Telecom Distributor Sales Representative.

Say

Good morning and welcome to this training program on “Distributor Sales Representative”. In this session, we will learn about the roles and responsibilities of a Telecom Distributor Sales Representative.

Ask

Ask the participants the following questions:

- What do you understand by telecom sales?

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:

- An overview of Telecom Distributor Sales Representative
- Job description
- Attributes

- Skill Criteria
- Selling skill
- Interpersonal skills
- Negotiation skills
- Operational skills
- Research skills
- Communication skills
- Career opportunities

Say

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

Activity

- Conduct a group discussion on the skills required for a Telecom Distributor Sales Representative
- 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 ways to develop each of the skills

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, pen, notebook, laptop, overhead projector, microphone (if required), etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly 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 communication technique in group discussion

Unit 1.4: Distribution and Selling

Unit Objectives

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

1. Explain the concepts of distribution and selling
2. Elaborate on the role of distributors
3. Identify key selling skills
4. Practice different steps for selling

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

In this unit, we will discuss about the concept of distribution and selling.

Say

Good morning and welcome back to this training program, “Distributor Sales Representative”. Today we shall discuss about the concept of distribution and selling.

Ask

Ask the participants the following questions:

- What do you understand by distribution?
- What is marketing?

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:

- Distribution and distributors
- Primary benefits of distributors
- Types of distributors
- National distributors

- Regional distributors
- Selling
- Selling techniques
- Importance of selling
- Steps of selling
- Step 1: Identifying and Prospecting
- Step 2: Preparation
- Step 3: Approach
- Step 4: Presenting products
- Step 5: Closing the Sale
- Marketing strategies
- Brand building
- Provides consumer insights
- Multi-branding strategies
- Brand extension
- New product development
- Distribution network
- Advertising and promotion

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 a Distributor Sales Representative and the other as a retailer
- The retailer wants to place an order for mobile handsets
- The Distributor Sales Representative will understand the retailer's requirement, negotiate the price and close the deal
- The retailer will also look to grab the best deal
- Now, repeat the activity with all other trainees in the class

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



- 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: Planning and Organising the Work

Unit Objectives

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

1. Define the concept of planning
2. Explain the steps involved in planning
3. Outline the basic sales objectives planning
4. List basic sales terminologies

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

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

Say

Good morning and welcome back to this training program, “Distributor Sales Representative”. Today we shall discuss about planning and organising the work.

Ask

Ask the participants the following questions:

- Why is planning important for sales?
- What are primary sales and secondary sales?

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:

- Planning
- Planning Process
- Sales objectives planning
- Sales period planning
- Weekly/Daily planning
- Basic sales terminologies
- Primary sales, Secondary sales and Tertiary sales
- Numeric distribution
- Beat
- Weighted distribution
- Stock Keeping Unit (SKU)
- Sales Representatives (SR) or Sales Officers (SO)
- Wholesalers
- Trade Schemes or Trade Promotions (TP)
- Product Description
- FAB (Features Advantages Benefits)
- Stock mix
- Sales target

Say

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

Activity

- This is an individual activity
- Give the trainees the below scenario:
- You're in an elevator with somebody you're trying to sell to and have only 30-60 seconds to pitch before that person gets off the elevator.
- Ask different trainees to try selling different objects
- The trainees will brainstorm a pitch to improve their public speaking, persuasion, and brevity skills.

Activity	Duration	Resources used
Elevator Pitch (or E-Pitch)	45 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed) etc.

Do

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

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

Unit 1.6: Work Ethics and Personnel Management

Unit Objectives

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

1. Elaborate the organisational policies on workplace ethics
2. Discuss about managing sites and maintaining quality standards
3. Demonstrate an effective process of communication in one workplace
4. Display different types of communication
5. Demonstrate effective listening skills in day-to-day life

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

In this unit, we will discuss about work ethics and personnel management.

Say

Good morning and welcome to this training program on “Distributor Sales Representative”. Today we shall discuss about work ethics and personnel management.

Ask

Ask the participants the following questions:

- What do you understand by professionalism?
- How can effective communication affect sales?

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:

- Meaning of work ethics
- Elements of a strong work ethic
- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility
- How to foster a good work ethic?
- Personnel management and public relations
- Public relation
- Communication
- Process of communication
- Preliminary steps in communication
- Types of Communication
- Verbal
- Non verbal
- Written
- Listening
- Visual communication
- Grooming
- Importance of Grooming
- Overall Cleanliness
- Things to be avoided

Say

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

Activity

- This activity is fun to introduce and show the difference between closed and open questions.
- Split your class into two equal groups/teams. Each team member will leave the room for a minute and think of a business object (any common business object that can be found in any office, like a stapler, printer, etc.).
- When each person returns, it's the team's task to ask him/her closed-ended questions only to try and guess the object.
- Once any team finds the object, they win this round. And they can go for another round.

- After two or three rounds, end the game and lead a classroom discussion.
- Tell the group that it took a long time and effort to find the object in each round, but what if they had no time and only one question to ask to find the object: what would that question be?
- The question would be “What is the object?” which is an open-ended question.

Activity	Duration	Resources used
The Guessing Game	60 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, etc.

Do

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

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
- Ensure all the trainees answer the questions from the handbook

Answers to Exercises for PHB

Multiple-choice Question:

1. a) Indian Nation
2. c) Primary Sales
3. b) Wireless
4. c) Sales Skill
5. c) Newspaper

Descriptive:

1. Refer UNIT 1.3: Roles and responsibilities of a Telecom Distributor Sales Representative
Topic - 1.3.1 Telecom Distributor Sales Representative – An Overview
2. Refer UNIT 1.3: Roles and responsibilities of a Telecom Distributor Sales Representative
Topic - 1.3.1 Telecom Distributor Sales Representative – An Overview
3. Refer UNIT 1.4: Distribution and Selling
Topic - 1.4.2 Selling
4. Refer UNIT 1.6: Work Ethics and Personnel Management
Topic - 1.6.1 Meaning of Work Ethics
5. Refer UNIT 1.6: Work Ethics and Personnel Management
Topic - 1.6.4 Communication



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2. Coach Retailers to Achieve Sales Targets

Unit 2.1 - Processing Customer Orders for Goods

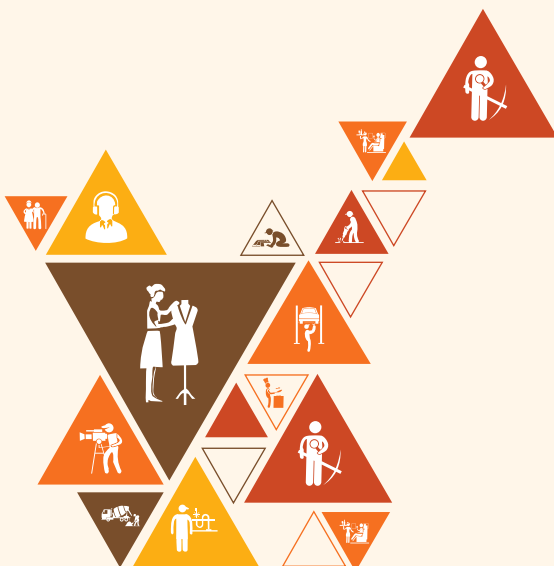
Unit 2.2 - Product Portfolio, Inventory Turnovers and Return on Investment (ROI)

Unit 2.3 - Effective Sales Process

Unit 2.4 - Effective Sales Process

Unit 2.5 - Product Specification

Unit 2.5 - Credit Management



TEL/N2100

Key Learning Outcomes



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

1. Explain the basics of commercial accounting
2. Illustrate the concepts of product mix, inventory turnovers and return on investment (ROI) and their applications
3. Discuss the strategies to achieve sales targets
4. Elaborate on various selling techniques
5. Explain the concept of inventory management
6. Identify new business opportunities based on the Route plan and Beat plan
7. Demonstrate the payment collection and claim settlement process
8. Inform the customers about various promotional schemes and finance options to make the offer feasible and attractive

Unit 2.1: Processing Customer Orders for Goods

Unit Objectives

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

1. Explain the characteristics of Optical Fibre (like refraction, polarisation, attenuation, dispersion, etc.)
2. Identify various fibre optics tools.

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 basic commercial accounting.

Say

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

Ask

Ask the trainees the following questions:

- What is an asset?
- What is the difference between an invoice and a pro forma invoice?

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 basic commercial accounting
- Commonly used accounting terms
- Assets
- Equity
- Revenue
- Expense/Cost

- Invoice
- Pro forma invoice
- Balance sheet
- Banking records
- Cheque books
- Bank deposits
- Bank statements
- Cash book
- Collection
- Collect the money
- Maintain an orderly (systematic) follow-up
- Get the customer to discuss the account
- Preserve goodwill
- Points to be considered

Say

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

Activity

- This is an individual activity
- Display the pictures of different banking documents on the projector
- Ask the trainees to identify each type and describe their usages
- Ask them to note down the answers in the notebook

Activity	Duration	Resources used
See and identify	30 minutes	Participant handbook, pen, notebook, laptop, whiteboard, markers, internet connection, overhead projector, etc.

Do

- Show the following pictures of different banking documents

1	
2	
3	
4	

5



Notes for Facilitation

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

Unit 2.2: Product Portfolio, Inventory Turnovers and Return on Investment (ROI)

Unit Objectives

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

1. Explain the concept of product mix
2. Illustrate the concept of inventory turnovers and return on investment (ROI)
3. List the steps of calculating Return on investment (ROI)

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 product portfolio, inventory turnovers and return on investment (ROI).

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will learn about product portfolio, inventory turnovers and return on investment (ROI).

Ask

Ask the participants the following questions:

- What is a product line?
- What do you understand by Return on investment (ROI)?

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:

- Meaning and definition of a product mix
- Four dimensions of a company’s product mix
- Width: Number of Product Lines
- Length: Total products

- Depth: Product variations
- Consistency is connection
- Product market mix strategy
- Product portfolio management
- Inventory turnover
- Return on investment (ROI)
- How to calculate ROI in retail?

Say

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

Practical

- This is an individual activity
- Give the below scenario to the trainees and ask them to calculate the Return on Investment (ROI)
- Imagine you own a production line of mobile chargers, and you have invested Rs 10,000 in its construction
- You have also invested Rs 50,000 in raw materials and Rs 25,000 in the salary of the technicians
- You have manufactured 10,000 chargers and sold them for Rs 300 each
- Ask the trainees to calculate the ROI percentage basis the above data
- Ask random trainees to come up and demonstrate the calculation on the whiteboard

Activity	Duration	Resources used
Calculate ROI	45 minutes	Participant handbook, pen, notebook, laptop, overhead projector, calculator, whiteboard, markers, etc.

Do

- Guide the trainees in performing the correct procedure throughout the activity
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Share your inputs and insight to encourage the trainees
- Answer all the doubts raised by the trainees in the class

Unit 2.3: Effective Sales Process

Unit Objectives

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

1. Explain the strategies to achieve daily/ weekly and monthly sales target
2. Elaborate the concept of the beat plan
3. Discuss the concept of range selling and line selling, and competitive differentiation
4. Prepare a list of basic probing questions to analyse the handset requirements of the retailers

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 effective sales processes.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about the effective sales process.

Ask

Ask the participants the following questions:

- What is probing?

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:

- Understanding customer’s needs
- Probing
- Strategies to achieve sales targets
- FAB technique

- AIDA technique
- Beat planning
- Range selling and line selling
- How a company differentiates its products from competitors' products?
- Competition benchmarking

Say

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

Practical

- Make 30 paper chits and write the names of the 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 in 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 2.4: Effective Sales Process

Unit Objectives

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

1. Explain the significance of inventory management
2. Understand the meaning and importance of stock verification
3. Explain how to maintain a required quantity of stock for selling

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 effective sales processes.

Say

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

Ask

Ask the participants the following questions:

- What is inventory management?
- What is the importance of verifying stock?

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
- Step 1– Product is delivered to your facility
- Step 2– Product is inspected, sorted, and stored
- Step 3– Inventory levels are tracked
- Step 4– Customer orders are placed
- Step 5– Customer orders are approved
- Step 6– Products are taken from stock
- Step 7– Inventory levels are updated
- Step 8– Stock levels trigger reordering
- Stock verification: Definition and Explanation
- Purposes of stock verification
- Why Reporting All Incidents is needed?
- Awareness of threats
- Encourages improvement
- Inspires urgency

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 the 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

- Demonstrate enthusiasm for the subject matter, course and participant's work
- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class

Unit 2.5: Product Specification

Unit Objectives

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

1. Explain how to understand the customer's need
2. Demonstrate how to pitch the product as per customer's need
3. List the product specifications of the mobile handset
4. Identify various technical and non-technical specifications
5. Explain product specifications to the customers
6. Discuss how to answer product-related queries

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 product specifications.

Say

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

Ask

Ask the participants the following questions:

- How to analyse customer needs?

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 are customer needs?
- Types of customer needs
- Product needs

- Service needs
- Need for product specification
- Product specification of mobile phones
- Operating System (OS)
- Answering customer's queries

Say

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

Practical

- This is a team activity
- Give each trainee a name tag on a piece of paper and ask all of them to stay in a circle.
- Each of them should think of two or three requests. They can choose to ask reasonable and realistic questions or make them imaginary and outlandish.
- Allow them to think about their request for a few minutes. Let them know that even though it's a game and it should be fun, they shouldn't make inappropriate requests. Then give them the rules of the game.
- Each employee is to take turns calling out the name on another employee's tag and make a request.
- The named trainee is to decline without saying "No," then call another employee and make a request—the process of requesting and declining continues until no request is left.

Activity	Duration	Resources used
Yes We Can!	60 minutes	Participant handbook, pen, notebook, laptop, overhead projector, paper, pencil, etc.

Do

- Ensure the activity meets the training objectives
- Guide the trainees in performing correct procedures throughout the activity

Notes for Facilitation

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

Unit 2.5: Credit Management

Unit Objectives

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

1. Demonstrate the processes of payment collection and claim settlement
2. Use basic accounting techniques to calculate debit, credit, outstanding and cash payments etc.

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 credit management.

Say

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

Ask

Ask the participants the following questions:

- What do you understand by credit management?
- What is an outstanding payment?

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:

- Collecting information regarding pending bills
- Payment collection
- Assessing pending payments
- Causes of payment overdue
- Debit, credit and outstanding payment

Say

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

Practical

- This is a group activity
- Break your students into small groups of 3-4 members. Assign one group member to act as a bank while the remaining group members act as loan applicants.
- Once roles have been assigned, tell the trainees that are acting as bank employees to conduct interviews of loan applicants to determine who they would and would not give a loan to (trainees should have the option of using authentic answers or creating a different financial “persona”)
- Some key components to consider while bankers are interviewing their applicants include:
 - Does the applicant have verifiable income?
 - What other proof would you need of the borrower’s ability to repay?
 - What is the loan for, and who does the applicant owe?

Activity	Duration	Resources used
Group Activity - Would You Give Yourself a Loan?	120 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, etc.

Do

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

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Encourage the trainees to answer the questions from the participant handbook

Answers to Exercises for PHB

Multiple-choice Question:

1. b) Long Term Evolution
2. b) Interest, Desire
3. b) BCG Matrix
4. a) Assets
5. d) All the above

Descriptive:

1. Refer UNIT 2.2: Product Portfolio, Inventory Turnovers and Return on Investment (ROI)
Topic - 2.2.2 Product Portfolio Management
2. Refer UNIT 2.4: Inventory Management
Topic - 2.4.1 Inventory Management
3. Refer UNIT 2.2: Product Portfolio, Inventory Turnovers and Return on Investment (ROI)
Topic - 2.2.3 Inventory Turnover
4. Refer UNIT 2.3: Effective Sales Process
Topic - 2.3.6 Range Selling and Line Selling
5. Refer UNIT 2.6: Credit Management
Topic - 2.6.3 Debit, Credit and Outstanding Payment



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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



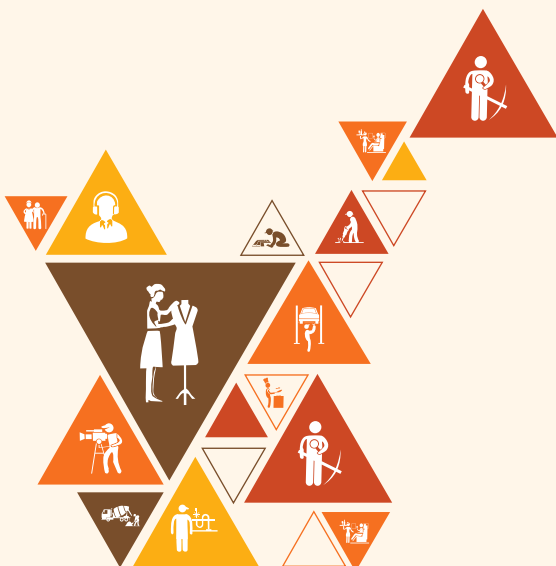
3. Perform Preplanning for Product Distribution

Unit 3.1 - Schemes and Promotions

Unit 3.2 - Displaying Products at Retail Outlet

Unit 3.3 - Cross-Selling and Up-Selling

Unit 3.4 - Demand Forecast



TEL/N2111

Key Learning Outcomes



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

1. Analyse the latest trends, market schemes and offers to increase sales.
2. Use various merchandising elements to display the product at the retail outlet.
3. Check the quality of procured merchandise using visual inspection.
4. Describe the importance of verifying the quality of stock and reporting any defect/damage to the concerned person.
5. Prepare a comparison report for current and future handset demands of retailers.
6. Distinguish between cross-selling and upselling of products.
7. Explain procedures for enrolling new retailers.
8. Prepare a sample daily/weekly sales report.
9. Describe the role of the BTS utilisation model in analysing business trends

Unit 3.1: Schemes and Promotions

Unit Objectives

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

1. Elaborate the optical fibre splicing process
2. Explain different types of optical fibre splicing
3. Identify splicing problems and troubleshoot them
4. Demonstrate effective safety norms during splicing

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 schemes and promotions.

Say

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

Ask

Ask the participants the following questions:

- List some of the latest technologies in the handset industry.

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:

- Latest trends in the handset industry
- Promotional schemes for retailers
- Trade Schemes
 - Price reduction
 - Promotional products

- Buy-back allowance
- Free product
- Lucky draw
- Slab-based rewards
- Loyalty programs for Retailers
- Seasonal offers
- Communicating trade schemes to the retailers
- Benefits of sales promotion to retailers

Say

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

Practical

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as a Distributor Sales Representative and the other as a retailer
- Once roles have been assigned, tell the trainees that are acting as Distributor Sales Representative to convey the promotional offers he/she has for the retailer
- Ask them to explain the benefits of the scheme to the retailer and convince them to place a bulk order
- The retailer can ask clarifying questions and raise concerns. The Distributor Sales Representative has to come up with accurate rebuttals
- Repeat the activity with other trainees

Activity	Duration	Resources used
Role-play	120 minutes	Participant handbook, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed) 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 3.2: Displaying Products at Retail Outlet

Unit Objectives

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

1. Explain the importance of merchandising
2. List the elements of merchandising
3. Demonstrate the process of checking the quality of procured merchandise using visual inspection

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 displaying products at retail outlets.

Ask

Ask the participants the following questions:

- What do you understand by merchandising?
- What are POP materials?

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:

- Merchandising and its importance
- Concept of planogram
- Concept of pop materials
- Driving visibility in a retail outlet
- Importance of creating brand visibility
- Visual inspection of procured merchandise
- Steps to perform the visual quality check
- Reporting defects

Say

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

Activity

- Conduct a group discussion in the class on “Visual Inspection.”
- 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 inspecting the products before putting them on display

Activity	Duration	Resources used
Group Discussion	40 minutes	Participant handbook, pen, notebook, laptop, overhead projector, microphone (if needed), etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly 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 communication technique in group discussion

Unit 3.3: Cross-Selling and Up-Selling

Unit Objectives

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

1. Elaborate the cross-selling and upselling techniques
2. Perform a role play to sell, cross-sell and up-sell new variants/products/accessories to the retailers
3. Explain how companies do additional selling

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 cross-selling and up-selling.

Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about cross-selling and up-selling.

Ask

Ask the participants the following questions:

- What is additional selling?
- What increases the bucket value, upsell or cross-sell?

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:

- Additional selling
- Up-selling
- Cross-selling
- Comparison between up-selling and cross-selling

- How do companies do upselling and cross-selling?
- Case Study
 - Amazon
 - Apple store

Say

Let us participate in a group discussion 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 a seller and the other as the customer. The customer wants to purchase a mobile handset
- Now, the seller 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, pen, notebook, laptop, overhead projector, whiteboard, markers, microphone (if needed), etc.

Do

- Ensure a friendly atmosphere during the activity
- Ensure that all the trainees participate in the role-play
- 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 communication techniques in role-playing

Unit 3.4: Demand Forecast

Unit Objectives

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

1. Illustrate the role of the BTS utilisation model in analysing business trends
2. Prepare a comparison report for current and future handset demands of retailers
3. Explain procedures for enrolling new retailers
4. Prepare a sample daily/weekly sales report

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 demand forecasts.

Say

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

Ask

Ask the participants the following questions:

- What is ARPU?
- What is demand planning, and why is it important?

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 BTS utilisation model in analysing business trends
- Importance of analysis of trends in business
- Classification of BTS site
- Low Utilisation Site
- Medium Utilisation Site
- High Utilisation Site
- Demand planning
- Importance of demand planning
- Methods of demand planning
- Sales forecast
- Linear regression
- Moving average demand
- Seasonal trends
- Enrolling new retailers
- Preparing sales reports
- Sales forecasts
- Sales funnel reports
- Conversion reports
- Upsell and cross-sell reports
- Sales call reports

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 the 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

Answers to Exercises for PHB

Multiple-choice Question:

1. a) Weekly sales report
2. a) Up-Selling
3. b) Immediately remove it from the stock to stop it from moving to the shelves for display
4. c) Standees
5. b) No Deduction in Price

Descriptive:

1. Refer UNIT 3.1: Schemes and Promotions
Topic - 3.1.2 Promotional Schemes for Retailers
2. Refer UNIT 3.2: Displaying Products at Retail Outlet
Topic - 3.2.3 Reporting Defects
3. Refer UNIT 3.4: Demand Forecast
Topic - 3.4.2 Demand Planning
4. Refer UNIT 3.1: Schemes and Promotions
Topic - UNIT 3.1: Schemes and Promotions
5. Refer UNIT 3.3: Cross-Selling and Up-Selling
Topic - 3.3.1 Additional Selling



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Transforming the skill landscape



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

Unit 4.1 - Workplace Health & Safety

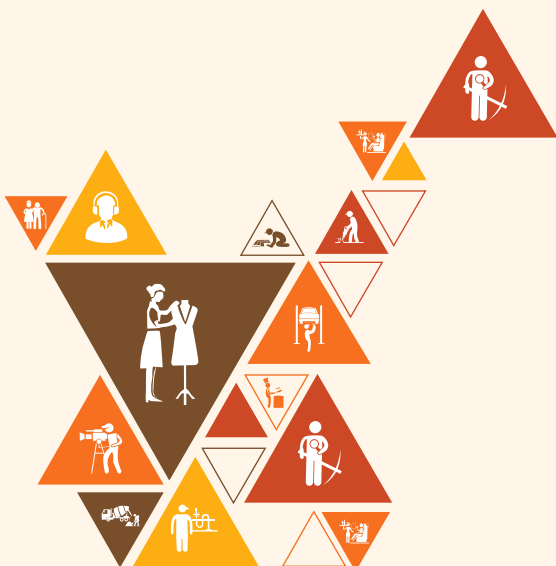
Unit 4.2 - Different types of Health Hazards

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, 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 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Importance of Health and Safety
2. Refer - UNIT 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Effects of Poor Maintenance
3. Refer - UNIT 5.1 Hazards and Accidents in the Store and Safe Practices
Topic – Importance of Health and Safety
4. Refer - UNIT 5.2 Safety Practices
Topic – Securing Customer Records
5. Refer - UNIT 5.2 Safety Practices
Topic – Securing Customer Records



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& ENTREPRENEURSHIP



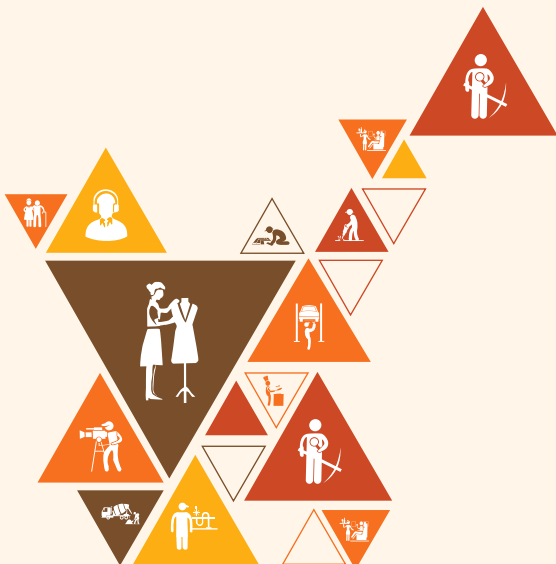
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Corporation

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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National
Skill Development
Corporation

Transforming the skill landscape

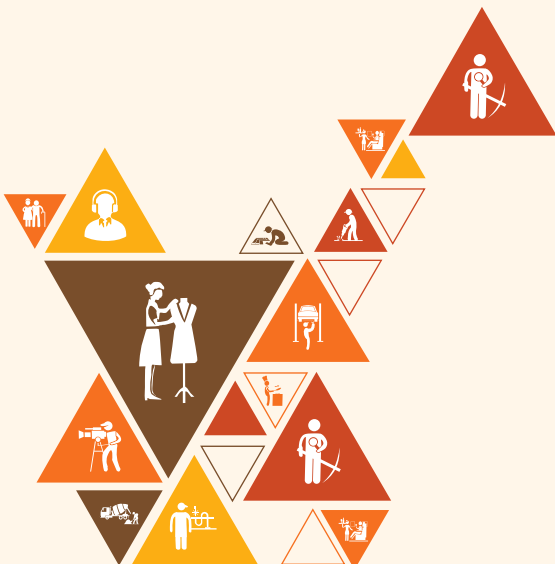


6. Annexures

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			
Program Name:	Distributor Sales Representative		
Qualification Pack Name & Ref. ID	TEL/Q2100, Version 4.0		
Version No.	4.0	Version Update Date	30/12/2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Plan and perform the activities to achieve the sales target 2. Strategies for product distribution 3. Optimise resources, work efficiently and adhere to safety standards 4. Interact effectively with others while being sensitive to gender and persons with disabilities. 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to the role of a Distributor Sales Representative	Introduction to telecom sector	<ul style="list-style-type: none"> Describe the size and scope of the Telecom industry and its various sub-sectors 	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop, white-board, marker, projector, Documents of standard operating procedures, code of conduct, checklists, schedules tools and equipment, status report	7 Theory (5:00) Practical (2:00)
		Introduction to the job role	<ul style="list-style-type: none"> Explain the role and responsibilities of telecom distributor sales representative. Describe the size and scope of the Telecom industry and its various sub-sectors Discuss the various opportunities for a distributor sales representative in the Telecom industry 				7 Theory (5:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Organisational policies	<ul style="list-style-type: none"> Discuss the organisational policies on workplace ethics, managing sites, quality standards, person-nel management and public relations (PR) Describe the process workflow in the organization and the role of telecom distributor sales representative in the process 				8 Theory (5:00) Practical (3:00)
		Scope of work	<ul style="list-style-type: none"> List the various daily, weekly, monthly operations/ activities that take place at the site under a distributor sales representative Performing regular inventory checks and ensuring that stock levels are maintained. Analyse the requirements for the course and prepare as per the pre-requisites of the course Plan and assist with product launches and brand events 				8 Theory (5:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
2	Coach retailers to achieve sales targets	Plan tasks to achieve sales targets	<ul style="list-style-type: none"> Prepare a list of basic probing questions to analyse handset requirements of the retailers 	TEL/N2110 PC1, KU1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop, white-board, marker, projector, Complete range of handset, accessories, merchandising elements, competitor's products Product Manuals, Customer Registration form, Merchandises, Sales record book	7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Discuss strategies to achieve daily/ weekly and monthly sales targets 	TEL/N2110 PC2			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Discuss the importance of complying with the pre-defined route plan and daily beat plan 	TEL/N2110 PC3, KU2			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Examine how to identify new business opportunities based on the Route Plan and daily Beat Plan given by the supervisor 	TEL/N2110 PC4			7 Theory (3:00) Practical (4:00)
		Close sales	<ul style="list-style-type: none"> Demonstrate the USPs and strengths of the product/ services to new retailers by using feature advantage benefits (FAB) approach 	TEL/N2110 PC5			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Use basic accounting techniques to calculate debit, credit, outstanding and cash payments etc. 	TEL/N2110 PC6, KU5, KU6			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> List the steps of calculating return on investment (ROI) as typically advised by the Telecom industry's Sales sub-sector Calculate sample return on investment (ROI) for retailers 				
			<ul style="list-style-type: none"> Show how to verify the availability of stock with the retailers Calculate basic inventory ratio to maintain the required quantity of stock. Explain the payment collection and claim settlement process 	TEL/N2110 PC7, PC8, KU7			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> Apply appropriate techniques to compute Month till Date (MTD) sales to influence/guide the re-tailer to buy more stock State the importance of creating brand visibility at retailer outlet 	TEL/N2110 PC9, PC10			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> Distinguish between different types of selling such as line selling and range selling Analyse the line and range selling process of products to increase sales 	TEL/N2110 PC11, KU4			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Compare the range and features of company's products with those of the competitor's products 				
			<ul style="list-style-type: none"> Conduct training session for the counter sales person to analyse the needs of a customer and offer appropriate products accordingly Inform the customers about various promotional schemes and finance options to make the offer feasible and attractive Describe new offers, promotional discounts, different finance options and schemes to the customers for the selected product(s). 	TEL/N2110 PC12, KU8			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Demonstrate the process to facilitate counter sales person to demonstrate physical and technical features and other key prepositions of a handset 	TEL/N2110 PC13			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Practice resolving concerns and queries of retailers/salespersons Discuss the common product queries/concerns and their solutions 	TEL/N2110 PC14, KU12			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
3	Perform pre-planning for product distribution	Pre-prepare to achieve sales targets	<ul style="list-style-type: none"> Explain how to obtain information about daily/monthly/quarterly sales targets from the territory sales manager (TSM)/ area manager Analyse the latest sales strategies in the market to stay updated about the latest trends, schemes and offers from the manufacturers 	TEL/N2111 PC1, PC2			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain how to create a plan/strategy by splitting monthly/quarterly targets into weekly and daily targets Apply appropriate ways to implement the plan/strategy to achieve sales target by covering the maximum customer base within the territory 	TEL/N2111 PC3, PC4			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Analyse the trends of business using the BTS utilisation model (low, medium and high utilisation sites) Show how to compare the month till date (MTD) sales against a monthly target to analyse the effectiveness of past sales strategies 	TEL/N2111 PC5, PC6, KU6			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Explain how to collect required stock and merchandise from the manufacturer/distributor Illustrate the steps to verify acquired stock/merchandise for defective/damaged packaging/product to be reported to the concerned person (distributor) 	TEL/N2111 PC7, PC8			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Discuss the importance of following personal grooming and hygiene as per company norms for sales representatives 	TEL/N2111 PC9			7 Theory (3:00) Practical (4:00)
			<ul style="list-style-type: none"> Discuss the significance of visiting sites/customers as per the pre-defined route and beat plan Explain how to prepare and submit sales reports as per specified formats on a daily/weekly basis to the supervisor for review 	TEL/N2111 PC10, PC11			7 Theory (3:00) Practical (4:00)
		Up-sell or cross-sell product as per plan	<ul style="list-style-type: none"> Prepare a comparison report for current and future handset demands of retailers Distinguish between cross-selling and up-selling of products 	TEL/N2111 PC12, PC13			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Explain how to create brand visibility through merchandising as per company norms among existing customers as per company norms 	TEL/N2111 PC14			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> Identify various ranges of the company's products, their FABs and popular competitors in the market 	TEL/N2111 PC15			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain how to create a plan to sell a similar range of products in single customer interaction, resolving customer queries/doubts 	TEL/N2111 PC16			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> State the significance of informing the existing customers/retailers about the product portfolio offered by the company 	TEL/N2111 PC17, KU16			8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none"> Explain the procedures for enrolling new retailers 	TEL/N2111 PC18, KU17			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
4	Plan Work Effectively, Optimise Resources and Implement Safety Practices	Perform work as per quality standards	<ul style="list-style-type: none"> Employ appropriate ways to keep the workspace clean and tidy Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work Show how to record/document tasks completed as per the requirements within specific timelines Perform the steps to implement schedules to ensure the timely completion of tasks Identify the cause of a problem related to your work and validate it Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem 	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	White-board/black-board 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)
		Maintain a safe, healthy and secure working	<ul style="list-style-type: none"> Discuss how to comply with the organisation's current health, safety, security policies and procedures 	TEL/N9101 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14		7 Theory (2:00) Practical (5:00)	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> • Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority • Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person • Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. • Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence • 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 • Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company 				

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> 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 				
			<ul style="list-style-type: none"> Explain how to maintain appropriate posture while sitting/standing for long hours Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture Discuss the importance of sanitising workstations and equipment regularly Show how to clean hands with soap and alcohol-based sanitiser regularly Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions 	TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22			7 Theory (2:00) Practical (5:00)

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

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Perform periodic checks of the functioning of the equipment/ machine and rectify wherever re-quired Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment Use electrical equipment and appliances properly Identify recyclable, non-recyclable and hazardous waste Apply appropriate ways to deposit recyclable and reusable material at the identified location Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes 				
5	Interact Effectively with Team Members and Customers	Interact effectively with superiors	<ul style="list-style-type: none"> Explain how to receive work requirements from superiors and customers and interpret them correctly Role-play a situation to inform the supervisor and/ or concerned person about any unforeseen disruptions or delays 	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)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Practice participating in decision-making by providing facts and figures, giving/ accepting constructive suggestions Practice rectifying errors as per feedback and ensure the errors are not repeated 				
		Interact effectively with colleagues and customers	<ul style="list-style-type: none"> Discuss how to comply with the organisation's policies and procedures for working with team members Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally Show how to respond to queries and seek/provide clarifications if required 	TEL/N9102 PC5, PC6, PC7			8 Theory (3:00) Practical (5:00)
			<ul style="list-style-type: none"> Illustrate the process to coordinate with the team to integrate work as per requirements Discuss how to resolve conflicts within the team/ with customers to achieve a smooth workflow 	TEL/N9102 PC8, PC9, PC10, PC11			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Discuss how to recognise emotions accurately in self and others to build good relationships prioritise team and organisation goals above personal goals 				
		Respect differences of gender and ability	<ul style="list-style-type: none"> Use inclusive language irrespective of the gender/ disability of the person Demonstrate appropriate behaviour towards all genders and differently abled people Scrutinise about the different types of disabilities with their respective issues. State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD. List health and safety requirements for persons with disability. Describe the rights, duties and benefits available at workplace for person with disability. Explore the process of recruiting people with disability for a specific job. 	TEL/N9102 PC12, PC13, PC16, PC14, PC15, PC16			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Discuss the specific ways to help people with disability to overcome the challenges. Prepare a list of institutes and government schemes that help PwD in overcoming challenges Demonstrate the ideal behaviour with a PwD in an organization 				
Total Duration							Theory Duration 120:00
Total Duration							Practical Duration 150:00
On the job training (Training provided by the relevant industry)							120:00
Employability Skills (DGT/VSQ/N0101) (https://eskillindia.org/NewEmployability)							30:00
Total Duration							Theory + Practical + OJT+ ES 420:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Distributor Sales Representative	
Job Role	Distributor Sales Representative
Qualification Pack	TEL/Q2100, Version 4.0
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/N2110: Coach Retailers to Achieve Sales Targets	PC1. identify retailer's need and requirement pertaining to handsets	3	4	1
	PC2. prepare plans to achieve daily, weekly and monthly sales targets	3	4	1
	PC3. comply with the pre-defined route plan and daily beat plan	3	3	1
	PC4. identify new business opportunities by exploring potential territory along with the route plan	3	3	1
	PC5. provide information to new retailers about various range of company's products, promotions, special offers and schemes by applying feature advantage benefits (FAB) approach	3	5	1
	PC6. explain return on investment (ROI) to retailers by highlighting minimal investment and high inventory turnovers	3	4	1
	PC7. verify the availability of stock with the retailers	3	3	-
	PC8. collect payment for replenished stock from the retailers	2	-	1
	PC9. compute Month till Date (MTD) sales to influence/guide the retailer to buy more stock	4	4	-
	PC10. create brand visibility by appropriately displaying merchandising material in the outlet	2	4	-
	PC11. identify various methods of selling such as line selling and range selling	3	4	-

	PC12. train counter sales person to analyse the needs of a customer and offer appropriate products accordingly	2	4	1
	PC13. facilitate counter sales person to demonstrate physical and technical features and other key prepositions of a handset	3	4	1
	PC14. resolve concerns and queries of retailer/sales person	3	4	1
	NOS Total	40	50	10
TEL/N2111: Perform pre-planning for product distribution	PC1. obtain information about daily/monthly/quarterly sales targets from territory sales manager (TSM)/area manager	2	4	1
	PC2. analyse latest sales strategies in the market to stay updated about latest trends, schemes and offers from the manufacturers	2	-	-
	PC3. create plan/strategy by splitting monthly/quarterly target into weekly and daily targets	2	4	1
	PC4. implement the plan/strategy to achieve sales target by covering maximum customer base within the territory	2	4	1
	PC5. analyse the trends of business using BTS utilization model (low, medium and high utilization sites)	2	-	-
	PC6. compare the month till date (MTD) sales against monthly target to analyse effectiveness of past sales strategies	2	-	-
	PC7. collect required stock and merchandise from manufacturer/distributor	2	4	1
	PC8. verify acquired stock/merchandise for defective/damaged packaging /product to be reported to the concerned person (distributor)	2	-	1
	PC9. follow personal grooming and hygiene as per company norms for sales representatives	2	5	-
	PC10. visit sites/customers as per the pre-defined route and beat plan	2	-	1
	PC11. prepare and submit sales reports as per specified formats on daily/weekly basis to the supervisor for review	2	-	1
	PC12. identify existing handset retailers in a given area to analyse their current and future demands	3	5	-
	PC13. analyse the market reach of the competitors in the given area to analyse which products to up- sell/cross-sell to the retailers	2	4	1
	PC14. create brand visibility through merchandising as per company norms among existing customers as per company norms	3	5	-
	PC15. identify various range of company's products, their FABs and popular competitors in the market	3	5	-
	PC16. create a plan to sell a similar range of products in single customer interaction, resolving customer queries/doubts	3	5	1
	PC17. inform existing customers/retailers about the product portfolio offered by the company	2	-	-
	PC18. enroll the outlets for new variants/products or their accessories to increase width and depth of distribution	2	5	1
	NOS Total	40	50	10
TEL/N9101: Organise Work and Resources as per Health and Safety Standards	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	-
NOS Total	30	60	10

TEL/N9102: Interact Effectively with Team Members and Customers	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	-
NOS Total	25	65	10	
DGT/VSQ/N0101: Employability Skills (30 Hours)	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 sexualharassment	-	-	-
Financial and Legal Literacy	3	4	-
PC9. use various financial products and servicessafely 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 andassociated 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 groomingstandards	-	-	-
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	-	-	-
NOS Total	20	30	-






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)
Module 1: Introduction to the Telecom Sector and the Role of Distributor Sales Representative	UNIT 1.2: Telecom Industry and its Sub-sectors	1.2.1 Introduction to the Telecom Sector in India	32	https://youtu.be/Cag-bc-bivtM	 Introduction to the Telecom Sector in India
		1.2.2 Top Mobile Handset Players in India	32	https://youtu.be/008UoL-cYYbl	 Top Mobile Handset Players in India
		1.2.2 Mobile Handset Industry	32	https://youtu.be/mcHW-EBh4lw	 Mobile Handset Industry
	UNIT 1.4: Distribution and Selling	1.4.1 Distribution and Distributors	32	https://youtu.be/YqptddX-fQQQ	 Distribution and Distributors
		1.4.2 Selling Techniques	32	https://youtu.be/kZMrd-0m9eBY	 Selling Techniques

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.4.3 Market-ing Strategies	32	https://youtu.be/h5-Lpw-wQJ6M	 Marketing Strategies
	UNIT 1.5: Planning and Organizing the Work	1.5.1 Planning	32	https://youtu.be/IYa7OP-FoOpo	 Planning
		1.5.3 Basic Sales Termi-nologies	32	https://youtu.be/wvFrZX-mKW1o	 Basic Sales Terminologies
	UNIT 1.6: Work Ethics and Per-sonnel Manage-ment	1.6.1 Meaning of Work Ethics	32	https://youtu.be/5QxR_m1KKao	 Meaning of Work Ethics
		1.6.4 Com-mu-nication	32	https://youtu.be/JSMvsS-rGCHK	 Communication
		1.6.5 Groom-ing	32	https://youtu.be/FBWck-pZwDYA	 Grooming

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.6.5 Things to be avoided	32	https://youtu.be/HSS0h-9J54XE	 Things to be avoided
Module 2: Coach retailers to achieve sales targets	UNIT 2.1: Basic Commercial Accounting	2.1.1 Introduction to Basic Commercial Accounting	71	https://youtu.be/zJMUR-bRkF2U	 Introduction to Basic Commercial Accounting
		2.1.2 Key Terms in accounting	71	https://youtu.be/CMu8TZ-byKMU	 Key Terms in accounting
		2.1.3 Collection	71	https://www.youtube.com/watch?v=JfYorh4jv2o	 Collection
Module 3: Perform pre-planning for product distribution	UNIT 3.2 Displaying Products at Retail Outlet	3.2.1 Merchandising and its Importance	94	https://youtu.be/K30rL7EEyO8	 Merchandising and its Importance

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		3.2.1 Concept of Planogram	94	https://youtu.be/-zHhx-FaP6v8	 Concept of Planogram
		3.2.2 Preparing Sales Reports	94	https://youtu.be/33ceh-PiKvn0	 Preparing Sales Reports
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	youtu.be/GrxevjEvk_s	 First Aid at Work Place
	UNIT 4.3: Importance of Safe Working Practices	4.3.1 Basic Hygiene Practices	130	https://youtu.be/lsgLivAD2FE	 How to properly wash your hands
	UNIT 4.3: Importance of Safe Working Practices	4.3.3 Safe Workplace Practices	130	https://youtu.be/qzdLmL4Er9E	 How to give CPR to an Adult, a Child or an infant

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 4.5: Waste Management	4.5.4 E-waste Management Process	122	youtu.be/dq7bZUFR14	 E-Waste Recycling and Management
5. Communication and interpersonal skills	UNIT 4.1: Interaction with Supervisor, Peers and Customers	4.1.3 Effective Communication	106	https://youtu.be/8v60jWtecrQ	 Effective Telephone Tips from Successfully Speaking
	UNIT 5.1: Interaction with Supervisor, Peers and Customers	5.1.5 Types of Communication	134	youtu.be/K5qQ77cmNPs	 Types of Communication?
	UNIT 5.1: Interaction with Supervisor, Peers and Customers	5.1.8 Communication with Colleagues & Customers	136	youtu.be/wnzwgExFRR4	 Communication with Customer and Colleagues
Employability Skills				https://www.skillindiadigital.gov.in/content/list	



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