Facilitator Guide

Sector
Telecom

Sub-Sector
Service Provider

Occupation
Sales and Distribution

Reference ID: Tel/Q0201, Version 1.0
NSQF Level: 4
Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi
Prime Minister of India
Acknowledgements

The Telecom Sector Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere 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 encouraging, from inception to conclusion, and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This Facilitator Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.
About this Guide

In the last five years, the growth of the Indian telecommunications sector has outpaced the overall economic growth. This sector is poised for strong growth of about 15% in short term during 2013-17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1 billion subscribers, India is the second largest telecom market in the world.

The sector currently employs over 2.08 million employees and is slated to employ more than 4.16 million employees by 2022. This implies additional creation of 2.1 million jobs in the nine-year period.

This Facilitator Guide is designed to impart theoretical and practical skill training to students for becoming a Sales Executive (Broadband).

A Sales Executive (Broadband) in the Telecom industry is also known as a Territory Sales Executive (Broadband)/Territory Sales Representative/Field Sales Executive (Broadband)/Field Sales Representative/Foot on Street (FOS)/Business Development Executive.

Individuals at this job identify the prospect (potential buyer) and sell broadband/landline services to them. These individuals are also responsible to achieve monthly targets, adhere to process compliance for new customer enrolment and increase customer base. They must also be aware of different selling styles like door to door sales, suspecting and prospecting.

This Facilitator Guide is based on Sales Executive (Broadband) Qualification Pack (TEL/Q0201) & includes the following National Occupational Standards (NOSs):

1. Daily sales planning and preparation - TEL/N0204
2. New customer enrolment by door knocking - TEL/N0205
3. Activities for lead generation - TEL/N0206
4. Process Compliance for broadband subscriptions - TEL/N0207

Post this training, the participant will be able to enrol new customers so as to cover the entire population in his assigned territory.

We hope that this Facilitator Guide will provide a sound learning support to our young friends who want to build an attractive career in the telecom industry.

Symbols Used

- Ask
- Tips
- Notes
- Objectives
- Do
- Activity
- Elaborate
- Facilitation Notes
- Learning Outcomes
- Say
- Resources
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1. Introduction to the Program

Unit 1.1 – Introduction
Unit 1.2 – Introduction to Telecom Industry in India
Unit 1.3 – Role of a Sales Executive (Broadband)
Key Learning Outcomes

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

1. Recall the purpose of the program
2. State the objectives of the program and the skills required for the job
3. Describe the Telecom Industry in India
4. Recognise the growth and trends in the Telecom industry in India
5. List the top operators in the Telecom industry in India
6. Discuss the roles, responsibilities and personal attributes of a Sales Executive (Broadband)
UNIT 1.1: Introduction

Unit Objectives

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

- Explain the overview of the program
- Discuss the necessary skills on which the participant will be trained

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

1.1.1 Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Explain the background, the duration of the assessment and finally how the program will help them to get a job. Ensure the participants understand how their entire month will be structured and how they will benefit from the course. Answer their questions satisfactorily.

1.1.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’.

1.1.3 Do

Introduce yourself with your name and background and your role in the training program. Give them a background of the training program. Talk about:

1. The total duration of the program
2. How their day will be divided
3. Periodic assessments
4. Final assessments
5. Your expectations from them about their conduct, laying ground rules

1.1.4 Say

Now that you understand what the program is about let us get to know each other better.
1.1.5 Activity

Ask the participants to refer to Participant Handbook and study in detail about the program overview and skills that this program trains in, so that when they are asked question regarding it they are able to answer it.

Take a ball of wool and get the participants in a circle. You are also a part of the circle. Tell them here is a ball of wool, I am going to take a piece of the thread in my hand and throw the ball to anyone. So please be alert and do not let the ball fall. Whoever gets the ball, please introduce yourself (name, and one adjective that best describes you) hold a piece of the thread and throw it to anyone you want. Slowly a web of the wool will be created with everyone holding the thread..

Debrief

Ask them now that we know each other can you see what we have created. Wait for answers. Tell them, “We have created a web, a web of energy.” Ask everyone to loosen their hold on the thread and say, “See if we lose energy how the web loses energy and when we hold it tight the web is strong. Similarly as we do this program and study together, each is responsible for the learning and environment in the group. So be responsible, alert and engaged.”

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<tr>
<th>Skill Practice</th>
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<tr>
<td>Ice Breaker</td>
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<td>Small writing pads, pens, white board, marker and ball of wool</td>
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</table>
1.1.9 Elaborate

**Aim of the program**

This program is aimed at training candidates for the job of a “Sales Executive (Broadband)”, in the “Telecom” Sector/Industry. Sales Executive (Broadband) in the telecom industry is also known as Territory Sales Executive (Broadband)/Territory Sales Representative/Field Sales Representative/Feet on Street (FOS)/Business Development Executive.

**Job Role of a sales executive**

- Sales Executive must be smart and presentable as per organizational grooming guidelines.
- Must be fluent in regional language
- Must be a quick learner and have strong customer focus
- Must be adaptable to change and know how to manage relationships
- Willing to work for long hours with enthusiasm
- Must focus on targets and possess active listening skills.

1.1.10 Activity

Ask the participants to generate 10 to 15 words about whatever they have understood about the training program so far. Capture each response as it comes in on the whiteboard. You can use this opportunity to introduce essential terms, too.

Ask the participants to refer to the participant handbook and study in detail about responsibilities and attributes of a hair stylist, so that when they are asked questions regarding it they are able to answer.

<table>
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<th>Skill Practice</th>
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<tr>
<td>Word Tree</td>
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<td>Chalk/Marker, blackboard/Flipchart</td>
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1.1.11 Say

Let us now discuss about the overview of the program and the basic skills which a sales executive (Broadband) must possess.

1.1.12 Do

Share with the participants about the overview of the program and the basic skills which a Sales Executive (Broadband) must possess.

1.1.13 Elaborate

This program will facilitate an overview of:
• The Telecom industry in India
• Roles and responsibilities of a Sales Executive (Broadband)
• Behavioural, professional and technical skills required for performing your job effectively
• Daily sales planning and preparation
• New customer enrolment by door knocking
• Activities for lead generation, process Compliance for broadband subscriptions
• Handling customers issues and complaints

Basic Skills
The skills that this program trains you in are:
• Communication Skills/Business etiquette
• Language Skills (Listening, Speaking, Reading and Writing Skills)
• Interpersonal Skills
• Rapport Building Skills/Customer-Centricity Skills
• Time Management Skills
• Selling Skills

1.1.14 Do ✔
Tell the participants to get ready for an activity

1.1.15 Activity 🇮🇳
Ask the participants to refer to the participant handbook and study in detail about overview of the program and the basic skills which a Sales Executive (Broadband) must possess, so that when they are asked questions regarding it they are able to answer them.

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1.1.16 Notes for Facilitation 📆
• Ask the participants if they have any questions
• Encourage other participants to answer it and to encourage peer learning in the class
• Clarify all doubts of the participants
• Ask them to answer the questions given in the participant handbook
• Ensure that all the participants answer every question
UNIT 1.2: Introduction to Telecom Industry in India

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

- Discuss about the mobile handset industry in India
- Explain the trends in the Industry

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

1.2.1 Note
This is the second session of the program which talks about Telecom Industry in India. Explain the participants about the telecom industry in India in detail.

1.2.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

1.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the objectives of the program?
   - What are your expectations from the program?
   - Give an overview of the program
   - List down the job role of a sales executive (broadband)
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.2.4 Say
Now let us begin with a new session which is about the Telecom Industry in India. In the previous sessions we have had a clear understanding about the objectives of the program, now we will talk about the Telecom Industry in India.
1.2.5 Say

Now let us understand about the Telecom Industry in India.

1.2.6 Say

India is currently the world’s second-largest telecommunications market and has registered strong growth in the past decade and half. The Indian mobile economy is growing rapidly and is expected to contribute substantially to India’s Gross Domestic Product (GDP).

1.2.7 Do

- Take them through the section on mobile service market revenue in India.
- Share with them about smart phone subscription in India.
- Discuss with them about the user base of broadband services.

1.2.8 Elaborate

Growth trends in telecom industry:

- **Long-Term Evolution (LTE)**: A major trend, is a standard for high speed wireless communication for mobile phones and data terminals. It is based on the GSM/EDGE and UMTS/HSPA network technologies. LTE is a 4G mobile communications standard.
- **The year 2015 saw multiple announcements of public Wi-Fi projects**, including announcements from the Delhi government, Pune municipality and Prime Minister Narendra Modi’s announcement of the Indian Railways Wi-Fi project in partnership with Google. We also saw two leading Telecom Cos (telcos) coming together and forming a Joint Venture to jointly roll-out Wi-Fi hotspots.
- **Sporadic price cuts on data plans by major Telco’s are expected to drive data usage and volume**
- **Telecom subscriber base expands substantially**

Refer to participant handbook (Pg-6-7) to explain the participants in detail about growth trends in telecom industry.

1.2.9 Activity

Ask the participants to get into groups and discuss about the various growth trends in telecom industry.

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<td>Small writing pads, pens and participant handbook</td>
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Facilitator Guide

About this Guide

... used in this book are described below.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols

National Occupational (NOS) is covered across Unit/s.

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each

Symbols Used

Demonstrate Team Activity

Resources

Steps Time

Ask

Exercise

Facilitation Notes

Objectives

Explain

Lab

Summary

Practical

Learning Outcomes

Say

Tips

Chart Making 2hrs Participant Handbook, pencils, pen , sketch pens, colour pencils

Sales Executive (Broadband)

1.2.10 Say

Let us conclude the session by discussing about top players and telecom regulatory authority of India.

1.2.11 Say

The players in the Telecom Industry can be divided into Handset and Operators. There is a further sub-division in the operators based on the services they provide: 2G, 3G & 4G Prepaid and Postpaid connections for mobile as well as data services, Broadband connection, etc.

1.2.12 Do

• Share with the participants about major handset player
• Share with them about top operators
• Share with them about functions of TERI (Telecom Regulatory Authority of India)
• Share with the participants about regulations laid down by TERI (Telecom Regulatory Authority of India)

1.2.13 Elaborate

Functions of TERI (Telecom Regulatory Authority of India) are:
• To ensure compliance of terms and conditions of license, this includes customer service, Tariff, etc.
• To lay down the standards of quality of service to be provided by the service providers; and to conduct the periodical survey of such service provided by the service providers so as to protect interest of the consumers of telecommunication services.

Refer to participant handbook (Pg-7-9) to explain the participants in detail about top player of telecom industry and regulations laid down by TERI.

1.2.14 Activity

Divide the class into four groups and ask them to make one chart on top players in telecom industry. The best chart will be pinned up on the board in order to encourage passive learning.

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<tr>
<td>Chart Making</td>
<td>2hrs</td>
<td>Participant Handbook, pencils, pen , sketch pens, colour pencils</td>
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</table>
1.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 1.3: Role of a Sales Executive (Broadband)

Unit Objectives

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

- List down the role and responsibilities of a Sales Executive (Broadband)
- Discuss the personal attributes of a Sales Executive (Broadband)

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

1.3.1 Note

This is the third session of the program which talks about Role of a Sales Executive (Broadband). Explain the participants in detail about the telecom industry in India.

1.3.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

1.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What does TRAI stand for?
   - What are the regulations TRAI has laid down?
   - Who are the top Operators/Service Providers in the Indian telecom industry?
   - What are the major steps taken by the Govt. to expand the customer-base and overall data usage in the Telecom industry?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.3.4 Say

Now let us begin with a new session which is about the role of a Sales Executive (Broadband). In the previous sessions we have had a clear understanding about the Telecom Industry in India, now we will talk about Sales Executive (Broadband).
1.3.5 Say
Now let us understand about the responsibilities of a Sales Executive (Broadband).

1.3.6 Say
A Sales Executive (Broadband) plays a very important role as part of the Telecom industry. A Sales Executive (Broadband) visits retail outlets to deliver Broadband services to retailers, as per daily Route/Beat Plan. The person is also responsible to achieve monthly revenue target, increase width and depth of distribution, adhere to process compliance for new customer enrolment and increase customer base.

1.3.7 Do  Share with the participants about the various responsibilities of a Sales Executive (Broadband).

1.3.8 Elaborate
Main responsibilities of a Sales Executive (Broadband) are related with the following areas:
- Sales Performance
- Administrative Duties
- Competitor/ Market Information

1.3.9 Say
Let us conclude the session by discussing about qualities of a successful sales executive.

1.3.10 Do  Share with the participants about qualities of a successful sales executive

1.3.11 Elaborate
Qualities of a successful sales executive:
- Self-confident and Polite
- Discipline
- Honest
- Articulation
- Energy
1.3.12 Activity

Divide the participants in four groups and make them play a quiz on qualities of a successful Sales Executive (Broadband). The winning group will be awarded with a gift hamper.

At the end of the activity, reiterate about qualities of a successful Sales Executive (Broadband) in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>2 hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>

1.3.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

Refer to participant handbook (Pg-12-13) to explain the participants in detail about qualities of a successful sales executive.
2. Key Concepts

Unit 2.1 - What is Broadband
Unit 2.2 - Basic Arithmetic
Unit 2.3 - Communication Skills
Unit 2.4 - Customer Service
Unit 2.5 - Rapport Building and Interpersonal Skills
Unit 2.6 - Data Confidentiality
Unit 2.7 - Code of Ethics and Code of Conduct
Key Learning Outcomes

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

1. Explain the concept of Broadband
2. Practice the basics of Arithmetic
3. Learn how to communicate effectively with customers
4. Describe the importance of Customer Service
5. Learn how to build a good rapport with customers
6. State the significance of Data Confidentiality
7. Discuss the code of ethics to be maintained
8. Discuss the code of conduct to be followed
UNIT 2.1: About Broadband

Unit Objectives

At the end of this unit, students will be able to:
- Learn about broadband
- Gain Knowledge about the types of broadband services

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.1.1 Note

This is the fourth session of the program which talks about Broadband. The participants should be explained about it in a proper way so that they can perform their task in a proper way.

2.1.2 Say

Now let us begin with a new session which is about broadband. In the previous sessions we have had a clear understanding about the role of a Sales Executive (Broadband), now we will talk about Broadband.

2.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Why is the role of a Sales Executive (Broadband) important?
   - List some of the personal attributes required to be a successful sales executive?
   - Why is responsibility important for your job role?
   - What is the work of a Sales Executive (Broadband) on the duty?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.1.4 Say

Now let us begin with a new session which is about broadband. In the previous sessions we have had a clear understanding about role of a sales executive (broadband), now we will talk about Broadband.
2.1.5 Say

Broadband Internet service is the most used form of internet access because of its high access speeds; it is offered in four different forms, DSL (or Digital Subscriber Line), fiber-optic cable and satellite. The old dial up connection is the only non-broadband internet service available, even though it is cheaper, most Internet users are moving towards the faster broadband Internet connection.

2.1.6 Say

Let us start the discussion with difference between dial up and broadband internet services and types of broadband connections.

2.1.7 Ask

Ask the participants to list down the difference between dial up and broadband internet service. Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

2.1.8 Do

Share with the participants about

- Difference between dial up and broadband internet services
- Types of broadband connections.

2.1.9 Elaborate

Types of broadband connections:

Broadband includes several high-speed transmission technologies such as:

- Digital Subscriber Line (DSL)
- Cable Modem
- Fiber
- Wireless
- Satellite
- Broadband over Powerlines (BPL)

Refer to the participant handbook (Pg-18) to explain the participants in detail about difference between dial up and broadband internet services and types of broadband connections.
2.1.10 **Say**

Now let us discuss about digital subscriber line. It is a wire line transmission technology that transmits data faster over traditional copper telephone lines already installed in homes and businesses. DSL-based broadband provides transmission speeds ranging from several hundred Kbps to millions of bits per second (Mbps). The availability and speed of DSL service may depend on the distance from the home or business to the closest telephone company facility.

2.1.11 **Ask**

Ask the participants if they know anything about DSL transmission technologies. Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

2.1.12 **Do**

- Take them through the concept of digital subscriber line.
- Share with them about DSL transmission technologies.

2.1.13 **Elaborate**

The following are types of DSL transmission technologies:

- **Asymmetrical Digital Subscriber Line (ADSL)** – Used primarily by residential customers, such as Internet surfers, who receive a lot of data but do not send much. ADSL typically provides faster speed in the downstream direction than the upstream direction. ADSL allows faster downstream data transmission over the same line used to provide voice service, without disrupting regular telephone calls on that line.

- **Symmetrical Digital Subscriber Line (SDSL)** – Used typically by businesses for services such as video conferencing, which need significant bandwidth both upstream and downstream.

Refer to the participant handbook (Pg-18-21) to explain the participants in detail about the concept of digital subscriber line.

2.1.14 **Activity**

Ask the participants to refer to the participant handbook and study in detail about digital subscriber line, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1hr</td>
<td>Participant Handbook, notepad, pen and pencil</td>
</tr>
</tbody>
</table>
Let us now move further and discuss about broadband over power line and advantages and disadvantages of broadband.

BPL (Broadband over Powerlines) is the delivery of broadband over the existing low and medium-voltage electric power distribution network. BPL speeds are comparable to DSL (Digital Subscriber Line) and cable modem speeds. BPL can be provided to homes using existing electrical connections and outlets. BPL is an emerging technology that is available in very limited areas. It has significant potential because power lines are installed virtually everywhere, alleviating the need to build new broadband facilities for every customer.

- Share with the participants about applications of broadband
- Share with the participants about advantages and disadvantages of broadband
- Discuss with them about equipments used in broadband

Applications of Broadband includes:

**Internet solutions**
- Faster access/surfing of information
- Faster download of email and huge files

**Audio solutions – Audio on Demand (AoD)**
- Request and listen to any type of songs, information
- Listen to various radio channels

**Video solutions – Video on Demand (VOD)**
- Watch movies at own convenience
- Record multiple channels / programmes and view at your convenience
- View wide variety of television content - single view, multiple view

**Communication solutions**
- Video conferencing
- E-mail on PC
- Chat on PC

Refer to the participant handbook (Pg-21-23) to explain the participants in detail about broadband over power line and advantages and disadvantages of broadband.
2.1.19 Activity

- Choose a participant and ask him to leave the room.
- While the participant is away, the rest of the participants will decide an occupation for him/her like driver, teacher etc.
- When the participant returns, ask any four participants to mime the activity.
- The participant must guess the occupation chosen for him/her from the activities that are mimed.

Note
- Ensure that all the participants are given a chance to mime.
- Ensure that all the participants are given a different occupation.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you?</td>
<td>2hrs</td>
<td>Small writing pads, pens</td>
</tr>
</tbody>
</table>

2.1.20 Say

Let us conclude the session by discussing about the following:
- Common Tariff Plans
- Top High Speed Broadband Plans in India

2.1.21 Do

Share with the participants about:
- Broadband thunder
- Broadband freedom plan

Discuss with them about:
- ACT Extravagant
- Bharti Airtel High Speed Internet for home users
- DesireECO Unlimited Plan from Airlink
- YOU Broadband Unlimited Plan
- Tikona Broadband Plans
- BSNL Broadband Plans
- Reliance Broadband
2.1.22 Elaborate

Top High Speed Broadband Plans in India:

In India, home users don’t have many options when it comes to high speed internet as the speed promised and actual speed delivered is mostly different. However, companies have more options even though pricey to get high speed broadband internet. For example, the fastest internet speed in India is offered by Startup Village in Cochin, Kerala with about 1Gbps download speeds and 500 Mb upload speeds.

Top High Speed Broadband Plans in India are:

- **ACT Extravagant (up to 100 Mbps at 1999 Rupees/month)**
  ACT has even speedier plans than Airtel for home users in India. Their fastest offering is 100 Mbps and costs Rs. 1999 per month. The FUP limit is 200GB and the speed after FUP is 4 Mbps.

- **Bharti Airtel High Speed Internet for home users (up to 40 Mbps at 2999 Rupees/month)**
  Airtel broadband plans start at 2399 Rupees/month and offer speeds starting from 40Mbps. The fastest plan is the 2699 Rupees per month plan that offers the same speed (40 Mbps) but the limit is 160 GB and then it switches automatically to a slower plan of 1 Mbps.

- **DesireECO Unlimited Plan from Airlink**
  With this plan, you get speeds up to 200 Kbps and the validity and package cost is 12 months at Rs. 2400.

- **YOU Broadband Unlimited Plan (up to 100 Mbps at 1724 Rupees/month)**
  You broadband has more options for home users to choose from starting from a slow 1 Mbps line to a fast 100 Mbps (matching Airtel and ACT) at about 1724 Rupees/month.

- **Tikona Broadband Plans (up to 4 Mbps at 950 Rupees/month)**
  Starting from a simple 1 Mbps line their speediest broadband plan is 4 Mbps for about 950 Rupees per month.

- **BSNL Broadband Plans (up to 100 Mbps at 16,999 Rupees/month & 24 Mbps at 3445 Rupees/month)**
  Starting from 10 Mbps at 3999 Rupees/month the fastest broadband plan comes at a pricey 16,999 Rupees/month for 100 Mbps speeds.

- **Reliance Broadband (up to 12 Mbps at 999 Rupees/month)**
  Reliance is again focused more on smaller options and their fastest internet speed is about 12 Mbps at 999 Rupees per month

- **MTNL Broadband (100 Mbps at 6999 Rupees/month)**
  MTNL has several options of high speed internet to choose from; starting from 2 Mbps to 100 Mbps. 100 Mbps apparently is their fastest offering and comes at a pricey 6999 Rupees/month.

refer to the participant handbook (pg23-28) to explain the participants about common tariff plans and top high speed broadband plans in India
2.1.23 Activity

Divide the participants in four groups and make them play a quiz on common tariff plans and top high speed broadband plans in India. The winning group will be awarded with a gift hamper.

At the end of the activity, reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>2hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>
UNIT 2.2: Basic Arithmetic

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

- Identify the importance of Mathematics
- Practice the basics of Arithmetic
- Perform numeric calculations on percentages and decimals

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.2.1 Note
This is the fifth session of the program which talks about basic arithmetic. The participants should be explained about arithmetic skills in a proper way so that they are able to solve all the arithmetic problems easily.

2.2.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is Broadband?
   - List & explain four differences between Dial-up and Broadband Internet services?
   - Explain the technology of how a Wireless Broadband works.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.2.4 Say
As a Sales Executive (Broadband), you should have basic knowledge of mathematics so that you can perform daily activities, such as calculating MTD Sales figures, ARPU, ROI, etc.
So now let us begin discussing about basic arithmetic calculations.
2.2.5 Ask

Ask them if they know how to add, subtract and multiply. Ask them to explain in one line about addition, subtraction and multiplication.

2.2.6 Do

- Share with them about the steps involved in addition
- Explain to them about the steps involved in subtraction
- Explain to them about steps involved in multiplication
- Share with them about multiplication
- Discuss with them about steps involved in division

2.2.7 Elaborate

Refer to the participant handbook (Pg-30-31) to explain the participants about the four basic methods used in arithmetic.

2.2.8 Activity

Provide each participant with a worksheet which contains ten sums each on addition, subtraction, multiplication and division and ask them to solve the sums, and clarify if they have any doubts.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving sums</td>
<td>1 hr</td>
<td>Small writing pads and pens</td>
</tr>
</tbody>
</table>

2.2.9 Do

- Share with the participants about percentage and decimal number
- Share with them about how to calculate % changes without the calculator’s % function
- Explain to them about questions on reverse percentage
- Share with them about the steps involved in calculating MTD

2.2.10 Elaborate

Percentage:

A percent is actually a fraction, 1% can be written as 0.01. Therefore, increasing a number by 1% means multiplying it
by \((1+0.01) = 1.01\), and decreasing a number by 1% means multiplying it by \((1-0.01) = 0.99\).

Thus, a percent increase means multiplying by numbers greater than one, and a percent decrease means multiplying by numbers that are smaller than one.

MTD:
The Month-to-Date Sales report displays sales from the beginning of the month to any specific date in that month i.e. the date on which the report is prepared.

Refer to the participant handbook (Pg-32-34) to explain to the participants about percentage and decimal number.

### 2.2.11 Activity

- Provide each participant with a worksheet which contains twenty sums each on percentage and decimal and ask them to solve the sums, and clarify if they have any doubts.
- Provide them with a database of MTD and ask them to practice how to calculate it as it is going to be one of the most crucial parts of their job.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>2hr</td>
<td>Small writing pads, pens</td>
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</tbody>
</table>

### 2.2.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 2.3: Communication Skills

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

- State the significance of communication
- Discuss the types of communication

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.3.1 Note
This is the sixth session of the program which talks about communication skills. Tell the participants that it is one of the most important skills that they must possess and that they should polish their communication skills on a daily basis.

2.3.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is the importance of Numeric calculations for a Sales Executive (Broadband)?
   - What is MTD and how is it calculated? Give an example.
   - Write a short note on Percentage and how it is calculated. Give an example.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.3.4 Say
Now let us begin with a new session which is about communication skills. In the previous sessions we have had a clear understanding about arithmetic skills, now we will talk about communication skills.
2.3.5 Say
Let us now begin the session by discussing about communication and its importance.

2.3.6 Ask
Ask the participants what is their understanding about communication. Write down the points they share on a flip chart/black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

2.3.7 Do
Share with the participants about communication and its importance.

2.3.8 Elaborate

Communication:

Communication is the process of sending and receiving information among people. The purpose of communication is to get your message across to others. In fact, a message is successful only when both the sender and the receiver perceive it in the same way.

The common means and ways for transmission of ideas are:

- Spoken words;
- Written words;
- Diagrams, pictures or graphs; and
- Gestures

A minimum of two parties are involved in the process of communication i.e. the sender and the receiver. It is process which begins with the sender and ends when the receiver receives it and sends some feedback to the sender.

Importance of communication:

- Critical element in your career and personal lives
- Inspires confidence
- Builds respect in professional and social life
- Helps make friends
- Develops a distinct personality
- Reveals your ability to others
2.3.9 Say

Communication is divided into two main categories:

• Verbal communication: Uses speech/words as the mode/method of communication. An effective verbal communication is a two way communication, which means that the sender and receiver, both are present and the message is delivered clearly. Common examples are a telephone conversation, a one-to-one conversation between two people etc. Thus this is used to effectively ask probing questions to the customer and listening to what he/she has to say/express.

• Non-verbal communication: More is communicated through our actions and gestures than through mere use of words. To make an impact and get our message across clearly to others, our words as well as expressions and body language must make our communication effective.

2.3.10 Say

Let us now move further and discuss about essentials of communication.

2.3.11 Do

Tell the participant that in order to communicate effectively, a Sales Executive (Broadband) has to focus on the following points:

1. Clarity in communication
2. Art of Asking Questions (Using Verbal Communication)
3. Interpreting (Using Non-Verbal Communication)
4. The Art of Listening

2.3.12 Elaborate

Clarity in communication:

A Sales Executive should clearly communicate with peers/seniors about tasks at the workplace. Try to communicate in a way that conveys your meaning and demonstrates respect for your listeners.

Art of Asking Questions:

The art of all successful selling is to ask the questions. All good Sales Executives (Broadband) have the following characteristics:

• They Ask
• The Right Person
• At the Right Time
• The Right Questions
2.3.13 Do

Tell the participants to get ready for an activity.

2.3.14 Activity

Ask the participants to get ready for a role-play.

Ask one of them to act as the customer and the other as the sales person. The main focus should be on going through the step-by-step procedure of how to be an active listener for your customer and also ask the right probing questions.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>1hr</td>
<td>Paper and Pen, notepad and participant handbook</td>
</tr>
</tbody>
</table>
2.3.15 Say

Let us now discuss about 7’Cs of communication.

2.3.16 Elaborate

7 C’s of effective communication:

The 7 C’s of communication are helpful. They provide a checklist for ensuring that your communication in every form is clear so as to get the right message across to your customers.

According to the 7 C’s, communication needs to be:

1. Complete
2. Concise
3. Considerate
4. Clear
5. Concrete
6. Courteous
7. Correct

Refer to Participant handbook (Pg-36-37) to explain the participants about 7 C’s of communication in detail.

2.3.17 Do

Share with the participants about good communication skills which a sales person must possess.

2.3.18 Elaborate

Good communication is crucial to sales success.

You cannot make a sale unless you have demonstrated value to a prospect. You cannot do that unless you have understood their problems and devised a strategy to solve them. In turn, you cannot do that until you get your prospect to tell you what is wrong.

The primary objective of these actions is to gather and provide information to your prospective customer in such a way that it makes him/her want to consider your company/plan as the right deal for him/her. Your value proposition, your pricing, even your product’s features - none of that matters unless you are able to get your prospects to talk to you and also listen to what you have to say.

Refer to the Participant handbook (Pg-39-41) to explain about 7 C’s of communication in detail.
2.3.19 Activity

- Ask the participants to stand up.
- Explain that you will tell everyone to find something blue, and that they have to go and touch it.
- This could be a blue shirt, pen, shoe or any such object.
- Continue the game in this way, asking participants to call out suggestions for things to touch.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch something blue</td>
<td>1hr</td>
<td>Blue colour paper, pen, shirt, board, table etc.</td>
</tr>
</tbody>
</table>

2.3.20 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 2.4: Customer Service

Unit Objectives

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

- Explain the characteristics and skills required for excellent customer service

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.4.1 Note

This is the seventh session of the program which talks about customer service. Tell the participants that customer service is a very important aspect of their job role and they should learn how to serve a customer in order to increase the customer base of their organisation.

2.4.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Write a short note on why Communication is important.
   - Write a short note on the 7 C’s of effective communication.
   - Explain the guidelines of effective questioning.
   - Write a short note on Active Listening and what are the types of communication?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.4.4 Say

Now let us begin with a new session which is about customer service. In the previous sessions we have had a clear understanding about communication skills, now we will talk about customer service.
2.4.5 Say

Customer Service is the provision of service to customers before, during and after a purchase. It is a series of activities designed to enhance the level of customer satisfaction – that is, the feeling that a product or service has met the customer expectation.

2.4.6 Say

Let us discuss about customer management and importance of customer service.

2.4.7 Do

- Share with the participants about customer management and importance of customer service
- Take them through the traditional organisational chart and the modern customer centric organisational chart
- Share with them about the phases of customer service management
- Discuss with them about characteristics of excellent customer service

2.4.8 Elaborate

The customer is the reason why we or anybody is in business. A customer consciously chooses to spend his money. He is choosing to spend his money on our brand. The product should always be changed to suit the customer. It’s never the other way round. It is the customer who makes a business a success or a failure, not the products. One can have an impeccable line of products but not an impressive clientele. This depends on how the customer is treated and how he feels. So eventually it boils down to customer service and customer experience.

Customer Management:

A customer oriented organization places customer satisfaction at the core of each of its business decisions. Customer orientation is defined as an approach to sales and customer-relations in which the staff focuses on helping customers to meet their long-term needs and wants.

You have to understand that whether it suits you or not the customer is always right, he is the king and you have to provide him services according to his needs and desires.

Characteristics of customer service include:

- Communication
- Consistency
- Dependability
- Friendliness
- Fairness
Refer to the Participant handbook (Pg-43-45) to explain about customer management and importance of customer service in detail.

2.4.9 Activity

Get in pairs and discuss how different customers will have different expectations. Recall all your different friends and relatives and discuss how their expectations will be different from others. Write the different ways in which these different types of customers should be treated:

- Existing Customer
- Potential Customer
- Young middle-aged Customer
- Elderly customer
- Male customers
- Female customers
- Internal customers
- External customers
- Tech-savvy customers
- Not-so-tech-savvy customers

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>1hr</td>
<td>Writing pad, pen, participant handbook</td>
</tr>
</tbody>
</table>

2.4.10 Say

Let us conclude the session by discussing about customer service and customer feedback.
2.3.11 Do

- Share with the participants about customer service
- Discuss with them about customer feedback
- Explain to them about the importance of customer feedback
- Explain to them about the advantages of customer feedback

2.4.12 Elaborate

Customer Feedback:

Organised information collected from your customer about their opinion, suggestions and experience about the product or service is called Feedback.

Importance of Customer Feedback:

Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products. It is of high importance for determining where a company’s products and services excel or fall short against customer’s expectation and against alternate service providers in the market. For e.g., customers may like the network coverage of ABC Telecom as against XYZ Telecom, which means that XYZ Telecom would need to improve on their network coverage.

Customer feedback can help telecom companies evaluate how employees treat customers. Customer Service Satisfaction surveys are a common type of marketing research. Companies can determine through surveys whether customers are getting their questions answered and problems resolved. Additionally, a company can determine if some customer service representatives are being rude to customers, especially if the topic of rudeness comes up frequently during the surveys.

Refer to the Participant handbook (Pg-46-47) to explain about advantages of customer feedback.

2.4.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 2.5: Rapport Building and Interpersonal Skills

Unit Objectives
At the end of this unit, students will be able to:
- Explain rapport building and steps involved in building rapport

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.5.1 Note
This is the eighth session of the program which talks about Rapport Building and Interpersonal Skills. Explain the participants about the importance of rapport building in the job role of a sales executive.

2.5.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.5.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - How would you describe a customer?
   - Why is customer service important?
   - Why are customer service and feedback crucial for a Sales Executive (Broadband)?
   - What are the three phases of customer service?
   - What are the characteristics of excellent customer service?
   - What are the advantages of customer feedback?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.5.4 Say
Now let us begin with a new session which is about Rapport Building and Interpersonal Skills. In the previous sessions we have had a clear understanding about customer service, now we will talk about Rapport Building and Interpersonal Skills.
2.5.5 Say

Rapport is a state of harmonious understanding with another individual or group that enables greater and easier communication. The first task in successful interpersonal relationships is to attempt to build rapport. Building rapport is all about matching ourselves with another person.

2.5.6 Say

Let us discuss about helpful rapport building and ways to build rapport.

2.5.7 Ask

Ask the participants what is their understanding about rapport building. Write down their steps on a flip chart/blackboard and link it with the steps given in the Participant Handbook in order to create an interactive and interesting learning session.

2.5.8 Do

- Share with the participant about helpful rapport building behaviour
- Discuss with them about ways to build rapport

2.5.9 Elaborate

Helpful rapport building behaviour:

- Use open body language and this will help you and the person you are talking to, to feel more relaxed.
- Look at the other person for approximately 60% of the time. Allow plenty of eye-contact but be careful not to make them feel uncomfortable.
- When listening, nod and make encouraging sounds and gestures.
- Smile
- Use the other person’s name early in the conversation.
- Ask the other person open questions.
- Use feedback to summarise, reflect and clarify back to the other person what you think they have said. This gives opportunity for any misunderstandings to be rectified quickly.

7 Ways to Build Rapport:

- Be genuine
- Be warm and friendly
• Show interest
• Don’t seem too needy
• Give genuine compliments
• Calibrate the rapport to “just right”
• Read the culture

Refer to the Participant handbook (Pg-50-52) to explain about rapport building.

### 2.5.10 Activity

Ask the participants to refer to the Participant Handbook and study in detail about rapport building, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1hr</td>
<td>Writing pad, pen, participant handbook</td>
</tr>
</tbody>
</table>

### 2.5.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 2.6: Data Confidentiality

Unit Objectives

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

- Explain the importance of data confidentiality
- Practice data confidentiality measures

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.6.1 Note

This is the ninth session of the program which talks about Data Confidentiality.

2.6.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List few techniques of building rapport with customers.
   - What are the behaviours that are helpful in Rapport Building?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.6.4 Say

Now let us begin with a new session which is about Data Confidentiality. In the previous sessions we have had a clear understanding about Rapport Building and Interpersonal Skills, now we will talk about Data Confidentiality.

2.6.5 Say

Data is the primary asset of any organisation and its security is essential. This data could be:
• Customer information such as their phone, financial or personal details
• The way your organisation functions, like its process flow, the way departments work, names and contact information of those people.
• Policies and procedures of your organisation.

2.6.6 Say
Let us discuss about information security and customer confidentiality.

2.6.8 Do
• Share with the participant about information security
• Discuss with them about customer confidentiality

2.6.9 Elaborate
Information Security:
It is important that as a Sales Executive (Broadband) you take all measures for information security. Information security is the practice of defending information from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. This data could be electronic data, physical data, etc.

Customer Confidentiality:
The customer places a lot of trust in the organisation and in the Sales Executive (Broadband) before sharing his information. It is crucial for the Sales Executive (Broadband) to maintain that trust and faith by maintaining the confidentiality of the customer’s information.

Refer to the Participant handbook (Pg-54-55) to explain about information security and customer confidentiality in detail.

2.6.10 Activity
A customer is feeling let-down. Something has lead a good relationship to that of mistrust; thereby leading to bad word of mouth about you as a Sales Executive, needless to mention that your company’s reputation is at stake. What could have gone wrong? What investigation would you do? What actions/steps would you take to build this trust relationship back again; and ensure that this episode is never repeated?

Ask the participants to write down the answers and share it with the class, so that the class is able to understand each other’s perspective.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>1hr</td>
<td>Writing pad, pen, participant handbook</td>
</tr>
</tbody>
</table>
2.6.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 2.7: Code of Ethics and Code of Conduct

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

- Recognise the importance of following code of conduct & ethics in dealing with customers

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

2.7.1 Note
This is the tenth session of the program which talks about Code of Ethics and Code of Conduct.

2.7.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

2.7.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is Data? What is it comprised of?
   - Write a short note on Information Security.
   - Why do you think data confidentiality measures are taken by any organisation?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.7.4 Say
Now let us begin with a new session which is about code of ethics and code of conduct. In the previous sessions we have had a clear understanding about Data Confidentiality, now we will talk about Code of Ethics and Code of Conduct.
It is important to follow the code of ethics outlined by your company. These could be regarding different facets of your role, like the way you speak, the way you identify yourself, the way you deal with the data of the customer, etc.

Let us discuss about code of ethics and code of conduct for a sales executive.

• Share with the participant about ethics
• Discuss with them about code of conduct for a sales executive.

Ethics:
• Be fair and ethical in your dealings with customers.
• Any promise made as per delegation of authority should be captured in the system.
• Always state the correct amount to be paid by the customer. Do not convey incorrect amounts or inflated amounts.
• Do not conduct personal level dealings with customers.
• Do not pay visits to the customer’s house without company’s acknowledgement.

Fraudulent Practices:
Fraudulent practices can lead to immediate termination of employment, prosecution and police complaints on the concerned Sales Executive (Broadband). The following practices are defined as fraudulent practices:
• Tampering, falsification or unauthorized overwriting of cheques, receipt books, drafts, and other negotiable instruments.
• Tampering, falsification and false commitments on receipts and settlement letters.
• Using the cash payment of customer for personal purpose even for a temporary period.
• False commitments to customers, verbal or written, promising waivers, settlements etc.

Refer to the Participant handbook (Pg-58-59) to explain about code of conduct in detail.
2.7.9 Activity

Divide the participants in four groups and make them play a quiz on code of ethics and code of conduct. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about code of ethics and code of conduct, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>1hr</td>
<td>Writing pad, pen, participant handbook</td>
</tr>
</tbody>
</table>

2.7.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
3. Daily Sales Planning and Preparation

Unit 3.1 - Snapshot of Daily Activities
Unit 3.2 - Personal Grooming & Self-Hygiene
Unit 3.3 - Understanding Your Territory and Dealing with Enrolled Customers
Unit 3.4 - Preparing for Meeting Potential Customers
Unit 3.5 - Dealing with Existing Customers
Key Learning Outcomes

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

1. Describe various grooming standards for male and female Sales Executives (Broadband)
2. Identify and comply with Know Your Customer (KYC) guidelines
3. Communicate with enrolled customers to resolve issues
4. Discuss about churned customers and how to identify them from Month-till-date (MTD) sales data
5. Seek appointment with prospects for sales
6. Define sales funnel and its importance
7. Create daily route plan to visit potential buyers
8. Analyse sales reports and plan sales activities accordingly
9. Explain how to maintain daily reports
UNIT 3.1: Snapshot of Daily Activities

Unit Objectives
At the end of this unit, students will be able to:
• Discuss the overall daily preparation to be made by a Sales Executive (Broadband)

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

3.1.1 Note
This is the eleventh session of the program which talks about activities of a sales executive- broadband.

3.1.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

3.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   • What are the basics of process compliance for broadband subscriptions.
   • What is the verification process of broadband connection?
   • What are the codes of conduct pertaining to process compliance?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.1.4 Say
There are certain routine tasks a Sales Executive (Broadband) needs to accomplish every day.

3.1.5 Elaborate
Refer to the participant handbook (Pg-63) to explain about tasks which a Sales Executive (Broadband) needs to accomplish each day.
3.1.6 Activity

Divide the class in four groups and ask the participants to make a chart on tasks which a sales executive needs to accomplish each day. The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>2 hrs</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

3.1.7 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 3.2: Personal Grooming and Self Hygiene

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

- Identify the importance of personal grooming
- List the codes of dressing in different social and workplace situations

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

3.2.1 Note
This is the twelfth session of the program which talks about Personal Grooming and Self Hygiene.

3.2.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

3.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   • What are the activities performed by a Sales Executive (Broadband) for daily sales planning and preparation?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.2.4 Say
Now let us begin with a new session which is about personal grooming and self hygiene. In the previous sessions we have had a clear understanding about code of ethics and code of conduct, now we will talk about personal grooming and self hygiene.

3.2.5 Ask
Ask the participants what they understand by grooming. Write down about the tools they share on on a flip chart/ black board and link it with the ones given in the Participant Handbook in order to create an interactive and interesting learning session.
3.2.6 Say 📇

As a Sales Executive (Broadband), you need to be well groomed all the time as you will be interacting with customers. Personal grooming helps you to:

- Create a positive impression
- Demonstrate good grooming standards
- Adapt your behaviour and dressing to different social and workplace situations

3.2.7 Do ✓

- Take the participants through the concept of grooming
- Share with them about specific uniform guidelines for both men and women

3.2.8 Elaborate 🌈

By dressing appropriately and taking care of basic grooming aspects like hair and make-up, you can be transformed and will project an image of someone who is well groomed and acceptable by all at all times.

All organizations have a certain dress code and you are expected to maintain it at all times while in that setup. Refer to the participant handbook (Pg-65-66) to explain about grooming and specific uniform guidelines for men and women.

3.2.9 Do ✓

Tell the participants to get ready for an activity.

3.2.10 Activity 🎯

Divide the class in four groups and ask the participants to make a chart on uniform guidelines for both men and women. The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>2 hrs</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

3.2.11 Do ✓

- Share with the participants about personal hygiene
- Tell the side effects of ghutka, tobacco and alcohol
3.2.12 Elaborate

Sales Executive needs to maintain good personal hygiene at all times as the mostly meet customers and interact with them for forms, sales, complaints and such. Following are some points to bear in mind:

- Keep their hands clean at all times as they need to meet customers
- Avoid biting nails while on visits
- Manage body odour and bad breath so that they are under control. This is perceived as being offensive to the customer
- Maintain straight and upright posture
- Slouching should be avoided; hands in pockets and on the hips are not courteous to the customer and hence should also be avoided

Ensure to carry your official ID Card/Badge and visiting cards (which clearly state your position in the company along with your contact details such as email and phone number) at all times.

There are certain habits that have severe ill-effects on one’s health. Such habits should be avoided for a healthy life.

This includes:

- Alcoholism
- Ghutka
- Tobacco

Refer to the participant handbook (Pg-66-67) to explain about personal hygiene in detail.

3.2.13 Do

Tell the participants to get ready for an activity which would energize them.

3.2.14 Activity

- Ask the participants to pair themselves.
- Tell the partners to observe each other and memorise the appearance, then ask one of them to turn their back while the other is making three or four changes to his/her appearance for example- putting their watch on the other wrist, removing their glasses, folding their sleeves etc.
- Ask the other partner to turn around and spot the changes made
- Ask the players to switch the roles.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What has changed?</td>
<td>1 hr</td>
<td>Things which can be changed or moved from one place to the other</td>
</tr>
</tbody>
</table>
3.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 3.3: Understanding Your Territory and Dealing with Enrolled Customers

Unit Objectives
At the end of this unit, students will be able to:
- Identify the ways to master your new territory

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

3.3.1 Note
This is the thirteenth session of the program which talks about understanding your territory and dealing with enrolled customers.

3.3.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

3.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - Why is personal grooming important for a Sales Executive (Broadband)?
   - What are the specific uniform guidelines for men?
   - What are the specific uniform guidelines for women?
   - Mention 5 points to be taken care of for ideal grooming.
   - Why is personal hygiene important for a Sales Executive (Broadband)?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.3.4 Say
Now let us begin with a new session which is about understanding your territory and dealing with enrolled customers. In the previous sessions we have had a clear understanding about personal grooming and self hygiene, now we will talk about understanding your territory and dealing with enrolled customers.
3.3.4 Say 🗣

As a Sales Executive you must understand your targets from your Territory Sales Manager (TSM) and divide them into monthly, weekly and daily targets. Clear targets helps Sales Executive’s (Broadband) in approaching the market in an organized and efficient manner.

As a sales representative you may be in charge of a new territory. You may need to call on customers and prospects in unfamiliar areas. To achieve your target you must be able to answer a key question. “Where should my focus be in my new territory?”

3.3.5 Do ✅

Share with the participants about steps involved in mastering ones domain.

3.3.7 Elaborate 🌺

Follow these 4 steps to become the master of your domain.

Step 1 – Discovery
Step 2- Planning
Step 3- Execution
Step 4- Iteration

Refer to the participant handbook (Pg-70-71) to explain about the steps involved in mastering ones domain.

3.3.8 Activity 🎁

- Draw five circles with chalk on the floor, big enough to accommodate all the participants.
- Give each island a name.
- Ask the participants to choose the island they would like to live on.
- Warn the participants that one of the islands will sink very soon and the participants in that island will be forced to move to another island.
- Allow the suspense to build and call out the name of the island that is sinking.
- Ask the participants to run on the other four islands.
- The game continues until everyone is squashed onto one island.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Islands</td>
<td>1 hr</td>
<td>News papers which can be treated like islands</td>
</tr>
</tbody>
</table>
3.3.9 Say
Let us now discuss about selling process.

3.3.10 Do
Share with the participants about the following by referring to the participant handbook (Pg-72)
- Pre-Sales
- Sales
- Post-Sales

3.3.13 Activity
Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tug of war</td>
<td>1 hr</td>
<td>Rope</td>
</tr>
</tbody>
</table>

3.3.14 Activity
Ask the participants to refer to Participant Handbook and study in detail about selling process, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

3.3.15 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 3.4: Preparing for Meeting Potential customers

Unit Objectives

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

• Create an effective sales route

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

3.4.1 Note

This is the fourteenth session of the program which talks about preparing for meeting potential customers.

3.4.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

3.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   • What do you understand by pre-sales?
   • What do you understand by post-sales?
   • List down the four steps involved in mastering ones domain.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.4.4 Say

Now let us begin with a new session which is about preparing for meeting potential customers. In the previous sessions we have had a clear understanding about understanding your territory and dealing with enrolled customers, now we will talk about preparing for meeting potential customers.
Maximizing your sales appointments leads to increased sales and profitability.

Successful sales people build time into the work day to make a geographically friendly route. In addition to streamlining your appointments, a little advanced planning can reduce stress and frustration. By structuring your day to maximize time and energy, you will arrive at your appointments fresh and confident, ready to claim that sale.

Things you’ll need:
- Map of the area
- GPS to know your way around
- Appointment Book to make sure you don’t miss anyone
- Calendar to keep track of your daily targets
- Highlighter to mark on your appointment book
- Set aside a block of time just for planning your sales route

Share with the participants about planning your sales route
Discuss with them about setting up appointments by phone call

Planning your sales route
- Select a time frame that is free of phone calls, appointments and other distractions. The time you spend in planning, you will gain in travel time.
- Pinpoint the location of all of your accounts on a map. You can do this using an online map, such as Google maps. When using a map, use a highlighter to connect the dots to trace the route you’ve planned.
- Start with your major accounts. Identify which other accounts are in close proximity to your major accounts. As best you can, try to line up both, the major accounts as well as those close to it, on the same day.
- Schedule your first appointment of the day to be either the one that is closest to you, or the one that is farthest away.
- Schedule the rest of your appointment times. Start with the first appointment, estimate the length of the appointment and add the travel time to the next appointment. Repeat this process for the rest of the appointments, until your schedule is full for the day.
- Mark the appointments in your calendar or appointment book in the designated appointment time slot.
- When planning your daily schedule, plan for delays due to construction and traffic patterns. Allow extra time when relying on public transportation including taxis, buses, trains and airplanes. Use a GPS as a back-up plan to help with directions.
- Your major accounts can be first, last, or anywhere in between. This stage is purely geographical. Plot a line from one appointment to another, geographically moving either toward your starting point or away from it.
3.4.8 Activity
Divide the participants in four groups and make them play a quiz on process of setting up appointment by phone call and planning sales route in detail. The winning group will be awarded with a gift hamper.
At the end of the activity reiterate about process of setting up appointment by phone call and planning sales route in detail, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>4 hrs</td>
<td>Notepad, participant handbook, pen</td>
</tr>
</tbody>
</table>

3.4.9 Do
Share with the participants about telephone etiquettes.

3.4.10 Elaborate
The customer’s impression of a Sales Executive and the organization is influenced entirely by what he/she says and more so, by how he/she says it. The voice reveals what you think and feel regardless of what words you use.
Customer interactions via telephone could be through:
1. Phone calls, or
2. Messages
Refer to the participant handbook (Pg-75-76) to explain about telephone etiquettes.

3.4.11 Activity
- Ask the participants to select their partners. Ask one of them to become a sales executive and the other a customer
- Provide each one of them with a phone
- Tell all the participants who are acting as customers to shift to the other room so that the conversation can take place easily
- Ask the participants who are acting as sales executive to follow the guidelines of telephone etiquettes given in the participant handbook while conversing with the customers

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>5hrs</td>
<td>Notepad, participant handbook, pen</td>
</tr>
</tbody>
</table>
3.4.12 Say

To keep a complete record of sales on a daily basis, the daily sales report is prepared, so now let us discuss about sales report in detail.

3.4.13 Elaborate

How to write daily sales report:

Following are the steps to write a Daily Report:

- Gather the necessary information, such as facts, figures, names, and dates from the day’s professional activities.
- Use a prepared form, if available, and fill in each section succinctly but completely.
- Create your own report by using a memo format. Provide the date, the name of the report’s reader, your name and a subject line (for e.g., Daily Report). You may also send the information in an e-mail, which is an electronic form of a memo.
- Explain the work you have done that day, arranging the information chronologically or subdividing it by project. Use a heading like ‘Work Completed’.
- Mention any problems you encountered and explain how you solved them. If a problem remains unsolved, explain how you are going to resolve it and when. Use a heading like Problems or Challenges.
- Specify what you hope to accomplish the following workday; consider a heading such as Work Scheduled.

Keep your writing concise and clear. Proofread for errors before printing or sending it to your supervisor.

Refer to the participant handbook (Pg-77) to explain about daily sales report in detail.

3.4.14 Activity

Ask the participants to refer to Participant Handbook and study in detail about sales report, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>3hrs</td>
<td>Notepad, participant handbook, pen</td>
</tr>
</tbody>
</table>

3.4.59 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 3.5: Dealing with Existing Customers

Unit Objectives

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

- Explain the concept of CEFs
- Learn the basics of customer skills
- Describe the concept of Customer churn

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

3.5.1 Note

This is the fifteenth session of the program which talks about dealing with existing customers.

3.5.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

3.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the steps involved in setting appointment over the call.
   - What do you understand by telephone etiquettes?
   - How to write a daily report?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.5.4 Say

Now let us begin with a new session which is about dealing with existing customers. In the previous sessions we have had a clear understanding about preparing for meeting potential customers, now we will talk about dealing with existing customers.
3.5.5 Do ✔
Share with the participants about customer enrolment form and customer skills.

3.5.6 Elaborate ❌
The customer’s first impression of you will usually determine how they respond to you. For this reason, it is important for you to be perceived as a technician that is professional in appearance and interested in doing a good job.
What customers expect from you
- Professional appearance
- Trustworthy
- Respect
- Friendliness
- Always be polite
- Remain calm
- Remain professional yet, friendly.
Refer to participant handbook (Pg-79-80) to explain the participant in detail about customer enrolment form and customer skills.

3.5.7 Do ✔
Share with the participants about customer churn by referring to participant handbook (Pg-81).

3.5.8 Do ✔
Tell the participants to get ready for an activity which would energise them.

3.5.9 Activity ❌
- The facilitator should wrap a small gift with many different layers of paper.
- On each layer the facilitator should write a task or a question.
- Example of the tasks: Sing a song; hug the person next to you etc.
- Example of questions: What is your favourite colour? What are your hobbies?
- The facilitator should start the music or clap the hand if there is no music.
- The participants should pass the parcel around the circle.
- When the facilitator stops the music or the clapping, the person who is holding the parcel should tear off one layer of paper and carry out the task or answer the question written on the paper.
- The game continues until all the layers have been unwrapped.
- The gift goes to the last person who takes off the wrapping.
Facilitator Guide

Skill Practice Time Resources

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the parcel</td>
<td>2 hrs</td>
<td>Parcel</td>
</tr>
</tbody>
</table>

3.5.10 Activity

Ask the participants to refer to Participant Handbook and study in detail about customer churn, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

3.5.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
4. New Customer Enrolment by Door Knocking

Unit 4.1 - Understanding the product/Know your product
Unit 4.2 - Selling skills
Unit 4.3 - Door-To-Door Selling
At the end of this module, you will be able to:

1. Learn basic Selling skills
2. Explain the Sales funnel
3. Perform door-to-door selling
UNIT 4.1: Understanding the Product/Know Your Product

Unit Objectives

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

- Describe the role of a Sales Executive (Broadband)

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

4.1.1 Note

This is the sixteenth session of the program which talks about understanding the product.

4.1.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

4.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are Customer Enrolment Forms (CEFs)?
   - What skills/attitude do customers expect from you as a good Sales Executive (Broadband)?
   - Write a short note on Customer Churn.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.1.4 Say

Now let us begin with a new session which is about understanding the product/know your product. In the previous sessions we have had a clear understanding about dealing with existing customers, now we will talk about understanding the product/know your product.

4.1.5 Say

Let us discuss about role of a Sales Executive (Broadband).
4.1.6 Do
Share with the participants about role of a Sales Executive (Broadband).

4.1.7 Elaborate
Sales Executives (Broadband) can develop and present a message to each customer they encounter. They can also gauge the customer’s reactions and alter the presentation during the interaction. This flexibility makes the executive the organisation’s most effective communication vehicle.

For promotion and sale of broadband connections, a Sales Executive (Broadband) should have prior knowledge on various aspects relating to his products/services in order to be effective during the sales process.

Refer to the participant handbook (Pg- 85) to explain about role of a sales executive.

4.1.8 Activity
Provide the participants with a participant’s manual and a note pad; give them an hour to go through the role of a Sales Executive (Broadband) and make some notes of their own.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>5 hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>

4.1.9 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 4.2: Selling Skills

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

- Examine the in and out of selling skills and funnel sales
- Explain how to keep control of your sales pipeline

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

4.2.1 Note
This is the seventeenth session of the program which talks about selling skills. Explain the participants about selling skills in detail as it is the most important function of a Sales Executive (Broadband).

4.2.2 Say
Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

4.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the aspects that a Sales Executive (Broadband) should have knowledge about, prior to commencing Broadband sale and promotion activities?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.2.4 Say
Now let us begin with a new session which is about selling skills. In the previous sessions we have had a clear understanding about understanding the product/know your product, now we will talk about selling skills.

4.2.5 Say
Let us discuss about selling skills.
4.2.7 Elaborate

There are dozens of selling skills that sales people should know. Here are nine of the most important skills every Sales Executive (Broadband) must have:

1. Prospecting
2. Questioning
3. Listening
4. Presentation Skills
5. Rapport Building
6. Objection Handling
7. Persistence
   • Organisational Skills
   • Focus

Refer to the participant handbook (Pg- 87-90) to explain about selling skills.

4.2.8 Activity

Ask the participants to refer to the Participant Handbook and study in detail about essential selling skills required for an Sales Executive (Broadband), so that when they are asked questions regarding it they are able to answer the same.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>5 hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>

4.2.9 Activity

Ask the participants to pair themselves; ask one of them to become the customer and the other to become a Sales Executive (Broadband). Ask the person who is acting the Sales Executive (Broadband) to perform all the skills involved in selling process.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>7 hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>
4.2.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 4.3: Door-To-Door Selling

Unit Objectives
At the end of this unit, students will be able to:
- Identify ways to approach customers
- Discuss the ways to demonstrate packages and plans

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

4.3.1 Note
This is the eighteenth session of the program which talks about door to door selling.

4.3.2 Say
Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

4.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the 9 important selling skills a Sales Executive (Broadband) must have?
   - What is a sales funnel and what does it comprise of?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.3.4 Say
Now let us begin with a new session which is about door to door selling. In the previous sessions we have had a clear understanding about selling skills, now we will talk about door to door selling.

4.3.5 Say
Let us discuss about selling process.
4.3.6 Elaborate

Share with the participants about the following in detail.

- Approaching the customers
- Probing to identify their needs
- Presenting and demonstrating merchandise
- Handling objections and reservations
- Making the sale
- Building Future sales

Refer to the participant handbook (Pg91-97) to explain about the steps of selling process in detail.

4.3.7 Activity

Divide the class into six groups and ask each group to make notes on one step of the selling process. For example: Group A should make notes on Step 1, group B on Step 2 and so on.

At the end ask each group to discuss the notes they have made with the class, in order to enhance the understanding of other participants.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>5 hrs</td>
<td>Participant handbook, pen, notebook</td>
</tr>
</tbody>
</table>

4.3.8 Activity

Take the participants to a store; under the supervision of a senior sales executive, ask them to perform the process of selling step by step. The person who performs the best will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>17 hrs</td>
<td>Participant handbook, pen, notebook</td>
</tr>
</tbody>
</table>

4.3.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
5. Activities for Lead Generation

Unit 5.1 - Introduction
Unit 5.2 - Basics of Lead Generation
Unit 5.3 - Etiquettes for Customer Interaction
Key Learning Outcomes

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

1. Perform lead generation activities
2. Learn how to perform In-bound Marketing
3. Learn how to perform Out-bound Marketing
4. Identify the etiquettes required while dealing with customers
UNIT 5.1: Lead Generation

Unit Objectives
At the end of this unit, students will be able to:
- Learn the concept of Lead
- Learn the significance of Lead generation

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

5.1.1 Note
This is the nineteenth session of the program which talks about Lead Generation.

5.1.2 Say
Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

5.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - List the steps in the door-to-door selling process?
   - What are the elements of approaching a customer?
   - What are the differences between features and benefits?
   - What are the benefits of high-speed internet access?
   - How can you increase the Sales Process?
   - What are the types of reservations?
   - How can you perform effective upselling and cross-selling?
   - What are the documents a customer should submit to get a new broadband connection?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
5.1.4 Say
Now let us begin with a new session which is about Lead Generation. In the previous sessions we have had a clear understanding about door to door selling; now we will talk about Lead Generation.

5.1.5 Say
A lead, in terms of marketing, is a potential sales contact: an individual or organization that expresses an interest in your goods or services. Leads are typically obtained through the referral of an existing customer, or through a direct response to advertising/publicity (techtarget.com).

Let us start the session by discussing about lead generation and its significance.

5.1.6 Do
- Share with the participants about lead generation
- Take them through the significance of lead generation

5.1.7 Elaborate
Lead generation describes the marketing process of stimulating and capturing interest of a particular segment of people in a product or service for the purpose of developing sales pipeline. Lead generation often uses digital channels, with the rise of new online and social techniques.

Refer to the participant handbook (Pg-111-112) to explain about significance of lead generation.

5.1.8 Do
Tell the participants to get ready for an activity.

5.1.9 Activity
Ask the participants to refer to the participant handbook and study in detail about lead generation and its significance, so that when they are asked questions regarding it they are able to answer it properly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>4 hrs</td>
<td>Participants Manual, pen, notepad</td>
</tr>
</tbody>
</table>

5.1.10 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 5.2: Basics of Lead Generation

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

- Learn the concept of Inbound Marketing
- Learn the concept of Outbound Marketing

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

5.2.1 Note
This is the twentieth session of the program which talks about basics of Lead Generation.

5.2.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

5.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is a Lead and what is Lead generation?
   - What is the significance of Lead Generation for a Sales Executive (Broadband)?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.2.4 Say
A Lead is a qualified potential buyer who shows some level of interest in purchasing your product or solution. For the leads that fill out a form, they often do so in exchange for some relevant content or a compelling offer.

You can break lead generation up into two main categories:
- Inbound and
- Outbound
5.2.6 Elaborate

Inbound marketing is “the process of helping potential customers find your company—often before they are even looking to make a purchase—and then turning that early awareness into brand preference, and ultimately, into leads and revenue.”

Today’s buyer is in control.

You need to create interest by offering a relevant mix of informative and entertaining content that builds a meaningful relationship with your audience. And you have to make sure that you are distributing your content through all the right channels – where your buyer spends time. This section goes into a bit more detail on some of the common tactics for inbound lead generation, which could be enumerated as:

- Content
- Website
- Blog
- Social Media

Refer to the participant handbook (Pg-113-114) to explain about inbound marketing in detail.

5.2.7 Activity

Ask the participants to refer to the participant handbook and study in detail about inbound marketing, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 Hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

5.2.8 Activity

- Ask the participants to form a circle.
- One person should start by saying “I am going to the market to buy fish”. The next person says I am going to the market to buy fish and potatoes.
- Each person should repeat the list and then add an item.
- The aim is to remember all the items that all the people before you have listed.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 Hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>
5.2.9 Say
Let us move further and discuss about outbound marketing.

5.2.10 Do
- Share with the participants about outbound marketing
- Take them through common strategies for outbound lead generation

5.2.11 Elaborate
A well-rounded Marketing Mix should include both inbound and outbound marketing strategies. Inbound works for broad lead generation activities, but outbound is good to amplify your inbound efforts and target specific opportunities.

- Outbound marketing means using outbound channels to introduce your message and content to your prospects, typically through rented attention, rather than making your content and messages available on your own properties.
- Outbound communication is often highly targeted, with a call-to-action that is very obvious

Some of the common strategies for outbound lead generation are:

- Email Marketing
- Pay-per-Click Ads
- Direct Mail
- Canopies & Umbrellas
- Brochures & Flyers
- Display Ads
- Posters & Danglers

Refer to the participant handbook (Pg-115-119) to explain about outbound marketing in detail.

5.2.12 Activity
Ask the participants to refer to the participant handbook and study in detail about outbound marketing, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>
5.2.13 Activity

Divide the participants in four groups and make them play a quiz on outbound marketing. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about outbound marketing, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>4 hrs</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>

5.2.14 Do

Tell the participants to get ready for an activity which would energize and refresh them.

5.2.15 Activity

- Ask the participants to choose a spot in the room
- Tell them to start the game by standing on their spot
- Instruct people to walk around the room and carry out a particular action for example: hopping, saying hello to everyone, dancing etc.
- When the facilitator says “stop”, everyone should run to their original spot
- The person who reaches his/her spot first is the next leader and can instruct the group to do what they wish

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hrs</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

5.2.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 5.3: Etiquettes for Customer Interaction

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

- Identify the etiquettes required while dealing with customers

Resources to be Used
Participant Handbook, Pens/pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

5.3.1 Note
This is the twenty-first session of the program which talks about etiquettes for customer interaction.

5.3.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

5.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is inbound marketing?
   - What is outbound marketing?
   - What are the different ways to perform outbound marketing?
   - What are the steps to set up an effective Umbrella-marketing tent?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.3.4 Say
Brand Promotion events are mainly about customer interaction. Getting to know the pulse of customers and making of various kinds of responses/feedback are the takeaways that would help plan future offers and promotions. Thus, Sales Executive (Broadband) needs to be at the best of their attitudes/etiquettes at such an event, as he/she is representing the Organisation.

You cannot make a sale unless you have demonstrated value to a prospect. You cannot do that unless you have understood their problems and devised a strategy to solve them. In turn, you cannot do that until you get your prospect
to tell you what is wrong.

The primary objective of these actions is to gather and provide information to your prospective customer in such a way that it makes him/her want to consider your Company/plan as the right deal for him/her. Your value proposition, your pricing, and even your product’s features – none of that matters unless you are able to get your prospects to talk to you and also listen to what you have to say.

Refer to the participant handbook (Pg121-123) to explain about etiquettes for customer interaction.

5.3.5 Activity

Ask the participants to refer to the participant handbook and study in detail about etiquettes required when dealing with customers, so that when they are asked questions they are able to answer them correctly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>5 hrs</td>
<td>Participants Manual, pen, notepad</td>
</tr>
</tbody>
</table>

5.3.6 Do

Tell the participants that it’s time to perform an activity which would relax them.

5.3.7 Activity

- The facilitator should choose number of well-known phrases and write half of each phrase on a piece of paper. For example– “Happy” on one piece of paper and “Birthday” on another
- The number of pieces of paper should match the number of participants in the group
- Put the folded pieces of paper in a bowl
- Ask each participant to take a piece from the bowl and try to find the member of the group with the matching half of the same phrase

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>5 hrs</td>
<td>Participants Manual, pen, notepad</td>
</tr>
</tbody>
</table>

5.3.8 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
6. Process Compliance for Broadband Subscriptions

Unit 6.1 - Process Compliance
Unit 6.2 - Resolving Data Related Issues
Unit 6.3 - Responding to Feedback and Complaints
At the end of this module, you will be able to:

1. Verify customer documents and check TAG availability
2. Process all verified documents for installation
3. Escalate potential buyer/existing customer’s feedback, unresolved concerns/issues to TSM
4. Identify interested buyers from daily report and approach them accordingly
UNIT 6.1: Process Compliance

Unit Objectives
At the end of this unit, students will be able to:
- State the basics of process compliance for broadband subscriptions

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

6.1.1 Note
This is the twenty-second session of the program which talks about process compliance.

6.1.2 Say
Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

6.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the good communication points to bear in mind for customer interaction during outbound marketing activities?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.1.4 Say
Now let us begin with a new session which is about process compliance. In the previous sessions we have had a clear understanding about etiquettes for customer interaction; now we will talk about process compliance.

6.1.5 Say
Let us begin the session by discussing about document of proof and identity.
6.1.6 Do

Share with the participants about document of proof and identity.

6.1.7 Elaborate

In a service area, which generally consists of a state, there are several telecommunication service providers, licensed by the Government of India (Department of Telecommunications). They may provide telecommunication services, either basic (land line) services or mobile telephone services or internet services or broadband services or a combination of these services. A person interested in getting any of these services has to approach the service provider of his choice or its authorized sales outlets and submit an application form, generally known as the Customer Application Form (CAF), along with photographs and proof establishing address and identity. In the case of telephone connection, especially mobile connection, a customer may opt for a post-paid or pre-paid connection.

Telecommunication has become a part of human life and telecom solutions are getting the most urgent need at any point of time. Many telecom giants are providing many telecom solutions through various services via GSM Mobile (2G/3G), Landline, Broadband, CDMA (WLL), Leased Lines (Data Circuits), WiMAX (Wireless Broadband), VSAT, VVoBB (Voice and Video on Broadband) and many more.

For getting any type of New Telecom service, customer has to submit the valid documents as mandatory, such as Proof of Identity (POI), Proof of Address (POA) along with CAF, and a photograph of the customer which should be pasted on the Customer Acquisition Form (CAF).

With the increase in requirements for public security, the following is the list of acceptable documents that can be used when applying for acquisition of new connection which is essential by an individual.

List of acceptable documents for BSNL:
- Valid Proof of Identity (POI)
- Proof of Address (POA)

Refer to the participant handbook (Pg-127-128) to explain about proof of identity and proof of address.

6.1.8 Activity

Divide the class in four groups and ask the participants to make a chart on proof of identity and proof of address. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about the proof of identity and proof of address in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart making</td>
<td>2 hrs</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>
6.1.9 Say 📒
Let us now discuss about verification process of broadband connection.

6.1.10 Do ✔
- Take them through the verification process of a broadband connection.
- Discuss with them about questions asked during verification process.

6.1.11 Elaborate 🌺
Regulatory Authority of India is now very stringent in nature.

New connections are to be cleared only after physical/telephonic verification of all original documents and matching of the applicant and the photograph attached to the application/CAF.

In general practice activation of new connection takes two or more days which includes phone call from the service provider authorization and validation team to confirm the connection being used by the person who has submitted the document. This is called a telephonic verification of new customer.

Questions asked during telephonic verification:
1. Name of applicant
2. Address where you want the connection
3. Date of Birth

Service providers also conduct authenticity test of documents provided by customer by physical verification of the address and details provided.

During the verification procedure if any kind of signature mismatches, address mismatches is found out, then the entire application can get rejected.

Hence it is the sole responsibility of the customers to submit all the valid documents to prevent the delay of the activation.

If the information furnished in the CAF is found wrong, the service provider may file a police complaint against the subscriber within 15 days of bringing it to the notice of the telecom operators. Legal action can be taken against the telecom operators if they fail to take any action against the sellers of the connections and the subscribers who submit forged documents.

Refer to the Participant Handbook (Pg-129-130) to explain about the process of a broadband connection.

6.1.12 Activity 🧵
- Ask the participants to choose a spot in the room.
- Tell them to start the game by standing on their spot.
- Instruct people to walk around the room and carry out a particular action for example: hopping, saying hello to everyone, dancing etc.
• When the facilitator says “stop”, everyone should run to their original spot
• The person who reaches his/her spot first is the next leader and can instruct the group to do what they wish

### 6.1.13 Do ✔

Share with the participants about code of conduct pertaining to process compliance.

### 6.1.14 Elaborate 🌸

Code of conduct to be followed while ensuring process compliance:
- No misleading statements
- Precautions to be taken on visits/contacts

Refer to the Participant Handbook (Pg-130) to explain about the code of conduct pertaining to process compliance.

### 6.1.15 Activity 🌸

Ask the participants to refer to participant handbook and study in detail about the different code of conduct pertaining to process compliance, so that when they are asked question regarding it they are able to answer it.

### 6.1.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>4 hrs</td>
<td>Participant Handbook</td>
</tr>
<tr>
<td>Self Study</td>
<td>4 hrs</td>
<td>Small writing pads, pens and participant handbook</td>
</tr>
</tbody>
</table>
UNIT 6.2: Resolving Data Related Issues

Unit Objectives

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

- Resolve data related queries, requests and complaints
- Recognise the areas of Broadband services where customers might face issues
- Learn the concept of QRC (Query, Request and Complaint)
- Solve the various queries and complaints and fulfil customer requests

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

6.2.1 Note

This is the twenty-third session of the program which talks about resolving data related issues. There are many data related issues which arise in the organisation; the participants should be explained as to how to tackle these data related issues.

6.2.2 Say

Good morning and a very warm welcome to this training program ‘Sales Executive (Broadband)’. Before we begin this session let us have a quick recap of the previous session.

6.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the documents of proof of identity.
   - List down the documents of proof of address.
   - Discuss about code of conduct pertaining to process compliance.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.2.4 Say

Now let us begin with a new session which is about resolving data related issues. In the previous sessions we have had a clear understanding about process compliance; now we will talk about resolving data related issues.
6.2.5 Say
Let us discuss about resolving query, requests and complaints.

6.2.6 Do
- Share with the participants about resolving queries
- Discuss with the participants about fulfilling requests
- Share with the participants about resolving complaints

6.2.7 Elaborate
- Query: A Query is a question or an inquiry. Through a Query, customer tries taking information about their account or any other services.
- Request: Through a request, customer makes a request for a product or a service.
- Complaint: In a complaint, the customer is complaining against certain services, as he/she might be facing some issues.

Refer to the Participant Handbook (Pg132-134) to explain in detail about resolving query, request and complaint.

6.2.8 Activity
Ask the participants to pair themselves, ask one of them to become the Sales Executive (Broadband) and the other to become a customer.

The person who is acting as the customer requests for a broadband connection.

As a Sales Executive (Broadband), the person must take all the relevant details from the customer namely
- customer name
- address
- phone number

You must also inform about the procedure to the customer i.e. a feasibility study, verifying of documents and installation and the time that the whole process will take, say a week before the connection is installed.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>7 hrs</td>
<td>Participant Handbook</td>
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</tbody>
</table>

6.2.9 Activity
Ask the participants to pair themselves, ask one of them to become the Sales Executive (Broadband) and the other to become a customer.

The person acting as a customer registers a complaint that his internet connection is not working properly.
As a Sales Executive (Broadband), you will have to apologise for the inconvenience caused to the customer and provide the best solution which would lead to customer satisfaction.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>4 hrs</td>
<td>Participant Handbook</td>
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</tbody>
</table>

**6.2.10 Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 6.3: Responding to Feedback and Complaints

Unit Objectives

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

- Deal with retailers/customers issues and complaints
- Solve customer issues and complaints

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

6.3.1 Note

This is the twenty-fourth session of the program which talks about responding to feedback and complaints. Responding to feedback and complaints is mandatory for a Sales Executive (Broadband), so the participants must be explained about this concept in detail so that when they get any feedback or complaint from the customer, they are able to respond to it without hesitating.

6.3.2 Say

Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

6.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the steps involved while approaching the customers in resolving complaints?
   - What are QRCs?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.3.4 Say

Now let us begin with a new session which is about responding to feedback and complaints. In the previous sessions we have had a clear understanding about resolving data related issues; now we will talk about responding to feedback and complaints.
6.3.5 Ask
Ask the participants what they understand by feedback and complaints. Ask them to differentiate between the two and share it in their own words with the class.

6.3.6 Do
Take the participants through the process of addressing customer complaints.

6.3.7 Elaborate
Customer complaints are inevitable. Most customer concerns can be dealt with simply by complying with the person’s reasonable requests. From time-to-time, however, you will come across those customers who will demand something that simply is unwarranted or impossible to deliver.

Rules to be kept in mind when resolving customer service issues:
- Listen
- Understand
- No Fighting
- Resolution
- Resolve
- Learn

Refer to the Participant Handbook (Pg 135-136) to explain in detail about the process of addressing customer complaints.

6.3.8 Activity
Select two candidates; make one of them a customer and the other, the executive. The customer is continuously blaming you for no mistake of yours and is not ready to listen to what you are saying. What will you do in such a situation?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Role Play</td>
<td>7 hrs</td>
<td>Participant Handbook</td>
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</table>

6.3.9 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
7. Professional Skills

Unit 7.1 - Professional Skills
Unit 7.2 - Planning, Organising and Time Management
Unit 7.3 - Understanding the Customer
Key Learning Outcomes

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

1. Learn professional skills to deal efficiently with the customer
2. Practise effective Planning, Organising and Time Management
UNIT 7.1: Professional Skills

Unit Objectives

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

• Identify the professional skills necessary for a Sales Executive (Broadband)
• Practice the language skills required by a Sales Executive (Broadband)

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

7.1.1 Note

This is the twenty-fifth session of the program which talks about professional skills. This skill is important in every job role. Explain to the participants about the importance of possessing professional skills.

7.1.2 Say

Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

7.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   • List down certain points which should be kept in mind while handling customers complains and explain any two points.
   • What are the rules to follow when resolving your customer service issues?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.1.4 Say

Now let us begin with a new session which is about professional skills. In the previous sessions we have had a clear understanding about responding to feedback and complaints; now we will talk about professional skills.
7.1.5 Say 📌
When starting a career as a Sales Executive (Broadband), it is imperative to develop professional ethics. Strong work ethics show that a person is self-motivated, conducts work in a professional manner and is able to self-evaluate. It is necessary to possess these qualities because they will determine the success that one can get in this industry.

The first important fundamental of a strong work ethic is self-motivation. Self-motivation is the ability to satisfy a desire, expectation, or goal without being influenced to do so by another person.

Developing and following code of ethics for your work helps you reassure your customers that you have their best interests at heart and thereby establish your organisation as a reputable one.

Let us discuss about decision making and problem solving.

7.1.6 Do ✅
Take them through the concept of decision making and problem solving.

7.1.7 Elaborate 🍍
Problem solving is an essential part of every job role. As a Sales Executive (Broadband), you will encounter various problems where you will need to take a decision. For E.g., breakdown and malfunction of equipment, unsafe and hazardous working conditions, security breaches etc.

Refer to the participant handbook (141-142) to explain about decision making and problem solving.

7.1.8 Say 📌
An angry customer demands his money back. It is not within the limits of your authority to do this. So what would you do?

Response:
Wait for the response of the participants. Write down the points they share on the board and then link it with the one given in the participant handbook in order to create an interesting and interactive session.

7.1.9 Activity 🤗
Ask the participants to get into groups and discuss common problems which a sales executive faces and ways to solve them. Ask each group to take one problem and identify the best solution.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>1 hr</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>
7.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 7.2: Planning and Organising and Time Management

Unit Objectives
At the end of this unit, students will be able to:
- Conduct security operations efficiently without any supervision
- Take over and commence operations at a new site smoothly without any breach in security
- Provide security at special events

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

7.2.1 Note
This is the twenty-sixth session of the program which talks about planning and organising and time management.

7.2.2 Say
Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

7.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by problem solving and decision making?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.2.4 Say
Now let us begin with a new session which is about planning, organising and time management. In the previous sessions we have had a clear understanding about problem solving and decision making; now we will talk about planning, organising and time management.
**7.2.5 Say**

Planning involves setting objectives and determining a course of action for achieving those objectives. Organising is the function of management that involves developing an organisational structure and allocating human resources to ensure the accomplishment of objectives. For planning your tasks of the day, you need to prioritise your tasks and complete them in time.

Let us discuss about prioritising tasks.

**7.2.6 Do**

Share with the participants about prioritising tasks.

**7.2.7 Elaborate**

For efficient working, we should prioritise our work. Let us see what can be the possible steps. The first step is to itemise the tasks. Then create a ‘TO DO’ list, create a list each day. There will be common tasks that occur daily or weekly and these will be carried out each day. As new tasks are given to you, add them to the list. When you have completed your task list, you would be ready to tackle the tasks you need to do in order of importance. For e.g.:

1. Dealing with a customer’s enquiry is more important than putting your brochures and data plan cards at their place.
2. Answering customer calls and returning calls that you might have missed - is more important than talking to your colleague.
3. Some tasks are needed to be completed before specific deadlines, for E.g., jotting down all the visits you made and plans/services sold. Making a priority list for the next day – all this at the end of the working day for the next day.

This is called prioritising your tasks.

Refer to the participant handbook (Pg-143) to explain about prioritising tasks.

**7.2.8 Activity**

- Draw a line representing seashore and ask the participants to stand behind the line.
- When the facilitator shouts “tide’s out” everyone jumps forward over the line, when the facilitator shouts “tide’s in” everyone jumps backward over the line.
- If the facilitator shouts “tides out” twice in a row, participants who move will have to drop out of the game.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>1 hr</td>
<td>Participant Handbook</td>
</tr>
</tbody>
</table>
7.2.9 Say

Let us now move further and discuss about

- Time Management
- Urgent and Important Matrix

7.2.10 Elaborate

Time management refers to managing time effectively so that the right time is allocated to the right activity. Planning and time management are two sides of the same coin; they complement each other. Effective time management allows individuals to assign specific time slots to activities as per their importance. It helps you make best use of time as time is always limited. Effective Time Management includes:

- Effective Planning for setting goals and objectives
- Prioritising activities and delegation of responsibilities
- Spending the right time on the right activity and avoiding time robbers such as gossiping, extended tea breaks etc.

Refer to the participant handbook (Pg-144-145) to explain about time management and urgent and important matrix.

7.2.11 Activity

Ask them to identify personal time robbers and how can they deal with them?

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Wasters</td>
<td>1 hr</td>
<td>Participant handbook, PPT</td>
</tr>
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</table>

7.2.12 Activity

Ask them to prepare a TO DO List for the day and then to plot those tasks on the important urgent matrix.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Important/Urgent Matrix</td>
<td>1 hr</td>
<td>Participant handbook, PPT</td>
</tr>
</tbody>
</table>

7.2.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
UNIT 7.3: Understanding the Customers

Unit Objectives

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

- List the different types of customers
- Learn how to handle angry customers

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

7.3.1 Note

This is the twenty-seventh session of the program which talks about types of customers and ways to handle them.

7.3.2 Say

Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

7.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by planning and organising?
   - What do you mean by prioritising the task?
   - What is time management?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.3.4 Say

Now let us begin with a new session which is about understanding the customer. In the previous sessions we have had a clear understanding about planning, organising and time management; now we will talk about understanding the customer.
7.3.5 Say 📚

Let us begin the session by discussing about different types of customers.

7.3.6 Do ✅

Share with the participants about types of customers.

7.3.7 Elaborate ❄️

Different types of customers are:
- Repeat Customers
- Discount customers
- Impulsive Customers
- Need Based Customers
- Wandering Customers

Refer to the participant handbook (Pg-146) to explain about types of customers in detail.

7.3.8 Do ✅

Share with the participants the steps to deal with angry customers.

7.3.9 Elaborate ❄️

There could be times when your customer could be very upset due to less frequent visits from your end; no timely activation of plans; angry customers due to high billing; etc. So in such scenarios, how do you deal with such irate customers, where yours as well as your Company’s reputation is at stake? Let us see the steps which a Sales Executive (Broadband) must take in order to deal with angry customers.

Step 1: Adjust Your Mindset
Step 2: Listen Actively
Step 3: Repeat Their Concerns
Step 4: Be Empathetic and Apologise
Step 5: Present a solution
Step 6: Take action and follow up
Step 7: Use the feedback

Refer to the participant handbook (Pg-147-148) to explain about steps to deal with angry customers in detail.
7.3.10 Activity

Ask the participants to pair themselves. Ask one of them to become a customer and the other an executive. The person who is acting as a customer is very angry because he is not satisfied with the service; he yells and shouts at the executive. In such a situation ask the person who acting as an executive to follow the steps given in the participant handbook and deal with the angry customer in the same manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Important/Urgent Matrix</td>
<td>1 hr</td>
<td>Participant handbook, PPT</td>
</tr>
</tbody>
</table>

7.3.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
8. Language Skills

Unit 8.1 – Language Skills
Key Learning Outcomes

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

1. Explain the need and importance of language skills
2. Practice the language skills required by a Sales Executive (Broadband)
UNIT 8.1: Language Skills

Unit Objectives

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

- Explain the need and importance of language skills
- Practice the language skills required by a Sales Executive (Broadband)

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

8.1.1 Note

This is the twenty-eighth session of the program which talks about Language Skills.

8.1.2 Say

Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

8.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the different types of customer and explain any two of them.
   - What are the steps involved in dealing with angry customer?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

8.1.4 Say

Now let us begin with a new session which is about Language skills. In the previous sessions we have had a clear understanding about understanding the customers; now we will talk about language skills.
8.1.5 Say  
Let us begin the session by discussing about listening skills.

8.1.6 Do  
Share with the participants about listening and its importance.

8.1.7 Say  
Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying. In other words, listening skills allow people to understand the meaning behind the words. Listening is a foundational critical skill for those wanting to enter the workforce in any profession.

The importance of effective listening skills for employees and managers cannot be overemphasized. Everything done at workplace or on a visit involves two-way communication - speaking and listening. Two-way communication is critical in the way it can impact efficiency and effectiveness.

Effective communication is all about understanding what is being said, not just who says it.

Refer to the participant handbook (Pg152-153) to explain about listening skills and its importance.

8.1.8 Activity  
Ask them to get into groups and prepare role plays on active listening and passive listening. Discuss the benefits of active listening in the context of the job role.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Role Play</td>
<td>2 hrs</td>
<td>Participant Handbook, PPT</td>
</tr>
</tbody>
</table>

8.1.9 Say  
Let us discuss about speaking skills.

8.1.10 Elaborate  
Speaking is the way of communicating your thoughts and opinion to the other person using your voice and words. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful and convincing manner. Speaking skills also help to assure that one will not be misunderstood by those who are listening.

For a Sales Executive (Broadband) professional effective speaking helps in convincing customers, informing them about products and services and ensuring through words about effective and exclusive services.

Refer to the participant handbook (Pg- 154-156) to explain in detail about speaking skills.
8.1.11 Do ✓
Tell the participants that now they will have to perform an activity on speaking skills.

8.1.15 Activity ✓
Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon, etc.

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<tbody>
<tr>
<td>Impromptu speech</td>
<td>1 hr</td>
<td>Participant Handbook, PPT</td>
</tr>
</tbody>
</table>

8.1.11 Do ✓
- Take them through the reading skills
- Talk to them about scanning and skimming
- Share with them about the importance of reading in detail

7.2.10 Elaborate ✓
Reading refers to the specific abilities that enable a person to read with independence and interact with the message.

Three Components of Reading are:
- Decoding: Means to identify what is written
- Comprehension: It is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message
- Retention: It is the ability to keep something in the memory

Techniques for good reading skills:
- Scanning
- Skimming
- Reading for Detail

Refer to the participant handbook (Pg-156-157) to explain in detail about reading skills.

8.1.11 Do ✓
Tell the participants to get ready for an activity which would energise them.
8.1.15 Activity

Provide each participant with a paragraph to read and ask them to read it out loud, after they have finished reading it ask them to perform scan and skim that particular paragraph. This will help you to know how fluent and good they are with their reading and you will also come to know about the area which needs to be improved.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Impromptu speech</td>
<td>1 hr</td>
<td>Participant Handbook, PPT</td>
</tr>
</tbody>
</table>

8.1.9 Say

Let us now discuss about writing skills.

7.2.10 Elaborate

Writing is a medium of communication that represents language through the inscription of signs and symbols. When writing anything you must keep in mind

- Its relevance – sticking to the point
- Its structure – it must be organised
- Its style – easy to read and suited to the job

Refer to the participant handbook (Pg 157-158) to explain in detail about writing skills.

8.1.15 Activity

Ask the participants to refer to participant handbook and study in detail about writing skills, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

8.1.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
9. Program Wrap-Up

Unit 9.1 – Interview Skills

Unit 9.2 – FAQ’s
At the end of this module, you will be able to:

1. Explain the concept of interview
2. Discuss the important points about an interview
3. Identify the commonly asked questions in an interview
4. Reinforce the learning’s of the training program
UNIT 9.1: Interview Skills

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

- Explain the concept of interview
- Discuss the important points about an interview

Resources to be Used
Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

9.1.1 Note
This is the twenty-ninth session of the program which talks about Interview Skills.

9.1.2 Say
Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

9.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What do understand by listening?
   - List down the five components of effective speaking.
   - What is skimming?
   - What is scanning?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.1.4 Say
Now let us begin with a new session which is about Interview Skills. In the previous sessions we have had a clear understanding about Language skills; now we will talk about Interview Skills.
9.1.5 Say
Let us discuss about types of interviews.

9.1.6 Elaborate
Types of interviews are:
• Traditional HR Interview
• Panel Interview
• Technical interview
• Telephone Interview
Refer to the participant handbook (Pg-163) to explain in detail about types of interviews.

9.1.7 Do
• Do’s and Don’ts in an interview
• How to dress up for an interview
Refer to the participant handbook (Pg-164-165) to explain in detail about
• Do’s and Don’ts in an interview
• How to dress up for an interview

9.1.8 Activity
Make pairs. In each pair, one person will act as an interviewee and the other, the interviewer. Both have to present the whole process of the interview in front of the group.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>1 hr</td>
<td>Participant Handbook, Pen, Notepad, chairs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>table</td>
</tr>
</tbody>
</table>

9.1.9 Notes for Facilitation
• Ask the participants if they have any questions.
• Encourage other participants to answer it and to encourage peer learning in the class
• Clarify all doubts of the participants.
• Ask them to answer the questions given in the participant handbook
• Ensure that all the participants answer every question
UNIT 9.2: FAQ’s

Unit Objectives

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

- Identify the commonly asked questions in an interview

Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts.

9.2.1 Note

This is the thirty session of the program which talks about questions in an interview.

9.2.2 Say

Good morning and a very warm welcome to this training program Sales Executive (Broadband). Before we begin this session let us have a quick recap of the previous session.

9.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the different types of interviews?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.2.4 Say

Now let us begin with a new session which is about questions in an Interview. In the previous sessions we have had a clear understanding about Interview skills; now we will talk about questions in an Interview.

9.2.5 Do

Share with the participants about the questions asked in an interview by referring to the participant handbook (Pg-166-169).
9.2.6 Activity

Ask the participants to refer to the Participant Handbook and study in detail about the questions asked in an interview, so that when they are asked questions regarding it they are able to answer them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self study</td>
<td>1 hr</td>
<td>Participant Handbook, Pen, Notepad</td>
</tr>
</tbody>
</table>

9.2.7 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of the participants
- Ask them to answer the questions given in the participant handbook
- Ensure that all the participants answer every question
10. Employability and Entrepreneurship Skills

Unit 10.1 – Personal Strengths & Value Systems
Unit 10.2 – Digital Literacy: A Recap
Unit 10.3 – Money Matters
Unit 10.4 – Preparing for Employment & Self Employment
Unit 10.5 – Understanding Entrepreneurship
Unit 10.6 – Preparing to be an Entrepreneur
Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow’s Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Describe how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively
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<table>
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<tbody>
<tr>
<td>68.</td>
<td>Discuss how to speak effectively</td>
</tr>
<tr>
<td>69.</td>
<td>Discuss how to solve problems</td>
</tr>
<tr>
<td>70.</td>
<td>List important problem solving traits</td>
</tr>
<tr>
<td>71.</td>
<td>Discuss ways to assess problem solving skills</td>
</tr>
<tr>
<td>72.</td>
<td>Discuss the importance of negotiation</td>
</tr>
<tr>
<td>73.</td>
<td>Discuss how to negotiate</td>
</tr>
<tr>
<td>74.</td>
<td>Discuss how to identify new business opportunities</td>
</tr>
<tr>
<td>75.</td>
<td>Discuss how to identify business opportunities within your business</td>
</tr>
<tr>
<td>76.</td>
<td>Explain the meaning of entrepreneur</td>
</tr>
<tr>
<td>77.</td>
<td>Describe the different types of entrepreneurs</td>
</tr>
<tr>
<td>78.</td>
<td>List the characteristics of entrepreneurs</td>
</tr>
<tr>
<td>79.</td>
<td>Recall entrepreneur success stories</td>
</tr>
<tr>
<td>80.</td>
<td>Discuss the entrepreneurial process</td>
</tr>
<tr>
<td>81.</td>
<td>Describe the entrepreneurship ecosystem</td>
</tr>
<tr>
<td>82.</td>
<td>Discuss the purpose of the Make in India campaign</td>
</tr>
<tr>
<td>83.</td>
<td>Discuss key schemes to promote entrepreneurs</td>
</tr>
<tr>
<td>84.</td>
<td>Discuss the relationship between entrepreneurship and risk appetite</td>
</tr>
<tr>
<td>85.</td>
<td>Discuss the relationship between entrepreneurship and resilience</td>
</tr>
<tr>
<td>86.</td>
<td>Describe the characteristics of a resilient entrepreneur</td>
</tr>
<tr>
<td>87.</td>
<td>Discuss how to deal with failure</td>
</tr>
<tr>
<td>88.</td>
<td>Discuss how market research is carried out</td>
</tr>
<tr>
<td>89.</td>
<td>Describe the 4 Ps of marketing</td>
</tr>
<tr>
<td>90.</td>
<td>Discuss the importance of idea generation</td>
</tr>
<tr>
<td>91.</td>
<td>Recall basic business terminology</td>
</tr>
<tr>
<td>92.</td>
<td>Discuss the need for CRM</td>
</tr>
<tr>
<td>93.</td>
<td>Discuss the benefits of CRM</td>
</tr>
<tr>
<td>94.</td>
<td>Discuss the need for networking</td>
</tr>
<tr>
<td>95.</td>
<td>Discuss the benefits of networking</td>
</tr>
<tr>
<td>96.</td>
<td>Discuss the importance of setting goals</td>
</tr>
<tr>
<td>97.</td>
<td>Differentiate between short-term, medium-term and long-term goals</td>
</tr>
<tr>
<td>98.</td>
<td>Discuss how to write a business plan</td>
</tr>
<tr>
<td>99.</td>
<td>Explain the financial planning process</td>
</tr>
<tr>
<td>100.</td>
<td>Discuss ways to manage your risk</td>
</tr>
<tr>
<td>101.</td>
<td>Describe the procedure and formalities for applying for bank finance</td>
</tr>
<tr>
<td>102.</td>
<td>Discuss how to manage your own enterprise</td>
</tr>
<tr>
<td>103.</td>
<td>List important questions that every entrepreneur should ask before starting an enterprise</td>
</tr>
</tbody>
</table>
UNIT 10.1: Personal Strengths & Value Systems

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Discuss motivation with the help of Maslow’s Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self-analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses
- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management
About this Guide

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

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

Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.1.1 Note

This is the thirty-one session of the program which talks about personal strengths & value systems.

10.1.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is the use of FAQ’s?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.1.4 Say

Now let us begin with a new session which is about personal strengths & value systems. In the previous sessions we have had a clear understanding about working at heights, now we will talk about personal strengths & value systems.

10.1.5 Say

As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough. Let us start the session by discussing about common health issues.

10.1.6 Do

- Share with the participants about common health issues
- Discuss with them the tips to prevent health issues
10.1.7 Elaborate

Some common health issues are:

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

Tips to prevent health issues:

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

10.1.8 Say

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

10.1.9 Do

Share with the participants about ‘Swachh Bharat Abhiyan’.

10.1.10 Elaborate

The ‘Swachh Bharat Abhiyan’ (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in extending good hygiene and health practices to our homes, our immediate surroundings and to our country as a whole.

The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India.
A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits. Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Let us now move further and discuss about good and bad habits.

Some good habits that you should make part of your daily routine are:
- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Some bad habits that you should quit immediately are:
  - Skipping breakfast
  - Snacking frequently even when you are not hungry
  - Eating too much fattening and sugary food

Refer to participant handbook (Pg-176) to explain about good and bad habits, in detail.

Divide the class in four groups and ask the participants to make a chart on good and bad habits. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the good and bad habits, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>10 min</td>
<td>Participant handbook, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

Let us discuss about tips for a safe workplace and non-negotiable employee safety habits.
Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

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

Refer to participant handbook (Pg-177) to explain about non-negotiable employee safety habits, in detail.

Motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by different things. We can understand this better by looking at Maslow’s Hierarchy of Needs.

Ask the participants to list down five things that really motivates them.

Write down their points on a flip chart/black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

Share with the participants about Maslow’s Hierarchy of Needs.

Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self-actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs.

Refer to the pyramid given participant handbook (Pg-178-179) to explain about Maslow’s Hierarchy of Needs.
10.1.20 Activity

Divide the class in four groups and ask the participants to make a chart on Maslow’s Hierarchy of Needs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about Maslow’s Hierarchy of Needs, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>10 min</td>
<td>Participant handbook, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

10.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (Pg-180).

10.1.22 Say

Attitude can be described as your tendency (positive or negative), to think and feel about someone or something. Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words “The only disability in life is a bad attitude.”

Let us discuss about attitude in detail.

10.1.23 Do

- Share with the participants about attitude
- Discuss with them about how to cultivate a positive attitude

10.1.24 Elaborate

The following tips help foster a positive mindset:

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

Refer to participant handbook (Pg-180) to explain about how to cultivate a positive attitude, in detail.
10.1.25 Say

Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust. A person who is described as honest is seen as truthful and sincere, and as someone who isn’t deceitful or devious and doesn’t steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct.

Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Let us discuss about this in detail.

10.1.26 Do

Share with the participants about:

- Qualities of honest people
- Importance of honesty in entrepreneurs

10.1.27 Elaborate

Some common qualities among honest people are:

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

Refer to participant handbook (Pg-182) to explain about importance of honesty in entrepreneurs, in detail.

10.1.28 Activity

Ask the participants to analyze themselves by honestly identifying their strengths and weaknesses. This will help them use your strengths to the best advantage and reduce weaknesses.

Ask the participants to note down all their strengths and weaknesses in the two columns. Ask them to perform this task honestly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing yourself</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>
10.1.29 Say

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing.

Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company’s employee handbook.

Let us discuss about work ethics in detail.

10.1.30 Do

- Share with the participants about elements of strong work ethics
- Discuss with them about fostering a good work ethics

10.1.31 Elaborate

Some elements of a strong work ethic are:
- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility

Good work ethics includes:
- Honesty
- Good attitude
- Reliability
- Good work habits
- Initiative
- Trustworthiness
- Respect
- Integrity
- Efficiency

Refer to participant handbook (Pg-183-184) to explain about the following:
- Elements of strong work ethics
- Fostering good work ethics
## 10.1.32 Activity

Divide the participants in four groups and make them play a quiz on the following:
- Elements of strong work ethics
- Fostering good work ethics

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

## 10.1.33 Ask

Ask the participants what is their understanding of the word creativity. Note down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

## 10.1.34 Say

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

Let us discuss about characteristics of highly creative person.

## 10.1.35 Do

Share with the participants about characteristics of a creative person.

## 10.1.35 Elaborate

Some characteristics of creative people are:
- They are imaginative and playful
- They detest rules and routine
- They see issues from different angles
• They love to daydream
• They notice small details
• They are very curious
• They have very little tolerance for boredom

10.1.36 Say

Innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

10.1.37 Do

Share with the participants about characteristics of highly innovative person.

10.1.38 Elaborate

Some characteristics of highly innovative people are:
• They embrace doing things differently
• They don’t believe in taking shortcuts
• They are not afraid to be unconventional
• They are highly proactive and persistent
• They are organized, cautious and risk-averse

10.1.39 Say

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

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

Let us discuss about benefits of time management.

10.1.40 Do

Share with the participants about benefits of time management.
### 10.1.41 Elaborate

Time management can lead to huge benefits like:
- Greater productivity
- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:
- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

### 10.1.42 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Wasters</td>
<td>10 min</td>
<td>Participant handbook, PPT</td>
</tr>
</tbody>
</table>

### 10.1.43 Do

- Share with the participants about traits of effective time managers
- Discuss with them about effective time management techniques

### 10.1.44 Elaborate

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

Refer to participant handbook (Pg-186) to explain about effective time management techniques.

### 10.1.45 Activity 🌐

Take the participants on a field visit and ask them to observe the waste water treatment plant helper, the way he manages time and the techniques he follows to manage time.

Ask them to make points and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

### 10.1.46 Say 🌐

Anger management is the process of:

- Learning to recognize the signs that you or someone else is becoming angry
- Taking the best course of action to calm down the situation in a positive way

Anger management does not mean suppressing anger.

Let us discuss about importance of anger management.

### 10.1.47 Do ✔

Share with the participants about importance of anger management.

### 10.1.48 Elaborate 🌐

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

**Extreme anger can:**

Hurt you physically: It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.

Hurt you mentally: It can cloud your thinking and lead to stress, depression and mental health issues.

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

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

---

**10.1.49 Do**

- Discuss with the participants about anger management strategies
- Share with them about tips for anger management

**10.1.50 Elaborate**

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

- Strategy 1: Relaxation
- Strategy 2: Cognitive Restructuring
- Strategy 3: Problem Solving
- Strategy 4: Better Communication
- Strategy 5: Changing Your Environment

The following tips will help you keep your anger in check:

- Take some time to collect your thoughts before you speak out in anger.
- Express the reason for your anger in an assertive, but non-confrontational manner once you have calmed down.

Refer to participant handbook (Pg-188-189) to explain about anger management strategies and tips for anger management.

---

**10.1.51 Say**

Anything that challenges or threatens our well-being can be defined as a stress. It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Let us discuss about stress in detail.

---

**10.1.52 Do**

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress
10.1.53 Elaborate

Stress can be caused by internal and external factors.

**Internal causes of stress**
- Constant worry
- Pessimism
- Rigid thinking
- Negative self-talk
- Unrealistic expectations
- All in or all out attitude

**External causes of stress**
- Major life changes
- Difficulties at work or in school
- Difficulties with relationships
- Financial difficulties
- Having too much to do
- Worrying about one’s children and/or family

The following tips can help you manage your stress better:
- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.

Refer to participant handbook (Pg-191) to explain about the following:
- Causes of stress
- Symptoms of stress
- Tips to manage stress

10.1.54 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 10.2: Digital Literacy: A Recap

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Discuss the different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss how the Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources
Participant handbook, small writing pad, pen.

10.2.1 Note
This is the thirty-two session of the program which talks about digital literacy.

10.2.2 Say
Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is hygiene?
   - Explain the Maslow’s Hierarchy of need.
   - How to cultivate a positive attitude.
   - List down the qualities of honest people.
   - What are the characteristics of highly creative person?
   - What is innovation?
   - What are the benefits of time management?
• List down the traits of effective time management.
• List down the symptoms of stress.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.2.4 Say

Now let us begin with a new session which is about digital literacy. In the previous sessions we have had a clear understanding about personal strengths & value systems, now we will talk about digital literacy.

10.2.5 Say

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.6 Do

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.7 Elaborate

Basic parts of computer:

- Central Processing Unit (CPU)
- Hard Drive
- Monitor
- Mouse
- Speakers
- Printer
Basic parts of keyboard:
- Arrow Keys
- Space bar
- Enter/Return
- Shift
- Caps Lock
- Backspace

Basic Internet terms:
- The Internet
- The World Wide Web
- Website
- Homepage
- Link/Hyperlink
- Web Address/URL
- Address Box

Refer to participant handbook (Pg-193) to explain about the parts of computer, keyboard and internet terms, in detail.

10.2.8 Say
MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh. Let us discuss about popular office products.

10.2.9 Do
Share with the participants about popular office products.

10.2.10 Elaborate
Some of the most popular and universally used MS Office applications are:
- **Microsoft Word**: Allows users to type text and add images to a document.
- **Microsoft Excel**: Allows users to enter data into a spreadsheet and create calculations and graphs.
E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for “electronic commerce.” Let us discuss about E-Commerce in detail.

### 10.2.12 Do

- Share with the participants about examples of E-Commerce
- Discuss with them about types of E-Commerce
- Share with them about benefits of E-Commerce

### 10.2.13 Elaborate

**Examples of e-commerce are:**
- Online shopping
- Electronic payments
- Online auctions
- Internet banking
- Online ticketing

**Types of E-Commerce:**

The main types of e-commerce are:

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

Refer to participant handbook (Pg-195) to explain about benefits of E-Commerce, in detail.
10.2.14 Activity

Ask the participants to choose a product or service that they want to sell online. Write a brief note explaining how they will use existing e-commerce platforms, or create a new e-commerce platform, to sell their product or service.

Note:
- Before launching your e-commerce platform, test everything.
- Pay close and personal attention to your social media.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>1 hr</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

10.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 10.3: Money Matters

Unit Objectives
At the end of this unit, students will be able to:
- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfers

Resources
Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.3.1 Note
This is the thirty-three session of the program which talks about money matters.

10.3.2 Say
Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the basic parts of computer.
   - List down the most popular office products.
   - What is E-Commerce? Give few examples.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
10.3.4 Say
Now let us begin with a new session which is about money matters. In the previous sessions we have had a clear understanding about digital literacy, now we will talk about money matters.

10.3.5 Say
We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That’s why saving money steadily through the years is so important. Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

10.3.6 Do
Let us discuss about benefits of saving.

10.3.7 Elaborate
Saving helps you:
- Become financially independent
- Invest in yourself through education
- Get out of debt
- Be prepared for surprise expenses
- Pay for emergencies
- Retire

Refer to participant handbook (Pg-197-198) to explain about benefits of saving, in detail.

10.3.8 Do
- Share with the participants about types of bank account
- Discuss with them how to open a bank account

10.3.9 Elaborate
Four main types of bank accounts are:
- Current Accounts
- Savings Accounts
About this Guide
This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols Used

<table>
<thead>
<tr>
<th>Steps Time</th>
<th>Objectives</th>
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<td>Do</td>
<td>Ask Explain</td>
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<tr>
<td>Field Visit</td>
<td>Practical</td>
</tr>
<tr>
<td>Elaborate</td>
<td>Lab</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Team Activity</td>
</tr>
<tr>
<td>Exercise</td>
<td>Facilitation Notes</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Say</td>
</tr>
</tbody>
</table>

**Steps Time Resources**

Field Visit 30 mins Participant handbook, pen, small note pad

10.3.10 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager there and understand about different types of account and how to open a bank account.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>30 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

10.3.11 Say

Fixed costs and variable costs together make up a company’s total cost. These are the two types of costs that companies have to bear when producing goods and services.

A fixed cost does not change with the volume of goods or services a company produces. It always remains the same.

A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Let us discuss about fixed and variable cost in detail.

10.3.12 Do

Share with the participants about difference between fixed and variable cost.

10.3.13 Elaborate

Refer to participant handbook (Pg-201) to explain about difference between fixed and variable cost.
10.3.14 Say

Let us discuss about insurance.

10.3.15 Elaborate

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

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

Refer to participant handbook (Pg-202) to explain about types of investment.

10.3.16 Say

There are two types of insurance – Life Insurance and Non-Life or General Insurance.

10.3.17 Do

Share with the participants about Life Insurance and Non-Life or General Insurance.

10.3.18 Elaborate

Life Insurance

Life Insurance deals with all insurance covering human life.

The main life insurance products are:

- Term Insurance
- Endowment Policy
There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

### 10.3.19 Activity

Ask the participants to refer to participant handbook and study in detail about Life and General Insurance, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>15 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

### 10.3.20 Say

Refer to participant handbook (Pg-203) to explain about Life and General Insurance, in detail.

### 10.3.21 Do

Share with the participants about direct and indirect tax.

### 10.3.22 Elaborate

**Direct Tax**

Direct taxes are levied directly on an entity or a person and are non-transferrable.

Some examples of Direct Taxes are:

- Unit-Linked Insurance Plan (ULIP)
- Money Back Life Insurance
- Whole Life Insurance

**General Insurance**

General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.

The main general insurance products are:

- Motor Insurance
- Health Insurance
- Travel Insurance
- Home Insurance
- Marine Insurance

Refer to participant handbook (Pg-203) to explain about Life and General Insurance, in detail.
• Income Tax
• Capital Gains Tax
• Securities Transaction Tax
• Perquisite Tax
• Corporate Tax

Indirect Tax
Indirect taxes are levied on goods or services.
Some examples of Indirect Taxes are:
• Sales Tax
• Service Tax
• Value Added Tax
• Customs Duty & Octroi
• Excise Duty

Refer to participant handbook (Pg-204) to explain about direct and indirect tax, in detail.

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

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

10.3.24 Do
Share with the participants about the following:
• NEFT
• RTGS
• IMPS
10.3.25 Elaborate

NEFT:

NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

RTGS:

RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank’s account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

IMPS:

IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

Refer to participant handbook (Pg-205-206) to explain about the following in detail:

- NEFT
- RTGS
- IMPS

10.3.26 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about NEFT, RTGS and IMPS.

Ask them to make notes and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>15 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>
10.3.27 Do
Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (Pg-207).

10.3.28 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

- Discuss the steps to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Discuss basic workplace terminology

Resources

Participant handbook, small writing pad, pen.

10.4.1 Note

This is the thirty-fourth session of the program which talks about preparing for employment & self employment.

10.4.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the benefits of saving.
   - Name the types of bank accounts.
   - What are the steps involved in opening a bank account?
   - What is the difference between fixed and variable cost?
   - What is the difference between NEFT, RTGS and IMPS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
10.4.4 Say

Now let us begin with a new session which is about preparing for employment & self employment. In the previous sessions we have had a clear understanding about money matters, now we will talk about preparing for employment & self employment.

10.4.5 Say

Let us discuss about how to prepare for an interview.

10.4.6 Do

Share with the participants about how to prepare for an interview.

10.4.7 Elaborate

The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning. Take a look at the steps to follow in order to be well prepared for an interview:

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

Refer to participant handbook (Pg-208-209) to explain about steps to follow in order to be well prepared for an interview, in detail.

10.4.8 Say

A resume is a formal document that lists a candidate’s work experience, education and skills.

A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That’s why it is so important to create a resume that is effective.

Let us discuss about preparing a resume.
10.4.9 Do

Share with the participants about how to prepare an effective resume.

10.4.10 Elaborate

Steps to create an effective resume:
- Write the Address Section
- Add the Profile Summary Section
- Include Your Educational Qualifications
- List Your Technical Skills
- Insert Your Academic Project Experience
- List Your Strengths
- List Your Extracurricular Activities
- Write Your Personal Details

Refer to participant handbook (Pg-210-211) to explain about steps involved in preparing an effective resume, in detail.

10.4.11 Activity

Ask the participants to do some research and prepare a resume for themselves.
At the end check the resume of each participant and make the modifications, if required.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing resume</td>
<td>1 hr</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

10.4.12 Do

Refer to participant handbook (Pg-213-214) to explain the participants about the following:
- Questions asked in an interview
- Basic workplace terminologies

10.4.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 10.5: Understanding Entrepreneurship

Unit Objectives

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

• Discuss the concept of entrepreneurship
• Discuss the importance of entrepreneurship
• Describe the characteristics of an entrepreneur
• Describe the different types of enterprises
• List the qualities of an effective leader
• Discuss the benefits of effective leadership
• List the traits of an effective team
• Discuss the importance of listening effectively
• Discuss how to listen effectively
• Discuss the importance of speaking effectively
• Discuss how to speak effectively
• Discuss how to solve problems
• List important problem solving traits
• Discuss ways to assess problem solving skills
• Discuss the importance of negotiation
• Discuss how to negotiate
• Discuss how to identify new business opportunities
• Discuss how to identify business opportunities within your business
• Explain the meaning of entrepreneur
• Describe the different types of entrepreneurs
• List the characteristics of entrepreneurs
• Recall entrepreneur success stories
• Discuss the entrepreneurial process
• Describe the entrepreneurship ecosystem
• Discuss the purpose of the Make in India campaign
• Discuss key schemes to promote entrepreneurs
• Discuss the relationship between entrepreneurship and risk appetite
• Discuss the relationship between entrepreneurship and resilience
• Describe the characteristics of a resilient entrepreneur
• Discuss how to deal with failure
10.5.1 Note

This is the thirty-fifth session of the program which talks about entrepreneurship.

10.5.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - How to prepare for an interview?
   - What are the steps involved in creating a resume?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.5.4 Say

Now let us begin with a new session which is about entrepreneurship. In the previous sessions we have had a clear understanding about preparing for employment & self employment, now we will talk about entrepreneurship.

10.5.5 Say

Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success. They dream big and are determined to do whatever it takes to turn their idea into a viable offering. The aim of an entrepreneur is to create an enterprise. The process of creating this enterprise is known as entrepreneurship.

Let us discuss about entrepreneurship in detail.
10.5.6 Do ✓
- Share with the participants about importance of entrepreneurship
- Discuss with them the characteristics of entrepreneurs

10.5.7 Elaborate 🌟
Entrepreneurship is very important for the following reasons:
- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

Refer to participant handbook (Pg-218) to explain about characteristics of entrepreneurs.

10.5.8 Activity 🌟
Take the participants on a field visit and make them meet a person who is an entrepreneur, ask them to notice the way he talks and his characteristics. Tell them to prepare few questions well in advance which they want to ask the entrepreneur.

The participants must make notes about his characteristics and attitude towards life and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

10.5.9 Say 📝
Let us discuss about types of enterprises.

10.5.10 Do ✓
Share with the participants about different types of enterprises.
As an entrepreneur in India, you can own and run any of the following types of enterprises:

- Sole Proprietorship
- Partnership
- Limited Liability Partnership (LLP)

Refer to participant handbook (Pg-219) to explain about different types of enterprises to the participants.

Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn’t willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company.

Leaders believe in doing the right things. They also believe in helping others to do the right things.

An effective leader is someone who:

- Creates an inspiring vision of the future.
- Motivates and inspires his team to pursue that vision.

Let us discuss about leadership in detail.

Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:

- Gaining the loyalty and commitment of the team members
- Motivating the team to work towards achieving the company’s goals and objectives
- Building morale and instilling confidence in the team members
- Fostering mutual understanding and team-spirit among team members
- Convincing team members about the need to change when a situation requires adaptability
Some critical leadership skills that every entrepreneur must have are:

- Pragmatism
- Humility
- Flexibility
- Authenticity
- Reinvention
- Awareness

Refer to participant handbook (Pg-220) to explain about leadership skills, in detail.

10.5.15 Do

Tell the participants that teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.

10.5.16 Elaborate

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

- Unity of purpose
- Great communication skills
- The ability to collaborate
- Initiative
- Visionary members
- Great adaptability skills
- Excellent organizational skills

Refer to participant handbook (Pg-221) to explain about teamwork, in detail.

10.5.17 Say

Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.
10.5.18 Do
Share with the participants about listening and speaking skills.

10.5.19 Elaborate
To listen effectively you should:
- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker’s perspective
- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker’s gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker’s mannerisms or habits irritate or distract you

Refer to participant handbook (Pg-222-223) to explain about speaking skills, in detail.

10.5.20 Do
Tell the participants that now they will have to perform an activity on speaking skills.

10.5.21 Activity
Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon etc.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impromptu speech</td>
<td>30 mins</td>
<td>PM PPT</td>
</tr>
</tbody>
</table>

10.5.22 Say
All problems contain two elements:
1. Goals
2. Obstacles
The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals.

Let us discuss about problem solving in detail.

10.5.23 Do

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

10.5.24 Elaborate

Steps to solve a problem:

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

Important traits of solving problem:
The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking
- Having a positive attitude
- Focusing on the right problem

Refer to participant handbook (Pg-224) to explain how to access problem solving skills, in detail.
10.5.25 Activity

Ask the participants to get into groups and discuss common problems which a waste water treatment plant helper faces and ways to solve them. Ask each group to take one problem and identify the best solution by following the steps (for problem solving) given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>1 hr</td>
<td>Participant handbook, small writing pad, pen</td>
</tr>
</tbody>
</table>

10.5.26 Say

Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people. Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships. Let us discuss about negotiation in detail.

10.5.27 Do

- Share with the participants about steps involved in negotiation.

10.5.28 Elaborate

**Steps involved in negotiation:**

Step 1: Pre-negotiation preparation
Step 2: Discuss the problem
Step 3: Clarify the objective
Step 4: Aim for a win-win outcome
Step 5: Clearly define the agreement
Step 6: Implement the agreed upon solution

Refer to participant handbook (Pg-225) to explain about steps involved in negotiation, in detail.

10.5.29 Activity

Ask the participants to refer to participant handbook and study in detail about steps involved in negotiation, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>
10.5.30 Say
The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances. A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

10.5.31 Do
- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identify new business opportunities

10.5.32 Elaborate
Following things should be considered when looking for business opportunities:
- Economic trends
- Market trends
- Changes in funding
- Changes in political support
- Changing relationships between vendors, partners and suppliers
- Shift in target audience

Refer to participant handbook (Pg-226-227) to explain about ways to identify new business opportunities, in detail.

10.5.33 Do
Tell the participants to get ready for an activity which would energize them.

10.5.34 Activity
Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tug of war</td>
<td>10 mins</td>
<td>Rope</td>
</tr>
</tbody>
</table>
10.5.35 Do
Share with the participants about ways to identify business opportunities within the business.

10.5.36 Elaborate
Ways to identify business opportunities within the business includes:
- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (Pg-227) to explain about ways to identify business opportunities within the business, in detail.

10.5.37 Say
An entrepreneur is a person who:
- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Let us discuss about it in detail.

10.5.38 Do
- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

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

Refer to participant handbook (Pg-229) to explain about type of entrepreneurs.

10.5.40 Activity

Divide the class in four groups and ask the participants to make a chart on types of entrepreneurs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the types of entrepreneurs, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>10 mins</td>
<td>Participant handbook, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

10.5.41 Do

Share with the participants about entrepreneurial process.

10.5.42 Elaborate

Let’s take a look at the stages of the entrepreneurial process.

**Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.

**Stage 2:** Germination or Recognition. In this stage a possible solution to the identified problem is thought of.

**Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.

**Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.

**Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.

**Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.

**Stage 7:** Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Refer to the diagram given in participant handbook (Pg-230) to explain about entrepreneurial process.
10.5.43 Say

The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or ‘ecosystem’ made of private and public participants. These players nurture and sustain the new ventures, facilitating the entrepreneurs’ efforts.

Let us discuss about entrepreneurship ecosystem in detail.

10.5.44 Do

Share with the participants about six domains of entrepreneurship ecosystem.

10.5.45 Elaborate

An entrepreneurship ecosystem comprises of the following six domains:

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

10.5.46 Do

Share with the participants about key schemes to promote entrepreneurs.

10.5.47 Elaborate

Key schemes to promote entrepreneurs

1. **Pradhan Mantri MUDRA Yojana** - Micro Units Development and Refinance Agency (MUDRA),
2. **Stand Up India**
3. **Prime Minister Employment Generation Programme (PMEGP)**
4. **International Cooperation**
5. Performance and Credit Rating
6. Marketing Assistance Scheme
7. Reimbursement of Registration Fee for Bar Coding
8. Enable Participation of MSMEs in State/District level Trade Fairs and Provide Funding Support
9. Capital Subsidy Support on Credit for Technology up gradation
10. Credit Guarantee Fund for Micro and Small Enterprise (CGFMSE)
11. Reimbursement of Certification Fees for Acquiring ISO Standards
12. Agricultural Marketing
13. Small Agricultural Marketing
14. Mega Food Park
15. Adivasi Mahila Sashaktikaran Yojana

Refer to participant handbook (Pg-233-234) to explain about key schemes to promote entrepreneurs, in detail.

10.5.48 Activity

Divide the participants in four groups and make them play a quiz on key schemes to promote entrepreneurs. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
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</table>

10.5.49 Say

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

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

10.5.50 Do

- Share with the participants about risk appetite
- Discuss with them about risk appetite statement
10.5.51 Elaborate

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

Risk appetite statement:
Risk appetite statement should convey the following:
- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired trade off between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Refer to participant handbook (Pg-240) to explain about risk appetite, in detail.

10.5.52 Do
Tell the participants to get ready for an activity which would energize them.

10.5.53 Activity
- Ask the facilitator to choose a few well-known phrases and write half of each phrase on pieces of paper and the other half on other pieces.
- For example- “Happy” on one piece of paper and “Birthday” on another.
- The number of chits should match the number of participants in the group.
- Fold the pieces of paper and put them in a bowl.
- Ask each participant to pick a chit from the bowl and try to find the member of the group with the matching half of the same phrase.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the Card</td>
<td>10 mins</td>
<td>Small writing pads, pens, Participant Handbook, Pieces of paper</td>
</tr>
</tbody>
</table>
Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

Let us discuss about entrepreneurship and resilience in detail.

Share with the participants about characteristics of resilient entrepreneur

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait.

Entrepreneurial resilience can be enhanced in the following ways:

- By developing a professional network of coaches and mentors
- By accepting that change is a part of life
- By viewing obstacles as something that can be overcome

Refer to participant handbook (Pg-241) to explain about characteristics of resilient entrepreneur, in detail.

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise

Resources

Participant handbook, small writing pad, pen, balloons, threads/rubber bands.

10.6.1 Note

This is the thirty-sixth session of the program which talks about preparing to be an entrepreneur.

10.6.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.
10.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the types of enterprises.
   - What are the benefits of effective leadership?
   - How to listen effectively?
   - What do you understand by problem solving?
   - List down the important traits of problem solving.
   - What are the ways to identify new business opportunities?
   - What is risk appetite?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.6.4 Say

Now let us begin with a new session which is about preparing to be an entrepreneur. In the previous sessions we have had a clear understanding about entrepreneurship, now we will talk about preparing to be an entrepreneur.

10.6.5 Say

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

**Primary research**

Primary research can be of two types:

- Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
- Specific: This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.
Secondary research

Secondary research uses outside information. Some common secondary sources are:

- Public sources: These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- Commercial sources: These offer valuable information but usually require a fee to be paid.
- Examples are research and trade associations, banks and other financial institutions etc.
- Educational institutions: These offer a wealth of information. Examples are colleges, universities, technical institutes etc.

10.6.6 Do

Share with the participants about 4 Ps of marketing.

10.6.7 Elaborate

4 Ps of marketing is:

- Product
- Price
- Promotion
- Place

Refer to participant handbook (Pg-245-246) to explain about 4 Ps of marketing, in detail.

10.6.8 Activity

Divide the participants into four groups and ask one group to discuss about product, other about price and so on. Ask all the groups to make notes and share their views with the class.

<table>
<thead>
<tr>
<th>Skill Pr</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>15 mins</td>
<td>Participant handbook, small writing pad, pen</td>
</tr>
</tbody>
</table>

10.6.9 Do

Share with the participants about basic business terminologies by referring to participant handbook (Pg-248-249).
10.6.10 Activity

Divide the participants in four groups and make them play a quiz on basic business terminologies. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>15 mins</td>
<td>Participant handbook, pen, small note pad</td>
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</tbody>
</table>

10.6.11 Say

CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one’s relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

Let us discuss about CRM in detail.

10.6.12 Do

Share with the participants about needs and benefits of CRM.

10.6.13 Elaborate

Need for CRM:

The better a company can manage its relationships with its customers, the higher the chances of the company’s success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Refer to participant handbook (Pg-251) to explain about benefits of CRM.
10.6.14 Say

In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts. Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

10.6.15 Do

Share with the participants about the need and benefits of networking.

10.6.16 Elaborate

Need for Networking:

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem.

This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Refer to participant handbook (Pg-251-252) to explain about benefits of networking.

10.6.17 Say

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues.

A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

10.6.18 Do

Share with the participants the elements of business plan.

10.6.19 Elaborate

Refer to participant handbook (Pg-253-254) to explain about elements of business plan.
10.6.20 Say

For entrepreneurs, one of the most difficult challenges faced involves securing funds for start-ups. With numerous funding options available, entrepreneurs need to take a close look at which funding methodology works best for them. In India, banks are one of the largest funders of start-ups, offering funding to thousands of start-ups every year.

10.6.21 Do

Share with the participants about information which should be offered to bank for funding.

10.6.22 Elaborate

When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information. It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

Refer to participant handbook (Pg-257) to explain about information which should be offered to bank for funding, in detail.

10.6.23 Activity

Ask the participants to pair themselves, ask one of them to become a bank manager and the other the person who wants to apply for funds.

Ask the person who is applying for funds to submit your application form and all other required documents to the bank.

The person enacting as bank manager should carefully assess your credit worthiness and assign ratings by analyzing the business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.

The bank manager will then make a decision as to whether or not you should be given funding.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>30 mins</td>
<td>Documents required for funding</td>
</tr>
</tbody>
</table>

10.6.24 Do

Share with the participants as to how to manage an enterpriser.
### 10.6.25 Elaborate

Steps to manage an enterprise:

- **Step 1**: Use your leadership skills and ask for advice when required.
- **Step 2**: Divide your work amongst others – realize that you cannot handle everything yourself.
- **Step 3**: Hire the right people for the job.
- **Step 4**: Motivate your employees and train them well.
- **Step 5**: Train your people to handle your customers well.
- **Step 6**: Market your enterprise effectively.

Refer to participant handbook (Pg-259-260) to explain about steps to manage an enterprise, in detail.

### 10.6.26 Notes for Facilitation

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

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria
Annexure I
Training Delivery Plan

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objectives</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/ Aids</th>
<th>Duration (Theory/Practical)</th>
</tr>
</thead>
</table>
| 1      | Key Concepts| What is Broadband     | • Understand what is broadband  
• Gain Knowledge about the types of broadband services  
• Discuss the advantages and disadvantages of broadband connection | TEL/ N0204, TEL/ N0205, TEL/ N0206, TEL/ N0207 | PPT, Lecture and Discussion, Activities, Activity 1: Self Study | Participant Handbook, notepad, pen, pencil | T-1 hr, P-1 hr              |

Program Name: Certificate Course in Sales Executive (Broadband)

Qualification Pack Name & Ref. ID: Sales Executive (Broadband) - TEL/Q0201

Version No.: 1.0  
Version Update Date: 31/05/2017

Pre-requisites to Training (if any): Graduate in any stream / the ability to read/write and communicate effectively for the job role

Training Outcomes:
By the end of this program, the participants will be able to:
1. Explain the evolution and growth of the Telecom industry
2. Demonstrate selling skills, professional skills and communication skills required by a Sales Executive (Broadband)
3. Explain about daily sales planning and preparation
4. Discuss how to enroll new customers
5. Understand about activities for lead generation
6. Discuss about process compliance for broadband subscription
<table>
<thead>
<tr>
<th></th>
<th>Key Concepts</th>
<th>What is Broadband</th>
<th></th>
<th>Activities</th>
<th>Participant Handbook, notepad, pen, pencil</th>
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<td>What is Broadband</td>
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<td>Gain Knowledge about the types of broadband services</td>
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<td>Discuss the advantages and disadvantages of broadband connection</td>
<td>TEL/ N0204 TEL/ N0205 TEL/ N0206 TEL/ N0207</td>
<td>Activity 1 (Energiser): Who are you? Activity 2: Quiz</td>
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<td>3</td>
<td>Key Concepts</td>
<td>Basic Arithmetic</td>
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<tr>
<td></td>
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<td>Discuss the importance of Mathematics</td>
<td>TEL/ N0204 TEL/ N0205 TEL/ N0206 TEL/ N0207</td>
<td>Activities</td>
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<tr>
<td></td>
<td></td>
<td>Understand the basics of Arithmetic</td>
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<td>Activity 1: Problem Solving</td>
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<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Perform numeric calculations on percentages and decimals</td>
<td>TEL/ N0204 TEL/ N0205 TEL/ N0206 TEL/ N0207</td>
<td>Activities</td>
<td>Participant Handbook, notepad, pen, pencil, question paper</td>
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<td>Activity 1: Problem Solving</td>
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<td>5</td>
<td>Key Concepts</td>
<td>Communication Skills</td>
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<td></td>
<td></td>
<td>Identify customers communication style</td>
<td>TEL/ N0204 TEL/ N0205 SA-9 TEL/ N0206 SB-3, SB-4 TEL/ N0207</td>
<td>Activities</td>
<td>Participant Handbook, notepad, pen, pencil, Blue colour paper, pen, shirt, board, table etc.</td>
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<tr>
<td></td>
<td></td>
<td>Discuss with the participants about process of communication</td>
<td></td>
<td>Activity 1: Role Play</td>
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<tr>
<td></td>
<td></td>
<td>Explain about 7C's of communication</td>
<td></td>
<td>Activity 2: Touch Something Blue</td>
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</table>
| Key Concepts | Customer Service | • Understand the importance of customer service  
• Explain the characteristics and skills required for excellent customer service  
• Understand the customers’ expectation for a Sales Executive Broadband | TEL/N0204, TEL/N0205, KA-1, SA-8, TEL/N0206, TEL/N0207 | PPT, Lecture and Discussion Activities  
Activity 1: Group Discussion | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
|---|---|---|---|---|---|---|
| Key Concepts | Rapport Building and Interpersonal Skills | • Explain rapport building and steps involved in building rapport | TEL/N0204, TEL/N0205, SA-10, TEL/N0206, SB-5, TEL/N0207 | PPT, Lecture and Discussion Activities  
Activity 1: Self Study | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
| Key Concepts | Data Confidentiality | • Explain the importance of data confidentiality  
• Practice data confidentiality measures | TEL/N0204, TEL/N0205, TEL/N0206, TEL/N0207 | PPT, Lecture and Discussion Activities  
Activity 1: Situation | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
| Key Concepts | Code of Ethics and Code of Conduct | • Understand the importance of following code of conduct & ethics in dealing with customers | TEL/N0204, TEL/N0205, TEL/N0206, TEL/N0207, SB-1 | PPT, Lecture and Discussion Activities  
Activity 1: Quiz | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
<table>
<thead>
<tr>
<th>No.</th>
<th>Daily Sales Planning and Preparation</th>
<th>Activity</th>
<th>Description</th>
<th>TEL/NO204</th>
<th>PPT, Lecture and Discussion</th>
<th>Participant Handbook, notepad, pen, pencil</th>
<th>Duration</th>
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<tr>
<td>10</td>
<td>Daily Sales Planning and Preparation</td>
<td>Snapshot of daily activities-1</td>
<td>• Discuss the overall daily preparation to be made by a Sales Executive (Broadband)</td>
<td>TEL/NO204</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant Handbook, notepad, pen, pencil</td>
<td>T-2 hrs</td>
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<td>11</td>
<td>Daily Sales Planning and Preparation</td>
<td>Snapshot of daily activities-3</td>
<td>• Discuss the overall daily preparation to be made by a Sales Executive (Broadband)</td>
<td>TEL/NO204</td>
<td>Activity 1: Chart Making</td>
<td>Participant Handbook, notepad, pen, pencil</td>
<td>P-2 hrs</td>
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</table>
| 12  | Daily Sales Planning and Preparation | Personal Grooming and Self Hygiene-1 | • Understand the importance of personal grooming  
• List the codes of dressing in different social and workplace situations | TEL/NO204 PC-1, SA-5 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-2 hrs  |
| 13  | Daily Sales Planning and Preparation | Personal Grooming and Self Hygiene-2 | • Understand the importance of personal grooming  
• List the codes of dressing in different social and workplace situations | TEL/NO204 PC-1, SA-5 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-2 hrs  |
| 14  | Daily Sales Planning and Preparation | Personal Grooming and Self Hygiene-3 | • Understand the importance of personal grooming  
• List the codes of dressing in different social and workplace situations | TEL/NO204 PC-1, SA-5 | Activity 1: Chart Making | Participant Handbook, notepad, pen, pencil | P-2 hrs  |
<p>| 15 | Daily Sales Planning and Preparation | Personal Grooming and Self Hygiene-4 | • Reflect on the importance of maintaining personal hygiene | TEL/ N0204 PC-1, SA-5 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-2 hr |
| 16 | Daily Sales Planning and Preparation | Personal Grooming and Self Hygiene-5 | • Reflect on the importance of maintaining personal hygiene | TEL/ N0204 PC-1, SA-5 | PPT, Lecture and Discussion Activity 1 (Energiser): What has changed? | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
| 17 | Daily Sales Planning and Preparation | Understanding your territory and dealing with enrolled customers -1 | • Identify steps involved in mastering ones domain | TEL/ N0204 PC-6 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-2 hrs |
| 18 | Daily Sales Planning and Preparation | Understanding your territory and dealing with enrolled customers -2 | • Identify steps involved in mastering ones domain | TEL/ N0204 PC-6 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-1hr P-1 hr |
| 19 | Daily Sales Planning and Preparation | Understanding your territory and dealing with enrolled customers-3 | • Discuss about selling process | TEL/ N0204 PC-6 | PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | T-2hrs |
| 20 | Daily Sales Planning and Preparation | Understanding your territory and dealing with enrolled customers-4 | • Discuss about selling process | TEL/ N0204 PC-6 | PPT, Lecture and Discussion Activity 1: Tug of war | Participant Handbook, notepad, pen, pencil | T-1hr P-1hr |
| 21 | Daily Sales Planning and Preparation | Understanding your territory and dealing with enrolled customers -5 | • Discuss about selling process | TEL/ N0204 PC-6 | PPT, Lecture and Discussion Activity 1: Self Study | Participant Handbook, notepad, pen, pencil | P-2 hrs |</p>
<table>
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<tr>
<th>Day</th>
<th>Daily Sales Planning and Preparation</th>
<th>Preparing for meeting potential customers</th>
<th>Activity</th>
<th>Resource</th>
<th>Duration</th>
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<tr>
<td>22</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-1</td>
<td>Discuss about process of setting up appointment by phone call and planning sales route</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<tr>
<td>23</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-2</td>
<td>Discuss about process of setting up appointment by phone call and planning sales route</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<tr>
<td>24</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-3</td>
<td>Discuss about process of setting up appointment by phone call and planning sales route</td>
<td>Activity 1: Group Discussion</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<tr>
<td>25</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-4</td>
<td>Discuss about process of setting up appointment by phone call and planning sales route</td>
<td>Activity 1: Group Discussion</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<td>26</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-5</td>
<td>Gain knowledge about telephone etiquettes</td>
<td>Activity 1: Role Play</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<td>27</td>
<td>Daily Sales Planning and Preparation</td>
<td>Preparing for meeting potential customers-6</td>
<td>Gain knowledge about telephone etiquettes</td>
<td>Activity 1: Role Play</td>
<td>Participant Handbook, notepad, pen, pencil</td>
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<td>Page</td>
<td>Section</td>
<td>Topic</td>
<td>Activities</td>
<td>Resources</td>
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</tbody>
</table>
| 28   | Daily Sales Planning and Preparation | Preparing for meeting potential customers-7 | • Gain knowledge about telephone etiquettes  
• Learn to create Daily Sales Reports | TEL/ N0204 PC-5, PC-7, KA-4, KA-5 | Activities  
Activity 1: Role Play  
Activity 2: Self Study | Participant Handbook, notepad, pen, pencil | P-2 hrs |
| 29   | Daily Sales Planning and Preparation | Preparing for meeting potential customers-8 | • Gain knowledge about telephone etiquettes  
• Learn to create Daily Sales Reports | TEL/ N0204 PC-5, PC-7, KA-4, KA-5 | Activities  
Activity 1: Self Study | Participant Handbook, notepad, pen, pencil | P-2 hrs |
| 30   | Daily Sales Planning and Preparation | Dealing with existing customers-1 | • Understanding the concept of CEFs (Customer Enrolment Forms)  
• Learn the basics of customer skills  
• Describe the concept of Customer churn | TEL/ N0204 PC-2, PC-3, PC-4 | Activity 1: Passing the a parcel | Participant Handbook, notepad, pen, pencil, parcel | P-2 hrs |
| 31   | Daily Sales Planning and Preparation | Dealing with existing customers-2 | • Understanding the concept of CEFs (Customer Enrolment Forms)  
• Learn the basics of customer skills  
• Describe the concept of Customer churn | TEL/ N0204 PC-2, PC-3, PC-4 | Activity 1: Self Study | Participant Handbook, notepad, pen, pencil | P-2 hrs |
| 32   | New Customer Enrolment by door knocking | Understanding the product/ Know your product-1 | • List down the role of a sales executive | TEL/ N0205 PPT, Lecture and Discussion | Participant Handbook, notepad, pen, pencil | P-2 hrs |

**Notes:**
- **TEL/N0204:** Telephone Enrolment Form
- **PC-2, PC-3, PC-4:** Product Codes
- **KA-4, KA-5:** Kit Codes
- **P-2 hrs:** 2 hours of participant engagement
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Details</th>
<th>Resource</th>
<th>Duration</th>
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<td>New Customer Enrolment by door knocking</td>
<td>Understanding the product/ Know your product-2</td>
<td>TEL/N0205, PPT, Lecture and Discussion</td>
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<td></td>
<td>List down the role of a sales executive</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Understanding the product/ Know your product-3</td>
<td>TEL/N0205, Activity 1: Self Study</td>
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<td>Understanding the product/ Know your product-4</td>
<td>TEL/N0205, Activity 1: Self Study</td>
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<td>List down the role of a sales executive</td>
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<td>36</td>
<td>New Customer Enrolment by door knocking</td>
<td>Selling Skills-1</td>
<td>TEL/N0205, PC-2, PC-3, KA-3, KA-6, SA-7</td>
<td>T-2hrs</td>
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<td>Explain about selling skill</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Selling Skills-2</td>
<td>TEL/N0205, PC-2, PC-3, KA-3, KA-6, SA-7</td>
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<td>Explain about selling skill</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Selling Skills-3</td>
<td>TEL/N0205, Activity 1: Self Study</td>
<td>P-2hrs</td>
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<td>Explain about selling skill</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Selling Skills-4</td>
<td>• Explain about selling skill</td>
<td>TEL/N0205 PC-2, PC-3, KA-3, KA-6, SA-7</td>
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<td>Door to Door Selling-1</td>
<td>• List down and explain the steps involved in selling process</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-2</td>
<td>• List down and explain the steps involved in selling process</td>
<td>TEL/N0205 PC-1, PC-4, PC-6, PC-7, PC-8, PC-10, PC-11, PC-12, PC-13, PC-14, KA-2, KA-4, KA-5, KA-7, KA-8</td>
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<td>Door to Door Selling</td>
<td>Activity</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-3</td>
<td>List down and explain the steps involved in selling process</td>
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<td>Door to Door Selling-4</td>
<td>List down and explain the steps involved in selling process</td>
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<td>Door to Door Selling-5</td>
<td>• List down and explain the steps involved in selling process</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-6</td>
<td>• List down and explain the steps involved in selling process</td>
<td>TEL/ N0205 PC-1, PC-4, PC-6, PC-7, PC-8, PC-10, PC-11, PC-12, PC-13, PC-14, KA-2, KA-4, KA-5, KA-7, KA-8</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-7</td>
<td>• Perform the steps involved in selling process</td>
<td>TEL/ N0205 PC-1, PC-4, PC-6, PC-7, PT, Lecture and Discussion Activities</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-8</td>
<td>• Perform the steps involved in selling process</td>
<td>TEL/N0205 PC-1, PC-4, PC-6, PC-7, PC-8, PC-10, PC-11, PC-12, PC-13, PC-14, KA-2, KA-4, KA-5, KA-7, KA-8</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-9</td>
<td>• Perform the steps involved in selling process</td>
<td>TEL/N0205 PC-1, PC-4, PC-6, PC-7, PC-8, PC-10, PC-11, PC-12, PC-13, PC-14, KA-2, KA-4, KA-5, KA-7, KA-8</td>
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<td>New Customer Enrolment by door knocking</td>
<td>Door to Door Selling-10</td>
<td>KA-5, KA-7, KA-8</td>
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<td>Activities for lead generation</td>
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<td>Activities for lead generation</td>
<td>Lead Generation-2</td>
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<td>52</td>
<td>Activities for lead generation</td>
<td>Lead Generation-3</td>
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<td>53</td>
<td>Activities for lead generation</td>
<td>Lead Generation-4</td>
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<td>No.</td>
<td>Activities for lead generation</td>
<td>Basics of lead generation</td>
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<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
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<tr>
<td>54</td>
<td>Basics of lead generation-1</td>
<td>• Understand about the basics of lead generation</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>PPT, Lecture and Discussion</td>
</tr>
<tr>
<td>55</td>
<td>Basics of lead generation-2</td>
<td>• Discuss about the importance of inbound marketing for a sales executive</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>PPT, Lecture and Discussion</td>
</tr>
<tr>
<td>56</td>
<td>Basics of lead generation-3</td>
<td>• Discuss about inbound marketing and its importance for a sales executive</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>Activity 1: Self Study</td>
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<tr>
<td>57</td>
<td>Basics of lead generation-4</td>
<td>• Discuss about inbound marketing and its importance for a sales executive</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>Activity 1: Shopping List</td>
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<td>58</td>
<td>Basics of lead generation-5</td>
<td>• Discuss about outbound marketing and its importance for a sales executive • Learn about common strategies for outbound lead generation</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>PPT, Lecture and Discussion</td>
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<td>Activities for lead generation</td>
<td>Basics of lead generation</td>
<td>Discussion about outbound marketing and its importance for a sales executive • Learn about common strategies for outbound lead generation</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>Activity 1: Self Study</td>
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<td>Discussion about outbound marketing and its importance for a sales executive • Learn about common strategies for outbound lead generation</td>
<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>Activity 1: Quiz</td>
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<td>Activities for lead generation</td>
<td>Basics of lead generation</td>
<td>Discussion about outbound marketing and its importance for a sales executive • Learn about common strategies for outbound lead generation</td>
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<td>Activity 1: Quiz</td>
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<td>Activities for lead generation</td>
<td>Basics of lead generation</td>
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<td>TEL/ N0206 PC-1, PC-2, PC-3, KA-2, KA-3, KA-4</td>
<td>Activity 1: Move to the spot</td>
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<td>No.</td>
<td>Activities for lead generation</td>
<td>Etiquettes for customer interaction</td>
<td>Description</td>
<td>Material(s)</td>
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<td>63</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
<td>TEL/ N0206 SB-1, SB-2</td>
<td>PPT, Lecture and Discussion</td>
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<td>64</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
<td>TEL/ N0206 SB-1, SB-2</td>
<td>PPT, Lecture and Discussion</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
<td>TEL/ N0206 SB-1, SB-2</td>
<td>Activity 1: Self Study</td>
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<td>67</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
<td>TEL/ N0206 SB-1, SB-2</td>
<td>Activity 1: Self Study</td>
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<td>68</td>
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<td>• Learn about the etiquettes required for customer interaction</td>
<td>TEL/ N0206 SB-1, SB-2</td>
<td>Activity 1: Match the cards</td>
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<td>69</td>
<td>Process Compliance for broadband subscription</td>
<td>• Identify list of documents required in order to subscribe or apply for new connection</td>
<td>TEL/ N0207 PC-1, PC-2, PC-3, KB-2, KB-3</td>
<td>PPT, Lecture and Discussion</td>
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<td><strong>Process</strong> Compliance for broadband subscription</td>
<td><strong>Process</strong> Compliance-2</td>
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<td>Process Compliance-7</td>
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<td>Process Compliance for broadband subscription</td>
<td>Process Compliance-7</td>
<td>• Gain knowledge about the code of conduct pertaining to process compliance</td>
<td>TEL/ N0207 PC-1, PC-2, PC-3, KB-2, KB-3</td>
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<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-1</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-2</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-3</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-4</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>Resolving data related issues-5</td>
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<td>Resolving data related issues-6</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-7</td>
<td>• Gain knowledge about how to deal with query, request and complaints</td>
<td>TEL/ N0207 PC-4</td>
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<td>No.</td>
<td>Topic</td>
<td>Activity</td>
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<td>83</td>
<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-8</td>
<td>TEL/ N0207 PC-4</td>
<td>Activity 1: Role Play</td>
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<td>84</td>
<td>Process Compliance for broadband subscription</td>
<td>Resolving data related issues-9</td>
<td>TEL/ N0207 PC-4</td>
<td>Activity 1: Role Play</td>
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<td>Process Compliance for broadband subscription</td>
<td>Responding to feedback and complaints-1</td>
<td>TEL/ N0207 PC-5</td>
<td>PPT, Lecture and Discussion</td>
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<td>86</td>
<td>Process Compliance for broadband subscription</td>
<td>Responding to feedback and complaints-2</td>
<td>TEL/ N0207 PC-5</td>
<td>PPT, Lecture and Discussion</td>
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<td>Process Compliance for broadband subscription</td>
<td>Responding to feedback and complaints-3</td>
<td>TEL/ N0207 PC-5</td>
<td>PPT, Lecture and Discussion</td>
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<td>Process Compliance for broadband subscription</td>
<td>Responding to feedback and complaints-4</td>
<td>TEL/ N0207 PC-5</td>
<td>PPT, Lecture and Discussion</td>
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<td>89</td>
<td>Process Compliance for broadband subscription</td>
<td>Responding to feedback and complaints-5</td>
<td>TEL/ N0207 PC-5</td>
<td>Activity 1: Situation</td>
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<tr>
<td>90</td>
<td>Professional Skills</td>
<td>Decision Making and Problem solving and Planning and Organising-1</td>
<td>TEL/ N0204 SA-6</td>
<td>Activities Activity 1: Group Discussion Activity 2: Tide’s In- Tide’s Out</td>
</tr>
</tbody>
</table>
| 91 | Professional Skills | Planning and Organising and Time Management-2 | TEL/ N0204 SA-6 | Activities  
   Activity 1: Time Waster  
   Activity 2: Important/ Urgent Matrix | Participant Handbook, notepad, pen, pencil | P-2hrs |
|---|------------------|---------------------------------|----------------|---------------------------------|---------------------------------|----------|
| 92 | Professional Skills | Understanding Customers | TEL/ N0204 TEL/ N0205 TEL/ N0206 TEL/ N0207 | Activities  
   Activity 1: Role Play  
   Activity 2: Role Play | Participant Handbook, notepad, pen, pencil | P-2hrs |
| 93 | Language Skills | Language Skills-1 | TEL/ N0204 SA-3, SA-4 TEL/ N0205 SA-1, SA-2 TEL/ N0206 SA-1, SA-2 TEL/ N0207 SA-3 | Activities  
   Activity 1: Role Play  
   Activity 2: Impromptu speech | Participant Handbook, notepad, pen, pencil | P- 2hrs |
| 94 | Language Skills | Language Skills-2 | TEL/ N0204 SA-1, SA-2 TEL/ N0205 SA-4 TEL/ N0206 SA-3 TEL/ N0207 SA-1, SA-2 | Activity 1: Skill Practical  
   Activity 2: Self Study | Participant Handbook, notepad, pen, pencil | Participant Handbook, notepad, pen, pencil | P- 2hrs |

- **91 Professional Skills**
  - Discuss about planning and organising
  - Understand how to manage time effectively

- **92 Professional Skills**
  - Discuss about steps involved in dealing with angry customers
  - Explain the need and importance of language skills

- **93 Language Skills**
  - Explain the need and importance of language skills
  - Practice the language skills required by a Sales Executive (Broadband)
  - Practice listening and speaking skill

- **94 Language Skills**
  - Discuss about reading and writing skill
  - Practice reading and writing
Annexure II
Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

<table>
<thead>
<tr>
<th>Assessment Criteria for Sales Executive (Broadband/Landline)</th>
<th>Total Mark (400+100)</th>
<th>Out Of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Role</td>
<td></td>
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<tr>
<td>Qualification Pack</td>
<td></td>
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<tr>
<td>Sector Skill Council</td>
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</table>

**Marks Allocation**

<table>
<thead>
<tr>
<th>Assessment outcome</th>
<th>Assessment criteria</th>
<th>Total Mark (400+100)</th>
<th>Out Of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TEL/N0204 (Daily sales planning and preparation)</td>
<td>PC1. adhere to organizational grooming standards/guidelines</td>
<td></td>
<td>10 0 10</td>
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<tr>
<td></td>
<td>PC2. collect previous day’s CEFs pending due to compliance/technical issues</td>
<td>15 15 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC3. communicate with enrolled customers to resolve their pending issues related to installation</td>
<td>20 5 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC4. identify churned customers from MTD sales records</td>
<td>10 10 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC5. seek appointment with potential buyers for sales</td>
<td>20 10 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC6. commit own daily sales forecast to the TSM</td>
<td>10 10 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC7. design daily Route plan to visit interested buyers</td>
<td>15 15 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>65</strong></td>
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</table>
| 2. TEL/N0205  
(New customer enrollment by door knocking) | PC1. introduce self to a potential buyer with a visiting card | 30 |
|   | PC2. perform suspecting and prospecting activities to profile customers | 10 |
|   | PC3. identify and seek permission to offer value proposition to decision maker/ high profile buyer | 20 |
|   | PC4. seek appointment for future in case decision maker is not available | 100 |
|   | PC5. draw potential buyer’s attention and ask questions to identify product need | 10 |
|   | PC6. FAB to offer range of broadband plans as per buyer’s usage and assist in selecting the best plan | 10 |
|   | PC7. acknowledge and clarify objections raised by customer | 15 |
|   | PC8. assure and affirm potential buyers to build a long term relationship | 5 |
|   | PC9. comply with KYC guidelines as per TRAI and collect customer’s attested documents | 10 |
|   | PC10. collect payment for opted service from customer | 20 |
|   | PC11. provide customer with CEF counterfoil and payment receipt for future reference | 20 |
|   | PC12. up-sell and cross-sell associated products/services | 0 |
|   | PC13. attempt closing the sale | 25 |
|   | PC14. obtain sales referrals from customer after closing sales call | 10 |
|   | Total | 100 | 55 | 45 |
| 3. TEL/N0206  
(Activities for lead generation) | PC1. select a prominent place to display merchandize for better brand visibility | 30 |
<p>|   | PC2. distribute brochures to educate on broadband plans and services | 15 |
|   | PC3. increase product/service awareness by a canopy/umbrella | 15 |
|   | Total | 100 | 65 | 35 |</p>
<table>
<thead>
<tr>
<th>4. TEL/N0207 (Process compliance for broadband subscriptions)</th>
<th>PC1. verify customer documents and check TAG availability</th>
<th>20</th>
<th>20</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PC2. process all verified documents for installation</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC3. fill up daily reports and get them validated with TSM</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC4. escalate potential buyer/existing customer’s feedback, unresolved concerns/issues to TSM</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC5. identify interested buyers from daily report and approach them accordingly</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>90</strong></td>
<td><strong>10</strong></td>
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**Do**

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 275 marks are allotted for Theory and & 125 for Skills Practical.
Notes

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