In this unit, you will learn:

- How a distributor sales representative deals with counter sales person while educating him/her
- How a distributor gives instructions to counter sales person
- How the distributor sales representative analyzes the solution of the retailer's counter sales person.

3.1.1 Interact with Counter Sales Person

Retailer's counter sales persons play an important role in sales or the retail department. The role of a counter sales person is to help customers find the appropriate products for them. A counter sales person communicates and coordinates with customers directly to know their requirements and provides solutions to them. On the other hand, a distributor sales representative is the person who helps the counter sales person in selling the products. The distributor sales representative does not interact directly with customers.

Distributor sales representatives work in a retail environment, where they are required to help and support the counter sales person. The counter sales person is fully dependent upon the distributor sales representative for the sales of products. Therefore, the distributor sales representative needs to deal with the counter sales person properly.
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

Telcom 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 percent in short term during 2013–17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1000 million 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 Participant book is designed to impart theoretical and practical skill training to students for becoming a Distributor Sales Representative. Distributor Sales Representative in the Telecom industry is also known as Feet on Street (FOS)/Distributor Sales, Executive (DSE)/Distributor Sales Representative (DSR).

Individuals at this job visits retail outlets to deliver prepaid telecom products/services to retailers, as per daily Route/Beat Plan. Individual is also responsible to achieve monthly revenue target, increase width and depth of distribution, adhere to process compliance for new customer enrollment and increase customer base. This Facilitator Guide is based on Distributor Sales Representative Qualification Pack (TEL/Q02100) and is designed to enable training for the following National Occupational Standards (NOSs):

1. Pre-Planning (TEL/N2100)
2. Managing Retailers Relationship to achieve Sales Target (TEL/N2101)
3. Educate Retailer’s Counter Sales Person (TEL/N2102)
4. Process Compliance (TEL/N2103)

The Facilitator Guide includes various learner-centric training methodologies, which will encourage the learners to discover information as well as provide them an opportunity to perform and practice the practical criteria that they are expected to learn in the session. The symbols used in the book are described below. Post this training, the facilitator will be able to enable participants to learn how to deliver stock to retailers and increase outlet universe, in order to cover entire population in the assigned territory.

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

Symbols Used

- **Key Learning Outcomes**
- **Facilitation Notes**
- **Steps**
- **Tips**
- **Elaborate**
- **Demonstrate**
- **Unit Objectives**
- **Do**
- **Resources**
- **Explain**
- **Activity**
- **Ask**
- **Field Visit**
- **Role Play**
- **Team Activity**
- **Say**
- **Example**
# Table of Contents

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Modules and Units</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Planning (TEL/N2100)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Unit 1.1 - Icebreaker</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Unit 1.2 - Organisational Policies, Procedures and Standards</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Unit 1.3 - Grooming Standards for Distributor Sales Representatives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Unit 1.4 - Route Plan and Beat Plan</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Unit 1.5 - Daily Sales Objective</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Unit 1.6 - Action Plan</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Unit 1.7 - Split Sales Target</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Unit 1.8 - Keep Yourself Updated</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Unit 1.9 - Month-Till-Date (MTD) Sales</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Unit 1.10 - Collect Stock and Merchandise from Distribution Point</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>Manage Retailers Relationship to Achieve Sales Target (TEL/N2101)</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Unit 2.1 - Educate the Retailer</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Unit 2.2 - Examine Retailer’s Need</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Unit 2.3 - Map the Potential Territory for New Business</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Unit 2.4 - Merchandising Material</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Unit 2.5 - Route Plan and Beat Plan</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Unit 2.6 - Features Advantages Benefits (FAB) Approach</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Unit 2.7 - Return On Investment (ROI)</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Unit 2.8 - Managing Stocks and Collecting Payment</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Unit 2.9 - Sales Target</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Unit 2.10 - Line Selling and Range Selling</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Unit 2.11 - Month-Till-Date (MTD) Sales</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Unit 2.12 - Handling Retailer Complaints</td>
<td>63</td>
</tr>
<tr>
<td>3.</td>
<td>Educate Retailer’s Counter Sales Person (TEL/N2102)</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Unit 3.1 - Dealing with Retailer Counter Sales Person</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Unit 3.2 - Analysing the Needs of a Customer</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Unit 3.3 - Educating Retailer’s Counter Sales Persons to Offer Appropriate Products to Customers</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Unit 3.4 - Providing Mobile Handset Details</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>Process Compliance (TEL/N2103)</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Unit 4.1 - Brand Visibility</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Unit 4.2 - Daily Sales Reports</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Unit 4.3 - Sales Reports and Range Selling Norms</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Unit 4.4 - Enroll New Retail Outlets</td>
<td>91</td>
</tr>
</tbody>
</table>
5. **Soft Skills – Personal Development**  
   Unit 5.1 - Soft Skills  
   Unit 5.2 - Perception  

6. **Soft Skills – Personality Development**  
   Unit 6.1 - Career Planning  
   Unit 6.2 - Team Building and Teamwork  
   Unit 6.3 - Time Management  

7. **Annexures**  
   Annexure I: Training Delivery Plan  
   Annexure II: Assessment Criteria
1. Pre-Planning

Unit 1.1 - Icebreaker
Unit 1.2 - Organisational Policies, Procedures and Standards
Unit 1.3 - Grooming Standards for Distributor Sales Representatives
Unit 1.4 - Route Plan and Beat Plan
Unit 1.5 - Daily Sales Objective
Unit 1.6 - Action Plan
Unit 1.7 - Split Sales Target
Unit 1.8 - Keep Yourself Updated
Unit 1.9 - Month-Till-Date (MTD) Sales
Unit 1.10 - Collect Stock and Merchandise from Distribution Point
At the end of this module, students will be able to:

1. Understand organisational policies, procedures and standards
2. Identify various merchandising elements
3. Describe grooming standards for male and female distributor sales representatives
4. Define route plan and beat plan
5. Prepare a daily brief and work according to it to achieve the sales target
6. Create an action plan to achieve the sales target
7. Split the monthly sales target
8. Update themselves about latest schemes and offers
9. Calculate MTD sales and compare it against the monthly target
10. Collect stock and merchandise from the distribution point
UNIT 1.1: Icebreaker

Unit Objectives

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

1. Introduce each other
2. Build rapport with fellow students and their trainer
3. Understand the overall training outcomes of the program
4. Discuss the ground rules and session structure

Resources to be Used

- Chart papers
- Sketch pens
- Whiteboard
- Marker

Do

- Welcome the students to the program.
- Introduce yourself. Talk about your background and how your experience can help students gain from the program.

Activity

- Ask the students to get into groups of four.
- Provide each group a chart paper and some sketch pens.
- Ask each group to draw a collaborative picture of their ideal workplace. Every member in the group is required to contribute either by giving ideas or drawing.
- Give the groups 15-20 minutes to complete this.
- Ask each group to select a group leader.
- The group leaders would take turns to introduce their team and talk about the picture in class.
Each group leader would have 2 minutes to talk.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>1 hour</td>
<td>Chart paper, sketch pens</td>
</tr>
</tbody>
</table>

**Notes for Facilitation**

- Thank the students for talking about the pictures.
- As the group leaders introduce each student, write their names on the whiteboard.
- Encourage the group members to talk by asking a few questions about the workplace.
- Ask them why this is their ideal workplace.

**Say**

- Say aloud the training outcomes of the program to the students.
- Mention that the program will help students become thoroughly familiar with the job roles and responsibilities of the IT Helpdesk Attendant.
- Explain the job role of the IT Helpdesk Attendant in brief.

**Explain**

- List some ground rules such as students would ask questions in case they do not understand any concept.
- Students would try to be punctual for class.
- Students would go through the Participant Handbook for relevant units after a session.
- Students would build rapport with their fellow students and make the program fruitful for them.

**Say**

- Thank students for their participation.
- Discuss the objectives of the next session.
UNIT 1.2: Organisational Policies, Procedures and Standards

Unit Objectives

At the end of this unit, students will be able to:
1. Understand policies and procedures
2. Explain the necessity of policies and procedures in organisations
3. Define organisational standards
4. Describe organisational policies and procedures for DSR
5. Discuss importance of knowing about the product
6. List different merchandising elements

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 3 – 10). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
• Allow students to share their views and suggestions during the session.
• Allocate sufficient time for completing team activities and exercises.

Say

• A policy is a definitive principle or rule that an organisation must follow to reach its long-term goal.
• A procedure is a step-by-step instructional process for implementing an organisation’s policies in day-to-day operations.
• A policy/procedure manual is a written record of the policies and procedures of an organisation and should be readily available to all the employees.
• Standards define the minimum requirements designed to ensure compliance with a policy.
• Organisational standards specify minimum performance levels, describe best practices within the organisation and define the list of parameters that the organisation must follow.
• Distributor sales representatives can gain product knowledge through product manuals, training sessions, practical use and online research.
• Merchandising is the activity performed by organisations to sell their products by advertising about them.
• Some of the commonly used merchandising elements are danglers, flex boards and standees.

Team Activity

• Divide students into four or five teams.
• Ask each team to list down the benefits of having company policies, procedures and standards.
• Ask students to differentiate between policies, procedures and standards.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of company policies, procedures and standards</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

• Go around and make sure that the students are doing the activity properly.
• Ask students to complete the task in the given time frame.
• Collect and analyse the list prepared by each team.
• Explain the benefits of following company policies, procedures and standards.
• Ask students to note down the points.
Team Activity

- Select the name of any product for the activity.
- Divide the students into two groups – retailers and distributor sales representatives.
- Ask the members in the group of retailers to make a list of specifications that they would look for while buying the selected product.
- Ask the group of distributor sales representatives to prepare an information brochure specifying the features and benefits of the same product.
- Ask each member in the group of retailers to collect the brochure prepared by the group of distributor sales representatives and determine the extent to which the brochure matches with their list of specifications.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying retailer’s need</td>
<td>1.5 hour</td>
<td>Pen, paper, brochure, sample product</td>
</tr>
</tbody>
</table>

Do

- Go around and make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- Explain the tactics used by a distributor sales representative to identify the needs of their retailers.
- Ask students to note down the points.

Team Activity

- Divide students into four or five teams.
- Ask each team to select any product or service they like (smartphone, accessory, mobile calling plan or buy-back offer).
- Ask the teams to prepare and present an act to advertise the features of the product or service they have selected.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the product</td>
<td>1.5 hour</td>
<td>Pen, paper, sample product</td>
</tr>
</tbody>
</table>
**Do**

- Make sure that the students are doing the activity properly.
- Ask students to complete the task in the given time frame.
- After each team has present their acts, ask the class which act they liked the most excluding their own and why.

**Team Activity**

- Select any product.
- Divide students into two teams.
- Ask the teams to present the demonstrate the process of selling the product.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of good product knowledge</td>
<td>1 hour</td>
<td>Pen, paper, sample product</td>
</tr>
</tbody>
</table>

**Field Visit**

- Divide students into four teams.
- Ask each team to visit different retail outlets.
- Ask each team to collect information about a particular product, such as history of the product, any special manufacturing process, pricing structure, servicing, warranty and repair information and models.
- Ask each team to prepare a chart on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting product information</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Collect the chart from each team.
- Analyse the collected charts.
- Discuss your analysis in class and explain which chart is the best and why.

**Field Visit**

- Divide students into four teams.
- Ask each team to visit different retail outlets.
- Ask each team to analyse the positioning of merchandising elements in the retail outlets.
- Ask each team to collect and note information about the significance of using merchandising elements in a retail outlet.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using merchandising elements</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Collect and analyse the report from each team.
- Explain the benefits of using merchandising elements in a retail outlet.

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.3: Grooming Standards for Distributor Sales Representatives

Unit Objectives
At the end of this unit, students will be able to:
1. Discuss the grooming standards for male DSR
2. Describe the grooming standards for female DSR

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 11 – 13). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students' skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Team Activity

- Divide the students into four teams.
- Ask the teams to list the advantages of maintaining grooming standards.
- Ask the teams to show the list after completing the activity.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining grooming standards</td>
<td>1 hour</td>
<td>Pen and Paper</td>
</tr>
</tbody>
</table>

Do

- Ask the teams to submit the list after the specified time.
- Analyse the lists and share your feedback with the class.
- Explain the benefits of maintaining grooming standards.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.4: Route Plan and Beat Plan

Unit Objectives

At the end of this unit, students will be able to:
1. Create route plan and beat plan
2. Define the objectives to prepare route plan and beat plan
3. Discuss the benefits of pre-defined route plan and beat plan

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 14 – 15). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Local map with list of retailers
- Notepad and calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Demonstrate

- Define route plan and beat plan.
- Demonstrate the process of preparing a route plan.
- Demonstrate the process of preparing a beat plan.
- Explain the advantages of preparing an effective route and beat plan.

Field Visit

- Divide students into four groups.
- Ask each group to prepare a route and beat plan.
- Ask each group to visit the retail outlets according to the prepared route plan.
- Ask each group to submit a report containing the advantages of following a route and beat plan.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Route plan and beat plan</td>
<td>3 hours</td>
<td>Pen and Paper</td>
</tr>
</tbody>
</table>

Do

- Go around and make sure that the students are doing the activity properly.
- Ask each group to submit the report after completing the field visit.
- Analyse the report of each group and provide feedback.
- Explain the advantages of following a route plan and beat plan.
- Ask each student to note down the advantages.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.5: Daily Sales Objective

Unit Objectives

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

1. Plan daily sales objective
2. Analyse sales data
3. Understand daily briefs
4. Achieve daily activities

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 16 – 19). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Daily sales objective is the sales target for a particular day.
- To improve efficiency and optimise the sales output, daily sales objective should be designed before starting with the day’s work.
- Analysing previous sales data or report can produce valuable information about the current sales trend.
- The main objective of daily briefs is to get the team focused and enthusiastic for the day’s task.
- Daily briefs can be linear (no involvement of team members) or interactive.

Field Visit

- Divide students into four groups.
- Ask each group to visit retail outlets.
- Ask each group to collect information on the sale of different product from different retailers.
- Ask each group to prepare their report after analysing sales data.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing sales data</td>
<td>3 hours</td>
<td>Pen and Paper</td>
</tr>
</tbody>
</table>

Do

- Ask each group to submit the report.
- Analyse the report and ask questions to identify the understanding of the user.
- Explain the advantages of analysing sales data.
- Ask each student to note down the advantages.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.6: Action Plan

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the necessity of action plan
2. Design an action plan by arranging morning meetings

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 20 – 21). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Elaborate

Action plans help you to develop strategies required for selling the company products. Following are some benefits of designing an action plan:

- The sales target can be achieved efficiently.
- The revenue of the organisation can be increased.
- The relationship between the retailer and the organisation can be established.
- The distributor sales representative can readily solve the queries of the retailer.
- The distributor sales representative will have a pre-planned route.

Field Visit

- Divide students into four groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative.
- Ask each group to collect information about preparing an action plan.
- Ask each group to list the benefits of preparing an action plan.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of action plan</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask each group to submit the list.
- Analyse the list and give your feedback.
- Explain the benefits of preparing an action plan.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.7: Split Sales Target

Unit Objectives

At the end of this unit, students will be able to:
1. Define a sales target
2. Split the monthly sales target into weekly sales target
3. Split the monthly sales target into daily sales target

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 23 – 25). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad
- Calculator and sales chart

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say:
- A sales target is the amount of sales in terms of numbers and finances that an organisation aims to achieve within the specified time duration.
- Splitting sales targets means breaking the defined sales target into smaller targets that can be achieved easily.
- In the telecom industry, distributor sales representatives set some monthly targets to achieve.
- The sales target is defined for increasing the sales revenue of an organisation.

Team Activity:
- Ask seven students to come to the whiteboard.
- Ask each student to write one challenge related to achieving sales target on the whiteboard.
- Ask each student presenting the challenge to explain the ways to efficiently meet the challenge.
- Ask other students to give their views.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common challenges in achieving sales targets</td>
<td>2 hours</td>
<td>Pen, paper, whiteboard, marker</td>
</tr>
</tbody>
</table>

Do:
- Ask students to discuss each challenge written on the whiteboard in the class.
- Explain the ways that can be used to efficiently meet the listed challenges.
- Ask students to note down the points.

Field Visit:
- Divide students into four groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative.
- Ask each group to collect information about how a distributor sales representative splits the monthly sales targets into weekly and daily sales targets.
Ask each group to list the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Splitting the sales target</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Ask each group to submit the list.
- Analyse the list and give your feedback.
- Explain the benefits of splitting the sales targets.

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.8: Keep Yourself Updated

Unit Objectives

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

1. Understand the importance of being updated about latest technologies and product launches
2. Discuss the importance of being updated about latest offers and schemes

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 26 – 28). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Catalogue, brochure and pamphlet

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Elaborate

A distributor sales representative should keep himself/herself updated about latest technologies, schemes and offers. Some of the benefits of remaining updated are as follows:

- The retailers can be given proper information about the product.
- Retailers’ queries can be solved.
- The retailers can be encouraged to buy more company products.
- The retailers can be given latest information about the schemes/offers.
- The sales revenue of the company can be increased.

Field Visit

- Divide students into four groups.
- Ask each group to visit the retail outlet of different service providers in their territory and collect information about different schemes and offers.
- Ask each group to make a list of current offers and schemes.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating yourself for latest</td>
<td>3 hours</td>
<td>Pen, paper, brochure, pamphlet, briefing sheets</td>
</tr>
<tr>
<td>schemes/offers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do

- Collect list from each group.
- Analyse the list of each team.
- Explain different ways of collecting updated information.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.9: Month-Till-Date (MTD) Sales

Unit Objectives

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

1. Discuss the Month-till-date (MTD) sales
2. Calculate Month-till-date (MTD) sales
3. Compare Month-till-date (MTD) sales with monthly target

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 30 – 32). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Field Visit

- Divide students into four groups.
- Ask each group to visit the retail outlet of different service providers in their territory and meet with distributor sales representatives.
- Ask each group to discuss the procedure of calculating MTD sales figures with the distributor sales representatives.
- Ask each group to note down the process.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing MTD sales</td>
<td>3 hours</td>
<td>Pen, paper, calculator</td>
</tr>
</tbody>
</table>

Do

- Define MTD sales.
- Ask each group to submit the MTD sales report.
- Explain the formula for calculating MTD sales.

Elaborate

A distributor sales representative is required to compare the achieved MTD sales with the predefined monthly target. Following are some advantages of comparing MTD sales with monthly target:

- The sales target can be achieved efficiently.
- The revenue of the organisation can be increased.
- The relationship between the retailer and the organisation can be established.
- The distributor sales representative can readily solve the queries of the retailer.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 1.10: Collect Stock and Merchandise from Distribution Point

Unit Objectives

At the end of this unit, students will be able to:
1. Gather stock and merchandise from distribution point

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 33 – 34). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Merchandising materials

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Elaborate

The possible ways of checking whether the product is ready for sale are as follows:

- Ensure that the label of products includes information about different types of items included in the package.
- Check whether the product package is easy to open so that retailers are able to know that the package contains all the items mentioned on the label.
- Ensure that the product package is displayed in a manner that its ingredients and parts are visible completely or partially.

Field Visit

- Divide students into four groups.
- Ask each group to visit the retail outlet and analyse the demand for products.
- Ask each group to prepare a report.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting stock</td>
<td>3.5 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask each group to submit the report.
- Explain the procedure of collecting stock from the distribution point.
- Ask students to note down the process.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. In telecom industry, a distributor sales representative is responsible for:
   a. Generating sales for mobile handset and related accessories
   b. Increasing width and depth of distribution
   c. Handling/escalating retailer’s complaints
   d. All of the above

Q2. Which of the following is not a part of pre-planning?
   a. Obtaining daily sales objective from TSM
   b. Visiting retailers
   c. Designing an action plan to achieve sales target
   d. Updating self about latest schemes and offers

Q3. A sales pre-planning can significantly increase:
   a. Efficiency
   b. Productivity
   c. Sales output
   d. All of the above

Q4. A ___________ is a definitive principle that an organisation must follow to reach its long-term goal.
   a. Policy
   b. Procedure
   c. Standard
   d. None of the above

Q5. A good product knowledge helps a distributor sales representative in:
   a. Developing confidence in selling
   b. Recommending suitable product to the retailer
   c. Overcoming objections
   d. All of the above

Q6. Which of the following merchandising element is made of cardboard and used for brand promotion?
   a. Danglers
   b. Pamphlets
   c. Standees
   d. Flex boards

Q7. ___________ enables the distributor sales representative to compute the most-effective route for daily travel need.
   a. Beat plan
   b. Route plan
   c. Both of the above
   d. None of the above

Q8. MTD stands for:
   a. Manual Transmission of Data
   b. Memory Technology Device
   c. Month-Till Date
   d. None of the above

Q9. An informative daily briefing must include:
   a. Previous day’s sales data
   b. Congratulating special individual performances
   c. Retailers complaints or non-compliance issues
   d. All of the above

Q10. Splitting the sales target refers to:
    a. Splitting the monthly sales target into daily and weekly targets
    b. Splitting the sales target between two distributor sales representative
    c. Splitting the monthly sales target among individual sales representatives
    d. Splitting the yearly sales target into monthly targets

Answers

2. Manage Retailers Relationship to Achieve Sales Target

Unit 2.1 - Educate the Retailer
Unit 2.2 - Examine Retailer’s Need
Unit 2.3 - Map the Potential Territory for New Business
Unit 2.4 - Merchandising Material
Unit 2.5 - Route Plan and Beat Plan
Unit 2.6 - Features Advantages Benefits (FAB) Approach
Unit 2.7 - Return On Investment (ROI)
Unit 2.8 - Managing Stocks and Collecting Payment
Unit 2.9 - Sales Target
Unit 2.10 - Line Selling and Range Selling
Unit 2.11 - Month-Till-Date (MTD) Sales
Unit 2.12 - Handling Retailer Complaints
Key Learning Outcomes

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

1. Understand the roles and responsibilities of a distributor sales representative in educating the retailer
2. Determine probing techniques used to examine retailer’s need
3. Identify new business opportunities
4. Display merchandising materials
5. Realise the importance of route plan and beat plan
6. Offer value proposition to retailers
7. Calculate Return on Investment (ROI)
8. Manage availability of stock
9. Define the stock replenishment and payment collection process
10. Prioritise daily activities to accomplish sales target
11. Distinguish between line and range selling techniques
12. Compute MTD sales and encourage retailers to buy more products
13. Resolve retailer’s complaints timely
UNIT 2.1: Educate the Retailer

Unit Objectives

At the end of this unit, students will be able to:
1. Educate retailers about their roles and responsibilities
2. Educate retailers about products and services
3. Educate retailers about offers and schemes

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 41 – 44). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Product manuals
- Brochures
- Computer with Internet connection

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- The productivity and sales of an organisation increase if its retailers are aware of their roles and responsibilities.
- A distributor sales representative is required to educate retailers about their responsibilities towards the company as well as end users.
- In the sales process, it is important to educate retailers because they are the main source of promoting sales of products and services.
- To increase the sales width and revenue, the mobile phone manufacturer provides special offers and schemes to retailers.
- Some offers provided by companies to its retailers are discount offers, cash-back offers, special gifts and coupons.

Team Activity

- Select a product.
- Call four students and ask them to explain the points about the product on which a retailer should be educated by a distributor sales representative.
- Ask other students to note the information given by the students.
- Ask students to analyse the performance of each student as they explain the points.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating the retailer about the product and its services</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Allot a particular time to the students to complete their task.
- Ask students to note down the points.

Team Activity

- Select a product.
- Pick two students from the class.
- Ask one student to act as a retailer and the other as a distributor sales representative.
• Ask the second student to define special offers and schemes for selling the product to the first student.
• Ask the first student how the offers and schemes offered by the second student will benefit him.
• Ask the class to note down the points given by the first student.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of educating a retailer about special offers and schemes</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do ✓

• Ask students to complete the task in the given time frame.
• Explain the benefits of educating retailers about company’s special offers and schemes.
• Ask students to note down the points.

Field Visit 🛒

• Divide students into three teams.
• Ask each team to visit different retail outlets.
• Ask each team to ask retailers about special offers and schemes.
• Ask each team to prepare a chart on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding special offers and schemes</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do ✓

• Ask each team to submit the chart.
• Analyse the charts and share your feedback for each.
Elaborate

Retailers are intermediate persons between customers and organisations. They are the main source of increasing the sales revenue of the organisation. Therefore, it is the duty of the distributor sales representative to educate and define the roles and responsibilities of the retailer towards customers. A distributor sales representative should educate retailers to perform the following roles and responsibilities:

- How to examine the need of the customers?
- How to encourage customers to buy the company product?
- How to provide information about the company product?
- When and how to introduce schemes and offers to customers?
- When and how to suggest customers to choose the company product?
- How to provide an invoice to a customer?

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.2: Examine Retailer’s Need

Unit Objectives

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

1. Analyse retailer’s need by using probing technique
2. Identify the common expectations of a retailer

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 45 – 47). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Field Visit

- Divide students into four teams.
- Ask each team to visit retail outlets.
- Provide them a list of questions that they need to ask from the retailers to examine their needs.
- Ask teams to note down the needs of the retailers and make a list.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining retailer’s need</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask the teams to submit the lists.
- Analyse the lists.
- Explain the benefits of examining retailer’s need.
- Ask students to note down the points.

Elaborate

Common expectations of a retailer are as follows:

- A good margin on each mobile phone or accessory that he sells
- The mobile phone or accessory that attracts more end users to the outlet
- Replacement of damaged mobile phones and accessories that come under the warranty period
- Dealing in credit instead of investing in stocks
- Guidance on the ways to increase the sales
- Maintain a stock of mobile phones and accessories that sell fast
- Latest information about schemes and offers
- Information about the features and advantages of the product over that of the competitor

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.3: Map the Potential Territory for New Business

Unit Objectives

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

1. Detect a location for increasing the width of the distribution
2. Identify new business opportunities

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 48 – 52). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Local map with list of retailers
- Notepad and calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Facilitator Guide

Demonstrate

- Define the term territory.
- Demonstrate the process of increasing the width of distribution.
- Demonstrate the process of identifying new business opportunities.
- Demonstrate the process of establishing territories from the basic control unit.

Field Visit

- Divide students into four groups.
- Ask each group to visit retail outlets in their territory.
- Ask each group to make a list of retailers in their territory that sell a particular product.
- Ask each group to explain the potential business opportunities in their territory on the basis of collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map the potential territory</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Collect the list from each group.
- Analyse the list and points discussed by each group.
- Announce the winner group on the basis of their performance.
- Explain the advantages of mapping the potential territory.
- Ask each student to note down the advantages.

Elaborate

The build-up method defines the establishment of the territories by joining small geographical areas. These geographical areas are joined on the basis of the number of sales calls that a distributor sales representative is expected to make. A process of establishing territories from the basic control unit contains the following steps:

- **Examine sales call frequencies**: It defines the number of times a retailer should be visited in a year. Several factors affect the sales call frequency, such as sales potential, nature of the product, nature of competition and cost of the sales call.
• **Examine total number of sales calls:** It can be examined by multiplying the number of retailers in the control unit to the number of calls for a specific retailer.

• **Examine workload capacity:** The workload capacity can be defined as the average number of sales calls the distributor sales representative make in a day to the number of days in a year.

• **Draw territorial boundary lines:** The final step in the build-up method is to gather territorial control units until the yearly number of calls equals the workload for the distributor sales representative.

---

**Field Visit**

- Divide students into three groups.
- Ask each group to visit retail outlets in their territory and meet with distributor sales representatives.
- Ask each group to analyse the process followed by distributor sales representatives to encourage retailers about company products and services.
- Ask each group to note down the points.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging retailers</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

---

**Do**

- Ask each group to show the collected points.
- Explain the tactics used by distributor sales representatives for encouraging retailers to choose the company products and services.
- Ask each student to note down the points.

---

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.4: Merchandising Material

Unit Objectives

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

1. Define the concept of merchandising material
2. Discuss the guidelines for displaying merchandising materials
3. Explain the benefits of displaying merchandising materials in a retailer outlet

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 53 – 55). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Notepad

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Merchandising materials are display materials that are used to promote a company product or service.
- Merchandising materials should be properly displayed in the retail outlet.
- Every organisation sets a unique set of guidelines for displaying merchandising materials.

Elaborate

Merchandising material plays a very important role in increasing the sales of the products of an organisation. Therefore, it is required to display these merchandising materials in a proper way in the retail outlets. The following are some guidelines for displaying merchandising materials in a retail outlet:

- **Selecting a location**: The distributor sales representative is required to select a location in the retail outlet where he/she can display the merchandising materials. The selection of the appropriate location helps in making the visibility of the company brand.

- **Vertical merchandising technique**: It deals with the display of same merchandising materials together. The distributor sales representative is required to arrange the merchandise materials at the eye level of the customers.

- **Customer entrance**: The merchandising materials should be arranged at the entrance of the retail outlet. As the customer visits the outlet, he/she can see the merchandising material.

- **Consideration**: The distributor sales representative is also required to consider the placement of the merchandising materials in the retail outlets. He/she must check that the merchandising materials are placed appropriately.

Field Visit

- Divide students into four groups.
- Ask each group to visit retail outlets.
- Ask each group to analyse the arrangement of merchandising materials in the retail outlet.
- Ask each group to prepare a report containing information about the arrangement of merchandising materials in a retail outlet.
- Encourage them to include relevant photos too to corroborate their findings.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing merchandising materials</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>
Do

- Ask each group to submit the report.
- Analyse the reports and share your feedback with the class.
- Explain the advantages of proper merchandising in the retail outlet.
- Ask students to note down the advantages.

Activity

- Ask each student to design a merchandising material.
- Ask each student to name the merchandising material prepared by them.
- Ask each student to explain how merchandising helps in increasing sales revenue.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing a merchandising material</td>
<td>1 hour</td>
<td>Pen, paper, pencil and colours</td>
</tr>
</tbody>
</table>

Do

- Provide necessary stationery to each student.
- Go around and see that the students are doing the activity properly.
- Collect the designs prepared by each student after the specified time duration.
- Analyse the design and choose the winner who prepared the best design.
- Explain the usage of merchandising materials in retail outlets.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.5: Route Plan and Beat Plan

Unit Objectives

At the end of this unit, students will be able to:
1. Develop a route plan and a daily beat plan
2. Discuss the organisational policies regarding route plan and daily beat plan
3. Explain the importance of route plan and daily beat plan for daily sales planning

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 56 – 58). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Local map
- List of retailers

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- A route plan helps in computing the most cost-effective route by minimising the distance to be travelled for the day.
- An appropriate route plan helps the distributor sales representative to define the area and the route to be followed for covering the area.
- The beat plan refers to the daily plan prepared by a distributor sales representative to visit the existing and prospective outlets.
- Daily sales planning deals with the planning strategy for achieving daily sales target.
- In daily activities, the route plan and daily beat plan play a very important role.

Team Activity

- Divide students into four teams.
- Provide a list of locations to all the teams.
- Ask the teams to prepare a route plan for visiting the locations.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing a route plan</td>
<td>1 hour</td>
<td>Pen, paper, regional map, list of retailers</td>
</tr>
</tbody>
</table>

Do

- Go around and see that the teams are doing the activity properly.
- Ask each team to submit the route plan in the specified time.
- Analyse the route plan prepared by each team and give your feedback.
- Announce the winner team who prepared the best route plan.
- Explain the benefits of preparing a route plan.
- Ask students to note down the benefits.
Elaborate

While preparing a route plan and beat plan, each distributor sales representative must follow the defined organisational policies. Some organisational policies are as follows:

- The retailer should be informed about the visit.
- The route plan/beat plan should have an objective.
- The route plan/beat plan should define the number of retail outlets to be visited.
- Vouchers should be signed by the appropriate authority.
- Time should be managed appropriately.
- Reports should be submitted to the appropriate authority.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.6: Features Advantages Benefits (FAB) Approach

Unit Objectives
At the end of this unit, students will be able to:
1. Define the value proposition and Features Advantages Benefits (FAB) approach
2. Discuss the benefits of defining range of products to the retailers
3. Explain the importance of highlighting the company’s strengths

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 60 – 62). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say
- Value proposition is an act of providing information to the retailer about the benefits that he/she can gain by selling the company products.
- FAB approach is used to define value proposition.
- Range refers to the variety and types of a product.
- Company’s strengths are the advantages of the company over its competitor.

Field Visit
- Divide students into four groups.
- Ask each group to visit the retail outlets and collect information about the range of products for a specific brand.
- Ask each group to ask the retailers about the range of products available for a specific brand.
- Ask each group to make a chart on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the range of products</td>
<td>4 hours</td>
<td>Pen, paper, chart</td>
</tr>
</tbody>
</table>

Do
- Ask students to show the chart.
- Explain the benefits of defining range of products to the customer.
- Ask students to note down the points.

Role Play
- Pick any two students from the class.
- Ask one student to play the role of a distributor sales representative and the other to play the role of a retailer.
- Ask the student playing the role of distributor sales representative to highlight the company’s strengths to the other student playing the role of retailer.
- Ask the student playing the role of the retailer about his reaction after knowing about the company’s strengths.
• Ask other students in the class to note the points given by the student acting as a retailer.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of highlighting company’s strengths</td>
<td>1.5 hours</td>
<td>Pen, paper, sample product</td>
</tr>
</tbody>
</table>

Do ✅

• Listen to the points of the students acting as the distributor sales representative and retailer.
• Give your feedback after the act is completed.
• Explain the benefits of highlighting company’s strengths.
• Ask students to note down the points.

Elaborate

In case of a mobile company, the strengths can be measured by the quality of the handsets or accessories produced by it. The following strengths of the company should be highlighted to the retailer:

• **Productivity:** The DSR needs to define the range of handsets and accessories offered by the company to the retailers.
• **Speed to Market:** The DSR needs to define the company growth to the retailers.
• **Revenue:** The DSR needs to define the sales revenue that the company has achieved.
• **Customer Satisfaction:** The DSR needs to define the aim of the company that is high customer satisfaction.
• **Quality:** The DSR needs to define the quality of the handset or accessory produced by the company.
• **ROI:** The DSR needs to define the profit gained by the retailer after selling the company’s handset or accessories.

Ask 🙋

• Ask students to explain what they have learnt during the session.
• Ask students whether the learning objectives have been met.
• Ask students to give feedback about the learning experience.
UNIT 2.7: Return on Investment (ROI)

Unit Objectives

At the end of this unit, students will be able to:
1. Define the concept of Return on Investment (ROI)
2. Calculate the retailer’s ROI
3. Highlight the high inventory turns
4. Suggest the retailer about the right product mix

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 63 – 66). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- ROI refers to the measurement of the performance of a retailer.
- ROI is the percentage profit gained from an investment.
- A better explanation of the ROI encourages the retailer to buy the company handsets and accessories.
- ROI can be calculated by dividing the benefit of the retailer’s investment by the cost of the investment. The result gained is multiplied by 100 to express it in percentage.
- Inventory turn is the number of times an inventory is sold within a specified time period.
- Higher the inventory turn, more the profit gained by the retailer.

Activity

- Select a product.
- Pick any three students in a class, namely A, B and C.
- Provide the selected product to student A.
- Ask student A to sell the product to student B for Rs. 10.
- Ask student B to sell the same product to student C for Rs. 12.
- Ask the students in the class to calculate the ROI for student B after selling the product.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating ROI</td>
<td>1 hour</td>
<td>Pen, paper and calculator</td>
</tr>
</tbody>
</table>

Do

- Ask students to calculate the ROI in the specified time duration.
- Ask students to discuss their results.
- Explain the formula of calculating ROI.
- Ask students to note down the formula and verify their answer accordingly.
Team Activity

- Select a few products.
- Divide the students into four teams.
- Ask each team to present their ideas to other teams about the right product mix for high ROI.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggesting right product mix</td>
<td>1 hour</td>
<td>Pen, paper and calculator</td>
</tr>
</tbody>
</table>

Do

- Analyse the performance of each team.
- Ask each team as to which team’s ideas they liked the most, excluding their own.
- Give your suggestions and feedback.
- Announce the winner team who provided best ideas.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.8: Managing Stocks and Collecting Payment

Unit Objectives

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

1. Discuss the concept of stock management
2. Describe the process of replenishment of stocks
3. Explain the payment collection process
4. Define the basic terms used in accounting
5. Understand the claim settlement process

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 67 – 73). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Stock management refers to managing the available stock and the demands of that stock.
- For effective stock management, the distributor sales representative must consider various factors, such as quantities, sales and storage space.
- The replenishment of stocks or inventories is the process of refilling stocks in order to avoid the unavailability of stocks.
- Payment collection is a process where a company collects the amount due on the retailer’s account.
- Accounting can be defined as a method or system that is used to record and manage the financial status of a business entity and prepare financial reports based on records.
- Claim settlement process refers to the process of providing appropriate solutions to retailers’ complaints.

Demonstrate

- Explain claim settlement process.
- Demonstrate the process of claim settlement.
- Explain the benefits of claim settlement process.

Steps of Claim Settlement Process

1. Check the integrity of the claims to be settled
2. Ensure the availability of funds for settlement
3. Settle claims between parties
4. Communicate with the concerned parties

Elaborate

In a retail supply chain, several sequential steps are carried out in stock management:

- Request is sent for the new stock from stores to the head office
- Head office issues purchase orders to the vendor
- Vendor ships the goods
- Warehouse receives the goods
- Warehouse stocks the goods and distributes them to the stores
- Stores receive the goods
- Goods are sold to customers at the stores
Activity

- Ask students about some of the important accounting terms.
- Ask each student to explain an accounting term with appropriate example.
- Ask other students to note the significance of the term.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding accounting terms</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Analyse the answers of each student.
- Explain each accounting term to the students.
- Explain the significance of accounting terms.
- Ask each student to note down.

Role Play

- Pick any two students in the class.
- Ask one student to play the role of a retailer and other to act as a distributor sales representative.
- Ask the student acting as the distributor sales representative to enact a situation where the retailer complains about a broken product and claims refund.
- Ask the student acting as the distributor sales representative to execute the claim settlement process.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the claim settlement process</td>
<td>1.5 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask other students to analyse the act.
- Ask students to confirm whether the process followed was correct or not.
- Explain the claim settlement process.
- Ask students to note down the points.
Field Visit

- Divide students into five groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representatives.
- Ask each group to gather information about the replenishment process.
- Ask each group to note down the information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the replenishment process</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask each group to discuss the collected information in the class.
- Explain the replenishment process.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.9: Sales Target

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

1. Accomplish sales targets
2. Specify daily, weekly and monthly sales targets
3. Prioritise daily activities to achieve sales targets

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 74 – 75). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
**Elaborate**

The following points should be considered to efficiently achieve the sales target:

- Break-up of the monthly sales target into weekly and daily targets, taking into account the lean seasons and the peak seasons of sales.
- Focus on the product range and consider the retailer profile of each territory.
- Analyse the past sales data for your territory. All channel members of your territory should know their respective targets. These targets can be determined through mutual consultation and agreement, taking into account the current market and the expected growth of the market.

**Activity**

- Ask students to list down the jobs performed by a distributor sales representative.
- Ask each student to prioritise the jobs.
- Ask each student to submit the list.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritising daily activities</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Analyse which job responsibilities are listed as high-priority and which are listed as low-priority.
- Discuss the importance of prioritising daily tasks.
- Ask each student to note down the points.

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.10: Line Selling and Range Selling

Unit Objectives

At the end of this unit, students will be able to:
1. Define line selling and range selling techniques
2. Promote more product lines to retailers
3. Encourage retailers to buy more stock

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 77 – 79). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Line selling refers to a particular type of selling wherein the distributor sales representative sells a particular line or range of products.
- Range selling refers to promoting more than one product simultaneously to the retailers.
- Sales promotions and range of product are two key factors in increasing the sales of a company.
- Product line of a mobile handset manufacturing company refers to the different handset models manufactured by the company.
- Product range refers to the variations of a particular model.

Field Visit

- Divide students into four groups.
- Ask each group to visit different retail outlets as customers.
- Ask each group to act as if they are purchasing a particular product.
- Ask each group to note down the tactics used by the retailer to sell other products with the product they are looking for.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding range selling</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Collect information from each group.
- Explain the significance of range selling.
- Ask each student to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.11: Month-Till-Date (MTD) Sales

Unit Objectives

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

1. Define the Month-till-date (MTD) sales
2. Calculate MTD sales
3. Understand the significance of calculating MTD sales

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 81 – 83). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- MTD refers to a time period that starts at the beginning of the current month and ends at the current date.
- MTD sale refers to the sales figure achieved during the time period.
- MTD sales are the actual sales that are achieved till the current date.
- The MTD sales can be calculated by adding the current month sales till the current date.

Activity

- Give a scenario to the students where a sales data of different dates of different months is provided.
- Ask students to calculate the MTD sales for a particular month.
- Ask students to submit the paper after performing the calculation.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating MTD sale</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Go around and see that the students are doing the activity properly.
- Collect papers on which they performed calculation after the specified time.
- Analyse the papers of each student and and share feedback.
- Explain the procedure of calculating MTD sales.
- Ask each student to note down the process and formula.

Field Visit

- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to meet with distributor sales representatives.
- Ask each team to collect information about the significance of MTD sales.
Facilitator Guide

- Ask each team to prepare a report on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance of MTD sales</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Collect report from each team.
- Ask each team how they interacted with the distributor sales representatives.
- Give your feedback.
- Explain the significance of MTD sales.
- Ask each student to note down the points.

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 2.12: Handling Retailer Complaints

Unit Objectives

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

1. Resolve retailer’s complaints timely
2. Discuss some of the common complaints of a retailer

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 84 – 88). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Team Activity

- Select any 10 students and divide them into five groups.
- Ask the first group to explain complaints and queries or concerns.
- Ask the second group to enact how to register a complaint with a distributor sales representative.
- Ask the third group to explain the complaint resolution process.
- Ask the fourth group to explain possible reasons in complaint resolution.
- Ask the fifth group to explain why it is important to resolve complaints timely.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolving retailer complaints timely</td>
<td>2 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Listen to each group attentively.
- Analyse their performance and give your feedback.
- Ask each student to note down the retailer complaints, process to resolve them and the benefits of resolving retailer complaints timely.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. Which of the following is not a responsibility of the retailer?
   a. Examining the need of the customer
   b. Introducing schemes and offers to customers
   c. Managing relationship with the distributor sales representative
   d. Replacing the handset, if the problem is not solved

Q2. A well-informed __________ can handle the questions of the customers confidently and establish a knowledgeable customer base.
   a. Retailer
   b. Distributor sales representative
   c. TSM
   d. Area Manager

Q3. Which of the following offer is not provided by a mobile company?
   a. Discount
   b. Coupon
   c. Buy one Get one
   d. Cash-back

Q4. Who among the following communicates directly to the customer?
   a. TSM
   b. Distributor sales representative
   c. Area manager
   d. Retailer

Q5. __________ refers to a technique of questioning the retailer to examine his/her need.
   a. Unique Selling Proposition
   b. Probing
   c. Examining
   d. Educating

Q6. Which of the following is an open-ended question?
   a. May I help you?
   b. Shall we continue?
   c. Does this answer your question?
   d. What range of mobile phone do you have?

Q7. Which of the following is not a control unit?
   a. Metropolitan area
   b. City
   c. State
   d. World

Q8. Which of the following can be used as a source material to identify the location and potential retailers?
   a. Sales record
   b. Trade directory
   c. Subscription list
   d. All of the above

Q9. Which of the following factor affects the sales call frequency?
   a. Nature of product
   b. Nature of competition
   c. Both a and b
   d. None of the above

Q10. Merchandising materials are used to __________ a company product or service.
    a. Promote
    b. Display
    c. Sale
    d. All of the above

Answers
3. Educate Retailer’s Counter Sales Person

Unit 3.1 - Dealing with Retailer’s Counter Sales Person
Unit 3.2 - Analysing the Needs of a Customer
Unit 3.3 - Educating Retailer’s Counter Sales Persons to Offer Appropriate Products to Customers
Unit 3.4 - Providing Mobile Handset Details
Key Learning Outcomes

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

1. Deal with a counter sales person
2. Analyse the needs of customers
3. Offer appropriate products to customers
4. Define technical specifications of mobile handsets
UNIT 3.1: Dealing with Retailer Counter Sales Person

Unit Objectives
At the end of this unit, students will be able to:
1. Give instructions to counter sales persons
2. Analyse the problem and provide suitable solution

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 95 – 97). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker
- Sample product

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- The role of a counter sales person is to help customers find the appropriate products.
- A counter sales person communicates and coordinates with customers directly to know their requirements and provides solutions to them.
- The technical specifications are the main technologies that the handset employs to perform functions, such as downloading, assessing data and accepting different software applications.
- The technical specifications also define the key attributes or the basic information of the handset, such as weight, dimension and display size.
- The non-technical specifications of mobile phones simply refer to the features that do not deal with the technicalities of mobile phones such as shape and colour of the mobile phone.

Field Visit

- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to talk with retailer’s counter sales person and analyse how he/she communicate with customers.
- Ask each team to note the communication etiquettes followed by retailer’s counter sales person.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with customers</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask each team to discuss the collected information in the class.
- Analyse the information and give your feedback.
- Explain the common communication etiquettes including greeting the customer, listening without interrupting, being clear and accurate, being enthusiastic and showing interest, using proper body gestures, speaking clearly with a smile and asking questions to find out information.
- Ask each student to note down the communication etiquettes discussed in the class.

Role Play

- Pick any two students in the class.
- Ask one student to act as a retailer’s counter sales person and other as a distributor sales representative.
• Ask the first student to put queries against products.
• Ask the second student to solve the first student’s queries effectively.
• Ask students to note down the points of discussion taking place between the students.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing problems and providing solutions</td>
<td>2 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

• Give a list of queries to the student acting as retailer’s counter sales person.
• Ask the student acting as distributor sales representative to solve the retailer’s counter sales person’s problem efficiently.
• Explain the process of analysing the solution.
• Ask students to note down the points.

**Elaborate**

A distributor sales representative must follow some communication etiquettes while dealing with retailer’s counter sales person. The following are some common communication etiquettes:

• Greet the counter sales person
• Use the right and appropriate words
• Use the correct body language
• Be specific and to-the-point
• Ask questions to minimise misunderstandings
• Respond promptly and positively
• Sound enthusiastic and interested while interacting

**Ask**

• Ask students to explain what they have learnt during the session.
• Ask students whether the learning objectives have been met.
• Ask students to give feedback about the learning experience.
UNIT 3.2: Analysing the Needs of a Customer

Unit Objectives

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

1. Educate the retailer’s counter sales person to analyse customer requirements
2. Educate the retailer’s counter sales person to achieve goals

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 98 – 100). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Field Visit

- Divide students into four teams.
- Ask each team to visit retail outlets.
- Provide them a list of questions that they need to ask the retailers in order to obtain their feedback on different products.
- Ask teams to note down the needs of the retailers and make a list.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining retailer’s need</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do ✔

- Ask the teams to submit the list.
- Analyse the list.
- Explain the benefits of examining retailer’s need.
- Ask students to note down the points.

Elaborate

Different guidelines for a retailer’s counter sales person to achieve his/her professional goals are as follows:

- Set your goals.
- Review your goals on a daily basis and consult your seniors.
- Ask your seniors for guidance and assistance.
- Use different scheduling tools to schedule your tasks.
- Set a time line by which you must complete your tasks.
- Evaluate your knowledge level and technical skills to gradually improve them to achieve your goals.
- Identify any professional fears, obstacles or concerns and take steps to overcome them.

Ask 🗣️

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 3.3: Educating Retailer’s Counter Sales Persons to Offer Appropriate Products to Customers

Unit Objectives

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

1. Educate retailer’s counter sales person to offer products to customers
2. Define the tactics to counter sales person of presenting promotional offers to customers

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 101 – 102). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
**Field Visit**

- Divide students into five groups.
- Ask each group to visit retail stores in different areas and check the promotional offers on mobile handsets provided by them.
- Ask each group to collect or note down the information about any interesting promotional offers provided by the retailers.
- Ask each group to prepare a chart on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting promotional offers to customers</td>
<td>4 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

**Do**

- Ask each group to submit the charts prepared by them.
- Ask each group to compare the charts.
- Ask groups to make an analysis of the information to decide which retailer provides the best promotional offer.
- Explain the significance of providing promotional offers to customers.
- Ask students to note down the points.

**Ask**

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 3.4: Providing Mobile Handset Details

Unit Objectives
At the end of this unit, students will be able to:
1. Define a mobile handset
2. Explain the physical and technical specifications of a mobile
3. Discuss the range of mobile handsets

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 103 – 105). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker
- Mobile handset

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Mobile phone has become a necessity nowadays.
- The technical specifications of a mobile phone deal with the technical features and services offered by a mobile phone.
- The technical specifications vary from one mobile phone to another based on the features offered by them.
- Mobile phones also vary from one other on the basis of the operating system they support including Symbian OS, Windows and Android.

Elaborate

The critical elements to analyse the technical specifications of a mobile handset are as follows:

- Display
- Battery
- Camera
- Music and Sound
- Speaker
- Network
- Communication
- Memory
- Software and Applications

Field Visit

- Divide students into three groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with retailer’s counter sales person and understand the technical specifications of different mobile phones.
- Ask each team to prepare a chart on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting technical specification of mobiles</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>
Do

- Collect the chart from each group.
- Analyse the chart and give your feedback.
- Explain the common technical specifications of different mobiles.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. ______________ is the first person who directly communicates with customers and offer services to them.
   a. Distributor sales representative
   b. Counter sales person
   c. Customer
   d. None of the above

Q2. Which of the following techniques is used to identify customer needs?
   a. Identify and observe customers
   b. Listen to customers keenly
   c. Ask questions to know and understand customer needs
   d. All of the above

Q3. Which of the following etiquettes is/are essentials for a counter sales person to communicate with the customers in an effective manner?
   a. Greet customers generously
   b. Ask questions to minimise misunderstandings
   c. Both a and b
   d. None of the above

Q4. Which of the following is an example of technical specification of mobile handsets?
   a. Battery
   b. Display size
   c. Dimension
   d. All of the above

Q5. Which of the following is the promotional offer type?
   a. Price discount
   b. Quantity/product concession
   c. Shipping promotions
   d. All of the above

Q6. ______________ is the person who helps the counter sales person in selling products.
   a. Distributor sales representative
   b. Counter sales person
   c. Customer
   d. None of the above

Q7. Which of the following is an example of non-technical specification of mobile handsets?
   a. Battery
   b. Colour
   c. Display pixel
   d. Memory

Q8. ______________ helps customers find the appropriate products for them.
   a. Distributor sales representative
   b. Counter sales person
   c. Manufacturer
   d. None of the above

Q9. ______________ are designed to provide short-term boost to sales.
   a. Promotional offers
   b. Services
   c. Product-selling strategies
   d. None of the above

Q10. The ______________ of a mobile phone deals with the technical features and services offered by the phone.
    a. Technical specification
    b. Technical service
    c. Wide range
    d. None of the above

Answers

1. b  2. d  3. c  4. d  5. d  6. a  7. b  8. b  9. a  10. a
4. Process Compliance

Unit 4.1 - Brand Visibility
Unit 4.2 - Daily Sales Reports
Unit 4.3 - Sales Reports and Range Selling Norms
Unit 4.4 - Enroll New Retail Outlets
At the end of this module, students will be able to:

1. Create brand visibility
2. Prepare daily sales report
3. Analyse daily sales report with supervisor
4. Explore different range selling norms
5. Explain the concept of the enrollment of new outlets
UNIT 4.1: Brand Visibility

Unit Objectives

At the end of this unit, students will be able to:
1. Build strong brand visibility
2. Discuss visual merchandising norms

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 111 – 113). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Merchandising elements

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- Creating brand visibility refers to the activity that an organisation undertakes to build and enhance the reputation of its brand in the market and increase sales velocity.
- Brands are important assets as they signify the market value of the sales of an organisation.
- Brands that are well positioned in the market provide a competitive advantage for the company over its rivals.
- Brands help increase the profits of a company.
- Visual merchandising refers to the process of presenting the products in an attractive and appealing way in retail outlets to promote the sale.
- Visual merchandising norms not only determine the environment in the retail outlet, but are also the driving force behind the company’s sales income.

Elaborate

To achieve the best sales result using visual merchandising approach, a few norms should be observed. These company norms are described as follows:

- Position the products in the outlets according to their demand and value. For a display to be effective, the high-revenue products should be the display’s main focus. For example, if a particular handset generates 30 percent of the outlet’s handset revenue, then that model should receive 30 percent of the visual merchandising space.
- Keep the displays focused. A display should focus on one product as too many varieties of products in the same visual display may confuse and distract visitors.
- Arrange displays in proper angles. Display angles help in creating product dominance.
- Use varying heights and colours to gather visitor’s attention.
- Use proper lighting to highlight and display products.

Field Visit

- Divide students into three teams.
- Ask each team to visit different retail outlets.
- Ask each team to analyse the arrangement of handsets in the retail outlets.
- Ask each team to identify the focused items in the retail outlet.
- Ask each team to prepare a report on the basis of visual merchandising done in the retail outlet.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing visual merchandising</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

84
Do

- Ask each team to submit the report.
- Analyse the performance of each team.
- Explain several visual merchandising norms to the students.
- Ask each student to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 4.2: Daily Sales Reports

Unit Objectives

At the end of this unit, students will be able to:
1. Prepare an error-free daily sales report within the specified time period
2. Discuss how closing dates of different territories and markets affect the sales process

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 114 – 116). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Calculator

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Say

- A daily sales report is a document that records the sales data of an organisation per day in a comprehensive way.
- The report helps the organisation in analysing the sales on a daily basis and determining the key performers.
- A daily sales report contains the information needed to track and monitor the status of every product sold on a particular day.
- Distributor sales representative uses Management Information System (MIS) to generate sales reports.
- Daily sales report enables you to understand and analyse which sales were right for your company and have played a vital role in making your company stronger.

Field Visit

- Divide students into four teams.
- Ask each team to visit retail outlets.
- Ask each team to meet the distributor sales representatives and analyse the procedure of preparing daily sales report.
- Ask teams to note down the process of preparing daily sales report.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing daily sales report</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask teams to discuss the points in the class.
- Listen attentively to the points discussed by each team.
- Explain the benefits of preparing daily sales report.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 4.3: Sales Reports and Range Selling Norms

Unit Objectives
At the end of this unit, students will be able to:
1. Analyse the daily sales report with the supervisor
2. Explain the range selling norms and its advantages
3. Discuss the range of products
4. Describe the company policies for selling products
5. Create and manage a product portfolio

Notes for Facilitation
- The participant handbook provides content as per approved curriculum (pages 117 – 121). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used
- Pen and paper
- Whiteboard
- Marker
- Sample handset

Tips
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Field Visit

- Divide students into five groups.
- Ask each group to visit retail stores in different areas.
- Ask each group to communicate with retailers and understand the range of products in their retail outlet.
- Ask each group to prepare a chart containing information about different handsets, their specifications and prices.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding range of products</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Ask each group to submit the charts prepared by them.
- Ask each group to compare the charts and analyse the different range of handsets available in the market.

Activity

- Ask each student to list the advantages of range selling.
- Ask each student to complete the activity in the specified time period.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages of range selling</td>
<td>1.5 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Go around and see that the students are doing the activity properly.
- Collect the inputs of each student.
- Give your feedback on the basis of the performance of each student.
- Explain the advantages of range selling.
- Ask students to note down the advantages.
Elaborate

In an organisation, some norms are designed and introduced to approach the range selling concept. Some of the important range selling norms are as follows:

- Check beat plan for sales or distribution
- Decide on range of products
- Identify reasonable expectation
- Check average investment
- Check on available products
- Decide how many more products can be sold
- Order of presentation

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 4.4: Enroll New Retail Outlets

Unit Objectives

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

1. Discuss the concept of retail outlet and advantages of running retail outlet
2. List the different parameters defined by a company for the enrollment of new outlets

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 122 – 123). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
- Mobile handset

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allocate sufficient time for completing team activities and exercises.
Facilitator Guide

Say

- Retail outlets can be defined as stores that purchase merchandise from the distributors or manufacturers and sell directly to consumers.
- Retail outlets generally set their own prices by slightly raising the price at which the items were purchased from the distributor.
- The key goal of running a retail outlet is to create loyalty among the end users.
- Some of the necessary parameters to enroll and run a retail outlet are pricing, economic conditions, taste and preferences, location and traffic flow, competition and preventive measures to deal with theft and damage.

Field Visit

- Divide students into three groups.
- Ask each group to visit different retail outlets.
- Ask each group to meet with distributor sales representative and gather information about the parameters required for enrollment of new retail outlets.
- Ask each group to prepare a report on the basis of the collected information.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying retail outlet parameters</td>
<td>3 hours</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Collect the report from each group.
- Analyse the report and give your feedback.
- Explain the parameters of enrolling a retail outlet.
- Ask students to note down the points.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. ________________ are important assets that signify the market value of sales company.
   a. Brands
   b. Customers
   c. Norms
   d. None of the above

Q2. Which of the following is a key factor of brand visibility?
   a. Building recognition of the brand
   b. Generating awareness of the brand
   c. Knowing top-of-mind status
   d. All of the above

Q3. ________________ refers to a document or report prepared on the basis of daily sales status.
   a. Norms
   b. Policies
   c. Daily sales report
   d. None of the above

Q4. ________________ is commonly used for preparing sales report.
   a. Internet Explorer
   b. MS Excel
   c. MS Outlook
   d. None of the above

Q5. It is the duty of ________________ to prepare a sales report daily to keep self and the company updated of the sales status.
   a. Distributor sales representative
   b. TSM
   c. Customer
   d. None of the above

Q6. Which of the following is an art of selling and promoting more than one product or service simultaneously?
   a. Visual merchandising
   b. Range selling
   c. Both a and b
   d. None of the above

Q7. __________ of a company can be defined as a collection of related, structured activities or guidelines imposed by an organisation to achieve a desired goal.
   a. Policies
   b. Products
   c. Offers
   d. None of the above

Q8. __________ includes different categories of products, product lines and finally the individual product itself.
   a. Product portfolio
   b. Objectives
   c. Product line
   d. None of the above

Q9. Which of the following is a necessary parameter for enrolling a retail outlet?
   a. Pricing
   b. Economic conditions
   c. Location and traffic flow
   d. All of the above

Q10. Boston Consulting Group Matrix (BCG matrix) classifies different products in a product portfolio on the basis of __________.
    a. Market share
    b. Market growth
    c. a and b both
    d. None of the above

Answers

1. a  2. d  3. c  4. b  5. a  6. b  7. a  8. a  9. d  10. c
5. Soft Skills – Personal Development

Unit 5.1 - Soft Skills
Unit 5.2 - Perception
At the end of this module, students will be able to:

1. Define the concept of soft skills
2. Identify and improve soft skills
3. Enhance your soft skills by formal training
4. Define the factors that influence perception
5. Describe the ways of improving perception
6. Discuss the applications of perceptions in organisations
UNIT 5.1: Soft Skills

Unit Objectives

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

1. Define soft skills
2. Practice soft skills

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 129 – 133). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.
Say

- Soft skills play an important role in the career growth of an individual.
- Most organisations prefer candidates who have good soft skills in addition to their occupational skills.
- Especially when it comes to sales, interpersonal skills become important because that helps in creating a positive impression while interacting with clients.
- Communication skills, negotiation skills, personal effectiveness, problem solving skills, strategic thinking skills, being a good team player and ability to influence others are important soft skills for sales executives.

Activity

- Read out the following scenarios to the students one by one.
  - **Scenario 1:** You are meeting a client at the client’s office. On your way, it starts raining, and you find it difficult to reach the client’s office. As a result, you are in a bad mood. When you meet the client, you begin by saying how difficult it has been for you to reach and since the weather is bad, you would like to leave as soon as possible. Then you straightaway discuss the key points and leave. Does this demonstrate good interpersonal skills? Why? Why not?
  - **Scenario 2:** You and your colleague are entering a cab with an important client. You and your colleague get in first and position yourself in the back seat, and wait for the client to take a seat beside the driver. Is this good manners? Why or why not?
  - **Scenario 3:** You are hosting some clients for a dinner at a restaurant. You have pre-ordered for everyone and indicated where they should sit. Are you correct? Why or why not?
- Pick some volunteers and ask them to explain whether the behaviours demonstrated in the above scenarios are correct or not, and why.
- Let them come up with alternative behaviours expected in these situations. Write the keywords on a whiteboard.
- Ask the others to analyse the responses and share their opinion as well.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic soft skills</td>
<td>1 hour</td>
<td>Pen and whiteboard</td>
</tr>
</tbody>
</table>

Do

- Analyse the responses of students and provide feedback.
- Explain that it is important for professionals, especially salespersons, to be enthusiastic, cheerful and polite with clients.
- As you explain, write the keywords on the whiteboard.
Activity

- Ask the students to create a table similar to the one given below in their notebooks, and tick the relevant column, based on their current soft skill level.

<table>
<thead>
<tr>
<th>Skills</th>
<th>I am Good at This</th>
<th>I Need to Improve This Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Negotiation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Personal effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Problem solving skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Strategic thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Team work skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Influencing skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Selling skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Desire to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Problem-solving skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Give the students about 20 minutes to complete this. Then ask students to volunteer and talk about which of these skills they are good at, which they would want to improve, and why.

- Ask other students to provide ideas on how each of the skills can be improved.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building soft skills</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Do

- Analyse the responses of each student.
- Be encouraging and provide feedback on how to improve each of the skills.
- Ask the students to maintain a daily log of how they practice every day each of the skills they need to improve upon.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 5.2: Perception

**Unit Objectives**
At the end of this unit, students will be able to:
1. Discuss about perception
2. Describe the process of perception
3. Explain the applications of perception

**Notes for Facilitation**
- The participant handbook provides content as per approved curriculum (pages 134 – 136). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

**Resources to be Used**
- Pen and paper
- Whiteboard
- Bowl
- Marker

**Tips**
- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.
Activity

- Make small chits with names of any 10 personalities or objects of your choice written on them. Mix the chits in a bowl.
- Ask students to volunteer in pairs. One of the students would be the describer.
- The describer is required to pick any chit and describe the object/personality in his or her own words.
- The other volunteer needs to guess the object or personality based on the description.
- You can ask as many volunteer pair as time permits.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception analysis</td>
<td>2 hours</td>
<td>Pen and paper, bowl</td>
</tr>
</tbody>
</table>

Do

- Let the students enjoy the activity.
- Once done, explain how people can describe or perceive the same thing differently, based on their capability to communicate, understand or analyse.
- Explain various job situations in which they need to perceive things objectively to get a better view of things.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. ________ include personality traits, social behaviour, communication skill, language command and personal habits.
   a. Forming values
   b. Soft skills
   c. Attributes
   d. SWOT analysis

Q2. Which of the following quality is not a part of soft skills of an individual?
   a. Communication skills
   b. Negotiation skills
   c. Manufacturing skills
   d. Personal effectiveness

Q3. Which of the following traits helps in improving soft skills?
   a. Positive work ethic
   b. Show positive attitude
   c. Desire to learn
   d. All of the above

Q4. ________ helps in achieving desired results while maintaining successful ongoing relationships with others.
   a. Negotiation skill
   b. Communication skills
   c. Manufacturing skills
   d. All of the above

Q5. Which of the following skills shows the perception of a person’s mind?
   a. Communication
   b. Negotiation
   c. Attitude
   d. Thinking

Q6. ________ can be defined as a way in which an individual perceives and understands things happening in the surroundings.
   a. Attitude
   b. Negotiation
   c. Communication
   d. Perception

Q7. Which of the following are the effects of the applications of perception in an organisation?
   a. Interview
   b. Appraisals
   c. Productivity
   d. All of the above

Q8. Which of the following helps an employer to assess the employee’s work?
   a. Interview
   b. Appraisals
   c. Productivity
   d. Turnover

Q9. ________ are the characteristics of the physical object, such as size and colour, that affect the attention and interpretation of a person.
   a. Stimulus factors
   b. Learning
   c. Personality
   d. Turnover

Q10. Which of the following interprets a situation in a unique way?
    a. Stimulus factors
    b. Perception
    c. Appraisals
    d. Personality

Answers
Notes

__________________________________________________________________________
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6. Soft Skills – Personality Development

Unit 6.1 - Career Planning
Unit 6.2 - Team Building and Teamwork
Unit 6.3 - Time Management
At the end of this module, students will be able to:

1. Define the concept of career planning
2. Explain the guidelines for choosing a career
3. Define the benefits of career planning and myths about choosing a career
4. Describe the tips for successful career planning
5. Describe the concept of team
6. Explain the aspects of team building and skills needed for teamwork
7. Define the model of team building and characteristics of an effective team
8. Define the concept of time management
9. Define the concept of 80:20 rule
10. Explain the features of time management and three secrets of time management
11. Describe the time management matrix and five steps to successful time management
12. Define the difficulties in time management and time management tips for students
UNIT 6.1: Career Planning

Unit Objectives

At the end of this unit, students will be able to:
1. Describe the guidelines to choose a career
2. Explain the benefits of career planning
3. Discuss the tips for successful career planning

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 143 – 146). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker

Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.
Activity

- Ask each student to say what their career goal is for next 10 years, and in which position would they like to see themselves in 10 years.
- As students speak about their aspirational position, write it on the whiteboard.
- For each career goal, initiate a discussion on the milestones or steps the students should keep in mind to reach the goal.
- During the discussions, note each milestone on the whiteboard.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career goals</td>
<td>2 hours</td>
<td>Whiteboard and marker</td>
</tr>
</tbody>
</table>

Do

- Encourage all students to participate in the discussion.
- Motivate and guide the students by discussing the various milestones and steps they should keep in mind to reach their goals.
- Highlight the importance of career planning and working according to the plan.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
UNIT 6.2: Team Building and Teamwork

Unit Objectives

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

1. Discuss the team and team building
2. Explain the skills required for teamwork
3. Define the model of team building
4. List the difference between team and group
5. Explain the characteristics of an effective team
6. List the nine key roles of a team
7. Describe the intergroup collaboration

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 147 – 153). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper

Tips

- Divide the students into groups of four.
- Give each group three kinds of characters, such as an old man, a teenager, a young woman; or a king, a carpenter and a singer.
- Ask each group to collaboratively think of a story of five minutes. Each story must have a moral or learning.
• Each team will assign a speaker. Each team will have about 20 minutes to create a story.
• After 20 minutes, each team would have the speaker narrate their story, along with the moral.

Activity

• Let the students enjoy the activity.
• As each team narrate their story, ask the remaining team members to talk about their experience of creating a story collaboratively as a team—what they liked most and what challenges they faced.
• Encourage all students to participate in the discussion.
• Explain the benefits of teamwork.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>1 hour</td>
<td>Pen and paper</td>
</tr>
</tbody>
</table>

Ask

• Ask students to explain what they have learnt during the session.
• Ask students whether the learning objectives have been met.
• Ask students to give feedback about the learning experience.
UNIT 6.3: Time Management

Unit Objectives

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

1. Manage the time
2. Explain the 80:20 rule
3. Explore the features and secrets of time management
4. Understand the time management matrix
5. List down the five steps to successful time management
6. Understand the difficulties in time management
7. Clarify myth regarding time management
8. Overcome procrastination
9. Practice time management
10. Learn interesting facts about time management
11. Explore the time circle planner

Notes for Facilitation

- The participant handbook provides content as per approved curriculum (pages 154 – 164). Ensure that the training session covers all the topics falling under this unit.
- Plan the session in advance so that all the session topics are covered within the specified duration.
- Ensure that all the resources that are required for various activities are available beforehand.
- Facilitate active class participation during discussions and activities.

Resources to be Used

- Pen and paper
- Whiteboard
- Marker
Tips

- Structure the session in advance.
- Give an introduction to the current topic and its relation to previous sessions.
- Learn about students’ skill levels and experiences before starting the session.
- Engage the students with real-life examples.
- Allow students to share their views and suggestions during the session.
- Allocate sufficient time for completing team activities and exercises.

Activity

- Provide the students a list of tasks that a salesperson is supposed to achieve in a day. It can be a fictional list of tasks, and a mix of professional and personal tasks.
- Now ask a student to volunteer and create a time management matrix on the whiteboard.
- The remaining students should help him or her assign each task in the time management matrix, as per their urgency and importance level.
- As the students assign the task in each portion of the matrix, ask them to provide rationale of why a task is assigned as urgent and important; urgent but not important; not urgent but important; and not important and not urgent.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Time management | 1 hour | Whiteboard, pen and paper

Do

- Analyse the responses of the students.
- Explain the importance of time management and the consequence of not managing time well, using the example of the salesperson.
- Ask students whether they have difficulty in managing time, and in case any students bring up any time management issue, encourage remaining students to collaboratively provide solutions on how the problem can be solved.

Ask

- Ask students to explain what they have learnt during the session.
- Ask students whether the learning objectives have been met.
- Ask students to give feedback about the learning experience.
Exercise

Q1. ___________ includes the activities such as determining the career goals, learning from past experience, believing in your strength and learning from your mistakes.
   a. Team building
   b. Career planning
   c. Teamwork
   d. Group discussion

Q2. A ___________ is a collection of skilled persons, who work collectively to complete a common task.
   a. Team
   b. Career planning
   c. Teamwork
   d. Group discussion

Q3. ___________ is a process of bringing the individuals of common interests and skills together to complete a common task.
   a. Team building
   b. Career planning
   c. Teamwork
   d. Group discussion

Q4. Which of the following is a root element on which the good productivity and success of an organisation depend?
   a. Team
   b. Career planning
   c. Teamwork
   d. Group conversation

Q5. ___________ is a process of organising time in such a way that you can complete specific activities in an effective manner.
   a. Time management
   b. Career planning
   c. Teamwork
   d. Stress management

Q6. _______ introduces a principle, which he named as Pareto principle or 80:20 rule.?
   a. Dr. Jason H.
   b. Dr. Morris M.
   c. Dr. Joseph M.
   d. Dr. Jordan M.

Q7. Which of the following helps you to use your time in an efficient manner such that you can complete your tasks within deadlines without any stress and no important task is left pending?
   a. Time management
   b. Career planning
   c. Stress management
   d. Effective scheduling

Q8. ___________ is a process of prioritising and scheduling your tasks and helps you to manage lots of things effectively without letting you lose your patience and keeps stress away from you.
   a. Time management
   b. Group discussion
   c. Stress management
   d. Effective scheduling

Q9. Which of the following is the process of deciding your targets and then creating strategies and schedules to achieve those targets?
   a. Team management
   b. Stress management
   c. Planning
   d. Group conversation

Q10. ________ helps you to balance and manage your life in accordance with your wishes.
    a. Planning
    b. 80:20 rule
    c. Time circle planner
    d. None of the above

Answers
1. b 2. a 3. a 4. c 5. a 6. c 7. d 8. a 9. c 10. c
7. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria
Annexure I
Training Delivery Plan

<table>
<thead>
<tr>
<th>Training Delivery Plan</th>
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<tbody>
<tr>
<td><strong>Program Name</strong></td>
</tr>
<tr>
<td><strong>Qualification Pack</strong></td>
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<td><strong>Name &amp; Ref. ID</strong></td>
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<tr>
<td><strong>Version No.</strong></td>
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<tr>
<td><strong>Pre-requisites to Training (if any)</strong></td>
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<td><strong>Training Outcomes</strong></td>
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</table>
| 1     | Pre-planning| Icebreaker   | • Introduce each other  
• Build rapport with fellow students and their trainer  
• Understand the overall training outcomes of the program  
• Be familiar with the ground rules and session structure | NA | Team Activity: Passing the Parcel | Chart paper, Sketch pens, Whiteboard, Markers | T: 0 hour  
P: 1 hour |
|       | Organisational Policies, Procedures and Standards |          | • Define policies and procedures  
• Understand necessity of policies and procedures in organisations  
• Describe organisational standards  
• Discuss the importance of knowing about the product  
• Explore different merchandising elements | TEL/N2100 KA1, KB7 | Team Activity: Benefits of company policies, procedures and standards;  
Team Activity: Identifying retailer’s need;  
Team Activity: Understanding the product;  
Team Activity: Benefits of good product knowledge;  
Field Visit: Collecting product information;  
Field Visit: Using merchandising elements | Laptop, white board, marker, projector, pen, paper, merchandising elements, sample product | T: 4 hours  
P: 11 hours |
|       | Grooming Standards for Distributor Sales Representatives |          | • Describe grooming standards for male DSR  
• Discuss grooming standards for female DSR | TEL/N2100 PC1, KB5 | Team Activity: Maintaining grooming standards | Laptop, white board, marker, pen and paper | T: 2 hours  
P: 1 hour |
|       | Route Plan and Beat Plan |          | • Define route plan and beat plan  
• Describe the objectives to prepare route plan and beat plan  
• Understand the benefits of pre-defined route plan and beat plan | TEL/N2100 PC8, KB6 | Field Visit: Route plan and beat plan | Pen and paper, white board, marker, local map with list of retailers, notepad and calculator | T: 3 hours  
P: 3 hours |
|       | Daily Sales Objective |          | • Plan daily sales objective  
• Analyse sales data  
• Understand daily briefs  
• Achieve daily activities | TEL/N2100 PC2, KB1, SB2, SB3 | Field Visit: Analysing sales data | Pen and paper, white board, marker and notepad | T: 2 hours  
P: 3 hours |
<table>
<thead>
<tr>
<th>Sr. 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</th>
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</thead>
</table>
| 1      | Action Plan | • Understand the necessity of action plan  
• Design action plan by arranging morning meetings | TEL/N2100 PC3, KA2 | Field Visit: Benefits of action plan | Pen and paper, white board, marker and notepad | T: 2 hours  
P: 3 hours |
| 2      | Split Sales Target | • Define sales target  
• Split the monthly sales target into weekly sales target  
• Split the monthly sales target into daily sales target | TEL/N2100 PC4 | Team Activity: Common challenges in achieving sales targets; Field Visit: Splitting the sales target | Pen and paper, white board, marker and notepad | T: 3 hours  
P: 5 hours |
| 3      | Keep Yourself Updated | • Understand the importance of being updated about latest technologies and product launches  
• Describe the importance of being updated about latest offers and schemes | TEL/N2100 PC5, KB2, SB1 | Field Visit: Updating yourself for latest schemes/offers | Pen and paper, white board, marker, notepad, brochures and leaflets | T: 2 hours  
P: 3 hours |
| 4      | Month-Till-Date (MTD) Sales | • Define Month-till-date (MTD) sales  
• Calculate MTD sales  
• Compare MTD sales with monthly target | TEL/N2100 PC6, KB3 | Field Visit: Analysing MTD sales | Pen and paper, white board, marker, notepad and calculator | T: 2 hours  
P: 3 hours |
| 5      | Collect Stock and Merchandise from Distribution Point | • Gather stock and merchandise from distribution point | TEL/N2100 PC7, KB4, | Field Visit: Collecting stock | Pen and paper, white board, marker, notepad and calculator | T: 2 hours  
P: 3.5 hours |

NOS Total: T=22 hours; P=36.5 hours

2  Manage retailer relationship to achieve sales targets  
Educate the Retailer  
• Educate retailer about his/her role and responsibility  
• Educate retailer about products and services  
• Educate retailer about offers and schemes | TEL/N2101 PC11, KA1, SA1 | Team Activity: Educating the retailer about the product and its services; Team Activity: Benefits of educating a retailer about special offers and schemes; Field Visit: Understanding special offers and schemes | Laptop, white board, marker, projector, brochures, leaflets, sample product | T: 3 hours  
P: 5 hours |
<table>
<thead>
<tr>
<th>Sr. 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</th>
</tr>
</thead>
</table>
|         |             | Examine Retailer’s Need | • Analyse retailer’s need by using probing technique  
• Identify the common expectations of a retailer | TEL/N2101 PC1, KB3, SB2, SB7 | Field Visit: Examining retailer’s need | Laptop, white board, marker, projector and sample mobile phone | T: 2 hours  
P: 4 hours |
|         |             | Map the Potential Territory for New Business | • Detect a location for increasing the width of the distribution  
• Identify new business opportunities | TEL/N2101 PC3 | Field Visit: Map the potential territory; Field Visit: Encouraging retailers | Laptop, white board, marker, projector and sample mobile phone | T: 2 hours  
P: 7 hours |
|         |             | Merchandising Material | • Understand the concept of merchandising material  
• Describe the guidelines for displaying merchandising materials  
• Discuss the benefits of displaying merchandising materials in a retailer outlet | TEL/N2101 PC9 | Field Visit: Analysing merchandising materials; Activity: Designing a merchandising material | Laptop, white board, marker, projector, merchandising materials and sample mobile phone | T: 2 hours  
P: 5 hours |
|         |             | Route Plan and Beat Plan | • Define route plan and daily beat plan  
• Understand the organisational policies regarding route plan and daily beat plan  
• Discuss the importance of route plan and daily beat plan for daily sales planning | TEL/N2101 PC6, KA2, KB2 | Team Activity: Preparing a route plan | Laptop, white board, marker, projector, a local map of retailers and calculator | T: 2 hours  
P: 1 hour |
|         |             | Features Advantages Benefits (FAB) Approach | • Define value proposition and Features Advantages Benefits (FAB) approach  
• Explore the benefits of defining range of products to the retailers  
• Discuss the importance of highlighting the company’s strengths | TEL/N2101 PC4, KA3, KB4, SB5 | Field Visit: Understanding the range of products; Role Play: Benefits of highlighting company’s strengths | Laptop, white board, marker, projector, sample mobile phone and brochure | T: 2 hours  
P: 5.5 hours |
<table>
<thead>
<tr>
<th>Sr. 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</th>
</tr>
</thead>
</table>
|         |             | Return on Investment (ROI) | • Define the concept of Return on Investment (ROI)  
• Calculate the retailer’s ROI  
• Highlight the high inventory turns  
• Suggest the retailer about right product mix | TEL/N2101 PC5, KB6, SB3, | Activity: Calculating ROI;  
Team Activity: Suggesting right product mix | Laptop, white board, marker, projector, sample mobile phones and calculator | T: 2 hours  
P: 2 hours |
|         |             | Managing Stocks and Collecting Payment | • Define stock management  
• Understand stock replenishment process  
• Describe the process of collecting payment  
• Discuss basic accounting terms  
• Explain the claim settlement process | TEL/N2101 PC7, KB7, KB8 | Activity: Understanding accounting terms;  
Role Play: Understanding the claim settlement process;  
Field Visit: Understanding the replenishment process | Laptop, white board, marker, projector and sample mobile phone | T: 3 hours  
P: 5.5 hours |
|         |             | Sales Target | • Accomplish sales targets  
• Specify daily, weekly and monthly sales targets  
• Prioritise daily activities to achieve sales targets | TEL/N2101 PC2, KB1, SB1 | Activity: Prioritising daily activities | Laptop, white board, marker, projector and sample sales report | T: 2 hours  
P: 1 hour |
|         |             | Line Selling and Range Selling | • Define line selling and range selling techniques  
• Promote more product lines to retailers  
• Encourage retailers to buy more stock | TEL/N2101 PC10, SB3, SB4 | Field Visit: Understanding range selling | Laptop, white board, marker, projector and sample mobile phones | T: 2 hours  
P: 4 hours |
|         |             | Month-Till-Date (MTD) Sales | • Define Month-till-date (MTD) sales  
• Calculate MTD sales  
• Explain the significance of calculating MTD sales | TEL/N2101 PC8 | Activity: Calculating MTD sales;  
Field Visit: Significance of MTD sales | Laptop, white board, marker, projector, sample mobile phones and calculator | T: 3 hours  
P: 5 hours |
|         |             | Handling Retailer Complaints | • Resolve retailer complaints timely  
• Understand the common complaints of a retailer | TEL/N2101 PC12, KB5, SB6 | Team Activity: Resolving retailer complaints timely | Laptop, white board, marker, projector and sample mobile phones | T: 1 hour  
P: 2 hours |

NOS Total: T=26 hours; P=47 hours
<table>
<thead>
<tr>
<th>Sr. 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</th>
</tr>
</thead>
</table>
| 3      | Educate retailer’s counter sales person | Dealing with Retailer Counter Sales Person | - Give instructions to counter sales persons  
- Analyse the solution of the retailer’s counter sales person | TEL/N2102 SA2, SA3 | Field Visit: Communicating with customers; Role Play: Analysing problems and providing solutions | Laptop, white board, marker, projector, calculator and sample mobile phone | T: 4 hours  
P: 5 hours |
|        |             | Analysing the Needs of a Customer | - Educate the retailer’s counter sales person to analyse customer requirements  
- Educate the retailer’s counter sales person to achieve goals | TEL/N2102 PC1, KB2, SB1, SB2 | Field Visit: Examining retailer’s need | Laptop, white board, marker, projector and mobile phone | T: 4 hours  
P: 3 hours |
|        |             | Educating Retailer’s Counter Sales Persons to Offer Appropriate Products to Customers | - Educate retailer’s counter sales person to offer product to customers  
- Define the tactics to counter sales person of presenting promotional offers to customers | TEL/N2102 PC2, KA1, KA2, SA1 | Field Visit: Presenting promotional offers to customers | Laptop, white board, marker, projector, mobile phone, brochures and list of offers and schemes | T: 3 hours  
P: 4 hours |
|        |             | Providing Mobile Handset Details | - Define mobile handset  
- Discuss physical and technical specifications of a mobile  
- Explore the range of mobile handsets | TEL/N2102 PC3, KB1, | Field Visit: Collecting technical specification of mobiles | Laptop, white board, marker, projector, mobile phone and brochures | T: 4 hours  
P: 3 hours |
| 4      | Process compliance | Brand Visibility | - Build strong brand visibility  
- Explore visual merchandising norms | TEL/N2103 PC3, KA2 | Field Visit: Analysing visual merchandising | Laptop, white board, marker, projector, mobile phone and merchandising elements | T: 4 hours  
P: 3 hours |
|        |             | Daily Sales Reports | - Prepare an error-free daily sales report  
- Understand closing dates of different territories and markets | TEL/N2103 PC1, KB1, KB2, SA2, SB1 | Field Visit: Preparing daily sales report | Laptop, white board, marker, projector, mobile phone, sample sales report | T: 3 hours  
P: 3 hours |

**NOS Total: T=15 hours; P=15 hours**
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<tr>
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<th>Session Objectives</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
</table>
|        | Sales Reports and Range Selling Norms | Sales Reports and Range Selling Norms       | • Analyse the daily sales report with the supervisor  
• Explain range selling norms and its advantages  
• Describe the range of products  
• Understand company policies for selling products  
• Create and manage a product portfolio | TEL/N2103 PC2, PC4, KA1, KB3, SA1       | Field Visit: Understanding range of products; Activity: Advantages of range selling                                                                                                                            | Laptop, white board, marker, projector, mobile phone, list of range selling norms | T: 3 hours P: 4.5 hours |
|        | Enroll New Retail Outlets     | Enroll New Retail Outlets                  | • Define the concept of retail outlet and advantages of running retail outlet  
• Explore the parameters for the enrollment of new outlets | TEL/N2103 PC5, KA3 | Field Visit: Identifying retail outlet parameters                                                                                                           | Laptop, white board, marker, projector, enrollment form   | T: 3 hours P: 3 hours |
| 5      | Soft Skills – Personal Development | Soft Skills                               | • Define soft skills  
• Practice soft skills | NA               | Activity: Basic soft skills; Activity: Building soft skills                                                                                                 | Pen and paper, whiteboard, marker                         | T: 1 hour P: 2 hours |
|        | Perception                    | Perception                                 | • Discuss about perception  
• Describe the process of perception  
• Explain the applications of perception | NA               | Activity: Perception analysis                                                                                                                                | Pen and paper, whiteboard, bowl, marker                 | T: 1 hour P: 2 hours |
| 6      | Soft Skills – Personality Development | Career Planning                           | • Describe the guidelines to choose a career  
• Explain the benefits of career planning  
• Discuss the tips for successful career planning | NA               | Activity: Career goals                                                                                                                                         | Pen and paper, whiteboard, marker                       | T: 0.5 hour P: 2 hours |

**NOS Total: T=13 hours; P=13.5 hours**

**NOS Total: T=2 hours; P=4 hours**
<table>
<thead>
<tr>
<th>Sr. 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</th>
</tr>
</thead>
</table>
|         |             | Team Building and Teamwork | • Discuss the team and team building  
• Explain the skills required for teamwork  
• Define the model of team building  
• List the difference between team and group  
• Explain the characteristics of an effective team  
• List the nine key roles of a team  
• Describe the intergroup collaboration | NA | Activity: Teamwork | Pen and paper | T: 0.5 hour  
P: 1 hour |
|         |             | Time Management | • Manage the time  
• Explain the 80:20 rule  
• Explore the features and secrets of time management  
• Understand the time management matrix  
• List down the five steps to successful time management  
• Understand the difficulties in time management  
• Clarify myth regarding time management  
• Overcome procrastination  
• Practice time management  
• Learn interesting facts about time management  
• Explore the time circle planner | NA | Activity: Time management | Pen and paper, whiteboard, marker | T: 1 hour  
P: 1 hour |

NOS Total: T=2 hours; P=4 hours
## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

<table>
<thead>
<tr>
<th>Assessment Criteria for Distributor Sales Representative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Role</strong></td>
<td>Distributor Sales Representative</td>
</tr>
<tr>
<td><strong>Qualification Pack</strong></td>
<td>TEL/Q2100, Version No. 1.0</td>
</tr>
<tr>
<td><strong>Sector Skill Council</strong></td>
<td>Telecom</td>
</tr>
</tbody>
</table>

#### Sr. No. | Guidelines for Assessment
---|---
1 | Criteria for assessment for each Qualification Pack will be created by the Telecom Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. TSSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2 | The assessment for the theory part will be based on knowledge bank of questions created by the TSSC.
3 | Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4 | Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria.
5 | To pass the Qualification Pack, every trainee should score overall of 70%.
6 | The marks are allocated PC wise; however, every NOS will carry a weight age in the total marks allocated to the specific QP.
<table>
<thead>
<tr>
<th>Assessable Outcome (NOS Code and Description)</th>
<th>Assessment Criteria (PC)</th>
<th>Total Marks</th>
<th>Out Of Theory</th>
<th>Skills Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TEL/N2100 (Pre-Planning)</td>
<td>PC1. organise self by grooming and maintaining personal hygiene</td>
<td>100</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC2. obtain daily sales objective from TSM/Area Manager</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC3. design an action plan to achieve sales targets</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PC4. split monthly target into weekly and daily targets</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC5. update self about latest schemes/offers and offers for the day</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC6. analyse MTD sales against monthly target</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC7. collect stock and merchandise from distributor point</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC8. proceed as per the pre-defined Route and Beat Plan</td>
<td>25</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>NOS Total</strong></td>
<td><strong>100</strong></td>
<td><strong>65</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td>2. TEL/N2101 (Manage Retailer Relationship to Achieve Sales Targets)</td>
<td>PC1. probe to identify retailer’s needs pertaining to handset</td>
<td>100</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC2. accomplish daily, weekly &amp; monthly sales targets</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC3. map the potential territory to identify new business opportunities</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC4. offer value proposition to retailers by applying FAB approach</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PC5. explain ROI potential to prospective retailers by highlighting high inventory turns and suggesting right product mix</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PC6. adhere to Route Plan and daily Beat Plan</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC7. confirm stock availability and collect payment for replenished stock</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC8. compute MTD sales and influence the retailer to buy more stock</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PC9. appropriately display merchandising material in the outlet</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PC10. comply with line selling and promote range selling</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PC11. educate retailer about new promotions, special offers and schemes</td>
<td>15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PC12. timely resolve retailer concerns</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>NOS Total</strong></td>
<td><strong>100</strong></td>
<td><strong>60</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>3. TEL/N2102 (Educate Retailer’s Counter Sales Person)</td>
<td>PC1. educate counter sales person how to analyse needs of a customer</td>
<td>100</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PC2. train counter sales person how to offer appropriate products to suit customer’s needs</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PC3. facilitate counter sales person to demonstrate physical and technical features and other key prepositions of a handset</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>NOS Total</strong></td>
<td><strong>100</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
</tr>
<tr>
<td>Assessable Outcome (NOS CODE AND DESCRIPTION)</td>
<td>Assessment Criteria</td>
<td>Total Marks</td>
<td>Out Of Theory</td>
<td>Skills Practical</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>4. TEL/N2103 (PROCESS COMPLIANCE FOR PRODUCT DISTRIBUTION)</td>
<td>PC1. create daily sales report</td>
<td>100</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PC2. analyse and review daily sales reports with the supervisor</td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PC3. create brand visibility through merchandising</td>
<td></td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PC4. follow range selling norms</td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PC5. enroll new outlets to increase width and depth of distribution</td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>NOS Total</td>
<td></td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>
Notes

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