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सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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**RASCI**

Retailers Association's  
Skill Council of India

# Facilitator Guide



Sector  
Retail

Sub-Sector  
FMGC

Occupation  
Sales

Reference ID: RAS/Q0604, Version 4.0  
NSQF level: 3

Salesperson  
(Distribution)

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**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

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

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

## About this Guide

The facilitator guide (FG) for Salesperson (Distribution) is primarily designed to facilitate skill development and training of people, who want to become a professional Salesperson (Distribution) in various retail stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Retailers Association's Skill Council of India (RASCI) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. RAS/N0601: Update self on product knowledge and merchandising practices
2. RAS/N0602: Follow business productivity targets and work towards achieving them
3. RAS/N0603: Make effective sales calls
4. RAS/N0604: Handle credit, receivables, and payables of retail outlets
5. RAS/N0605: Build and maintain trade relationships with retailers and resolve objections
6. RAS/N0618: Use Technological Tools and Applications
7. DGT/VSQ/N0102: Employability Skills (60 Hours)

Post this training, the participants will be able to perform tasks as a professional Salesperson (Distribution). We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Retail Skill Sector of our country.

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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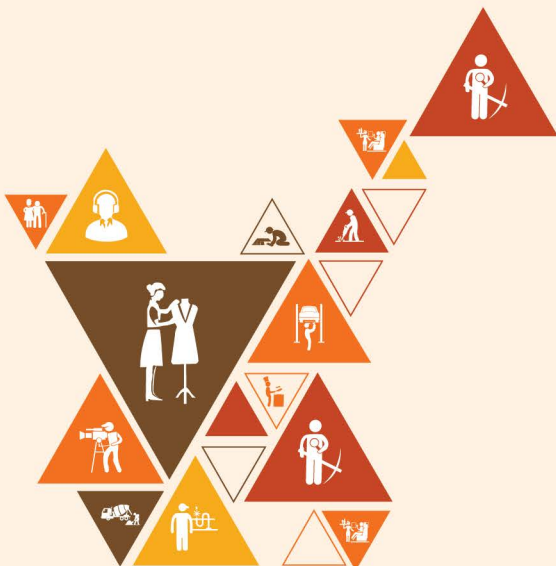
# 1. Introduction to Fast Moving Consumer Goods (FMCG) Retailing

Unit 1.1 - Introduction to FMCG Industry

Unit 1.2 - Overview of the Role of Salesperson (Distribution)

Unit 1.3 - Vertical Career Progression for a Salesperson (Distribution)

Unit 1.4 - Planning and Organising the Work



Additional  
Reading

## Key Learning Outcomes



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

1. Discuss the current scenario of the FMCG retailing sector in India
2. Summarise the key marketing strategies followed by the FMCG retailing segment in India
3. Describe the role of a Salesperson (Distribution)
4. List the roles and responsibilities of a Salesperson (Distribution) in the Indian context
5. Discuss the various opportunities available for people as a Salesperson (Distribution)
6. Outline the vertical career progression path for a Salesperson (Distribution)
7. Define the concept of planning
8. Explain the process of planning
9. List the key skills required for a Salesperson (Distribution)
10. Identify the common sales terminologies used in the FMCG industry.

## Unit 1.1: Introduction to FMCG Industry

### Unit Objectives

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

1. Outline the scenario of the FMCG retailing sector in India
2. Summarise the key marketing strategies followed by the FMCG retailing segment in India

### Resources to be Used

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

### Note

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

### Say

Good morning, participants and a very warm welcome to this training program called 'Salesperson (Distribution).'

### Do

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

### Note

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

## Say

Before starting the training, let us introduce ourselves and get to know each other. We shall play a game. Each one of us will tell the class their name, hometown, hobbies, and unique quality about themselves, starting with the 1st letter of their name. I will start with mine.

## Activity

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of you shall continue with the game with your names till the last person in the circle/ semi-circle participates.”
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.

Remember to:

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

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

## Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other, and this will help us go ahead with our training session.

**Note**

Discuss about the Salesperson (Distribution), their scope of work, and their required qualities.

**Say**

Good morning and welcome back to this “ Salesperson (Distribution)” training program. Today we shall learn about the FMCG sub-sector.

**Ask**

Ask the participants the following questions:

- Does anybody know what FMCG is?
- Have you understood what marketing strategies are?

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

**Elaborate**

In this session, discuss the following points:

- Introduction to the FMCG sub-sector
- Different marketing strategies

**Say**

Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

**Activity**

- Conduct a Group Discussion on Dominant marketing strategies.
- Ask the students to specify various marketing strategies in the retail sector in recent times.
- Ask if they have any questions about what they have talked about.
- Close the discussion by summarising the impact of globalisation on the FMGC sub-sector.

Activity	Duration	Resources used
Group Discussion	25 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

**Do** 

- Conduct a doubt clarification session, if needed.
- Note down the crucial points on the whiteboard as the trainees speak.

**Notes for Facilitation** 

- Ask the participants if they have any questions.
- Encourage other participants to answer.

## Unit 1.2: Overview of the Role of Salesperson (Distribution)

### Unit Objectives

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

1. Describe the role of a Salesperson (Distribution)
2. List the roles and responsibilities of a Salesperson (Distribution) in the Indian context.

### Resources to be Used

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

### Note

In this unit, we will discuss about the role of the Salesperson (Distribution).

### Say

Good morning and welcome back to this training program, “ Salesperson (Distribution). “ Today, we shall learn about the role of Salesperson (Distribution).

### Ask

Ask the participants the following questions:

- What do you think a Salesperson (Distribution) does?

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

### Elaborate

In this session, discuss the following points:

- Distributor Management System
- Role of a Salesperson (Distribution)
- Roles and Responsibilities of a Salesperson (Distribution)

## Say

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

## Activity

- Divide the trainees into four groups
- Provide each group with chart paper and markers/sketch pens
- Ask each group to make a chart paper presentation on Distributor Management System.
- Ask them to use graphical representation to depict various stages
- At the end of the activity, ask each group to explain the presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

## Do

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

## Notes for Facilitation

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



## Unit 1.3: Vertical Career Progression for a Salesperson (Distribution)

### Unit Objectives

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

1. Discuss the various opportunities available for people as a Salesperson (Distribution)
2. Outline the vertical career progression path for a Salesperson (Distribution)

### Resources to be Used

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

### Note

In this unit, we will discuss a Salesperson (Distribution)'s vertical career progression.

### Say

Good morning and welcome back to this training program on “Salesperson (Distribution).” Today we shall learn about the vertical career progression for a Salesperson (Distribution).

### Ask

Ask the participants the following questions:

- What do you understand by career progression?

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

### Elaborate

In this session, discuss the following points:

- Career opportunities in the FMGC segment
- Career progression for a Salesperson (Distribution)

### Say

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

## Activity

- Divide the trainees into four groups
- Provide each group with chart paper and markers/sketch pens
- Ask each group to make a career progression chart for a Salesperson (Distribution).
- Ask them to use graphical representation to depict various levels of the career.
- At the end of the activity, ask each group to explain their presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

## Do

- Allow the audience to ask questions during the presentation
- Ensure that all the trainees participate in the activity

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the Participant handbook

## Unit 1.4: Planning and Organising the Work

### Unit Objectives

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

1. Define the concept of planning
2. Explain the steps involved in planning
3. Outline the basic FMCG Sales terminologies

### Resources to be Used

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

### Note

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

### Say

Good morning and welcome back to this training program on “Salesperson (Distribution).” Today we shall learn about planning and organising the work.

### Ask

Ask the participants the following questions:

- Do you think proper planning is required before initiating the work? If yes, why?

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

### Elaborate

In this session, discuss the following points:

- Definition of planning
- The planning process:
  - Initial Situation
  - Future Trends
  - Strategic Dimensions
  - Specific Criteria
  - Action Plans
- Basic FMCG Sales terminologies

## Say

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

## Activity

- This is an individual activity
- Write different FMCG Sales terminologies in paper chits like FMCG, Primary Sales, Secondary Sales, Tertiary Sales, Numeric Distribution, Weighted Distribution, Stock Keeping Unit (SKU), Sales Representatives (SR), Sales Officers (SO), Wholesalers, Trade Schemes, etc.
- Fold each chit so that they look identical.
- Now ask each participant to pick up one chit in front of the class and tell what is written in the chit.
- Allow them 30 seconds to recollect all the information in their mind.
- Now ask them to explain the term written on the chit within 30 seconds.
- Repeat the activity with all the trainees in the class.

Activity	Duration	Resources used
Extempore	30 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

## Do

- Ensure that every trainee participates in the activity session
- Ask the participants if they have any questions

## Notes for Facilitation

- Ask the participants to answer the questions from the PHB
- Encourage peer learning in the class

## Answers to Exercises for PHB

### A. Fill in the blanks:

1. Packaged and ready-to-eat food
2. Brand Building
3. New products
4. Business

### Answer the following:

1. UNIT 1.2: Overview of the Role of Salesperson (Distribution)  
1.2.2 Job
2. UNIT 1.3: Vertical Career Progression for a Salesperson (Distribution)  
1.3.2 Career Opportunities for Salesperson (Distribution)
3. UNIT 1.4: Planning and Organising the Work  
1.4.2 Planning Process
4. UNIT 1.2: Overview of the Role of Salesperson (Distribution)  
1.2.1 Role of a Salesperson (Distribution)

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=X2aFwzkQH9A>

Tata FMCG Product Distributorship





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## 2. Products and Merchandising

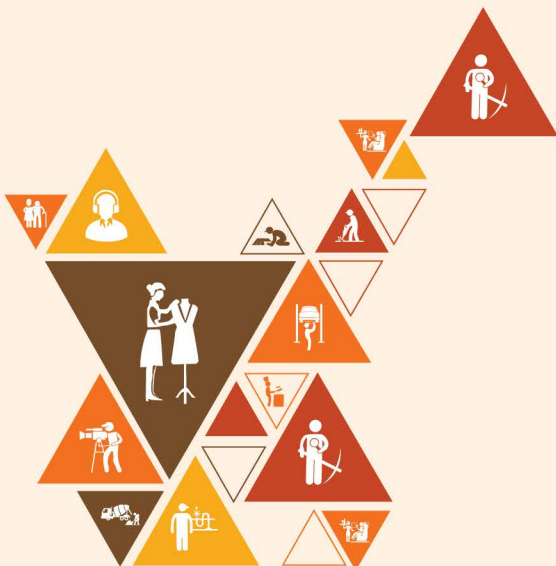
Unit 2.1 - Product Details, Product Portfolio, Schemes, and Offers

Unit 2.2 - The Role of Product Detailer

Unit 2.3 - Merchandising, Use of Point of Purchase (POP) Material and Product Samples

Unit 2.4 - Competition Benchmarking

Unit 2.5 - New/Focus Stock Keeping Unit (SKU)



RAS/N0601

## Key Learning Outcomes



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

1. Describe the terms - grammage, price points, and product variants of your own and the competitor
2. Discuss the need to be constantly updated on the knowledge of channel-wise, category-wise, outlet-type-wise schemes
3. Prepare a report to provide relevant information to help supervisors plan trade schemes
4. Explain the role of the Salesperson (Distribution) in acquiring hotspots within the store for product display
5. Outline the process of branding the area surrounding the display shelves/ racks
6. State the importance of clearing clutters around the display
7. Discuss the importance of competitive benchmarking and making own products available for sale at the retailer's store
8. Summarise the importance of knowing Unique Selling Propositions (USPs), features, and the benefits of the products
9. List the steps to make compelling sales calls to convince the outlets to place an order to focus Stock Keeping Unit (SKUs)
10. Discuss the purpose of a planogram
11. Discuss the steps of Merchandising



## Unit 2.1: Product Details, Product Portfolio, Schemes, and Offers

### Unit Objectives

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

1. Describe the terms grammage, price points, and variants
2. Explain the concept of product portfolio
3. List different types of schemes and offers
4. Explain the need for product-portfolio management

### Resources to be Used

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

### Note

In this unit, we will discuss about product details, product portfolio, schemes, and offers.

### Say

Good morning and welcome back to this training program on “Salesperson (Distribution).” Today we shall learn about product details, product portfolio, schemes, and offers.

### Ask

Ask the participants the following questions:

- What do you understand by product details?
- What is a product portfolio?

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

### Elaborate

In this session, discuss the following points:

- Product details
  - Grammage
  - Price Points
  - Variants

- Product Mix
- Assortment
- Product Portfolio
- Classification of the Products in a Product Portfolio
- Breaking down Product Portfolio
- Product Portfolio Management
- Schemes and Offers

## Say

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

## Activity

- Divide the participants into two groups
- Assign a sample product to both groups
- Ensure the same product is assigned to both the groups
- Now, ask one group to identify and note down the product details from the retailer's point of view
- Ask the other group to note down the product details from the consumer's point of view
- Note down all the points on the blackboard

Activity	Duration	Resources used
Identifying product details	60 minutes	Paper, pen, notebook, chart paper, blackboard, chalk, participant handbook, etc.

## Do

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

## Notes for Facilitation

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

## Unit 2.2: The Role of Product Detailer

### Unit Objectives

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

1. Define the term product detailing
2. List the uses of product detailer
3. List skills required to use a product detailer
4. Explain the necessity of product-detailing

### Resources to be Used

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

### Note

In this unit, we will discuss about the role of the product detailer.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we shall discuss about the role of product detailer.

### Ask

Ask the participants the following questions:

- What do you understand by product detailing?

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

### Elaborate

In this session, discuss the following points:

- Product Detailing
- Role of a product detailer

## Say

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

## Activity

- Conduct a group discussion in the class on product detailing
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the role of a product detailer

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, note book, pen, etc.

## Do

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

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Emphasise on proper communication techniques in group discussion

## Unit 2.3: Merchandising, Use of Point of Purchase (POP) Material and Product Samples

### Unit Objectives

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

1. Explain the importance of merchandising
2. Explain the purpose of POP (Point of Purchase) materials
3. List the elements of merchandising
4. State the purpose of visual merchandising
5. Identify the support structures in merchandising
6. Identify examples of POPs in merchandising
7. State the purpose of a planogram
8. Discuss the steps of merchandising

### Resources to be Used

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

### Note

In this unit, we will discuss about merchandising, use of point of purchase (POP) material, and product samples.

### Ask

Ask the participants the following questions:

- What is the meaning of Merchandising?
- What is a planogram?

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

### Elaborate

In this session, discuss the following points:

- Merchandising and its importance
- Importance of Merchandising
- Concept of POP materials
- Concept of Planogram

- Purpose of a planogram
- Driving Visibility in a Retail Outlet
- Key principles in implementing a Planogram
- POPs in merchandising
- Merchandising Elements
- Purpose of Visual Merchandising
- Merchandising support structures
  - Different tools used for visual merchandising

## Say

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

## Activity

- This is an individual activity
- Show pictures of various merchandising support structures on the projector and ask the participants to identify them
- Also, ask them to explain the usages of the same briefly

Activity	Duration	Resources used
Identify the following	30 minutes	Participant handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, notebook, pens, etc.

## Do

- Show the following pictures:



- Guide the students in identifying the pictures

## Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class

## Unit 2.4: Competition Benchmarking

### Unit Objectives

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

1. Describe the purpose of competition benchmarking
2. List the steps for competitive benchmarking and ensuring availability of the products

### Resources to be Used

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

### Note

In this unit, we will discuss competition benchmarking.

### Ask

Ask the participants the following questions:

- What do you understand by competition benchmarking?

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

### Elaborate

In this session, discuss the following points:

- Competition benchmarking
- Steps for Competition Benchmarking

### Say

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



## Activity

- Conduct a group discussion in the class on competition benchmarking
- Ask the participants to summarise the steps for competition benchmarking
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, notebook, pen, etc.

## Do

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

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Emphasise on the proper communication techniques in group discussion

## Unit 2.5: New/Focus Stock Keeping Unit (SKU)

### Unit Objectives

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

1. State the definition of a Stock Keeping Unit (SKU)
2. Explain the importance of a new/ focus stock-keeping unit (SKU)

### Resources to be Used

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

### Note

In this unit, we will discuss about Stock Keeping Unit (SKU).

### Ask

Ask the participants the following questions:

- What do you understand by SKUs?

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

### Elaborate

In this session, discuss the following points:

- Stock-keeping Unit (SKU)
- Importance of New/ Focus Stock Keeping Unit (SKU)

### Say

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

## Activity

- Conduct a group discussion in the class on the importance of New/ Focus Stock Keeping Unit (SKU)
- Ask the participants to summarise few key tasks that will help in focusing on the sales of new products
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, overhead projector, notebook, pen, etc.

## Do

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

## Notes for Facilitation

- Emphasise on proper communication techniques in group discussion
- Answer all the doubts raised by the participants in the class

## Answers to Exercises for PHB

### A. Fill in the blanks:

1. Product variants
2. Stock Keeping Unit (SKU)
3. Brochures
4. Planogram

### Answer the following:

1. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers  
2.1.1 Product Details
2. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers  
2.1.2 Product Portfolio
3. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers  
2.1.5 Product Portfolio Management
4. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers  
Schemes and offers
5. UNIT 2.1: Product Details, Product Portfolio, Schemes and Offers  
Product Portfolio Management
6. UNIT 2.2: The Role of Product Detailer  
2.2.2 Role of a product detailer

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=Zq0nEkrJ5rg>

Purpose of Planogram



<https://www.youtube.com/watch?v=-d5jx5pwMdg>

Merchandising Principles



<https://www.youtube.com/watch?v=2DhQ35UJ2Y>

Merchandising themes



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MINISTRY OF SKILL DEVELOPMENT  
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Transforming the skill landscape



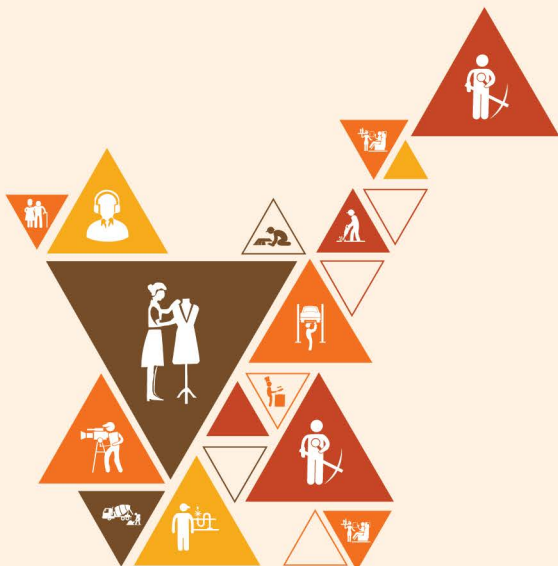
## 3. Business and Productivity Target

Unit 3.1 - Key Elements of Retailer Interaction

Unit 3.2 - Achieving Productivity and Business Targets

Unit 3.3 - Outlet Categories and Billing Targets

Unit 3.4 - Availability of Newly Launched Products



RAS/N0602

## Key Learning Outcomes



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

1. List the basic concepts of marketing
2. List the key attributes of a good Salesperson (Distribution)
3. Explain the key elements of sales call that help in selling to the retailers
4. Explain the key activities during the daily sales cycle that help in achieving productivity and business targets
5. Identify the key activities that help in achieving category wise route wise outlet targets
6. Explain the importance of ensuring the availability of stocks at distributor points and retail outlets

## Unit 3.1: Key Elements of Retailer Interaction

### Unit Objectives

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

1. List the basic concepts of marketing
2. List the key attributes of a good Salesperson (Distribution)
3. Explain the key elements that help in selling to retailers during the sales call

### Resources to be Used

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

### Note

In this unit, we will discuss about key elements of retailer interaction.

### Ask

Ask the participants the following questions:

- What do you understand by Marketing?

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

### Elaborate

In this session, discuss the following points:

- Basic Concepts of Marketing
- Attributes of a Good Salesperson (Distribution)
- Key Steps of a Sales Cycle
- Key Elements that Help in Selling to Retailers
  - Listen Attentively
  - Ask Probing Questions

### Say

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

## Activity

- Pair participants up and give them a general discussion topic
- Each trainee takes turns being the speaker or the listener
- When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and offer them a compliment
- Having "Think, Pair, Shares" during lessons and discussions is a great way to practice receiving and sharing what is heard
- Close the session by explaining the importance of active listening during customer handling

Activity	Duration	Resources used
Partner Conversations – Listening Activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens, participant handbook, etc.

## Do

- Ensure that all the participants participate in the activity
- Help the students to understand the need for the activity

## Notes for Facilitation

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



## Unit 3.2: Achieving Productivity and Business Targets

### Unit Objectives

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

1. Identify how to analyze overall / productivity targets to set effective objectives
2. Summarise the process of breaking down targets into actionable tasks to achieve them for all categories of outlets
3. Explain how to do stock count and capture order as per SOQ (Suggested Order Quantity) in outlets speedily
4. Identify how to estimate sales from the beat and analyze stock in hand
5. Summarise the process of ensuring the availability of stocks at the retail outlet

### Resources to be Used

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

### Note

In this unit, we will discuss how to achieve productivity and business targets.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we will discuss about achieving productivity and business targets.

### Ask

Ask the participants the following questions:

- What is productivity?

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

### Elaborate

In this session, discuss the following points:

- Productivity parameters in achieving business targets
  - Effective Coverage – ECO
  - Line & Total Line Sold – TLS

- Lines Per Productive Call – LPPC
- Line Selling: Sales Gain
- Line Selling: Distribution Gain
- Productivity
- Availability
- Check stocks

## Say

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

## Activity

- Conduct a group discussion in the class on achieving productivity and business targets
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper target setting in the retail business

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

## Do

- Conduct a doubt clarification session, if needed
- Ensure that all the participants participate in the activity

## Notes for Facilitation

- Ensure that all the participants answer every question listed in the Participant handbook
- Encourage peer learning in the class

## Unit 3.3: Outlet Categories and Billing Targets

### Unit Objectives

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

1. Summarise the role of a distributor and process of flow of stocks
2. Identify the different types and categories of retail outlets in Indian Landscape
3. Discuss about outlet billing and meeting outlet billing targets
4. Explain target outlet coverage and route plan
5. Explain why the sales force should be focused
6. Describe how to select an outlet and its respective trade channel

### Resources to be Used

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

### Note

In this unit, we will discuss about, outlet categories and billing targets.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we shall learn about outlet categories and billing targets.

### Ask

Ask the participants the following questions:

- What do you understand by the stock flow?
- What is billing?

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

### Elaborate

In this session, discuss the following points:

- Role of Distributors and Process of Stock Flow
  - Stock Flow Process for Distributors
  - Stock Flow Process for Super Distributors

- Two Types of Indian Outlet Landscapes
  - General Trade
  - Modern Trade
- Meeting Outlet Billing Targets

## Say

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

## Activity

- Divide the participants into two groups
- Provide each group with chart paper and sketch pens
- Ask one of the groups to make a graphical presentation on “Stock Flow Process for Distributors” and another group on “Stock Flow Process for Super Distributors”
- Ask them to make the presentation colorful and attractive
- At the end of the activity, ask each group to explain their presentation
- Display the best presentation in the classroom, if possible

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

## Do

- Allow the audience to ask questions during the presentation
- Ensure that all the participants participate in the activity

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class

## Unit 3.4: Availability of Newly Launched Products

### Unit Objectives

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

1. Identify the role of Salesperson (Distribution) during the launch of products
2. State the importance of ensuring availability of newly launched products
3. Identify how to achieve outlet-wise launch targets

### Resources to be Used

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

### Note

In this unit, we will discuss about availability of newly launched products.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we shall learn about the availability of newly launched products.

### Ask

Ask the participants the following questions:

- What do you understand by launching the product?

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

### Elaborate

In this session, discuss the following points:

- Launching Technique of Products
- Importance of Availability of Newly Launched Products
- Achieve Outlet-wise Launch Targets

**Say**

Let us participate in a role-play based activity session to understand the importance of launching new products.

**Activity**

- Announce to the class that there will be a Think-Pair-Share activity
- Give out a few questions to the class
- Divide the participants into pairs and ask them to discuss the topics and come to a conclusion
- The topics can be like:
  - Launching Technique of Products
  - Importance of Availability of Newly Launched Products
  - How to achieve outlet-wise launch targets
- Ask each of the pairs to share the conclusion with the entire class
- For large classes, choose a certain number of pairs, depending on the time in hand

Activity	Duration	Resources used
Think-Pair-Share activity	45 minutes	Paper, pen, notebook, whiteboard, marker, participant handbook, etc.

**Do**

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

**Notes for Facilitation**

- Answer all the doubts raised by the participants in the class
- Encourage other participants to answer queries

## Answers to Exercises for PHB

### A. Fill in the blanks:

1. multiple things
2. customer
3. attention
4. body

### Answer the following:

1. UNIT 3.2: Achieving Productivity and Business Targets
2. UNIT 3.2: Achieving Productivity and Business Targets
3. UNIT 3.3: Outlet Categories and Billing Targets
4. UNIT 3.4: Availability of Newly Launched Products
5. UNIT 3.4: Availability of Newly Launched Products
6. UNIT 3.4: Availability of Newly Launched Products

Scan the QR codes or click on the link to watch the related videos



[www.youtube.com/watch?v=CfYrZTauckU](https://www.youtube.com/watch?v=CfYrZTauckU)

Direct trade







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Retailers Association's  
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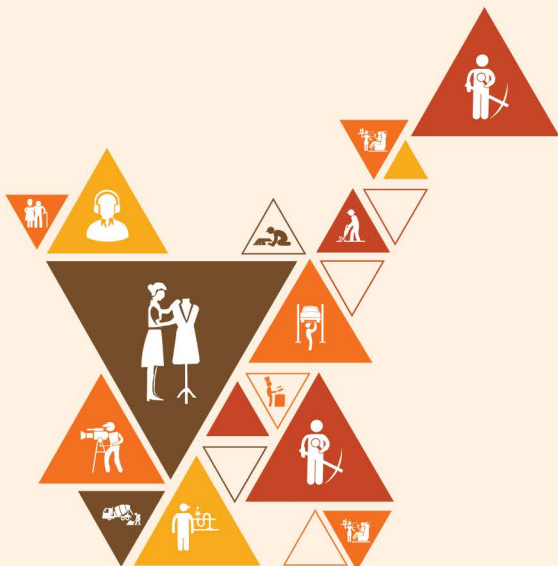
## 4. Effective Sales Call

Unit 4.1 - Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking

Unit 4.2 - Scheme Communication and Range Selling

Unit 4.3 - Stock Return, First Manufactured First out (FMFO) and Stock Rotation

Unit 4.4 - Guidelines for Efficiently Servicing the Retailer



RAS/N0603

## Key Learning Outcomes



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

1. Analyze current stock on hand and sales of the outlets
2. Explain how the recommendation will boost retailer's sales
3. Communicate the benefits and ask open-ended questions considering the retailer's needs
4. Identify and conclude that the relevant schemes/slabs are discussed with the retailer
5. Analyze competition schemes
6. Discuss about range selling by leveraging on own brand already available in the retail outlet
7. Explain route list, product list, scheme details, order capture process, and retail survey features available in the palmtop or handheld device and their usage
8. Identify and arrange stock as per FMFO, carry one stock rotation, and replace damaged or expired goods
9. Practice and maintain a pleasing personality and proper posture while talking with the retailer
10. Analyse and submit the order after checking the summary of the order while communicating the order value to the retail

## Unit 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking

### Unit Objectives

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

1. Define the term current stock control system
2. Explain how sales recommendations will boost retailer's sales
3. Discuss all benefits which would accrue to the retailer in a short and concise manner
4. Explain the steps involved in the sales process
5. Prepare open-ended questions to identify retailer's needs

### Resources to be Used

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

### Note

In this unit, we will discuss about estimating sales accurately to avoid out of stock events or overstocking.

### Say

Good morning and welcome back to this training program, "Salesperson (Distribution)." Today we shall learn how to estimate sales accurately to avoid out of stock events or overstocking.

### Ask

Ask the participants the following questions:

- What do you mean by overstocking?
- What is a stock control system?

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

## Elaborate

In this session, discuss the following points:

- Current Stock Control System
- Sales Recommendation to Boost Retailer's Sales
- Benefits Which Would Accrue to the Retailer
- Steps Involved in Sales Process
- Asking Open-ended Questions to the Retailer

## Say

Let us participate in a role-play to understand the concept of open-ended questions.

## Activity

- This is an individual activity
- Provide the participants with a few sample questions (preferably display the same on the projector)
- Ask the students to identify whether the questions are open-ended or close-ended
- Show them the below mentioned questions:
  - What chemical reactions do you observe every day?
  - How do you think scientists figured out the circumference of the earth?
  - What is a nuclear reaction?
  - What is the circumference of the Earth?
  - What about its maintenance and servicing?
  - How is it delivered?
  - What is the output of this computer program?
  - In what situations would you use this computer program?
  - Why are you interested in this course?
  - How would you go about approaching this problem?
  - Are you taking this course to fill a requirement?
  - What's the next step in this problem?
  - What are some of the pros and cons you're experiencing with group work?
  - Is your group working together?

Activity	Duration	Resources used
Open-ended questions	60 minutes	Pen, notebook, participant handbook, whiteboard, markers, overhead projector, laptop/computer, etc.

## Do

- Ensure each trainee participate in the activity
- Ensure that each activity meets the session objectives

## Notes for Facilitation

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

## Unit 4.2: Scheme Communication and Range Selling

### Unit Objectives

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

1. Discuss the process of communicating trade schemes to the retailers
2. Explain the importance of range selling
3. Identify the importance of cross-selling and up-selling
4. List the advantages of palmtops/PDAs

### Resources to be Used

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

### Note

In this unit, we will discuss about the scheme communication and range selling.

### Ask

Ask the participants the following questions:

- What are trade schemes?
- What is up-selling and Cross-Selling?

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

### Elaborate

In this session, discuss the following points:

- Introduction to Scheme Communication
  - Five types of trade schemes
  - How to Use Trade Scheme?
- Range Selling for All Categories
  - Definition of Range Selling
  - Concept of Depth and Width
  - Importance of Range Selling
  - Steps to Handle Range Selling
- Cross-selling and Up-selling
- Advantages of a Palmtop/ PDA

**Say** 

Let us participate in a role-play to understand the concept of up-selling and cross-selling.

**Activity** 

- This session will be a role-play activity
- Divide the participants in groups of three
- Two participants will act as a customer and another one as a seller
- Ask each group to demonstrate either cross-selling or up-selling
- Ask the seller to use convincing techniques to close the sale

Activity	Duration	Resources used
Role Play	60 minutes	Pen, notebook, participant handbook, whiteboard, markers (red, blue, and black),

**Do** 

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

**Notes for Facilitation** 

- Encourage teamwork and active participation
- Encourage other participants to answer queries

## Unit 4.3: Stock Return, First Manufactured First out (FMFO) and Stock Rotation

### Unit Objectives

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

1. State the meaning of stock return
2. Identify the importance of freshness norms
3. State the importance of maintaining first-manufactured, first-out (FMFO)
4. Explain the importance of stock rotation
5. Identify methods of mitigating stock loss

### Resources to be Used

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

### Note

In this unit, we will discuss how the processing of returned goods is done.

### Ask

Ask the participants the following questions:

- What is Stock Return?

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

### Elaborate

In this session, discuss the following points:

- Stock Return
- Freshness Norms
- FMFO (First Manufactured First Out)
- Stock Rotation
- Process of Checking Stock and Replacing the Damaged Stocks
- Methods of Mitigation of Stock Loss
  - Maintaining Quality of Stocks at Outlets and Storage
  - Storage Conditions



- Storage Methods
- Security systems
- Periodic reports on aging

## Say

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

## Activity

- This is an individual activity
- Ask the participants to compare the following stock removal strategies:
  - FIFO
  - LIFO
  - FEFO
  - FMFO
- Ask them to mention the use of each technique with an example
- Ask them to mention the pros and cons of each process

Activity	Duration	Resources used
Comparison based activity	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all the participants participate in the activity
- Help the students to understand the need for the activity

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Encourage peer learning

## Unit 4.4: Guidelines for Efficiently Servicing the Retailer

### Unit Objectives

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

1. Explain the elements of professional behavior that is needed at work
2. Explain the importance of trust and credibility at work
3. Explain the importance of maintaining personal cleanliness and hygiene

### Resources to be Used

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

### Note

In this unit, we will discuss about the guidelines for efficiently servicing the retailer.

### Ask

Ask the participants the following questions:

- What do you understand by the term communication?
- What is self-motivation?

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

### Elaborate

In this session, discuss the following points:

- Distributor Sales person's Professionalism
  - Effective Communication
  - Communication Cycle
  - Non-Verbal Communication
  - Fundamentals of Planning
  - Develop Self-Motivation
  - Organizational Discipline
  - Time Management
- Trust and Credibility
  - How to Convince a Prospective Customer?
  - Significance of Positive Intent for a Sales Person

- The Effects of Commonality for a Sales Person
- The Effects of Product / Service Expertise for a Sales Person
- Personal Cleanliness and Hygiene
  - Personal Grooming & its Significance
  - Effective Business Introduction

## Say

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

## Activity

- This is an individual activity
- Ask the participants to prepare a list of any one of the following:
  - Different ways a Salesperson (Distribution) should maintain hygiene
  - Grooming procedures for a Salesperson (Distribution)
- Note down the crucial points on the whiteboard at the end of the activity
- Close the activity by sharing your inputs and insight to encourage the students and add to their work

Activity	Duration	Resources used
Prepare a list	45 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session

## Notes for Facilitation

- Ensure each contribution is given fair consideration
- Keep the ambiance constructive and positive

## Answers to Exercises for PHB

### A. Mention if the following statements are true or false:

1. False
2. True
3. True
4. True

### B. Answer the following:

1. UNIT 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking Benefits Which Would Accrue to the Retailer
2. UNIT 4.1: Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking  
4.1.4 Steps Involved in Sales Process
3. UNIT 4.2: Scheme Communication and Range Selling  
Introduction to Scheme Communication
4. UNIT 4.2: Scheme Communication and Range Selling  
4.2.3 Cross-selling and Up-selling
5. UNIT 4.4: Guidelines for Efficiently Servicing the Retailer  
Distributor Sales person's Professionalism
6. UNIT 4.4: Guidelines for Efficiently Servicing the Retailer  
4.4.3 Personal Cleanliness and Hygiene

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=r7FoV4XoAaw>

RFID in fashion – For reliable stock management



<https://www.youtube.com/watch?v=jxCG9MxIoK0>

Inventory management (FIFO-LIFO)



<https://www.youtube.com/watch?v=7Ls47gOpNOA>

Stock Rotation



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## 5. Credit Management in Retail Outlet

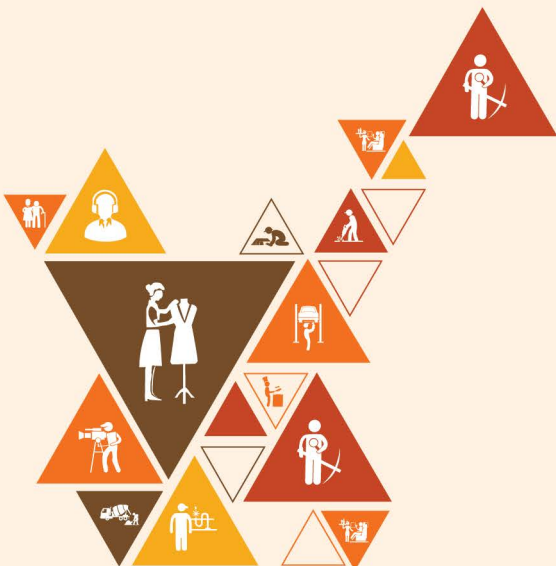
Unit 5.1 - Collecting Information Regarding Pending Bills

Unit 5.2 - Gathering Credit Ageing Information of Retailer Bills

Unit 5.3 - Tracking Pending Payments

Unit 5.4 - Tracking Pending Delivery and Resolving Related Issues

Unit 5.5 - Reconciling Receivables and Payables



RAS/N0604

## Key Learning Outcomes



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

1. Explain the need for credit management in retail
2. State the role of distributor salesperson in collecting details of pending invoices
3. Identify and collect the detail of pending invoices
4. Know how to gather credit aging information of retailer bills
5. Identify how to track pending display payment
6. Familiarise with tracking pending delivery and resolving related issues
7. Know how to reconcile receivables and payables with outlets

## Unit 5.1: Collecting Information Regarding Pending Bills

### Unit Objectives

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

1. Describe the concept of credit management with retailers
2. State the meaning of pending invoices
3. Discuss the role of distributor salesperson in handling pending invoices
4. Analyze the concept of 'due upon receipt

### Resources to be Used

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

### Note

This unit will discuss about pending invoices.

### Say

Good morning and welcome back to this training program, "Salesperson (Distribution)." Today we will discuss about collecting information regarding pending bills.

### Ask

Ask the participants the following questions:

- What do you understand by credit management?
- What is an invoice?

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

### Elaborate

In this session, discuss the following points:

- Credit Management
- Pending Invoices
- Role of Salesperson (Distribution) in handling pending invoices
- Plan to Collect Pending Invoices

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

- Divide the class into two groups
- Conduct a group discussion in the class on safety precautions to be taken in a store
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the consequences of improper shift handover Conduct a group discussion on the process of collecting pending invoices
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

## Do

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

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Discuss the proper communication technique in group discussion



## Unit 5.2: Gathering Credit Ageing Information of Retailer Bills

### Unit Objectives

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

1. State the meaning of credit aging
2. Discuss the concept of ageing of receivables and define the ageing schedule
3. Identify the process to gather credit ageing information
4. State the need to collate data and complete documentation accurately

### Resources to be Used

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

### Note

In this unit, we will discuss about gathering credit ageing information of retailer bills.

### Ask

Ask the participants the following questions:

- What is credit ageing?
- What are the sources together with credit ageing data?

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

### Elaborate

In this session, discuss the following points:

- Credit Ageing
- Ageing of Receivables
- Gathering Credit Ageing Information
- Collating Data and Completing Documentation

## Say

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

## Activity

- Conduct a group discussion on Credit Ageing
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, laptop, overhead Screen, Projector, notebook, pens, etc.

## Do

- Conduct a doubt clarification session, if needed
- Note down the crucial points on the whiteboard as the participants speak
- Share your inputs and insight to encourage the participants and add to what they talk about

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer

## Unit 5.3: Tracking Pending Payments

### Unit Objectives

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

1. Identify how to assess pending payments
2. Identify how to assess consumer credit status
3. List the information mentioned in a credit report
4. Identify some factors which should be considered to analyze data in a credit report
5. List the causes of overdue payment
6. List the responsibility of the salesperson in collecting payments

### Resources to be Used

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

### Note

In this unit, we will discuss the ways to assess pending payments.

### Ask

Ask the participants the following questions:

- What do you understand by credit report?

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

### Elaborate

In this session, discuss the following points:

- Assessing Pending Payments
- Assessing Consumer Credit Status
- Analysing Data in Credit Report
- Causes of Overdue Payment
- Responsibility of salesman in Collecting Payments

## Say

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

## Activity

- Divide the class into three groups
- The participants will have to provide a broad explanation on these topics:
  - Ways to access credit status
  - Ways to analyse data in a credit report
  - Responsibility of salesman in collecting payments
- It is important that the participants present their answers rich in information

Activity	Duration	Resources used
Practice Activity	20 minutes	Notebook, pen, pencil, eraser, participant handbook, chart paper, sketch pen, ruler, whiteboard, marker, etc.

## Do

- Note down the crucial points on the whiteboard as the participants speak
- Share your inputs and insight to encourage the participants and add to what they talk about

## Notes for Facilitation

- Ask the participants if they have any questions
- Keep the ambiance constructive and positive

## Unit 5.4: Tracking Pending Delivery and Resolving Related Issues

### Unit Objectives

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

1. Explain how to track the pending delivery
2. Identify how to resolve issues related to pending delivery
3. Identify the key factors related to pending delivery
4. List the advantages of online and mobile-based automated messaging and alerting mechanism

### Resources to be Used

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

### Note

In this unit, we will discuss about tracking pending delivery and resolving related Issues.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we will learn about tracking pending delivery and resolving related issues.

### Ask

Ask the participants the following questions:

- What do you understand by order tracking?

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

### Elaborate

In this session, discuss the following points:

- Tracking Pending Delivery

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

- Conduct a group discussion in the class on tracking pending delivery
- Ask the participants what they have learned from this exercise
- Close the discussion by summarising what a Salesperson (Distribution) takes care of in relation to resolving tracking pending deliveries

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

## Do

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

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Discuss the proper communication technique in group discussion

## Unit 5.5: Reconciling Receivables and Payables

### Unit Objectives

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

1. Explain how to balance receivables and payables
2. Discuss the difference between accounts payables and accounts receivables
3. Define accounts payables and accounts receivables
4. Discuss about the management of accounts receivables

### Resources to be Used

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

### Note

In this unit, we will discuss about reconciling receivables and payables.

### Say

Good morning and welcome back to this training program, “Salesperson (Distribution).” Today we will learn about reconciling receivables and payables.

### Ask

Ask the participants the following questions:

- What are receivables and payables?

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

### Elaborate

In this session, discuss the following points:

- Balancing receivables and payables
- Difference between accounts payables and accounts receivables

## Say

Let us participate in a case study to understand this AP/AR better.

## Activity

- This is an individual activity
- Ask the participants to study the below scenario carefully:
  - Company A sells merchandise to Company B on credit (with payment terms of 30 days)
  - Company A then records the amount with a credit to sales and a debit to accounts receivable
  - Company B records the purchase as a credit to accounts payable. When the amount of the credit sale is remitted, they will debit the liability in the AP ledger and will credit cash
  - At this point, Company A will debit cash and will credit the current asset
- Considering the above scenario, state whether the below statements are True or False:
  - At the time of the sale, Company A reports a sale and a current asset
  - At the time of the sale, Company B reports a purchase and a current liability
  - At the time of payment, Company A reports a cash increase and an AR decrease
  - At the time of payment, Company B reports a cash decrease and an AP decrease
- Ask the participants to support their answers with proper logic

Activity	Duration	Resources used
Case Study	45 minutes	Participant handbook, Computer or Laptop, overhead projector, whiteboard, markers, notebook, pens, etc.

## Do

- Conduct a doubt clarification session, if required
- Encourage non-participating participants to open up and speak

## Notes for Facilitation

- Encourage peer learning in the class
- Ensure participants answer the questions given in the Participant handbook



## Answers to Exercises for PHB

### A. Fill in the blanks:

1. poor debts
2. unpaid
3. overdue
4. receivable dues

### B. Answer the following:

1. UNIT 5.1: Collecting Information Regarding Pending Bills  
Credit Management
2. UNIT 5.2: Gathering Credit Ageing Information of Retailer Bills  
Credit Ageing
3. UNIT 5.3: Tracking Pending Payments  
5.3.1 Assessing Pending Payments
4. UNIT 5.3: Tracking Pending Payments  
5.3.6 Responsibility of Sales person in Collecting Payments
5. UNIT 5.5: Reconciling Receivables and Payables  
Balancing Receivables and Payables
6. UNIT 5.5: Reconciling Receivables and Payables  
5.5.2 Difference between Accounts Payables and Accounts Receivables



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Retailers Association's  
Skill Council of India

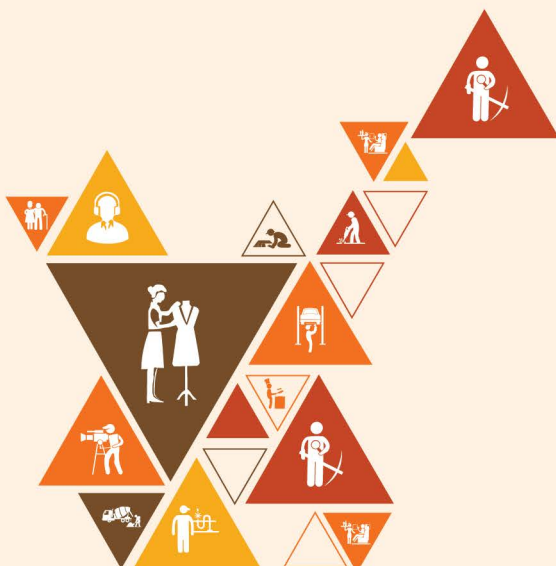
## 6. Use Technological Tools and Applications

Unit 6.1 Introduction to Digital Tools for Sales Operations

Unit 6.2 Effective Communication and CRM Tools

Unit 6.3 POS Systems and Sales Tracking

Unit 6.4 Issue Reporting and Digital Promotions



RAS/N0618

## Key Learning Outcomes

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

1. Demonstrate the ability to operate basic technological tools and applications to enhance sales and distribution efficiency
2. Explain the significance of utilising digital communication platforms to interact professionally and efficiently with stakeholders
3. Demonstrate proficiency in data entry and the use of tracking system
4. Report order issues like delivery delays or stock shortages via digital channels and troubleshoot mobile sales apps

## Unit 6.1 Introduction to Digital Tools for Sales Operations

### Unit Objectives

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

1. Outline the basic functions of smartphones and tablets in sales operations
2. Discuss the basic digital tools used for logging sales orders, recording inventory, and managing delivery schedules

### Resources to be Used

- Whiteboard and markers, projector and screen for visual aids, flipcharts, participant handbook, pen and writing pad, laptop, laser pointer, visual aids (e.g., screenshots of sales operation apps), and the demonstration software/tools (e.g., CRM systems, inventory management apps).

### Say

- “Hello everyone! I hope you’re all doing well today. In today’s session, we will explore the fundamental roles smartphones and tablets play in sales operations.
- By the end of this session, you should have a solid understanding of the basic digital tools used for logging sales orders, tracking inventory, and managing delivery schedules.
- Gaining knowledge in this area will enhance the efficiency of your sales processes, helping you stay organized and deliver better customer service.
- What you learn today can significantly improve your sales operations and overall workflow.”

### Do

- Introduce the basic functions of smartphones and tablets in streamlining sales operations.
- Highlight essential digital tools for logging sales orders, tracking inventory, and managing delivery schedules.
- Use practical examples and demonstrations to reinforce their applications.

## Explain

- Explain the following topics-
  - o Basic Functions of Smartphones and Tablets in Sales Operations
  - o Digital Tools for Salesperson (Distribution) in the Retail Sector
  - o Other Relevant Tools and Technologies

## Ask

- How do smartphones enhance communication for salespersons?
- What is the role of digital product catalogues in sales operations?
- Give two examples of POS software commonly used in India.
- Why is route optimization important in delivery management?
- How do tools like Zoho CRM improve sales operations?

## Activity

1. **Activity Name:** Digital Toolbox Exploration
2. **Objective of the activity:** To identify and understand the digital tools essential for salespersons in retail distribution.
3. **Type of Activity:** Group
4. **Resources:** Laptops/Tablets, internet access, sticky notes, flipcharts, markers.
5. **Time Duration:** 10-15 minutes
6. **Instructions:**
  - Divide participants into small groups.
  - Assign each group a category of digital tools (e.g., CRM software, inventory management apps, mobile payment systems, or route optimization tools).
  - Groups will research their assigned tool category, listing examples and how they enhance efficiency for salespersons in distribution.
  - Prepare a quick visual summary or demo on a flipchart or tablet.
  - Groups will share their findings with the class, highlighting key benefits and practical uses of the tools.
7. **Outcome:** Participants will understand how digital tools streamline retail distribution tasks, improve salesperson efficiency, and enhance overall operational productivity.

## Notes for Facilitation

- Encourage collaboration and efficient use of available resources for researching digital tools.
- Guide groups to focus on practical applications and key benefits of their assigned tool category.
- Emphasize how these tools improve efficiency, productivity, and decision-making in retail distribution.
- Promote creativity in presenting findings through visual summaries or demos.
- Facilitate group discussions to compare tool categories and their roles in retail operations.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Unit 6.2 Effective Communication and CRM Tools

### Unit Objectives

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

1. Illustrate effective communication strategies using messaging apps like WhatsApp or SMS for managing customer and distributor interactions related to orders and deliveries
2. Explain the importance of customer relationship management (CRM) systems

### Resources to be Used

- Whiteboard and markers, projector and screen for visual aids, flipcharts, participant handbook, pen and writing pad, laptop, laser pointer, CRM software for demonstration, and the visual aids (e.g., screenshots of WhatsApp/SMS communication templates, order updates).

### Say

- “Good morning everyone! Today, we will explore effective communication strategies using messaging apps like WhatsApp and SMS to manage interactions with customers and distributors, particularly concerning orders and deliveries.
- We will also cover the importance of customer relationship management (CRM) systems.
- Let’s dive deeper into these concepts and understand how they can enhance our business processes.”

### Do

- Start by illustrating effective communication strategies using messaging apps like WhatsApp or SMS for managing customer and distributor interactions regarding orders and deliveries.
- Discuss the significance of customer relationship management (CRM) systems in streamlining communication and improving customer satisfaction.
- Encourage participants to share insights and engage in practical exercises

### Elaborate

- Elaborate the following topics:
  - o Effective Communication Strategies for Managing Orders and Deliveries via Messaging Apps
  - o Importance of Customer Relationship Management (CRM) Systems

**Ask**

- Why is CRM important for compliance and record-keeping in distribution?
- How does CRM enable data-driven decision-making?
- How can multimedia (photos, invoices, location links) enhance communication?
- What is the benefit of using scheduled messages for timely updates?

**Notes for Facilitation**

- Examine participants about their expectations from this program.
- Inquire about participants if they have any doubts. Then, encourage them to ask questions.
- Answer their queries.

**Activity**

1. **Activity Name:** CRM Strategy Workshop
2. **Objective of the activity:** To explore the importance of Customer Relationship Management (CRM) systems in retail operations.
3. **Type of Activity:** Group
4. **Resources:** Laptops/Tablets, internet access, CRM software demo (if available), flipchart, markers, sticky notes.
5. **Time Duration:** 10-15 minutes
6. **Instructions:**
  - Divide participants into small groups and assign each group a different aspect of CRM (e.g., customer data management, sales tracking, customer engagement).
  - Groups will research their assigned CRM feature, identifying its benefits and how it can improve customer satisfaction and loyalty in retail.
  - Each group will create a brief presentation on a flipchart or tablet, outlining their CRM feature and its importance in building stronger customer relationships.
  - After presentations, facilitate a discussion on how integrating CRM systems can enhance retail strategies.
7. **Outcome:** Participants will gain insights into the practical benefits of CRM systems, learning how they help manage customer relationships, improve service, and boost sales in retail.



## Notes for Facilitation

- Encourage groups to focus on the specific CRM feature and explore its real-world applications.
- Guide discussions on how CRM systems can optimize customer satisfaction, loyalty, and retail operations.
- Foster creativity in group presentations, highlighting how CRM tools drive customer relationship management.
- Promote active participation and ensure a collaborative environment for knowledge-sharing.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Unit 6.3 POS Systems and Sales Tracking

### Unit Objectives

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

1. Describe the purpose and functionality of point-of-sale (POS) systems
2. Explain the benefits of using mobile applications for sales and inventory tracking

### Resources to be Used

- Whiteboard and markers, projector and screen for visual aids, flipcharts, participant handbook, pen and writing pad, laptop, laser pointer, POS system hardware (e.g., terminal, barcode scanner, receipt printer), demonstration of POS software (e.g., transaction processing, inventory updates), and the visual aids (e.g., screenshots of mobile app interfaces, inventory tracking dashboard).

### Say

- “In today’s session, we will delve into the purpose and functionality of point-of-sale (POS) systems.
- We will also discuss the advantages of using mobile applications for tracking sales and inventory.
- Let’s explore these tools and their impact on improving business efficiency.

### Do

- Begin by describing the purpose and functionality of point-of-sale (POS) systems in sales operations.
- Explain the benefits of using mobile applications for efficient sales and inventory tracking.
- Use examples to demonstrate how these tools enhance accuracy and streamline processes.

### Explain

- Explain the following topics-
  - o Purpose and Functionality of Point-of-Sale (POS) Systems
  - o Benefits of Using Mobile Applications for Sales and Inventory Tracking

## Ask

- How does a POS system reduce errors?
- Why is mobility an important feature of sales apps for retail salespersons?
- What cost-related benefits do mobile apps provide?
- How does a POS system simplify returns and exchanges?
- What is the primary role of a Point-of-Sale (POS) system in retail?

## Activity

1. **Activity Name:** Mobile App Advantage
2. **Objective of the activity:** To explore the benefits of using mobile applications for sales and inventory tracking in retail operations.
3. **Type of Activity:** Group
4. **Resources:** Smartphones/Tablets with mobile apps (sales and inventory tracking apps), flipcharts, markers, sticky notes.
5. **Time Duration:** 10-15 minutes
6. **Instructions:**
  - Divide participants into small groups and provide them with examples of mobile apps used for sales and inventory tracking.
  - Each group will research the key features of their assigned app, focusing on how it helps track sales, manage inventory, and improve operational efficiency.
  - Groups will create a visual presentation on a flipchart showing the benefits of using mobile apps for these purposes.
  - Present the findings to the class, highlighting key advantages such as real-time updates, accessibility, and ease of use.
7. **Outcome:** Participants will understand how mobile applications can enhance the accuracy and efficiency of sales and inventory tracking in retail operations.

## Notes for Facilitation

- Encourage groups to explore the real-time advantages of mobile apps in tracking sales and managing inventory.
- Highlight how mobile apps improve operational efficiency, accuracy, and accessibility.
- Foster interactive discussions on the ease of use and integration of mobile apps in retail operations.
- Encourage participants to share real-life examples of mobile apps in action to illustrate their impact.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Unit 6.4 Issue Reporting and Digital Promotions

### Unit Objectives

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

1. Describe the steps for reporting issues related to orders, delivery delays, or product availability through digital support channels, including common troubleshooting practices for mobile sales apps
2. Discuss the importance of utilizing digital platforms to handle product catalogs and promotional materials for sales

### Resources to be Used

- Whiteboard and markers, projector and screen for visual aids, flipcharts, participant handbook, pen and writing pad, laptop, laser pointer, support platform interface (e.g., customer support portals, mobile app support sections), and the digital platforms or software for catalog management (e.g., e-commerce platforms, content management systems).

### Say

- “In this session, we’ll explore the essential functions of smartphones and tablets in sales operations.
- By the end of this session, you should have a clear understanding of how these devices can help with logging sales orders, tracking inventory, and managing delivery schedules.
- Grasping these concepts is key not only for efficient sales operations but also for improving overall productivity and workflow.
- What you learn today can make a meaningful difference in streamlining your sales processes and enhancing operational efficiency.”

### Do

- Start by describing the steps for reporting issues related to orders, delivery delays, or product availability through digital support channels, including troubleshooting practices for mobile sales apps.
- Discuss the importance of using digital platforms to manage product catalogs and promotional materials for sales.
- Engage participants with real-world examples to enhance understanding and application.

## Elaborate



- Elaborate the following topics:
  - o Steps for Reporting Issues via Digital Support Channels and Troubleshooting Practices for Mobile Sales Apps
  - o Importance of Utilizing Digital Platforms for Product Catalogues and Promotional Materials in Sales

## Ask



- How can a salesperson access digital support channels for reporting issues?
- Why is documenting the process of reporting issues important?
- How can salespersons use digital platforms for more effective marketing and promotions?
- What role do digital platforms play in increasing efficiency for distribution?

## Notes for Facilitation



- Examine participants about their expectations from this program.
- Inquire about participants if they have any doubts. Then, encourage them to ask questions.
- Answer their queries.

## Activity



1. **Activity Name:** Digital Catalogue Strategy
2. **Objective of the activity:** To understand the importance of utilizing digital platforms for product catalogues and promotional materials in sales.
3. **Type of Activity:** Group
4. **Resources:** Laptops/Tablets, digital catalogue examples (PDFs, websites), promotional material templates, flipcharts, markers.
5. **Time Duration:** 10-15 minutes
6. **Instructions:**
  - Divide participants into small groups and assign each group a product category (e.g., electronics, fashion, groceries).
  - Groups will explore digital platforms for creating product catalogues and promotional materials, discussing benefits like easy updates, accessibility, and customer engagement.
  - Each group will create a mock digital catalogue and promotional flyer using templates or digital tools, focusing on clear product descriptions, pricing, and visuals.
  - Groups will present their digital catalogues and discuss the advantages of using digital platforms for sales and marketing.
7. **Outcome:** Participants will understand how digital platforms improve the efficiency, reach, and effectiveness of product catalogues and promotional materials in sales.

## Notes for Facilitation

- Encourage creativity while creating digital catalogues, emphasizing clear, engaging product descriptions and visuals.
- Discuss the benefits of digital platforms, including easy updates, broader reach, and improved customer engagement.
- Promote collaboration and active idea-sharing among groups to explore effective ways of using digital tools for marketing.
- Facilitate presentations, highlighting key advantages of digital catalogues in enhancing sales and marketing strategies.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

### Multiple Choice Questions:

1. B. Instant communication with team members and clients
2. B. Avoiding transparency about delays
3. B. To process transactions and manage inventory
4. A. Scanning product barcodes and applying discounts
5. B. Identifying the issue and gathering relevant information

### Descriptive Questions:

1. Unit 6.1 Introduction to Digital Tools for Sales Operations  
6.1.2 Digital Tools for Salesperson (Distribution) in the Retail Sector
2. Unit 6.1 Introduction to Digital Tools for Sales Operations  
6.1.1 Basic Functions of Smartphones and Tablets in Sales Operations
3. Unit 6.2 Effective Communication and CRM Tools  
6.2.2 Importance of Customer Relationship Management (CRM) Systems
4. Unit 6.3 POS Systems and Sales Tracking  
6.3.1 Purpose and Functionality of Point-of-Sale (POS) Systems
5. Unit 6.4 Issue Reporting and Digital Promotions  
6.4.1 Steps for Reporting Issues via Digital Support Channels and Troubleshooting Practices for Mobile Sales Apps



<https://www.youtube.com/watch?v=mOXiJYkcVAk>

IoT in retail industry | Applications of IoT | How IoT works in retail sector in 2024



<https://www.youtube.com/watch?v=bUiQDZgYvcc>

Customer Relationship Management : EXPLAINED



<https://www.youtube.com/watch?v=8wshLQRdIfY>

What Is A POS? Point of Sale System Software and Hardware Explained





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## 7. Building Relations with Trade

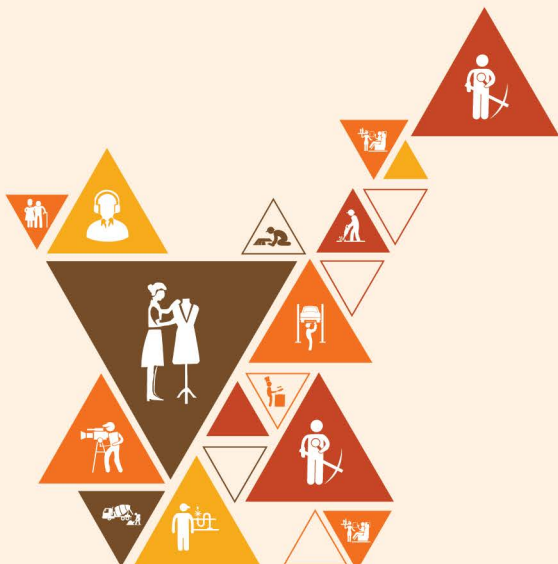
Unit 7.1 - Building Effective Relationship with Retailers

Unit 7.2 - Objection Handling

Unit 7.3 - Retailer's Needs and Problems

Unit 7.4 - Benefits to Retailers from Sale and Promotions

Unit 7.5 - Issue Resolution



RAS/N0605

## Key Learning Outcomes



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

1. Analyse and create rapport with the trade based on punctuality, regularity, courtesy, good manners, and interest in increasing the retailer's business and uplifting the outlet's appearance
2. Identify and listen to retailers patiently and understand their needs and problems
3. Use open-ended/close-ended questions to seek clarification on retailers' problems and grievances
4. Explain the benefits that the retailer will have from the sale
5. Handling objections and resolve issues
6. Identify and escalate the issues to the supervisor that are beyond your purview

## Unit 7.1: Building Effective Relationship with Retailers

### Unit Objectives

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

1. Demonstrate building effective relationships (coach retailer on building rapport with customers)
2. Explain how to improve retailer's customer service skills
3. Illustrate how to ask questions to ensure delivery of exact services that a customer requires
4. Describe how to develop a relationship with a customer

### Resources to be Used

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

### Note

In this unit, we will discuss ways of building an effective relationship with retailers.

### Say

Good morning and welcome back to this training program, "Salesperson (Distribution)." Today we will learn about building an effective relationship with retailers.

### Ask

Ask the participants the following questions:

- What do you mean by rapport building?

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

### Elaborate

In this session, discuss the following points:

- Building Personal Relationship
- Retailer's Customer Service Skills
- Develop a Relationship with a Customer

## Say

Let us participate in a role-play to understand this unit better.

## Activity

- This activity will require three volunteers
- Two volunteers will play the role of buyers and another of seller
- The seller will interact with the buyers to understand their exact requirements and then offer a product
- The seller will explain the product features, quality, design, customer service, warranty, price, etc., to sell the product
- The seller has to convince the buyers to buy the product
- On the other hand, the buyers will ask for discounts and negotiate to reduce the price
- The seller has to close the sale with a profit

Activity	Duration	Resources used
Role Play	60 minutes	Participant handbook, Computer or Laptop, overhead projector, whiteboard, markers, notebook, pens, etc.

## Do

- Repeat the activity with other participants
- Encourage non-participating participants to open up and speak

## Notes for Facilitation

- Discuss the proper communication technique while interacting with the buyers
- Answer all the doubts raised by the participants in the class

## Unit 7.2: Objection Handling

### Unit Objectives

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

1. Explain the concept of objection handling
2. Discuss objection-handling process
3. List objection-handling techniques and methods

### Resources to be Used

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

### Note

In this unit, we will discuss the importance of objection handling.

### Ask

Ask the participants the following questions:

- What is the meaning of objection handling?

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

### Elaborate

In this session, discuss the following points:

- Concept of Objection Handling
- Objection-Handling Process
- Objection-Handling Techniques and Methods

### Say

Let us participate in a group discussion to understand this unit better.

## Activity

- Conduct a group discussion in the class on ways to respond appropriately to customers
- Ask the participants what they have learned from this exercise
- Ask if they have any questions about what they have talked about so far
- Close the discussion by summarising the steps to handle objections

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, computer or laptop, overhead screen, projector, notebooks, pens etc.

## Do

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

## Notes for Facilitation

- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## Unit 7.3: Retailer's Needs and Problems

### Unit Objectives

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

1. Understand retailer's needs and requirements
2. Identify retail problems that needs to be addressed

### Resources to be Used

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

### Note

In this unit, we will discuss about the retailers' needs and problems.

### Ask

Ask the participants the following questions:

- State any two problems that you think the retailer faces?

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

### Elaborate

In this session, discuss the following points:

- Retailer's Needs
- Retail Problems - Need to Address

### Say

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

## Activity

- Conduct a group discussion on problems faced by retailers
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising reporting hazards

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

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

## Notes for Facilitation

- Maintain a cordial environment in the class during the group discussion
- Ask the participants if they have any questions



## Unit 7.4: Benefits to Retailers from Sale and Promotions

### Unit Objectives

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

1. Explain retailer's benefit from a sale
2. Outline the benefits of sales promotions to retailer
3. Discuss retailer and manufacturer view of discounting

### Resources to be Used

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

### Note

In this unit, we will discuss about sales promotions to retailers.

### Say

Good morning and welcome back to this training program, "Salesperson (Distribution)." Today we shall learn about the processes of benefits to retailers from sales and promotions.

### Ask

Ask the participants the following questions:

- Does the retailer benefit from the sale and promotions?

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

### Elaborate

In this session, discuss the following points:

- Retailer's Benefit
- Benefits of Sales Promotions to Retailer
  - Creation of differentiation
  - Creation of new communication opportunities and new content
  - Sellouts and cross-sell opportunities created
  - Drives customer decision-making

- Word-of-mouth opportunities created
- Training opportunities for staff is created
- Company focus towards marketing is created
- Testing opportunities created
- Growth of revenue
- Retailer and Manufacturer View of Discounting

## Say

Let us participate in a role-play based activity to understand the benefits to retailers from sales and promotions.

## Activity

- Announce to the class that there will be a Think-Pair-Share activity
- Give out a few questions to the class
- Divide the participants into pairs and ask them to discuss the topics and come to a conclusion
- The topics can be like:
  - Sales promotion helps to drive customer decision-making
  - Sales promotion creates Word-of-mouth opportunities
  - How do Sales and promotion help in the growth of revenue?
- Ask each of the pairs to share the conclusion with the entire class
- For large classes, choose a certain number of pairs, depending on the time in hand

Activity	Duration	Resources used
Think-Pair-Share activity	45 minutes	Paper, pen, notebook, whiteboard, marker, participant handbook, etc.

## Do

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

## Notes for Facilitation

- Answer all the doubts raised by the participants in the class
- Encourage other participants to answer the queries raised during the activity

## Unit 7.5: Issue Resolution

### Unit Objectives

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

1. Explain the concept of issue resolution
2. Analyse grievances occurring in retail
3. Explain about various channels through which customer registers their complaints/grievances
4. Illustrate legal issues at the workplace

### Resources to be Used

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

### Note

In this unit, we will discuss about issue resolution.

### Ask

Ask the participants the following questions:

- How do you interpret workplace issues?
- What are the legal issues at the workplace?

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

### Elaborate

In this session, discuss the following points:

- Concept of Issue Resolution
- Legal Issues at Workplace

### Say

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

## Activity

- This is an individual activity
- Write different legal issues at the workplace in paper chits like Defective products, Workplace safety, Wrongful termination, Breaking privacy laws, Social media, Employment status, Working overtime, Workplace discrimination, Illegal labour, Patent infringement, etc.
- Fold each chit so that they look identical
- Now ask each participant to pick up one chit in front of the class and tell what is written in the chit
- Allow them 30 seconds of time to recollect all the information in their mind
- Now ask them to explain the term written on the chit within 30 seconds in front of the class
- Repeat the activity with all the participants in the class

Activity	Duration	Resources used
Extempore	40 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

## Do

- Conduct a doubt clarification session, if needed
- Encourage the non-participating participants to open up and speak

## Notes for Facilitation

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

## Answers to Exercises for PHB

### A. Mention whether the following statements are true or false:

1. True
2. True
3. True
4. False

### B. Answer the following:

1. UNIT 6.1: Building Effective Relationship with Retailers  
Building Personal Relationship
2. UNIT 6.2: Objection Handling  
Concept of Objection Handling
3. UNIT 6.3: Retailer's Needs and Problems  
Retailer's Needs
4. UNIT 6.4: Benefits to Retailers from Sale and Promotions  
Retailer's Benefit
5. UNIT 6.4: Benefits to Retailers from Sale and Promotions  
Retailer and Manufacturer View of Discounting
6. UNIT 6.5: Issue Resolution  
6.5.2 Legal Issues at Workplace

Scan the QR codes or click on the link to watch the related videos



[www.youtube.com/watch?v=FXHD4VPWkrk](https://www.youtube.com/watch?v=FXHD4VPWkrk)

Be a successful sales person



[www.youtube.com/watch?v=IQsbFaNZLm4](https://www.youtube.com/watch?v=IQsbFaNZLm4)

How to make sales effective





**Skill India**  
कौशल भारत - कुशल भारत



सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



N · S · D · C  
National  
Skill Development  
Corporation

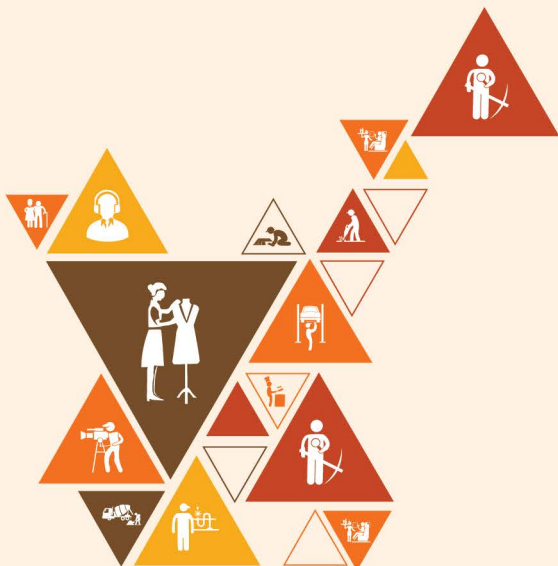
Transforming the skill landscape



**RASCI**

Retailers Association's  
Skill Council of India

## 8. Employability Skills



DGT/VSQ/N0102

Scan the QR codes or click on the link for the e-books



<https://www.skillindiadigital.gov.in/content/list>

Employability Skills





**Skill India**  
कौशल भारत - कुशल भारत



सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



N · S · D · C  
National  
Skill Development  
Corporation

Transforming the skill landscape

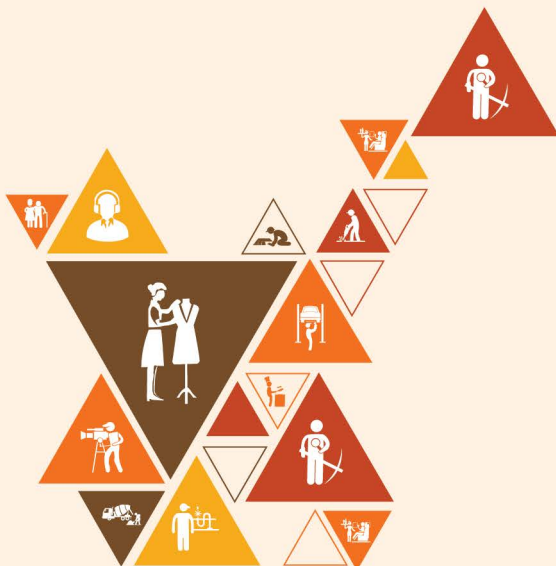


## 9. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Salesperson (Distribution)		
<b>Qualification Pack Name &amp; Ref. ID</b>	Salesperson (Distribution) RAS/Q0604		
<b>Version No.</b>	4.0	<b>Version Update Date</b>	22/10/24
<b>Pre-requisites to Training (if any)</b>	NA		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Gather knowledge of products to be sold and merchandising</li> <li>• Develop thorough understanding of business and productivity targets and measures to achieve the same</li> <li>• Learn the steps to make effective sales call</li> <li>• Handle credit management of an outlet both receivables and payables</li> <li>• Use Technological Tools and Applications</li> <li>• Appreciate the benefits of building good personal relationship with trade and means to handle objections and thereby issue resolution</li> <li>• Employability Skills</li> </ul>		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
1	<b>Introduction to Fast Moving Consumer Goods (FMCG) Retailing</b>	<b>Introduction to FMCG Industry</b>	<ul style="list-style-type: none"> <li>Outline the scenario of the FMCG retailing sector in India</li> <li>Summarize the key marketing strategies followed by the FMCG retailing segment in India</li> </ul>	Bridge Module	Additional Learning	Additional Learning	0 Theory 00 : 00 Practical 00 : 00
		<b>Overview of the Role of Distributor Salesman</b>	<ul style="list-style-type: none"> <li>Describe the role of a distributor salesman</li> <li>List the roles and responsibilities of a distributor salesman in the Indian context</li> </ul>				
		<b>Vertical Career Progression for a Distribution Salesman</b>	<ul style="list-style-type: none"> <li>Discuss the various opportunities available for people as a distributor salesman</li> <li>Outline the vertical career progression path for a Distributor Salesman</li> </ul>				
		<b>Planning and Organising the Work</b>	<ul style="list-style-type: none"> <li>Define the concept of planning</li> <li>Explain the steps involved in planning</li> <li>Outline the basic FMCG Sales terminologies</li> </ul>				
2	<b>Products and Merchandising</b>	<b>Product Details, Product Portfolio, Schemes and Offers</b>	<ul style="list-style-type: none"> <li>Describe the terms grammage, price points, and variants</li> <li>Explain the concept of product portfolio</li> <li>List different types of schemes and offers</li> <li>Explain the need for product- portfolio management</li> </ul>	RAS/ N0601 PC1, PC2, PC3, KU1	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Printed Bill Book With Product Details, Sample route plan,	8 Theory 04 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>The Role of Product Detailer</b>	<ul style="list-style-type: none"> <li>Define the term product detailing</li> <li>List the uses of product detailer</li> <li>List skills required to use a product detailer</li> <li>Explain the necessity of product-detailing</li> </ul>	RAS/ N0601 PC4, PC5, PC7, KU5		Product Hamper Kit (Assortment of Products packed together to create an offer hamper), Hand-held Palm device with basic DSR information	8 Theory 04 : 00 Practical 04 : 00
		<b>Merchandising, Use of Point of Purchase (POP) Material and Product Samples</b>	<ul style="list-style-type: none"> <li>Explain the importance of merchandising</li> <li>Explain the purpose of POP (Point of Purchase) materials</li> <li>List the elements of merchandising</li> <li>State the purpose of visual merchandising</li> </ul>	RAS/ N0601 PC4, PC5, PC6, PC7, PC8, PC9, KU2			8 Theory 04 : 00 Practical 04 : 00
		<b>Merchandising, Use of Point of Purchase (POP) Material and Product Samples (Contd..)</b>	<ul style="list-style-type: none"> <li>Identify the support structures in merchandising</li> <li>Identify examples of POPs in merchandising</li> <li>State the purpose of a planogram</li> <li>Discuss the steps of merchandising</li> </ul>	RAS/ N0601 PC8, PC9, KU3			8 Theory 03 : 00 Practical 05 : 00
		<b>Competition Benchmarking</b>	<ul style="list-style-type: none"> <li>Describe the purpose of competition benchmarking</li> <li>List the steps for competitive benchmarking and ensuring</li> <li>availability of the products</li> </ul>	RAS/ N0601 PC9, PC10, KU5			8 Theory 03 : 00 Practical 05 : 00
		<b>New/Focus Stock Keeping Unit (SKU)</b>	<ul style="list-style-type: none"> <li>State the definition of a Stock Keeping Unit (SKU)</li> <li>Explain the importance of a new/ focus stock-keeping unit (SKU)</li> </ul>	RAS/ N0601 PC11, PC12, KU7			8 Theory 02 : 00 Practical 06 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
3	<b>Business and Productivity Target</b>	<b>Key Elements of Retailer Interaction</b>	<ul style="list-style-type: none"> <li>List the basic concepts of marketing</li> <li>List the key attributes of a good distributor salesman</li> <li>Explain the key elements that help in selling to retailers during the sales call</li> </ul>	RAS/ N0602 PC2, PC3, PC4, PC5, PC6, PC7, PC11, PC15, KU1, KU4	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Printed Bill Book With Product Details, Sample route plan, Product Hamper Kit (Assortment of Products packed together to create an offer hamper), Hand-held Palm device with basic DSR information	6 Theory 02 : 00 Practical 04 : 00
		<b>Achieving Productivity and Business Targets</b>	<ul style="list-style-type: none"> <li>Identify how to analyze overall / productivity targets to set effective objectives</li> <li>Summarise the process of breaking down targets into actionable tasks to achieve them for all categories of outlets</li> <li>Explain how to do stock count and capture order as per SOQ (Suggested Order Quantity) in outlets speedily</li> <li>Identify how to estimate sales from the beat and analyze stock in hand at the</li> <li>Summarise the process of ensuring the availability of stocks at the retail outlet</li> </ul>				6 Theory 02 : 00 Practical 04 : 00
		<b>Outlet Categories and Billing Targets</b>	<ul style="list-style-type: none"> <li>Summarise the role of a distributor and process of flow of stocks</li> <li>Identify the different types and categories of retail outlets in Indian Landscape</li> <li>Understand outlet billing and meeting outlet billing targets</li> <li>Explain target outlet coverage and route plan</li> <li>Understand why the sales force should be focused</li> <li>Describe how to select an outlet and its respective trade channel</li> </ul>	RAS/ N0602 PC1, PC3, PC6, PC7, PC8, PC9, PC10, PC11, PC14, KU5, KU6			8 Theory 04 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Availability of Newly Launched Products</b>	<ul style="list-style-type: none"> <li>Identify the role of Distributor Salesman during the launch of products</li> <li>State the importance of ensuring availability of newly launched products</li> <li>Identify how to achieve outlet- wise launch targets</li> </ul>	RAS/ N0602 PC3, PC7, PC12, PC13, PC15, KU7			4 Theory 02 : 00 Practical 02 : 00
4	<b>Effective Sales Call</b>	<b>Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking</b>	<ul style="list-style-type: none"> <li>Define the term current stock control system</li> <li>Explain how sales recommendations will boost retailer's sales</li> <li>Discuss all benefits which would accrue to the retailer in a short and concise manner</li> </ul>	RAS/ N0603 PC1, PC3, PC4, PC5, PC27, KU1	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Printed Bill Book With Product Details, Sample route plan, Product Hamper Kit (Assortment of Products packed together to create an offer hamper), Hand-held Palm device with basic DSR information	8 Theory 03 : 00 Practical 05 : 00
		<b>Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking (Contd..)</b>	<ul style="list-style-type: none"> <li>Explain the steps involved in the sales process</li> <li>Prepare open- ended questions to identify retailer's needs</li> </ul>	RAS/ N0603 PC2, PC5, PC6, PC15, PC16, PC18, PC19, PC28, KU4, KU8			8 Theory 03 : 00 Practical 05 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Scheme Communication and Range Selling</b>	<ul style="list-style-type: none"> <li>Discuss the process of communicating trade schemes to the retailers</li> <li>Explain the importance of range selling</li> <li>Identify the importance of cross-selling and up-selling</li> <li>List the advantages of palmtops/ PDAs</li> </ul>	RAS/ N0603 PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, KU6, KU10			8 Theory 03 : 00 Practical 05 : 00
		<b>Stock Return, First Manufactured First out (FMFO) and Stock Rotation</b>	<ul style="list-style-type: none"> <li>State the meaning of stock return</li> <li>Identify the importance of freshness norms</li> </ul>	RAS/ N0603 PC15, PC17, PC19, KU3			8 Theory 03 : 00 Practical 05 : 00
		<b>Stock Return, First Manufactured First out (FMFO) and Stock Rotation (Contd..)</b>	<ul style="list-style-type: none"> <li>State the importance of maintaining first-manufactured, first-out (FMFO)</li> <li>Explain the importance of stock rotation</li> <li>Identify methods of mitigating stock loss</li> </ul>	RAS/ N0603 PC15, PC16, PC17, PC19, KU8			8 Theory 03 : 00 Practical 05 : 00
		<b>Guidelines for Efficiently Servicing the Retailer</b>	<ul style="list-style-type: none"> <li>Explain the elements of professional behavior that is needed at work</li> </ul>	RAS/ N0603 PC7, PC20, PC21, PC22, PC23, PC24, PC25, PC26, KU9			8 Theory 03 : 00 Practical 05 : 00
		<b>Guidelines for Efficiently Servicing the Retailer (Contd..)</b>	<ul style="list-style-type: none"> <li>Explain the importance of trust and credibility at work</li> <li>Explain the importance of maintaining personal cleanliness and hygiene</li> </ul>				2 Theory 02 : 00 Practical 00 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
5	<b>Credit Management in Retail Outlet</b>	<b>Collecting Information Regarding Pending Bills</b>	<ul style="list-style-type: none"> <li>Describe the concept of credit management with retailers</li> <li>State the meaning of pending invoices</li> <li>Discuss the role of distributor sales person in handling pending invoices</li> <li>Analyze the concept of 'due upon receipt'</li> </ul>	RAS/ N0604 PC1, PC2, PC3 KU1	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Printed Bill Book With Product Details, Sample route plan, Product Hammer Kit (Assortment of Products packed together to create an offer hamper), Hand-held Palm device with basic DSR information	8 Theory 03 : 00 Practical 05 : 00
		<b>Gathering Credit Ageing Information of Retailer Bills</b>	<ul style="list-style-type: none"> <li>State the meaning of credit ageing</li> <li>Discuss the concept of ageing of receivables and define the ageing schedule</li> <li>Identify the process to gather credit ageing information</li> <li>State the need to collate data and complete documentation accurately</li> </ul>	RAS/ N0604 PC2, PC4, PC5, KU4			8 Theory 03 : 00 Practical 05 : 00
		<b>Tracking Pending Payments</b>	<ul style="list-style-type: none"> <li>Identify how to assess pending payments</li> <li>Identify how to assess consumer credit status</li> <li>List the information mentioned in a credit report</li> </ul>	RAS/ N0604 PC2, PC3, KU2, KU3			8 Theory 03 : 00 Practical 05 : 00
		<b>Tracking Pending Payments (Contd...)</b>	<ul style="list-style-type: none"> <li>Identify some factors which should be considered to analyze data in a credit report</li> <li>List the causes of overdue payment</li> <li>List the responsibility of the sales person in collecting payments</li> </ul>	RAS/ N0604 PC3			8 Theory 03 : 00 Practical 05 : 00
		<b>Tracking Pending Delivery and Resolving Related Issues</b>	<ul style="list-style-type: none"> <li>Explain how to track the pending delivery</li> <li>Identify how to resolve issues related to pending delivery</li> <li>Identify the key factors related to pending delivery</li> </ul>	RAS/ N0604 PC1, PC4, KU1			8 Theory 03 : 00 Practical 05 : 00



SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>List the advantages of online and mobile- based automated messaging and alerting mechanism</li> </ul>				2 Theory 02 : 00 Practical 00 : 00
		<b>Reconciling Receivables and Payables</b>	<ul style="list-style-type: none"> <li>Explain how to balance receivables and payables</li> <li>Discuss the difference between accounts payables and accounts receivables</li> <li>Define accounts payables and accounts receivables</li> <li>Know about the management of accounts receivables</li> </ul>	RAS/ N0604 PC4, PC5, KU2			8 Theory 03 : 00 Practical 05 : 00
6	<b>Use Technological Tools and Applications</b>	<b>Introduction to Digital Tools for Sales Operations</b>	<ul style="list-style-type: none"> <li>Outline the basic functions of smartphones and tablets in sales operations</li> <li>Discuss the basic digital tools used for logging sales orders, recording inventory, and managing delivery schedules</li> </ul>	RAS/ N0618	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Print- ed Bill Book With Product Details, Sample route plan,	7 Theory 03 : 00 Practical 04 : 00  7 Theory 003 : 00 Practical 04 : 00
		<b>Effective Communication and CRM Tools</b>	<ul style="list-style-type: none"> <li>Illustrate effective communication strategies using messaging apps like WhatsApp or SMS for managing customer and distributor interactions related to orders and deliveries</li> </ul>				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Effective Communication and CRM Tools (Contd...)</b>	<ul style="list-style-type: none"> <li>Explain the importance of customer relationship management (CRM) systems</li> </ul>	RAS/ N0618			7 Theory 03 : 00 Practical 04 : 00
		<b>POS Systems and Sales Tracking</b>	<ul style="list-style-type: none"> <li>Describe the purpose and functionality of point-of-sale (POS) systems</li> <li>Explain the benefits of using mobile applications for sales and inventory tracking</li> </ul>	RAS/ N0618			7 Theory 03 : 00 Practical 04 : 00
		<b>Issue Reporting and Digital Promotions</b>	<ul style="list-style-type: none"> <li>Describe the steps for reporting issues related to orders, delivery delays, or product availability through digital support channels, including common troubleshooting practices for mobile sales apps</li> </ul>	RAS/ N0618			7 Theory 03 : 00 Practical 04 : 00
		<b>Issue Reporting and Digital Promotions (Contd...)</b>	<ul style="list-style-type: none"> <li>Discuss the importance of utilizing digital platforms to handle product catalogs and promotional materials for sales</li> </ul>				6 Theory 02 : 00 Practical 04 : 00
7	<b>Building Relations with Trade</b>	<b>Building Effective Relationship with Retailers</b>	<ul style="list-style-type: none"> <li>Demonstrate building effective relationships (coach retailer on building rapport with customers)</li> <li>Understand how to improve retailer's customer service skills</li> </ul>	RAS/ N0605 PC1, PC4, KU1	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Calculator, Dummy DSRs, Dummy products for merchandising, Dummy Product Detailers / Product Catalog, Product signages, Pre - Printed Bill Book With Product Details, Sample route plan,	8 Theory 04 : 00 Practical 04: 00
		<b>Building Effective Relationship with Retailers (Contd...)</b>	<ul style="list-style-type: none"> <li>Illustrate how to ask questions to ensure delivery of exact services that a customer requires</li> <li>Describe how to develop a relationship with a customer</li> </ul>				4 Theory 0 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Objection Handling</b>	<ul style="list-style-type: none"> <li>Explain the concept of objection handling</li> <li>Understand objection-handling process</li> <li>List objection-handling techniques and methods</li> </ul>	RAS/ N0605 PC5		Product Hamper Kit (Assortment of Products packed together to create an offer hamper), Hand-held Palm device with basic DSR information	8 Theory 04 : 00 Practical 04 : 00
		<b>Retailer's Needs and Problems</b>	<ul style="list-style-type: none"> <li>Understand retailer's needs and requirements</li> <li>Know about retail problems that you need to address</li> </ul>	RAS/ N0605 PC2, PC3			8 Theory 04 : 00 Practical 04 : 00
		<b>Benefits to Retailers from Sale and Promotions</b>	<ul style="list-style-type: none"> <li>Understand retailer's benefit from a sale</li> <li>Outline the benefits of sales promotions to retailer</li> <li>Understand retailer and manufacturer view of discounting</li> </ul>	RAS/ N0605 PC2, KU3			8 Theory 04 : 00 Practical 04 : 00
		<b>Issue Resolution</b>	<ul style="list-style-type: none"> <li>Understand the concept of issue resolution</li> <li>Understand grievances occurring in retail</li> </ul>	RAS/ N0605 PC2, PC3, PC5			8 Theory 04 : 00 Practical 04 : 00
		<b>Issue Resolution (Contd..)</b>	<ul style="list-style-type: none"> <li>Know about various channels through which customer registers his/ her complaints/ grievances</li> <li>Illustrate legal issues at workplace</li> </ul>	RAS/ N0605 PC1, PC2, PC5 KU2			8 Theory 02 : 00 Practical 06 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
8	Employ-ability Skills	<b>Introduc- tion to Em- ployability Skills</b>	<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries</li> <li>List different learning and employability related GOI and private portals and their usage</li> </ul>	DGT/ VSQ/ N0102	Classroom lecture/ PowerPoint Presenta- tion/ Ques- tion & Answer and Group Discussion	LCD Projec- tor, Laptop/ Computer with inter- net, White Board, Flip Chart, Markers, Trainer Chair & Table, Demon- stration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Dis- play/ Boards/ Standeas for product categories and offers(- Differ- ent Types), Cal- cula- tor, Stock Amirah, Sale (POS) Terminal (Computer, Cash draw- er, Receipt print- er, Barcode scanner, Card swiping ma- chine), Dummy Products (Prod- ucts with ad – on acces- sories such as mobile handsets with ear phones etc.)	1.5 Hours
		<b>Consti- tutional values - Citizenship</b>	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	DGT/ VSQ/ N0102			1.5 Hours
		<b>Becoming a Profes- sional in the 21st Century</b>	<ul style="list-style-type: none"> <li>Discuss importance of relevant 21st century skills.</li> <li>Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Describe the benefits of continuous learning.</li> </ul>	DGT/ VSQ/ N0102			2.5 Hours

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Basic English Skills</b>	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>Read and interpret text written in basic English</li> <li>Write a short note/ paragraph / letter/e -mail using basic English</li> </ul>	DGT/ VSQ/ N0102			10 Hours
		<b>Career Development &amp; Goal Setting</b>	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals</li> </ul>	DGT/ VSQ/ N0102			2 Hours
		<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication</li> <li>Discuss the significance of working collaboratively with others in a team</li> </ul>	DGT/ VSQ/ N0102			5 Hours
		<b>Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	DGT/ VSQ/ N0102			2.5 Hours
		<b>Financial and Legal Literacy</b>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	DGT/ VSQ/ N0102			5 Hours

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Essential Digital Skills</b>	<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely</li> <li>Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely</li> <li>Create sample word documents, excel sheets and presentations using basic features</li> </ul>	DGT/ VSQ/ N0102			10 Hours
		<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> <li>Create a sample business plan, for the selected business opportunity</li> </ul>	DGT/ VSQ/ N0102			7 Hours
		<b>Customer Service</b>	<ul style="list-style-type: none"> <li>Describe the significance of analyzing different types and needs of customers</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	DGT/ VSQ/ N0102			5 Hours

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		<b>Getting Ready for apprenticeship &amp; Jobs</b>	<ul style="list-style-type: none"> <li>• Create a professional Curriculum Vitae (CV)</li> <li>• Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>• Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>• Perform a mock interview</li> <li>• List the steps for searching and registering for apprenticeship opportunities</li> </ul>	DGT/ VSQ/ N0102			8 Hours
<b>Total</b>							<b>Theory</b> <b>134:00</b> <b>Practical</b> <b>196:00</b>
<b>OJT</b>							<b>60:00</b>
<b>Total Duration</b>							<b>Theory +</b> <b>Practical</b> <b>+ OJT</b> <b>+ ES =</b> <b>390:00</b>

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Retail Cashier	
Job Role	Salesperson (Distribution)
Qualification Pack	RAS/Q0604 V4.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2.	Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3.	SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4.	Individual NCVET recognised assessment agencies will prepare the theory and practical question papers
5.	The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6.	Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
8.	To pass the Qualification Pack assessment, every trainee should score a minimum of 50% aggregate passing percentage recommended at QP Level.
9.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
10.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.



Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
<b>RAS/N0601: Update on knowledge of products to be sold and merchandising</b>	<b>Product details, Scheme information and Product</b>	<b>15</b>	<b>15</b>
	PC1. update self about current product portfolio and product details grammages, price points and variants of own and competition products and update details periodically	5	5
	PC2. acquire up-to-date knowledge on channel wise, category wise, outlet type wise schemes	5	5
	PC3. give relevant information to supervisors to plan relevant schemes/ slabs by outlets and learn to utilise correctly	5	5
	<b>Merchandising / POP material/ Product samples</b>	<b>20</b>	<b>20</b>
	PC4. identify hotspots in an outlet and try to convince the retailer to provide these for displays and achieve high order visibility by correct deployment of merchandising material	5	5
	PC5. put branding materials on the area surrounding the rack and inside the rack	2.5	2.5
	PC6. stock products to maximise number of facings	2.5	2.5
	PC7. obtain natural visibility by clearing cluttered space and stocking companys products	5	5
	PC8. identify the nature of the complaint from information obtained from customers.	2.5	2.5
	PC9. place products next to the competitor brand and maintain category and competition adjacency	2.5	2.5
	<b>Brand Availability Norms &amp; competition benchmarking</b>	<b>5</b>	<b>5</b>
	PC10. benchmark own product with that of competitors as per the norms and accordingly make own products available at an outlet	5	5
	<b>New/ Focus SKU</b>	<b>10</b>	<b>10</b>
	PC11. articulate USP of New products Features and benefits to the retailer	5	5
PC12. make an effective sales call to convince the outlets to place order for focus SKUs	5	5	
<b>NOS Total</b>	<b>50</b>	<b>50</b>	
<b>RAS/N0602: Follow business productivity targets and work towards achieving them</b>	<b>Overall target / Productivity targets &amp; achievement till date</b>	<b>15</b>	<b>15</b>
	PC1. understand all sales objectives and targets for Bills cut, Lines cut, Average bill value and Unique Outlets Billed	5	5
	PC2. understand target vs. achievement till date and strive towards 100% target achievement	5	5
	PC3. carry market planner and outlet wise plans made prior to the market visit and be aware of focus categories and plans for sale of specific category/ SKUs by outlet	5	5
	<b>Category wise outlet billing as per plan</b>	<b>2.5</b>	<b>2.5</b>

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC4. ensure category and outlet wise billing targets are met	2.5	2.5
	<b>Day or route objective samples</b>	<b>10</b>	<b>10</b>
	PC5. ensure category wise and outlet wise billing targets are met on the route	2.5	2.5
	PC6. cover all target outlets/entire route and take note of new outlets/closed outlets in the beat	5	5
	PC7. update info on the type of outlet and its respective trade channel	2.5	2.5
	<b>New Launch products</b>	<b>5</b>	<b>5</b>
	PC8. ensure availability of new launch products as per availability norms	2.5	2.5
	PC9. set beat and outlet wise targets to achieve launch targets	2.5	2.5
	<b>Check stock availability at the distributor point</b>	<b>17.5</b>	<b>17.5</b>
	PC10. check stock position of each SKU everyday at the distributor point.	2.5	2.5
	PC11. estimate sales from the beat and optimize order as per stock available on hand	2.5	2.5
	PC12. coordinate with supervisor and discuss on action plan for out-of-stock SKUs	2.5	2.5
	PC13. check the stock available in the selling area/shelves	2.5	2.5
	PC14. check stocks available in the backroom for reserves	2.5	2.5
	PC15. check stocks for all brand and capture order as per SOQ	5	5
	<b>NOS Total</b>	<b>50</b>	<b>50</b>
<b>RAS/N0603: Make effective sales calls</b>	<b>Estimate sales accurately to avoid OOS or Overstocking</b>	<b>10</b>	<b>10</b>
	PC1. analyze current stock on hand and sales of the outlets.	2	2
	PC2. advise retailers for optimum order depending on the need and projected sell out and need for reserve stocks that needs to be maintained to avoid stockouts.	2	2
	PC3. explain how the recommendation will boost retailers sales.	2	2
	PC4. communicate all benefits which would accrue to the retailer in short and concise manner.	2	2
	PC5. ask open ended questions considering the retailers needs leading to the retailer accepting advice on purchase.	2	2
	PC6. ensure that the relevant schemes/ slabs are discussed with the retailer after gauging the potential of the outlet.	2	2
	<b>Scheme communication</b>	<b>2</b>	<b>2</b>

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC7. analyse competition schemes and leverage on companys schemes to increase sales vis-a-vis that of competition	2.5	2.5
	<b>Range selling for all categories</b>	<b>2</b>	<b>2</b>
	PC8. ensure range selling by leveraging on own brand already available in the retail outlet and strengthen portfolio presence in the outlet	2	2
	<b>Functionality of Palmtop/Handheld device and its features</b>	<b>12</b>	<b>12</b>
	PC9. route list & outlet list in the palmtop/handheld device and its usage	2	2
	PC10. ensure product list & scheme details are available in the palmtop	2	2
	PC11. Implement order capture process in palmtop/handheld	2	2
	PC12. ensure summary reports / productivity reports are available in the palmtop/hand held	2	2
	PC13. ensure retail survey features available in the palmtop	2	2
	PC14. ensure correct syncing process is followed.	2	2
	<b>Freshness norms, FMFO, stock rotation</b>	<b>8</b>	<b>8</b>
	PC15. check stock physical condition and freshness	2	2
	PC16. arrange stock as per FMFO and even educate retailer on FMFO.	2	2
	PC17. do stock rotation in those outlet where the movement of stocks is very low.	2	25
	PC18. carryout stock rotation in case stock movement is very low	1	1
	<b>Stock return &amp; D&amp;D replacements</b>	<b>3</b>	<b>3</b>
	PC19. replace damaged or expired goods with fresh stocks and enter information about damaged goods in the handheld device.	2	2
	PC20. maintain a pleasing personality for an effective sale call (clean and ironed clothes, smile on face)	2	2
	<b>Follow guidelines that pleases the retailer</b>	<b>9</b>	<b>9</b>
	PC21. maintain appropriate distance from the retailer /outlet owner	1	1
	PC22. maintain proper posture while talking with the retailer and not to lean or place hands in pockets or bend shoulders	1	1
	PC23. refrain from indulging in any act that may irritate the retailer	2	2
	PC24. speak clearly in a soft tone without stammering or hesitation	1	1
	PC25. maintain proper eye contact with the retailer	2	2
	PC26. enter ordered quantity against each sku ordered	2	2
	PC27. submit the orders and check summary of the order	2	2

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC28. communicate the order value to the retailer	2	2
	<b>NOS Total</b>	<b>50</b>	<b>50</b>
<b>RAS/N0604: Handle credit, receivables, and payables of retail outlets receivables and payables</b>	<b>Information pending bills, pending display payment and pending delivery</b>	<b>50</b>	<b>50</b>
	PC1. collect details of pending invoices from the distribution point everyday before starting the beat	10	10
	PC2. gather credit ageing information of retailer bills and set beat objectives accordingly	10	10
	PC3. keep track of pending display payments and keep the distributor and organizations representative aware of the status.	10	10
	PC4. resolve issues due to pending delivery and keep distributor and organizations representative aware of the status.	10	10
	PC5. reconcile both receivables and payables to outlets and settle all queries by customers on these issues	10	10
	<b>NOS Total</b>	<b>50</b>	<b>50</b>
<b>RAS/N0605: Build and maintain trade relationships with retailers and resolve objections</b>	<b>Building Good &amp; Personal relation</b>	<b>40</b>	<b>40</b>
	PC1. build rapport with the traders based on punctuality, regularity, courtesy, mannerism and interest in increasing retailers business and uplifting the outlets appearance	10	10
	PC2. listen to retailers patiently and understand their needs and problems	10	10
	PC3. use open-ended questions to seek clarification on retailers problems and grievances	10	10
	PC4. explain the benefits that the retailer will have from the sale	10	10
	<b>Objection handling / Issue resolution</b>	<b>10</b>	<b>10</b>
	PC5. handle objection and resolve issues by himself/herself or escalate to the supervisor that are beyond his/her purview	10	10
	<b>NOS Total</b>	<b>50</b>	<b>50</b>
<b>RAS/N0618: Use Technological Tools and Applications</b>		<b>50</b>	<b>50</b>
	PC1. Operate a smartphone or tablet to access sales information, customer data, and order forms	6	6
	PC2. Use basic applications to log sales orders, record inventory levels, and update delivery schedules	5	5
	PC3. Utilize messaging applications (e.g., WhatsApp, SMS) to communicate with customers and distributors regarding orders, deliveries, or queries	5	5
	PC4. Access and use point-of-sale (POS) tools to enter product details, track stock, and generate digital receipts	6	6







Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC5. Apply simple customer relationship management (CRM) systems to log customer interactions and follow-ups	6	6
	PC6. Update and retrieve sales data from cloudbased platforms or mobile applications used by the organization	5	5
	PC7. Use basic email applications to communicate order confirmations or product details to customers	6	6
	PC8. Report issues related to orders, delivery delays, or product availability through digital support channels	6	6
	PC9. Handle product catalogue or promotional materials available on digital platforms to assist in sales presentations	5	5
	<b>NOS Total</b>	<b>50</b>	<b>50</b>
<b>DGT/VSQ/ N0102: Employability Skills (60 Hours)</b>	<b>Introduction to Employability Skills</b>	<b>1</b>	<b>1</b>
	PC1. identify employability skills required for jobs in various industries	-	-
	PC2. identify and explore learning and employability portals	-	-
	<b>Constitutional values – Citizenship</b>	<b>1</b>	<b>1</b>
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-
	PC4. follow environmentally sustainable practices	-	-
	<b>Becoming a Professional in the 21st Century</b>	<b>2</b>	<b>4</b>
	PC5. recognize the significance of 21st Century Skills for employment	-	-
	PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-
	<b>Basic English Skills</b>	<b>2</b>	<b>3</b>
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-
<b>Career Development &amp; Goal Setting</b>	<b>1</b>	<b>2</b>	

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC10. understand the difference between job and career	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-
	<b>Communication Skills</b>	<b>2</b>	<b>2</b>
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-
	PC13. work collaboratively with others in a team	-	-
	<b>Diversity &amp; Inclusion</b>	<b>1</b>	<b>2</b>
	PC14. communicate and behave appropriately with all genders and PwD	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-
	<b>Financial and Legal Literacy</b>	<b>2</b>	<b>3</b>
	PC16. select financial institutions, products and services as per requirement	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-
	<b>Essential Digital Skills</b>	<b>3</b>	<b>4</b>
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-
	PC21. use e-mail and social media platforms and virtual collaboration tools to work effectively	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-
	<b>Entrepreneurship</b>	<b>2</b>	<b>3</b>
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-
	<b>Customer Service</b>	<b>1</b>	<b>2</b>






Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC26. identify different types of customers	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-
	<b>Getting ready for apprenticeship &amp; Jobs</b>	<b>2</b>	<b>3</b>
	PC29. create a professional Curriculum vitae (Ré-sumé)	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-
	<b>NOS Total</b>	<b>20</b>	<b>30</b>



## Annexure III

### List of QR Codes Used in PHB

Chapter 1 - Introduction to Fast Moving Consumer Goods (FMCG) Retailing	Unit 1.1 - Introduction to FMCG Industry	1.1.1 Introduction to the FMCG Sub-sector	13	<a href="https://www.youtube.com/watch?v=X2aFwzkQH9A">https://www.youtube.com/watch?v=X2aFwzkQH9A</a>	 Tata FMCG Product Distributorship
Chapter 2 - Products and Merchandising	Unit 2.3 - Merchandising, Use of Point of Purchase (POP) Material and Product Samples	2.3.1 Merchandising and its Importance	28	<a href="https://www.youtube.com/watch?v=Zq0nEkrJ5rg">https://www.youtube.com/watch?v=Zq0nEkrJ5rg</a>	 Purpose of Plannogram
		2.3.2 Concept of POP Materials	28	<a href="https://www.youtube.com/watch?v=-d5jx5pwMdg">https://www.youtube.com/watch?v=-d5jx5pwMdg</a>	 Merchandising Principles
		2.3.5 Merchandising Support Structures	28	<a href="https://www.youtube.com/watch?v=2DhQ35UJj2Y">https://www.youtube.com/watch?v=2DhQ35UJj2Y</a>	 Merchandising themes
Chapter 3 - Business and Productivity Target	Unit 3.2 - Achieving Productivity and Business Targets	3.2.1 Productivity Parameters in Achieving Business Targets	39	<a href="http://www.youtube.com/watch?v=CfYrZTauckU">www.youtube.com/watch?v=CfYrZTauckU</a>	 Direct trade
Chapter 4 - Effective Sales Call	Unit 4.1 - Estimating Sales Accurately to Avoid Out of Stock Events or Overstocking	4.1.1 Current Stock Control System	52	<a href="https://www.youtube.com/watch?v=r7FoV4XoAaw">https://www.youtube.com/watch?v=r7FoV4XoAaw</a>	 RFID in fashion – For reliable stock management



	Unit 4.3 - Stock Return, First Manufactured First Out (FMFO) and Stock Rotation	4.3.3 FMFO (First Manufactured First Out)	52	<a href="https://www.youtube.com/watch?v=jxCG9MxIoK0">https://www.youtube.com/watch?v=jxCG9MxIoK0</a>	 Inventory management (FIFO-LIFO)
	Unit 4.3 - Stock Return, First Manufactured First Out (FMFO) and Stock Rotation	4.3.4 Stock Rotation	52	<a href="https://www.youtube.com/watch?v=7Ls47gOpNOA">https://www.youtube.com/watch?v=7Ls47gOpNOA</a>	 Stock Rotation
Chapter 6 - Use Technological Tools and Applications	Unit 6.1 Introduction to Digital Tools for Sales Operations	6.1.2 Digital Tools for Salesperson (Distribution) in the Retail Sector	80	<a href="https://www.youtube.com/watch?v=mOXiJYkcVAk">https://www.youtube.com/watch?v=mOXiJYkcVAk</a>	 IoT in retail industry   Applications of IoT   How IoT works in retail sector in 2024
	Unit 6.2 Effective Communication and CRM Tools	6.2.2 Importance of Customer Relationship Management (CRM) Systems	80	<a href="https://www.youtube.com/watch?v=bUiQDZgYvcc">https://www.youtube.com/watch?v=bUiQDZgYvcc</a>	 Customer Relationship Management : EXPLAINED
	Unit 6.3 POS Systems and Sales Tracking	6.3.1 Purpose and Functionality of Point-of-Sale (POS) Systems	80	<a href="https://www.youtube.com/watch?v=8wshLQRdIfY">https://www.youtube.com/watch?v=8wshLQRdIfY</a>	 What Is A POS? Point of Sale System Software and Hardware Explained

Chapter 7 - Building Relations with Trade	Unit 7.1 - Building Effective Rela- tionship with Retailers	7.1.1 Building Personal Rela- tionship	93	<a href="http://www.youtube.com/watch?v=FXHD4VPWKrk">www.youtube.com/ watch?v=FXHD4VPWKrk</a>	 Be a successful sales person
	Unit 7.1 - Building Effective Rela- tionship with Retailers	7.1.1 Building Personal Rela- tionship	93	<a href="http://www.youtube.com/watch?v=IQsbFaNZLm4">www.youtube.com/ watch?v=IQsbFaNZLm4</a>	 How to make sales effective

## Disclaimer

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**Skill India**  
कौशल भारत - कुशल भारत



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GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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Transforming the skill landscape



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