





Transforming the skill landscape



Sector Furniture and Fittings

Sub-Sector Furniture and Fittings

Occupation

Sales & Distribution Divison

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Sales Executive -Furniture & Fittings

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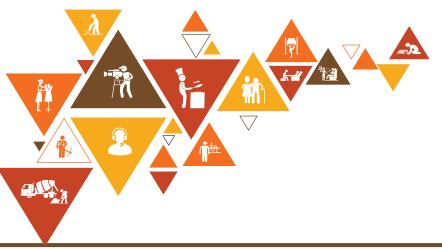


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Shri Narendra Modi Prime Minister of India



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The preparation of this Facilitator Guide would not have been possible without the Furniture and Fittings industry's support. Industry feedback has been extremely encouraging, from inception to conclusion, and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This Facilitator Guide is dedicated to the aspiring youth, who desire to achieve special skills, which would serve as lifelong assets for their future endeavours.

About this Guide

The Facilitator Guide (FG) for Sales Executive - Furniture & Fittings is primarily designed to facilitate skill development and training of people, who want to learn the art of customer interaction, understanding their requirements and helping them select the optimal furniture products.

The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Furniture and Fittings Sector and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

- Undertake Pre Work And Help In Assess & Choose Suitable Furniture/Fitting (FFS/N8101)
- To Maximise Sales of Goods & Services (RAS/N0128)
- To Create A Positive Image Of Self & Organisation In The Customers Mind (RAS/N0130)
- To process credit applications for Purchases (RAS/N0114)
- Ensure Health and Safety at Workplace (FFS/N8601)
- Work Effectively With Others (FFS/N8801)
- Maintain work area, tools and machines (FFS/N8501)

Post this training, the participants will be able to perform tasks as a professional sales executive We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Furniture and Fittings Sector of our country.



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1. Undertake Pre Work and help in Assess & Choose Suitable Furniture/ Fitting

Unit 1.1 - Pre Work for Undertaking Furniture Fitting Sales

- Unit 1.2 Determine Customer Need in Terms of Residential or Commercial Furniture Requirements
- Unit 1.3 Display the Furniture to the Customer



Key Learning Outcomes

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

- 1. Discuss pre-work undertaking for furniture fitting sales
- 2. Analyze differences between residential and commercial furniture requirements

Ŭ

3. Practise furniture display for sale

Unit 1.1: Pre Work for Undertaking Furniture Fitting Sales

Unit Objectives 🦉

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

- 1. Identify the different sectors of furniture fittings
- 2. Identify the types of raw materials used for furniture/ fittings
- 3. Identify customer requirements

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session highlights the beginning of the activity sessions. This session offers a brief introduction of the sectors and sub-sectors of furniture fittings, raw materials used for making the furniture/fittings, customer needs and assistance to choose the appropriate furniture.

Say 🦻

Good morning and a very warm welcome to this training program "Sales Executive- Furniture & Fittings". Before we begin this session, let us have a round of interaction.

Ask ask

Ask the participants the following questions:

- Can anyone share a few points about the Furniture & Fittings sector?
- Can you name a few types of woods that are used for making furniture?

Write down participants' answers on a whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Wood is one of the most popularly used raw materials for furniture making since it is renewable and also an organic source with a lot of options (trees) to select from.
- Walnut is a strong and dark type of wood and a good choice for veneered and solid furniture.
- Glass is heated and then cooled fast to make it more durable than the regular glass.
- Furniture is said to be the extension of the buyer's image.

Say 🤷

Participants, we are going to do a fun activity in the class. The name of the activity is 'Identify the Wood'. Let us participate in this session.

Activity

- Conduct this session by displaying different pictures of woods that has been mentioned in the unit on the white display screen. You can show this from your laptop via an overhead projector.
- Each picture should ideally display a different wood.
- You can show the picture from the participant's book or the internet.
- Show the pictures one by one.
- Pick a random student and ask him/her to identify the wood types on display.
- If the student is successful in identifying the image, ask him/her to state a few lines about the wood type.
- Encourage the students to come up with answers.
- Appreciate the best efforts.

Activity	Duration (in mins)	Resources Used
ldentify the Wood	20 mins	Participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, etc.

Say 🤷

Now that you have learnt about a few common wood types; let us now participate in a different activity.

Activity 😥

- Divide the whole class groups of four students.
- Ask the members of each group to make a list on any one of the following :
 - o Fittings of furniture
 - Fixtures of furniture
 - Categories of furniture
- Ask them to jot down their answers on a separate A4 sheet.
- The answer should be written in the form of a list or table.
- After the completion of the task, ask the students to exchange their papers with the neighbours so that everybody has a paper to check.
- Appreciate the best performance.

Activity	Duration (in mins)	Resources Used
Make-a-List	20 mins	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Say 🖻

Did you find the activity interesting? I hope you all enjoyed the session today. We all shall take part in more such activities in the future.

Do

- As you interact with the students while teaching the session and conducting the activity, keep a smiling face and positive attitude.
- Do not discourage or scorn any student if he/she remains quiet during the activity.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Answer all the doubts to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 1.2: Determine Customer Need in Terms of Residential or Commercial Furniture Requirements

Unit Objectives

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

- 1. Compare commercial furniture and residential furniture
- 2. Demonstrate the methods of responding to customer queries to promote business
- 3. Manage negative feedback

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session gives a brief information about commercial furniture, residential furniture, customer queries to promote business, and managing negative feedback.

Ask (ask)

Ask the participants the following questions:

How many of you can say the different types of Residential Furniture?

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



In the previous session, we have had a clear understanding of the furniture and fitting industry in India. Now let us begin with a new session.

We will cover two important aspects in this unit. The first one will be related to responding to customer queries in a manner to promote business, and the other section will be about the process of managing negative feedback.

Elaborate

In this session, we will discuss the following points:

Commercial Furniture:

Furniture for commercial purposes are made of higher quality of raw materials. The fabrics used are stronger and tougher, the foam used will sturdier and the finishing of the furniture pieces are stronger than residential furniture.

Residential Furniture:

These are made from less sturdy and strong materials than the commercial furniture. Such furniture pieces are trendier and have low pricing. The range of design for residential pieces for one category will be huge.

Respond to all the queries raised by the customers appropriately in a way to promote business and also manage the goodwill/image of organization

Manage negative feedback:

Apologizing and sympathizing with reviewer: If the accusation is right, then apologize. Never get into any argument online.

Deal tactfully: It is easy to get angry when reading negative feedback. However, never let your emotions get the best of you.

Defend company image: While one should never get into an argument, it is required of the employee to fight back (carefully) in order to defend brand reputation.

Activity

- In this activity, you will divide the class into 2 groups.
- Each group will be given 2 different topics on which they have to provide a broad explanation.
- Group A will require writing on commercial furniture and the pieces to be bought from vendors
- Group B will require writing on residential furniture and the pieces to be bought from vendors
- It is important that the students present their answers not only rich in information, but also supported by hand-drawn diagrams (if possible).
- You will take 10 minutes to evaluate the answers of the students.
- The group, which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration (in mins)	Resources Used
Chart Paper Session	30 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, etc.

Say 🤷

Now that you have learnt about different furniture type; we will now participate in an interesting activity.

Activity 2

- You will divide the class into 2 groups.
- Both the groups will enact the same activity.
- The groups will enact the correct way of managing negative feedback.
- In this case, the half of the students will enact the roles of customers, and the other will play the role of sales executives.
- You, being the supervisor, will see that the students behave properly while interacting with customers or pitching for furniture.
- After the activity is over, ask the students to applaud for each other

Activity	Duration (in mins)	Resources Used
Role Play	30 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), etc.

Say 🤦

Did you find the activity fruitful? This was a much-needed activity of this course. This will help us go ahead with our training session.

Do

- Regarding the chart paper activity,, ask the students to exchange their papers with the neighbours so that everybody has a paper to check.
- Display the correct answers on the white screen, from your laptop and via an overhead projector.
- Declare the topper and ask the class to applaud for him/her.

Notes for Facilitation

- Make sure all students participate in the class.
- Encourage the students to participate actively in class.
- Acknowledge the participation of each student.
- Cheer everyone to help each other.
- Make sure that the students answer the questions of the participant's handbook.

Unit 1.3: Display the Furniture to the Customer

_ Unit Objectives 🦉

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

1. Arrange furniture and other resources as per the store's requirement

Resources to be Used 🖉

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session primarily offers a better understanding and knowledge regarding the required resources arranged in a sequence of usage before initiating the demonstration.

Say 5

Good morning class. Are you ready for the training program 'Sales Executive- Furniture & Fittings'? Before we begin this session, let us have a quick recap of the previous session.

Ask ask

Begin by revising the things explained in the previous session. Ask the following questions

- Do you think that showing gratitude can help promoting business?
- Suppose you are in a furniture showroom. Can anybody tell me what the aspects they need to change or alter to give customers a refined look of the store are?

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

Elaborate

In this session, we will discuss the following points:

- The arrangement of a furniture store
- Placement of furniture
- Placement of other items in the store

Say 🤦

It would be great if the theoretical session gets converted to practical session. After all, practice makes a man perfect! So, let us be a part of an activity to clear the concept.

Activity

- Take the students to the mock workshop.
- Make sure that before taking the students in the workshop, the outlook should resemble like a furniture store.
- Now divide the students into 4 groups
 - You will provide the students items like:
 - o Sharp objects
 - o Heavier furniture
 - o Carpets
 - o Curtains
 - o Small tables
 - o Bedding
 - o Pillows
 - o Blankets
 - o Stool
 - o Dressing table
 - o Mirror
- Instruct the students to arrange the provided items as per standard in the workshop.
- The group that can arrange the furniture and other items properly will be declared as the winning group.

Activity	Duration (in mins)	Resources Used
Furniture Demo Session	60 mins	Pen, notebook, participant handbook, writing pad etc.

Do 🗸

- Make sure that the items are not damaged.
- The students should keep the things back the items back to their respective places.
- Instruct the students to be extra careful while handling mirrors.

Notes for Facilitation

- Make sure that the queries of the students are clear in the class.
- Instruct the students to answer the questions present in the main handbook.
- In case they face problem, help them.
- Appreciate their effort.

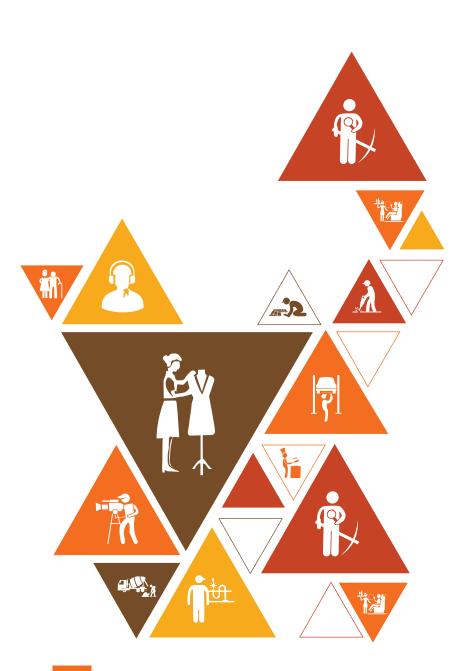
Answers to Exercises for PHB

Select the category of the following as fittings or fixtures

- 1. Plugs Fixtures
- 2. Central-heating radiators and boilers Fixtures
- 3. Satellite dishes and television aerials Fittings
- 4. Lampshades Fittings
- 5. Bed or sofas or other types of free-standing furniture items Fittings

State True or False

- 1. A fitting can also be an item which is hung by a hook or is free standing True
- 2. Only vendors can decide what items are to be left and what should not be left, prior to moving in False
- 3. Plywood sheets are used due to their strength and these are not encased, neither laminated False
- 4. Arrangement of furniture is the same for every store False
- 5. Commercial furniture installed in an office must be replaced within a decade True







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Maximize Sales of Goods & Services

- Unit 2.1 Know the Difference between the Features and Benefits of Products
- Unit 2.2 Techniques for Encouraging Customers to buy the Product being Promoted



RAS/N0128

Key Learning Outcomes

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

- 1. Compare features and product benefits
- 2. Demonstrate techniques of encouraging customers in buying products

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Unit 2.1: Know the Difference between the Features and **Benefits of Products**

Unit Objectiv

ves 🧭

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

- 1. Identify promotional opportunities and estimate their potential to increase sales
- 2. Practice improving customer experience
- 3. Practice arranging successful sales event for furniture



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session will teach us about promotional opportunities, potential to increase sales, methods to improve customer experience, and arranging successful sales event for furniture.



Hello folks! We are back to this training program "Sales Executive- Furniture & Fittings". Did you remember what we have learnt previously? Shall we recap it quickly?



Give a quick recap (previous unit) and start with today's unit.

Ask

Ask the participants the following questions:

Does anybody know what customer experience is?

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

Elaborate

In this session, we will discuss the following point:

- Promotional opportunities
- Potential to increase sales
- Improving the customer experience
- Effective marketing
- How to arrange a successful sales event for furniture?

Say 🤷

Well, why don't we get first-hand knowledge of the things that we have learnt in this unit? Let us begin!

Activity

- You will divide the class into 2 groups.
- Both the groups will enact the same activity.
- The groups will enact the on the topic "dealing with customers.".
- In this case, the first group will show the correct way to deal with customers.
- The other group will showcase the incorrect way to deal with customers.
- You, being the supervisor, will see that the students' behavior with the customers.
- After the activity is over, ask the students to applaud for each other.

Activity	Duration (in mins)	Resources Used
Role Play Session	20 mins	Pen, notebook, participant handbook, writing pad, overhead projector, large screen, laser pointer etc.

Sav 🦻

Did you find this activity engrossing? I hope you all enjoyed this session today. Now we are going to take part in another activity.

Activity 😥

- In this activity, you will divide the class into two groups.
- You will give each group the same topic on which they have to provide broad explanation.
- The topic for this session will be on "identification of promotional activity."
- It is important that the students present their answers not only rich in information, but also supported by hand-drawn diagrams (if possible).
- You will take 10 minutes to evaluate the answers of the students.
- The group that can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration (in mins)	Resources Used
Chart Paper Session	25-30 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, etc.

Do

- Conduct a doubt clarification session, if needed.
- Observe carefully of the students performing the activity had positive body language.
- Offer inputs if necessary.
- Ask the students to add their inputs too.
- Write those down in the whiteboard.

Notes for Facilitation

- Encourage the non-participating students to open up and speak.
- Try instilling confidence with encouraging words.
- Applaud for all the students who participated in the activity.
- Ensure that the students complete the participant handbook's questions accurately.

Unit 2.2: Techniques for Encouraging Customers to buy the Product being Promoted

Unit Objectives 🥝

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

1. Describe different promotions to customers in a persuasive way

. Resources to be used 🦉

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, the students will get a basic idea regarding telling customers about promotions clearly and in a persuasive way, with the help of this Participant Handbook.

Say 🔎

Today we shall learn about the method of stating about promotions and persuading those to the customers.

Ask (ask)

Ask the participants the following questions:

• What do you understand by the term - promotions?

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

_ Elaborate 🖉

In this session, we will discuss the following point:

Method of stating about promotions and persuading those to the customers

Activity 🖗

- In this activity, the students will work on an individual basis.
- In this activity, instruct the students to prepare their answers individually on a separate sheet.
- The students will list the various items that are essential for promoting sales of furniture and their utility.
- The item types can be a newspaper, brochure, etc.
- After the students complete their answers, you will ask the students to exchange their answer sheets with the ones sitting beside them.
- You will then discuss the answers with the class.
- You and the students will applaud for the class after this session over.

Activity	Duration (in mins)	Resources Used
Write and Exchange Session	30 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, etc.

Say 6

This was a much-needed activity of this course. This will help all of you go ahead with the training session. Now how about another activity?

Activity

- In this session, you will take the class to a furniture store.
- With proper and prior permission, you will take the students to meet the sales manager of the furniture.
- The sales manager will discuss important aspects and tips related to different promotional activities and arrangement of furniture display
- Instruct the students to carry their Center ID cards during the visit.
- Tell the students to wear formals and maintain discipline and decorum during the visit.
- Instruct the students to jot down all crucial points in their notebooks.
- While maintaining the decorum, the students can ask questions and clear their doubts.

Activity	Duration (in mins)	Resources Used
Industrial Visit	60 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, tools as per task requirement, etc.

Do 🗸

- Make sure that the students carry ID cards with them.
- Encourage students to share their doubts during the industrial visit.
- Also, instruct them to write down points that can help them understand the unit better.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Answer all the doubts to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

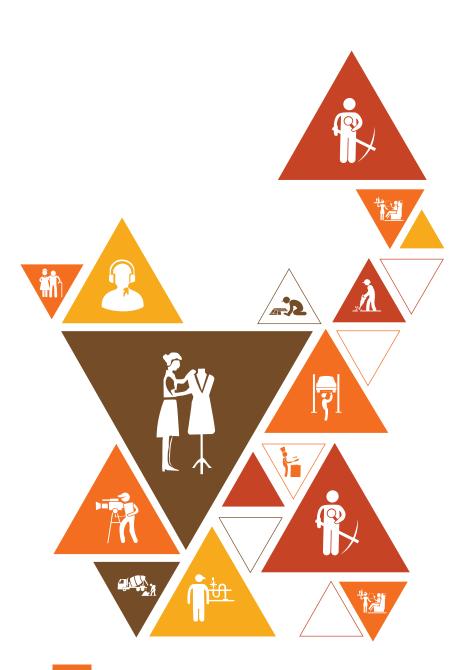
Answers to Exercises for PHB

Fill in the blanks

- 1. Sales promotion
- 2. Customers
- 3. Technology
- 4. Segments
- 5. Images
- 6. Furniture

Match the following

- 1. Promotional and advertising opportunities Mail shots and emails
- 2. To maintain customers old and new Marketing Develop product pricing strategies, Problems should be identified and resolved soon
- 3. Product visualization Post a few images of the furniture piece







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Create a Positive Image of Self & Organization in the Customers Mind

Unit 3.1 - Establish Effective Rapport with Customers

Unit 3.2 - Respond and Communicate Appropriately to Customers



Key Learning Outcomes

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

- 1. Demonstrate the process of establishing effective rapport with customers
- 2. Demonstrate various methods of communicating effectively with customers

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Unit 3.1: Establish Effective Rapport with Customers

Unit Objectives 6

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

- 1. Discuss the standards of appearance and the dress code
- 2. Practise greeting customers respectfully and in a friendly manner
- 3. Practice effective communication with your customer
- 4. Practice keeping customers informed and reassured

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session will give us a proper idea about standards of appearance and the dress code, greeting customers respectfully, communicate with customers that makes them feel valued and respected, and keeping customers informed and reassured.

Say

Good day. Welcome back to this training program "Sales Executive- Furniture & Fittings". Before we begin with this session, let us know what you know about dress codes.



Ask the participants the following questions:

- Can anyone tell me why dress codes are important?
- When you hear the word "greeting", what is the first thing that comes to your mind?

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

Elaborate

In this session, we will discuss the following points:

- The do's and don't's of a creating or altering a dress code
- Greet your customer respectfully and in a friendly manner
- Communicate with your customer in a way that makes them feel valued and respected
- Keep your customer informed and reassured

Say 🤷

Students, now we shall all participate in an activity related to the unit. Let us see how many of you perform well in this session.

Activity

- This session will be in the form of "Jot & Say " activity.
- In this activity, the Trainer will divide the class into groups where the students will be even in number.
- The topic on which the students will work on will be "do's and don't's of a creating or altering a dress code."
- Allot 10 minutes to the student groups.
- Instruct the students that while working on the topic, no one will shout or create a ruckus.
- After the time is up, you will dedicate 5 minutes each for evaluating the chart paper of each group
- The group presenting their answers in the best way will be declared the winning group and awarded with accolades and appreciation

Activity	Duration (in mins)	Resources Used
Jot & Say Session	30 mins	Pen, notebook, participant handbook, writing pad, etc.



Did you find this a fun activity Now we all shall take part in another activity.

Activity

- For this activity, divide the students into 4 groups.
- 2 groups will enact the correct process of greeting customers.
- The other 2 groups will enact the incorrect process of greeting customers.
- You, being the supervisor, will see that the students enact their roles properly.
- After the activity is over, ask the students to applaud for each other.

Activity	Duration (in mins)	Resources Used
Role Play Session	30 mins	Pen, notebook, participant handbook, writing pad computer, etc.

Say 🔎

Wasn't this activity helpful? I hope you enjoyed it.

Do

- If you feel the necessity, repeat the activity.
- Point out the positives and negatives of the activity that you have observed.
- Encourage students to speak aloud their doubts.
- Make certain that all the students participate in the activity.

Notes for Facilitation

- Guide students to write down the answers of the questions (participant handbook).
- Encourage students to share inputs among themselves.
- Try inculcating positive atmosphere in the class.
- Appreciate the class for their active participation.



Unit 3.2: Respond and Communicate Appropriately to Customers

Unit Objectives 6

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

- 1. Identify the appropriate way of communicating with your customer
- 2. Discuss with your customer their expectations

_ Resources to be used 🦉

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

It is via this session, we will get a concrete idea about communicating with customers.

Ask (ask)

Ask the participants the following questions:

What do you understand by the word customer communication?

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

Elaborate

ate 🔘

In this session, we will discuss the following points:

- Appropriate ways of communicating with customers
- Check with customers that you have fully understood their expectations

Say 🦻

It is a fact that everything that we learn from a book is not enough. Sometimes, we also require to attain information from different people.

We can also acquire additional information from various people throughout the world. Do you know how? Let us participate in this activity to get this answer!

Activity

- In this session, you will line up 2 videos.
- You have the discretion of playing all the 2 videos or the number of videos you may deem fit.
- The first video will be about 6 common customer expectations and communicating as per those.
- The YouTube link for the video is: https://www.youtube.com/watch?v=RyrjeDWQ0Vw
- The second video will be about Customer Service & Communication
- The YouTube link for the video is: https://www.youtube.com/watch?v=80lZyKvrQsY
- They can note down pointers from the video that they may find relevant.
- Students will maintain decorum in the class and will not talk, whisper or discuss in the class.
- In case of any queries or confusions, they will write those down in their notebooks.
- After the videos end, the students can ask questions of you.
- The students will raise their hands, and you will pick up the students who will place their questions.
- The answering session will be in the form of a discussion where the answers can be given by either you or any of the students knowing the answer.

Activity	Duration (in mins)	Resources Used
Video Session	15 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Say 🔎

Did the above activity helped you with your curiosity? I hope it did!

However, watching videos will serve the purpose halfway if it is not supported by a practical session. So, let's jump into one.

Activity

- You will divide the class into 2 groups.
- The students will enact the correct processes used in the videos while communicating with customers.
- The basis of this activity is solely on the video that you have played as the previous activity.
- In this case, the students will enact the roles of customers and customer executives.

- You, being the supervisor, will see that the students behave properly while interacting with customers or pitching for furniture.
- After the activity is over, ask the students to applaud for each other.

Activity	Duration (in mins)	Resources Used
Role Play	30 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), etc.

Do 🗸

- Keep the clippings of the videos ready before the activity starts.
- Keep shuffling of videos to a bare minimum.
- Ask the students to write down their doubts in their respective notebooks ask after the end of the video session.
- Observe the body language of the students when they are pitching for furniture sale.

_ Notes for Facilitation	

- Encourage peer learning in the class.
- Ask the participants if they have any questions.
- Answer all the doubts to the participants.

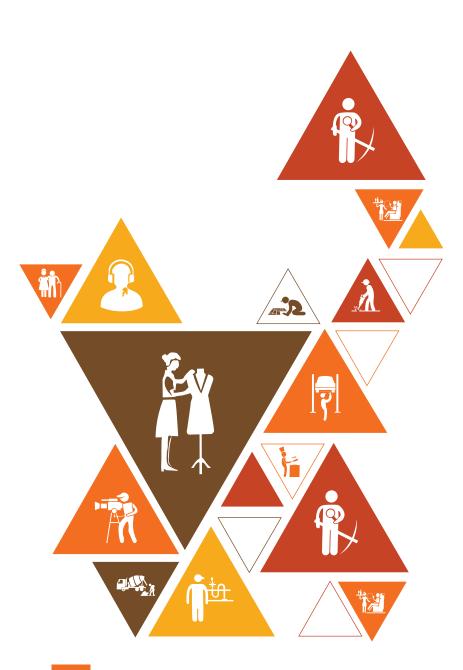
Answers to Exercises for PHB

Fill in the blanks with the most appropriate options

- 1. Standard rules
- 2. Customers
- 3. Feedback
- 4. Answering machine
- 5. Interviewing

State True or False

- 1. True
- 2. False
- 3. False
- 4. True
- 5. False







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Transforming the skill landscape



4. To Process Credit Applications for Purchases

Unit 4.1 - Determine the Credit Worthiness of an Individual by using Appropriate Techniques and Tool

Unit 4.2 - Process Applications from Customers for Credit Facilities



RAS/N0114

Key Learning Outcomes

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

1. Determine credit worthiness of an individual by using appropriate techniques and tools

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2. Demonstrate the method of processing applications from customers for credit facilities

Unit 4.1: Determine the Credit Worthiness of an Individual by using Appropriate Techniques and Tool

Unit Objectives

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

- 1. Define credit analysis
- 2. Discuss the features of Credit Facilities

_ Resources to be used 🦉

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

Through this session the students will get a proper idea about credit analysis, and features of credit facilities.

Say G

Welcome to this productive program "Sales Executive- Furniture & Fittings". Before we begin, why don't we get to know the elements of this unit that you may be already aware of?



Ask the participants the following questions:

• What do you understand by the word "retail credit facility"?

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

Elaborate

In this session, we will discuss the following points:

- Credit Analysis
- Features and conditions of credit facilities
- Understanding retail credit facility
- Taking care of data

Say 🦻

We already had a thorough understanding regarding credit analysis and facilities via the handbook. But an expert supported insight can give an inside view to what actually happens in the field.

So, without further ado, let us begin with our new activity.

Activity 🥬

- This session will be in the form of "Industrial Expert " activity.
- You will invite a Credit Analyst of a reputed firm in this activity.
- The analyst will belong to the Sale and Marketing department.
- You will request the analyst to share few topic related information with the students
- The analyst will share important pointers and guidelines regarding:
 - Retail credit facility
 - o Retail credit card advantage
 - o Credit facility, and much more.
- Instruct the students will write down the points that they may find important.

Activity	Duration (in mins)	Resources Used
Industrial Expert Session	30 – 45 mins	Whiteboard, markers (blue, black), duster, laptop, projector, screen, laser pointer, notebook, pen, sound box, handbook, etc.

Say 🦻

Well, wasn't this insightful input an additional bonus? If it was, why not use the information to enjoy another activity? Let's begin!

Activity

- This topic will be in the form of "Write and Exchange" session.
- The topics will be on credit facility.
- Instruct the students to write on the features and conditions of credit facilities.
- Give the students 10 minutes to write down their answers.
- After the time is up, ask them to stop writing and switch their answer sheets with the student sitting beside them.
- Speak aloud the answers and instruct the students to give 1 point for every right answer.
- There won't be any negative markings.
- Appreciate the students gaining maximum marks with accolades.

Activity	Duration (in mins)	Resources Used
Draw and Mark Session	25 mins	Pen, notebook, participant handbook, writing pad, computer, etc.

Do 🗹 ____

- Make sure that the IDs are carried by the students.
- The students should focus on asking questions related to the topic.
- Encourage the non-participating students to open up and speak.
- Clear each doubt separately.

Notes for Facilitation

- Ask the students to acquire information related to credit analysis before the session with the industrial expert.
- If you have any extra points regarding the activities or the topics discussed in the participant's handbook, share those with the trainees.
- Ensure that the trainees actively participate in the class.
- Ask them to answer the questions given in the participant manual.

Unit 4.2: Process Applications from Customers for Credit Facilities

Unit Objectives

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

- 1. List the documents to get credit
- 2. Identify the difficulties in processing applications

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this program we will know about the types of document and the difficulties regarding the application process.

Ask (ask)

Ask the participants the following questions:

• Can anybody tell me certain issues they can face with banks?

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

Elaborate

rate 🗐

In this session, we will discuss the following points:

- Documents needed to allow the customer to get credit
- Issues arising with the payment gateway
- Issues with banks
- Transactions that are declined

In this session, we all will sit down, point point our focus and participate in the activity as a team.

Activity 2

Say 🤷

- In this activity, you will divide the class into 2 groups.
- Both the groups will write on the same topic Difficulty in processing applications.
- It is important that the students present their answers not only rich in information, but also supported by hand-drawn diagrams (if possible).
- You will take 10 minutes to evaluate the answers of the students.
- The group, which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades

Activity	Duration (in mins)	Resources Used
Chart Paper Session	30 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker etc.

Say 🔎

I hope the chart paper session served its purpose - letting you understand your understanding about the topic.. Now let us all participate in another activity. We shall all be a part of a group discussion session.

Activity 2

- Arrange for a group discussion session.
- Make the whole class sit in a circle or a semi-circle.
- Ask the students to choose a leader for themselves.
- The topics of discussion shall be What have we learned from the chart paper session?
- Initiate the discussion session.
- One by one each, each student will have to speak about their own experience at the laboratory session.
- Jot down important observations on the whiteboard as the students speak.
- Encourage the non-performing students to speak up.
- Conclude the session with an appropriate ending statement.
- Appreciate best efforts.

Activity	Duration (in mins)	Resources Used
Group Discussion	20 mins	Participant handbook, whiteboard, marker etc.

Do 🗸

- Try to maintain the decorum of the class.
- While answering the queries of the students, ensure that the students place their questions one by one.
- Ensure the drawings are clear and labelled.
- Clear the queries of the students.

Notes for Facilitation 📗

- • Encourage trainees to put forth their questions/ queries.
- • Allow the other trainees to answer the doubts or question.
- • Ask them to answer the questions given in the participant handbook.
- • Ensure that all the trainees answer every question.

Answers to Exercises for PHB

Match the following

- 1. Retail lending for customers third-party support
- 2. Credit facility loan
- 3. Buyer's creditworthiness balance sheet and the income statement
- 4. Proof of identity Driving license
- 5. Credit management securing of the payments

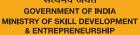
State True or False

- 1. True
- 2. False
- 3. True
- 4. False
- 5. True











Transforming the skill landscape



5. Ensure Health and Safety at Workplace

- Unit 5.1 Common Hazards, Risks and Threats in a Work Environment, Storage and Handling of Hazardous Substances, Health & Safety practices
- Unit 5.2 Potential Risks and Threats
- Unit 5.3 Potential Hazards and Risks which may be Present at Furniture and Fittings Related Workplace
- Unit 5.4 Storage and Handling of Hazardous Substances
- Unit 5.5 Common Health and Safety Practices at Workplace
- Unit 5.6 Different Risks Associated with the Use of Electrical Equipment



Key Learning Outcomes

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

- 1. Discuss the common health and safety standards
- 2. Identify the potential risks and threats
- 3. Identify the potential hazards and risks which may be present at furniture and fittings related workplace
- 4. Comply with the storage and handling of hazardous substances
- 5. Discuss the common health and safety practices at workplace
- 6. Identify the different risks associated with the use of electrical equipment

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Unit 5.1: Health and Safety Hazards and Precautions

Unit Objectives

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

- 1. Differentiate between risk, hazard and threat
- 2. Interpret the meaning of occupational hazards
- 3. Identify the common health and safety hazards
- 4. Identify the other categories of hazards
- 5. Use of pictograms and symbols in identifying hazards
- 6. Discuss the common methods of identifying hazards

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This program basically talks about the different types of hazards and threats, symbols and methods to identify hazards ..

Sav

Welcome to this training program Now, before we begin this training session, let us summarise the previous session.

Do

Start revising the information explained in the previous session. You can ask a few questions like these:

Can anybody tell me few of the advantages of using BHIM app?

- What should a Sales Executive do when it comes to taking care of data?
- Encourage the participants to give their response. •
- Ensure that the class should not lose focus. •
- Clarify if they have any doubts. •
- Tell the class about what they are going to learn in this session. •

Say 🦻

- Make sure that all the trainees are active participants.
- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement.

Ask (ask)

Ask the participants the following questions:

- What is the difference between hazard, risk and threat? Can you state few examples of each?
- Who can tell me a few common examples of process conditions?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- Hazard is defined as a factor, which may cause harm to people and properties alike.
- Risk is defined as the likeliness or the chance that a hazard can actually cause harm to somebody.
- The potential or imminent danger that Risks and Hazards expose the concerned premises to, is known as Threat.
- The steps involved in risk management are:
 - o Identifying hazards
 - o Assessing the risks
 - o Controlling and mitigating risks
- Any job role and any occupation in this world has some hazards, in varying severity, associated with it. These are called Occupational Hazards.
- On the basis of effects on individuals, Occupational Hazards can be broadly categorized into: Health and safety hazards.
- Common hazards are: Biological, Psychological, Physical, Electrical, Chemical and Ergonomic.
- Common methods of identifying hazards are:
 - o Job Hazard Analysis (JHA)
 - o Hazard and Operability (HAZOP) Study
- •
- A Toxin can be commonly defined as a poison of plant, animal or chemical origin, that varies in severity and causes damage to plant, animal and human life.
- Hazardous substances must be stored appropriately to control damage and personal injury.
- The risks associated with the use of electrical equipment are extended to both the user and his / her surroundings in the workplace, to people and properties alike. Few of such risks are:
 - o Fatal Electrocution accidents
 - o Non-fatal electric shocks leading to serious burn injuries

- Non-fatal yet severe shocks leading to damages caused to the internal tissues and vital organs like the heart and the brain
- o Falls from ladders, cranes and scaffolding and resulting mechanical injuries due to electric shocks
- o Health issues like muscle spasms, nausea, unconsciousness and palpitations
- Non-fatal yet painful static electric shocks
- o Fire outbreaks and explosions caused by the sudden ignition of flammable materials

Sav Sav

Let us participate in an activity to understand the different safety, health and occupational hazards. You will be divided into groups and each group must speak on chosen topics. You may refer to the Participant Handbook.

Activity

Divide the class into few groups. Ask the members of each group to speak about any one of the following topics:

- Occupational hazards for sales executive and how to reduce the same
- How to save an electrocuted victim
- Common chemical hazards
- Common electrical hazards
- Types of Toxins
- Storage and handling of sharps
- Storage and handling of inflammable materials
- PPE used while handling biologically hazardous materials
- Storage and handling of radioactive materials
- Treating infected waste

Activity	Duration (in mins)	Resources Used
Think and Share	60 (maximum)	Participant handbook, pen, notebook, whiteboard, markers

Do 🗸

- Enquire if the students have any queries.
- Encourage students to say out aloud their queries or confusions.
- Write down points from the statements made by the students.

Notes for Facilitation

- EnquireEnquire the students of any confusion regarding any specific topic (s).
- Encourage the other students to answer the queries/ questions if they know them.
- Answer the questions if no students can provide appropriate answers.
- Ask the participants to answer the questions present in the participant's handbook.
- Ensure that the students participate in the activities with an active approach.

Unit 5.2: Potential Risks and Threats

. Unit Objectives 🦉

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

- 1. Discuss the risk management process
- 2. Evaluate the importance of risk assessment matrix
- 3. Devise risk control strategies

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

The things that to learn in this current session are based on risk management process, risk assessment matrix and risk control strategies.

Say 🤷

Welcome back to "Sales Executive - Furniture & Fittings" training program. Today we will go through important aspects related to risk management and a number of strategies to control risks associated with sales.



Ask the participants the following question:

- What do you understand by the term 'risk?'
- Who can state few risk control strategies that are common to this field?

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

Elaborate

In this session, we will discuss the following point -

- Risk management process
 - o Different steps involved in the risk management process
- The steps involved in the risk management process are:
 - o Step 1. Identify and define the risk
 - o Step 2. Analyse the risk in terms of likelihood and consequence
 - o Step 3. Assess and rank the risk in terms of severity
 - o Step 4. Treat the risk via Risk Response Planning
 - o Step 5. Monitor, track and review the risk
- Importance of risk assessment matrix
 - o Parameters to assess different risks
- Risk control strategies

The various popular risk control strategies are:

- Risk Defence This involves implementing safeguards and protection methods to eradicate or lessen uncontrolled risk.
- Risk Avoidance This involves averting a particular risk by discontinuing a given operation or process and replacing it with a safer option
- Risk Mitigation This strategy calls for reducing the impact of risks in a given operation or process, in case the vulnerable areas of the process get affected.

Say 🤦

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

Activity

- Divide the class into groups of 3 4.
- Ask the participants to create a risk assessment matrix as a team, highlighting the parameters with the help of which the risks can be assessed.
- Colour code the risk parameters appropriately.
- Point out mistakes, if any.
- Appreciate best efforts.
- The matrix will be pinned on the board to encourage the class.

Activity	Duration (in mins)	Resources Used
Create the Matrix	30 (maximum)	Participant handbook, pen, notebook, writing pad, etc.

Say 🔎

Did you find this activity interesting? I hope you all enjoyed this session today. This activity will help us ahead with our course.

Do

- At the end of the activity, conduct a doubt clarification session of 10-15mins.
- Point out mistakes (if any) present in the risk assessment matrix.
- Encourage the students to ask questions/ doubt (if any).
- Answer the questions clearly and if required, with examples.

Notes for Facilitation

- Observe the body language of the students.
- Ensure they work as a team and with positive body language.
- Encourage the students to be active participants.
- Tell the students to answer the questions provided in the participant's handbook.
- Make sure the students can answer all the questions.

Unit 5.3: Potential Hazards and Risks which may be Present at Furniture and Fittings Related Workplace

Unit Objectives

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

- 1. Identify the potential hazards and risks associated with furniture & fittings related workplace
- 2. Discuss how to get acquainted with common hazardous substances
- 3. Apply safety measures while handling glass, heavy wood, materials, chemicals etc.

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this current session, we will learn about potential hazards and risks associated with furniture and fittings, common hazardous substances and safety measures while handling glass, heavy wood, materials, and chemicals.

Say 🤷

A warm welcome to everybody in the "Sales Executive - Furniture & Fittings" training program. Today we will study about risks, threats and hazards associated with furniture.



Ask the participants the following question:

- What do you understand by the term 'hazard?'
- Who can state few risk control strategies that are common to this field?

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

Elaborate

In this session, we will discuss the following point -

- Potential hazards and risks
 - Injury (of varying severity) hazards and risks from the use of different equipment, machinery and tools
 - Prolonged or repetitive exposure to carcinogenic (causing cancer) materials like radioactive materials, radiations and waste like wood dust and formaldehyde in pressed wood
- Common hazardous substances
 - o Chemical Toxins: These include both inorganic and organic substances like:
 - Mercury
 - Lead
 - Physical toxins: These include substances, which, owing to their physical nature, adversely affect the various biological processes of the body. Common examples are:
 - Asbestos fibres
 - Miscellaneous air pollutants
- Biological Toxins: These include harmful microorganisms, commonly known as "pathogens", like viruses, bacteria, fungi, parasites (like pests, hookworm, tapeworm, etc.), and pathogen-carrying

Say 뎍

Participants, now let us begin with a fresh chapter on risks, threats and hazards that are associated with modular furniture.

Activity

- Divide the entire class into groups of four students.
- Ask the members of each group to make a list on any one of the following :
 - o Different types of risks associated with the job role
 - o Different types of toxins and hazardous substances associated with this job
 - o Common effects of Toxins on human beings
- Ask them to jot down their answers in a separate A4 size sheet.
- The answer should be written in the form of a list or table.
- Ask the students to present one spokesperson from each group who will state their answers.
- Declare the group winner that can achieve the maximum correct answers and appreciate them with accolades.

Activity	Duration (in mins)	Resources Used
List it Out	20 mins	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.

Say 🤷

Wasn't this activity interesting? I hope you all enjoyed this session today.

Do

- Ensure that the student group has written their names in the submitted sheet.
- At the end of the activity, ask the students if they have any doubts.
- Encourage the students to ask questions/ doubt (if any) without any hesitation.
- Answer the questions clearly and if required, with examples.

Notes for Facilitation

- Make sure that the students perform the activity with positive body language.
- See if the students perform the task in a peaceful and cooperative way.
- Encourage the students to participate with enthusiasm.
- Make sure the students can answer all the questions provided in the participant's handbook.

Unit 5.4: Storage and Handling of Hazardous Substances

. Unit Objectives 🦉

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

1. Comply with recommended material handling procedure to control damage and personal injury

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session will teach us about material handling procedure to control damage and personal injury.

Say 🖻

Greetings everybody! In this present session, we will study about material handling process.

Ask ask

Ask the participants the following question:

- What do you understand by the term 'flammable substances?'
- Why do you think that different hazardous substances should be stored separately?

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

Elaborate

In this session, we will discuss the following point -

- Biological
 - Infectious and potentially infectious materials must be inactivated by bleaching or autoclave sterilisation during storage and before disposal
 - o Infectious waste must be inactivated within 24 hours and marked with "Biohazard" symbol.

- Chemicals
 - o All storage containers must be appropriately and accurately labelled.
 - To avoid the destruction of containers, corrosive chemicals must never be stored in containers made of inappropriate materials.
- Radioactive
 - Containers for storing radioactive materials or items contaminated with radioactivity must be labelled with "Nuclear" or "Radioactive Hazard" sign and the radioactive tape.
 - o One must never leave edible items open near radioactive materials.

Sav 🧣

Now, we will jump into an interesting activity.

Activity

- Divide the entire class into groups of four students.
- Keep a few hazardous items in a clean table.
- The items can be like:
 - o Disposable clothing
 - o Nitric acid
 - o Burners
 - o Gloves
 - o Scalpel blades
 - o Metal lancets
 - o Reflux condenser
 - o Molten wax
 - o Flame arrestors
 - o Pressure release valves
- Provide the students with the necessary personal protective equipment for their safety like:
 - o Disposable gloves
 - o Protective eyewear
 - o Antiseptic solution
- Instruct the students to separate the items as per their hazardous nature.
- Also, instruct them to use personal protective equipment wisely.
- After separating the items, ask them to labels those items.
- Declare the group winner that can achieve the maximum correct answers and appreciate them with accolades.

Activity	Duration (in mins)	Resources Used
Separate the Hazard	30 mins	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, disposable clothing, nitric acid, burners, gloves, scalpel blades, metal lancets, reflux condenser, molten wax, flame, arrestors, pressure release valves, etc.

Say 🦻

Wasn't this a good activity? To understand this unit in a better way, let us participate in another activity.

Activity

- In this activity, you will take the students to the laboratory.
- Introduce the students to the basic chemicals required in Furniture & Fittings operations.
- Either the Subject Matter Expert or you will recommend the chemicals to be included in the demonstration.
- Allow the Program Coordinator to arrange those chemicals in advance.
- You, during the session, will explain the following:
 - o Purpose of the chemical in furniture and fittings operations
 - o Nature of the chemical and the hazards associated with it
 - The PPE to be worn for handling the chemical
 - o Precautions to be taken while storing the chemical
 - Importance of following manufacturers' instructions and the job specifications related to the safe use of materials
- The students must jot down the crucial observations in the notebook.
- After showing the chemicals to the students, pick out any number of students and ask them if they remember the names of those chemicals.
- The student(s) who can remember and correctly identify those will be appreciated with accolades.

Activity	Duration (in mins)	Resources Used
Laboratory Visit Session	60 mins	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, ID card, etc.

Do 🗸

- Ensure that the students performing the task are safe.
- See if they are not injured while handling the hazardous elements.
- Keep first aid ready.
- In case the students can't understand what a specific item is, encourage them to ask.

Notes for Facilitation

- Ensure that no students leave the class without any confusion or doubts.
- Coax the students positively to speak up their queries.
- Answer the questions clearly.
- Encourage the students to participate with enthusiasm and vigour.
- Ensure the students can answer all the questions provided in the participant's handbook.

Unit 5.5: Common Health and Safety Practices at Workplace

. Unit Objectives 🦉

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

1. Identify the common health and safety practices at workplace for sales executive

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, we will come across varied information on health and safety practices at the workplace.

Say 🤷

How is everyone today? I hope you all are excited to be a part of today's interesting session. Today we all will learn about the different health and safety practices that a sales executive must follow diligently.

Ask ask

Ask the participants the following question:

- If there is a sudden fire, what should be your first step?
- In case you are on the fourth floor, and the fire suddenly breaks out, how should you rescue a person with yourself?

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

Elaborate

In this session, we will discuss the following point -

- Work safely at all times, complying with health and safety legislation
 - Ensure that all emergency route maps are on display, in publicly accessible places, on all floors of the workplace

- Stay aware that confined spaces must bear appropriate signs, to restrict claustrophobic people from accessing them
- Ensure that health and safety instructions applicable to the workplace are being followed
 - o Lighting should be adequate in all areas, and replacement bulbs should be kept handy
 - Ensure that all manual cutting tools must be honed in advance because blunt tools can slip and lead to deep cuts
- Follow electrical safety measures while working with electrically powered tools & equipment
 - Damaged switches must be reported to the supervisor and repaired immediately.
 - Plugs must be checked for missing or faulty prongs/pins.
- For Fire Outbreak:

The emergency and evacuation procedures are:

- All people at the workplace must be given brief instructions about the positions of the escape routes.
- A clear passageway must be present to all escape routes.

Say 🤷

Students, now we shall all participate in an activity related to the unit. This activity is something that requires all of your active participation.

Activity 🖗

- Take the students to the lab.
- Divide the class into groups comprising of 5 students.
- In this activity, the students will enact the role of firefighters and victims.
- The students who will be enacting the role of firefighters will showcase the correct method of safe lifting and carry the victim(s) to a secure area.
- They will also showcase a smooth evacuation process and the techniques of carrying out speciallyabled people.
- For every group, allot 10 minutes for completing the evacuation process.
- Appreciate the group that can demonstrate the evacuation process and correct way of removing victims from the fire hazards effectively.

Activity	Duration (in mins)	Resources Used
Role Play – Fire Evacuation	50 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), stretchers, straps, webbing loops, portable wheelchairs, etc.

• Make sure that the students are performing the task in the correct manner.

- Ensure that the students lying on the stretcher do not topple over.
- See if the students can use the portable wheelchair appropriately.

Notes for Facilitation

Do

- If required, you have to demonstrate the evacuation procedure to them.
- If required, you can make the students perform the activity again.
- Tell the importance of rescuing others in a safe way.
- Guide them to lift the victim with a correct body posture.

Unit 5.6: Different Risks Associated with the Use of Electrical Equipment

Unit Objectives

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

- 1. Identify the different risks associated with the use of electrical equipment
- 2. Demonstrate how to free a person from electrocution

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

With the help of this session, we will know about the risks associated with the use of electrical equipment.

Say

How is everyone today? Today we all will learn about the risks associated with the use of electrical equipment and the right way to free a person from electrocution.



Ask the participants the following question:

Suppose you see a person stuck to an electric wire (electrocuted), what should be your immediate • step?

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

Elaborate

In this session, we will discuss the following point -

- Risks associated with the use of electrical equipment
- Steps to free a person from electrocution
- Good hygiene practices

Say 🔓

Electrocution is no doubt an extremely dangerous situation whose result can be either paralysis or death. In today's session, we all will be participating in an activity that will help you get a better idea of saving lives from electrocution.

Activity

- You can conduct the activity in the class, or you can take them to the lab.
- Divide the class into groups of 4.
- This activity is focused on the correct approach of freeing a person from electrocution.
- The students from each group will individually portray the role of an electrocuted person, and the others will demonstrate the methods of rescuing that person.
- Added to this, the students will also demonstrate appropriate CPR process.
- For every group, allot a minimum of 15 minutes for completing the activity.
- Appreciate the group with accolades completing their activities with finesse.

Activity	Duration (in mins)	Resources Used
Role Play – Saving from Electrocution	50 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), sticks, rubber slippers, dummy power box, etc.

_ Do 🗹

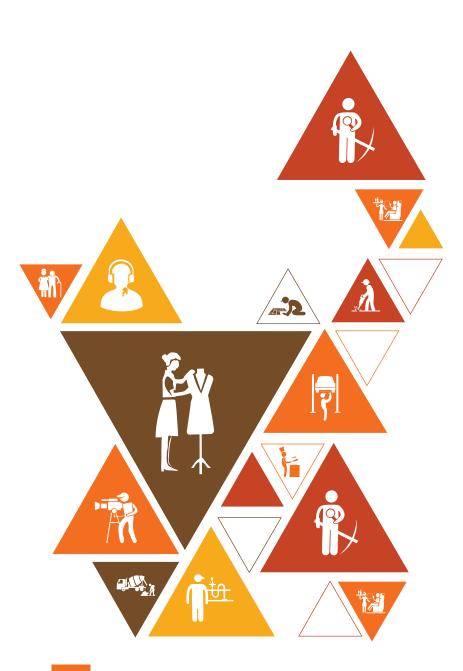
- Make sure that the students perform the task in an appropriate method.
- Demonstrate the activity if the students request it.
- Watch the activity carefully and jot down points in the whiteboard that you think important.

- Enquire of questions or queries from the students.
- Share any extra information with the students.
- Ask the students to actively participate in the class.
- Ask the students to answer the questions present in the participant manual.
- Ensure that students can answer most questions.

Answers to Exercises for PHB

Fill in the Blanks

- 1. Eye Injury
- 2. Non-infectious biological
- 3. Hazard reporting form
- 4. PPE
- 5. Activated charcoal







GOVERNMENT OF INDIA MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP



Transforming the skill landscape



6. Work Effectively with Others

- Unit 6.1 Work Effectively with Others, Effective Communication, Organize Work and Decision Making
- Unit 6.2 Importance of Effective Communication and Establishing Good Working Relationships
- Unit 6.3 Prepare and Organize Work
- Unit 6.4 Decision Making
- Unit 6.5 Problem Solving
- Unit 6.6 Manage Anger and Stress
- Unit 6.7 Manage Time
- Unit 6.8 Set Goals for Oneself and the Team
- Unit 6.9 Understanding Technical Drawings and Blueprints



Key Learning Outcomes

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

1. Discuss the importance of working effectively with others to achieve organizations goals

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- 2. Discuss the importance of effective communication and establishing good working relationships with other
- 3. Prepare and organize work
- 4. Evaluate the importance of decision making
- 5. Estimate the importance of problem solving
- 6. Manage anger and stress
- 7. Manage time
- 8. Prepare goals for oneself and the team
- 9. Interpret technical drawings and blueprints

Unit 6.1: Work Effectively with Others

Unit Objectives 🦉

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

- 1. Discuss the importance of working effectively with others to achieve organizations goals
- 2. Identify the responsibilities and objectives of the role
- 3. Estimate their own roles and responsibilities
- 4. Evaluate the importance of having correct understanding of work task and objective
- 5. Recall how to keep work area clean and tidy and its importance
- 6. Abide by the applicable quality standards for assigned work task and objective
- 7. Discuss the principle of furniture and fittings manufacturing and installation
- 8. Understanding the importance of discipline and ethics for professional success
- 9. Underline what constitutes disciplined behavior for a working professional
- 10. Demonstrate responsible and disciplined behaviour at the workplace

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

Through this session, we can learn about the appropriate ways of working effectively with others.

Say 🔓

Good morning everybody. Today we will be a part of an interesting session. We will learn about different ways of working effectively with others. Before we begin this session, let us have a brief recapitulation of the previous session.

Do 🗸

- If you see a person stuck by an electric wire, what should be your first step to free that person?
- Should you handle fitting and fixture related chemicals without wearing PPE?
- Why do you think that wearing protective masks during chemical handling is a must?
- Discuss the answers with the students and clear the doubts if any.

Ask (ask)

Ask the participants the following questions:

- What do you understand by "Effective Communication"?
- Have you ever failed to explain anything to anyone? Can you tell the reasons behind your failure?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- Importance of working effectively with others to achieve organisations goals
- Avoiding jargons and explaining technical concepts, using real-life examples
- Abiding by discipline and decorum
- Think out-of-the-box to impart creativity amidst chaos
- Sharing, exchanging and transferring knowledge
- Principles of team work
- Benefits of team work
- Promotes creativity and learning
- Combines complementary strengths
- Teaches effective risk management
- Tips to Promote Effective Team Work
- Share information with team wherever and whenever required enhancing quality and productivity at work place
- Work together with co-workers in a synchronized manner
- Show respect to other and their work
- Respond politely to customer queries and other team members
- Responsibilities and objectives of the role
- Reading and interpreting AutoCAD and general construction blueprints
- Conducting field measurement of a site in preparation for installation
- Completing furniture assembly and installation, according to known specifications and blueprint
- Adhere to time lines and quality standards
- Deadline, TAT adherence and quality assurance are important aspects of project management

- It is important to deliver the project on or before the deadline, but care must be taken that one does not deviate from the client's specifications and quality standards.
- Own roles and responsibilities
- Working as a good team leader, so that one's leadership skills, instructions and timely reviews help in eliminating errors and delivering the tasks on time
- Working as a good quality inspector, so that one is able to identify defects in the products under process (work-in-progress), to avoid recall of the final and finished products
- Importance of having correct understanding of work task and objective
- Objectives of the task / assignment
- Phase-wise feedback on the task provided by the client
- Keep work area clean and tidy
- Preventing accidents at the work area and the corresponding injuries
- Allowing for easy flow of materials
- Reducing a worker's exposure to occupational hazards
- Improving productivity
- Improving the worker's control on the various tools and equipment
- Applicable quality standards for assigned work
- Quality, according to the ISO 8402-1986 standard, can be defined as "the totality of features and characteristics of a product or service that bears its ability to satisfy stated or implied needs".
- A sales executive must implement the applicable quality standards for the assigned work task, via a well-known mechanism called Quality Control or QC.
- Reporting procedure in case of deviations
- A Protocol Deviation is said to have occurred, when there is a minor or moderate divergence from the sanctioned design, blueprint, and processes in the organization.
- Under such circumstances, one must alert certain personnel, holding designated positions, arranged and organized in the form of a hierarchy, known as the "Escalation Matrix".
- Principle of furniture and fittings manufacturing and installation
- Importance of discipline and ethics for professional success
- Responsible and disciplined behaviours at the workplace

. Say 뎥

In order to understand what effective communication is, we will be a part of an intriguing activity.

Activity 🛞

In this activity, you will divide the class into 3 groups.

All the groups will enact the roles that you will give them.

Instruct the first group will showcase the incorrect method of communicating with colleagues.

Instruct the second group will showcase the correct method of communicating with colleagues.

Instruct the third group will showcase different methods of building a good work relationship with colleagues.

The group portraying the given role in the best way will be declared as the winner and will be appreciated in the class with accolades.

Activity	Duration (in mins)	Resources Used
Role Play	50 mins	Cordless microphones (if required), pen, notebook, handbook, whiteboard, markers (red, blue, and black), etc.

Do

- Jot down the crucial points on the whiteboard as the trainees speak.
- Share your inputs and insight, to encourage the trainees and add to what they talk about.
- Ensure that all trainees participate in the class.

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

Unit 6.2: Importance of Effective Communication and Establishing Good Working Relationships

Unit Objectives 🦉

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

- 1. Discuss the components of effective communication
- 2. Define the various components of the communication cycle
- 3. Identify the types of communication
- 4. Identify the barriers in communication
- 5. Assess the importance of active listening
- 6. Illustrate how to develop core and generic skills

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, the elements to learn are components of effective communication, components of the communication cycle, types of communication, barriers in communication, active listening and development of core and generic skills.

Say 🔎

Hello everyone. Are you excited about today's session? Do you want to know what are we going to be a part of? Well, we will learn about effective communication, components of the communication cycle, types of communication, barriers in communication, active listening and development of core and generic skills.

Ask ask

Ask the participants the following question:

- What is the first word that comes to your mind when you hear the word effective communication?
- Do you think that there is a special way that you should communicate with your colleagues at the workplace?
- Why do you think "active listening skills" are essential in a workshop?

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

Elaborate

In this session, we will discuss the following point -

- Different type of people that one is required to communicate and coordinate within the organisation
- Coordinate and cooperate with colleagues to achieve work objectives
 - o Build trust, but do not get too casual
 - o Participate and coordinate
 - Ask questions to clarify
 - o Discuss task lists, schedules and activities
 - Share best practices with peers
 - Watch your body language
- Effectively Communicate with Clients
 - o Communicate clearly, precisely and politely
 - Empower the client by putting adequate value to his / her views
 - o Exceed client's expectations through impeccable deals and service
 - o Keep in touch and update the client on existing and upcoming deals and offers
- Follow escalation matrix in case of any grievance
 - o Before complaining and expressing grievance, be very clear of the objectives
 - At each level of the matrix, write an email to the designated official, according to the guidelines and formats provided
 - Follow up with the concerned official, if the complaint or grievance is not addressed within the standard TAT at that escalation level
 - o Document all records of emails and phone calls, till the issue is duly addressed and closed.
- Addressing client's grievance
 - o Listen actively and patiently
 - o Do not contradict with or prevent the client from talking
- Addressing client's grievance
 - o Keep your promise and respond to the client with a solution within the standard TAT
 - o Take the final decision
 - o If you are unable to resolve the issue on your own, escalate the same to your next level

- Supporting a co-worker is vital to gain:
 - Confidence: Going out of one's way to help and support co-workers will have a marked effect on their confidence and give them a sense of pride in their work, but it is likely to improve engagement, productivity and eagerness to maintain high standards at the workplace.
 - Team Spirit: A supportive environment undoubtedly leads to a better working atmosphere. It helps in creating a sense of community and team spirit, which works as a reminder that everyone is striving towards one unified goal.
- Core and generic skills
 - o Reading and understanding job specifications
 - o Reading and understanding the package details as per company procedures
 - Reading instructions and interpreting the ones for assembling/installation and the safe use of machine and tools
 - o Reading internal information documents sent by internal teams
 - o Reading all organisational and equipment related health and safety manuals and documents

Say 🦻

Students, now we all will be participating in an interesting activity. Let us enjoy it.

_ Activity

- In this session, you will line up 2 videos.
- The first video will be about types of communication
- The YouTube link for the video is: https://www.youtube.com/watch?v=kxFQrv97Rcc
- The second video will be about barriers in communication
- The YouTube link for the video is: https://www.youtube.com/watch?v=evC3873ySg4
- The students will watch the video attentively with pin-drop silence.
- They can note down pointers from the video that they may find relevant.
- Students will maintain decorum in the class and will not talk, whisper or discuss in the class.
- The answering session will be in the form of a discussion where the answers can be given by either you or any of the students knowing the answer.

Activity	Duration (in mins)	Resources Used
Video on Communication	25 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, widescreen or laptop, overhead screen, projector, internet connection, etc.

Say 🤦

Did you find today's sessions interesting? I hope you all enjoyed this video session. Let us now be a part of an activity that can help you attain the complete knowledge of this subject (effective communication).

Activity

- This activity will take place on an individual basis, i.e., the students will not be working as groups. However, all of them will perform the task together.
- Here you will act as the supervisor and the students will act as a sales executive.
- This activity particularly focuses on the correct and incorrect mode of communication.
- You will conduct 2 instances.
- One will show how incorrect way of interacting and giving out information or wrong body language can make a sales operation disastrous.
- The other will showcase how the correct way of interacting and giving out information or body language can help in quick rectification of the problems arising at the furniture store.
- In case of the first incident, ask the students to show how disinterested or irritated they are to delegate the designs to the customers visiting the furniture store.
- This can be shown by slumped shoulders, no eye contact, or by giving a shortcut explanation that you cannot understand easily or cannot make out how grave the situation is.
- In the second case, ask the students to show how they will delegate the designs to the customers visiting the furniture store in an appropriate way so that they understand the design and its dimensions accurately and buy it.
- Here the students will show how to provide accurate information and take precise instructions from you (supervisors).
- Allot 45 minutes to the students.
- Appreciate the student(s) who can play their given roles efficiently.

Activity	Duration (in mins)	Resources Used
Role Play – Effective Communication	45 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), etc.

Do

- Make sure that the students are performing the task in an appropriate method.
- Demonstrate the activity on the student's request.
- Watch the activity carefully and jot down points in the whiteboard that you think important.

- In case of any queries or confusions, students can write those down in their notebooks at first.
- After the end of the videos, the students can ask questions to you.
- Answer the students with simple explanations.
- Ask the students to answer the questions that they can find in the participant manual.
- Make sure that students can answer most questions.

Unit 6.3: Prepare and Organize Work

Unit Objectives 🦉

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

- 1. Discuss the importance and benefits of preparing, planning and organizing work
- 2. Discuss the steps involved in preparing, planning and organizing work
- 3. Discuss the methods adopted to prepare, plan and organize work

Resources to be used Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, the things to learn are about work planning and organising them as per their importance.

Say 🖻

Welcome to today's session, everybody. Did you have a good night's sleep? I hope so because we will be actively participating in today's activity.



Ask the participants the following question:

• Do you think that every work requires proper planning if yes, why? If no, why?

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

Elaborate

In this session, we will discuss the following point -

- Importance of preparing, planning and organising work
 - o Planning helps in making quick and correct decisions by providing a person with adequate guidelines
 - Planning helps in preparing a person for the worst outcomes and unexpected situations, thus helping the person in exercising better control in that situation
- Steps involved in preparing, planning and organising work
 - Determining a timeline, over which the entire project / assignment will be carried out
 - o Monitoring and tracking the evaluation process of each task
 - o Finalising the plan
- Methods adopted to prepare, plan and organise work
 - o Plan and organize own work in a way that all activities are completed in time and as per specifications
 - o Ensure health and safety at the workplace
 - o Plan and organize cleaning and maintenance activities

Say 🤦

Are you ready for today's activity? Let us begin!

Activity 🤔

- This activity is in the form of "Add and Consolidate".
- You will divide the class into 3-4 groups depending on the batch size.
- Provide each group with a list comprising few job-related tasks (2-3 in number) of a sales executive that he/ she needs to perform.
- Each group will receive a separate subset of tasks.
- Added to this, the students will also write down the steps to plan and organise work.
- The members of each group on receiving the list will discuss among themselves and will unanimously add and arrange one more task as per their job role.
- While deciding on the point to be added, members of each group will use their discretion and prior knowledge, if any.
- After adding the point, the students will hand over the list to you.
- On receiving all lists, you will consolidate all the points and jot them down on the whiteboard with a marker.

Activity	Duration (in mins)	Resources Used
Add and Consolidate Session	60 mins	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, PPTs, notebook, pen, etc.

Do 🗸

- Make sure that the students jot down their points with clear explanation (if required).
- Ensure that the students have written their down their names in the submitted sheet.
- Observe the activity carefully and jot down points in the whiteboard that you think may be important.

- Enquire of questions or queries from the trainees.
- If you have any extra points regarding the activities or the topics discussed in the participant's handbook, share those with the trainees.
- Ensure that the trainees actively participate in the class.
- Ask them to answer the questions given in the participant manual.
- Ensure that trainees can answer most questions.

Unit 6.4: Decision Making

Unit Objectives 🦉

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

- 1. Discuss the requirements of decision making
- 2. Identify the steps involved in the decision making process

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, we will study about decision making and the steps related to decision making process.

Ask .

Ask the participants the following question:

• What are the different aspects according to you that can help you take decisions?

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

Elaborate

In this session, we will discuss the following point -

- Requirements for decision making
- Steps involved in the decision making process
 - o Identify the goal
 - o Gather information from researches and field experiments (evidence)
 - o Identify the alternatives

Say 🖻

Students, now we shall all participate in an activity related to the unit. This activity is something that requires all of your active participation.

Activity 2

You will divide the class into 3-4 groups depending on the batch size.

- Provide each group with a list comprising few job responsibilities (2-3 in number) of an assistant furniture designer.
- Each group will receive a separate subset of job responsibilities and the decisions they need to take related to it.
- They can be like client coordination, where the sales executive has to communicate with customers and convince them to buy an item from the furniture store.
- The executive will require to make certain decisions like the things to highlight ion front of the customers, the method of pitching the items, showing the furniture directly or via catalogues, etc.
- While deciding on the point to be added, members of each group will use their discretion and prior knowledge, if any.
- After adding the point, the students will hand over the list to you.
- On receiving all lists, you will consolidate all the points and jot them down on the whiteboard with a marker.

Activity	Duration (in mins)	Resources Used
Add and Decide	30 mins	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, PPTs, notebook, pen, etc.

Do 🗹

- Ensure that all trainees participate in the class.
- Appreciate each trainee for their participation.
- Encourage the trainees to participate actively in class.
- Encourage everyone to help each other.

- Enquire if the trainees have any questions.
- Ask the other trainees to answer the question if they know the answers.
- Answer the doubts if no one has the answers to the questions/ doubts.
- Ask the trainees to answer the questions asked in the participant manual.

Unit 6.5: Problem Solving

Unit Objectives 🦉

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

- 1. Identify the steps involved in solving a problem, using analytical and critical thinking abilities
- 2. List the strategies adopted by a sales executive for solving problems at workplace

_	_ Resources to be used 🤷
	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)
	Note 🗎

The main objective4 of this session is related to problem solution.

Say 🤷

Hello everybody. Welcome to the training program 'Sales Executive - Furniture & Fitting'.

Say 🤷

Today we will participate in an interesting activity. However, I have a few questions regarding problems solving. Let us see who can answer those.



Ask the participants the following questions:

- Have you ever come across a difficult problem, which had initially stressed you out but you finally managed to solve it?
- Why is it important for a sales executive to adopt different sales techniques to resolve issues?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- The seven steps in solving a problem are:
 - o Identify the problem
 - o Understand everyone's interests
 - o List the possible solutions (options)
 - o Evaluate the options
 - o Select an option or options
 - o Document the plan
 - o Monitor and evaluat

Say 🔎

We will now participate in a game, in order to understand the importance of problem solving.

Activity

Suppose you work in an esteemed furniture showroom. You have showed, pitched and finally sold a number of furniture to a customer. After a day, the customer calls you back, stating that 2 of the furniture have arrived at his place damaged. When the furniture was dispatched in the truck, you had seen the items to be in a perfect condition. However, you cannot deny the customer of his problem.

What should you do in this place?

How should you communicate with the customer?

How should you appease the person and see that the company does not suffer huge loss?

Activity	Duration (in mins)	Resources Used
Case Study	45 mins	Pen, notebook common craft materials, cello tapes, sheet of paper, common stationery items

Do 🗠

- You can ask the students to either write their answers or tell those orally.
- Make sure that the students' answers are practical and can be applied in real life.
- If you do not find anybody's answers up to the mark, share your output.
- Project the answer in a positive way.
- Encourage the students to answer if they come up with new ideas to solve the problem after you have shared your answers.

- Enquire if the students have any questions.
- Encourage other students to answer the questions if they know the answer.
- Ask the students for feedback regarding the course and class

Unit 6.6: Manage Anger and Stress

Unit Objectives

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

- 1. Identify the common methods involved in managing anger
- 2. Identify the effects of stress
- 3. Identify how can one manage work stress

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session revolves around anger and stress management.

Say 🤷

Welcome everybody in the "Sales Executive" training program. Today we will learn about anger and stress management.



Ask the participants the following question:

- What do you understand by the term 'anger management?'
- Can anybody share with us a few of the reasons why do people get angry?

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

Elaborate

In this session, we will discuss the following point -

- Common methods involved in managing anger
- Effects of stress
- Ways to manage stress

Say 🤷

Participants, we will now be taking part in in interesting activities.

Activity

In this session, you will line up 2 videos.

- The first video will be on monitoring and managing your anger.
- The YouTube link for the video is: https://www.youtube.com/watch?v=quw62_xVEj8
- The second video will be about stress management strategies.
- The YouTube link for the video is: https://www.youtube.com/watch?v=0fL-pn80s-c
- The students will watch the video attentively with pin-drop silence.
- They can note down pointers from the video that they may find relevant.
- Students will maintain decorum in the class and will not talk, whisper or discuss in the class.
- The answering session will be in the form of a discussion where the answers can be given by either you or any of the students knowing the answer.

Activity	Duration (in mins)	Resources Used
Video on Communication	35 mins	Chair, table, notebook, pen, pencil, eraser, participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.



I hope you all enjoyed this video session. Now we will be a part of another activity.

Activity 2

- This activity will take place on an individual basis, still be working as groups.
- For this, you will divide the class into groups of 4.
- In this activity, one student from each group will act as a stressed sales executive.
- Half of the groups will demonstrate in an irrational way while communicating with customers or carpenters.
- The rest of the groups will portray how, even after being angry or stressed they can overcome it and deal with the customers appropriately.
- Appreciate the student(s) who can play their given roles efficiently.

Activity	Duration (in mins)	Resources Used
Role Play – Stress and Anger Management	45 mins	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue and black), etc.

Do

- If required, you can make the students perform their task again.
- If you find issues during the activity, point them out.
- Jot them down in the whiteboard.
- Encourage the students to ask questions/ doubt (if any) without any hesitation.
- Answer the questions clearly and if required, with simple examples.

- See if the students perform the task in a peaceful and cooperative way.
- Make sure that the students perform the activity with positive body language.
- If the students are using the microphone, they use it carefully.
- Encourage the students to participate with enthusiasm.
- Make sure the students can answer all the questions provided in the participant's handbook.

Unit 6.7: Manage Time

	_		
Uni	it C)bie	ctives

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

1. Explain the importance of managing time

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session basically describes the importance of time management and the methods to manage time.

Ask (ask)

Ask the participants the following question:

• What do you understand by the term 'time'?

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

Elaborate

In this session, we will discuss the following point -

- Importance of managing time
- Tips for managing one's time effectively

. Say 🔎

We think that time work with us. However, we need to realise the fact that we work within time. Once the time is lost, it will never come back. To understand the importance of time, let us participate in activity.

Activity 2

- This activity will be a case study session.
- In this session, you will narrate a scenario to the students.
- In the scenario, there will be a sales executive who has a number of tasks under his/ her work responsibility.
- The tasks can be like:
 - o Checking if the furniture are in pristine condition
 - o Updating the sale of furniture in the
 - Keeping record of the sold furniture and they are removed from the catalogue
- In this situation how should an executive manage the time to complete all the tasks every day?
- Appreciate the trainee(s) who can provide excellent answers.

Activity	Duration (in mins)	Resources Used
Case Study	30 mins	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, PPTs, notebook, pen, etc.

Do

- See if the students require help and provide your assistance where required.
- Encourage everyone to participate actively in class.
- Encourage the students to help each other.
- Appreciate each student for their participation.

- Ensure that the students can follow the topics well.
- Ask the students if they have any queries/ questions.
- Encourage other students to answer any of the doubts asked by other students.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the students answer every question.
- Answer all the doubts, if any, to the students.

Unit 6.8: Set Goals for Oneself and the Team

Unit Objectives 🦉

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

- 1. Identify the meaning of goal setting
- 2. Practice the steps involved in setting goals for oneself and the team

_ Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note 🗉

This session describes the meaning of goal setting and steps involved in setting goals for oneself and the team.

Ask (ask)

Ask the participants the following question:

• What do you understand by the term 'goal'?

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

Elaborate



In this session, we will discuss the following point -

- Definition of goal
- Steps to set goals

. Say 🤦

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

Activity 🔅

- Divide the entire class into groups of four students.
- Ask the members of each group to make a list of steps involved in setting goals
- Ask them to jot down their answers in a separate A4 size sheet.
- The answer should be written in the form of a list or table.
- Ask the students to present one spokesperson from each group who will state their answers.
- Declare the group winner that can achieve the maximum correct answers and appreciate them with accolades.

Activity	Duration (in mins)	Resources Used
Make a List	30 mins	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.

_ Do 🗸

- See if the trainees require help and provide your assistance where required.
- Encourage everyone to participate actively in class.
- Encourage the students to help each other.
- Appreciate each student for their participation.

- Ask the students if they have any queries/ questions.
- Ensure that the students can follow the topics well.
- Answer all the doubts, if any, to the students.
- Encourage other students to answer any of the doubts asked by other students.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the students answer every question.

Unit 6.9: Understanding Technical Drawings and Blueprints

Unit Objectives

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

- 1. Discuss basic AutoCAD
- 2. Practise how to read and interpret 2D / 3D drawings

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role), pencil, eraser, worksheet, sample drawings, etc.

Note

This session talks about technical drawings and blueprints.

Do 🗸

Begin with revising the things explained in previous session. Ask the following questions

Why do you think goal setting is important?

- What should be your steps to attain the goals that you have fixed for yourself??
- Encourage the participants to give their response.
- Ensure that the class should not lose focus

Say 🖻

This session is going to be an interesting session as we will be studying about AutoCAD designing and 2D and 3D drawings.

Ask ask

Ask the participants the following questions:

• What do you understand by the term 3D?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Do 🗹

Give each student in the class a sample technical drawingIt can be an AutoCAD, 2D or 3D drawing.

Elaborate

Discuss the following:

- Computer-aided Design, commonly known as CAD, controls the manufacture of parts and accessories, according to specifications given by the client.
- This software defines the mechanical dimensions, commonly known as "specifications" of furniture accessories, parts or modules.
- CAD can also be used to enhance the productivity and accuracy of the machines.
- CAD helps in preparing the blueprint of any modular furniture or module / accessory / part.
- AutoCAD is one of the most popular software that implements computer-aided design.
- The latest version of AutoCAD, AutoCAD 23.0, has been released on March 22, 2018.

Few Important AutoCAD Commands:

QSAVE	saving the current drawing in default format	
ARC	creating an arc	
ZOOM	increasing or decreasing the magnification of view in the current viewpoint	
WBLOCK	writing an object or a block to a new drawing file	
STRETCH	stretching objects crossed by a selection window or polygon	
EXPLODE	breaking a compound object into its component objects	
ERASE	deleting objects from a drawing	
DIMSTYLE	creating and modifying dimension styles	
CIRCLE	creating a circle	
REDRAW	refreshing the display in the current viewpoint	
FILLET	rounding and filleting (cutting into strips) the edges of objects	
VIEW	saving and restoring named views, camera views, layout views and preset views	
MTEXT	creating a multiline text object	
GROUP	creating and managing saved sets of objects called "groups"	
BLOCK	creating a block from selected objects	
НАТСН	filling an enclosed area or selected objects with a hatch pattern, solid fill or gradient fill	

JOIN	joining similar objects to form a new, single, unbroken object	
MOVE	moving objects along a specific direction, for a specific distance	
INSERT	inserting a new block object or drawing into the current drawing / draft	
OFFSET	creating concentric circles, parallel lines and parallel curves	
LINE	creating straight line segments	
PAN	adding a given parameter with grips to a dynamic block definition	

- Work Order is a task, job or assignment, which can be assigned to a person for completion.
- A work order may be issued from the client's end or circulated internally within the organization.
- Parts of a Blueprint:
 - o Elevation View
 - o Plan View
 - o Section View
- Steps in reading a Blueprint / technical drawing are:
 - o Determining the view
 - o Understanding the scale and determine the actual dimensions
 - o Reading the Title Block
 - o Reading the Notes
 - Reading the Work Order or the Bill of Materials
 - o Understanding the differences between the various Lines and interpreting them
 - o Understanding and interpreting the projections, sections and details
 - o Understanding allowances from the blueprint
 - o Working instructions and specifications and interpret them accurately

Say 🤷

Let us now participate in an activity to understand the concept further.

Activity 🛞

Hold up the sample technical drawings/ blueprints.

Explain the students its different parts, blocks and uses.

Explain in detail what project does the sample drawing represents.

Help the class understand the drawings and how it represents the actual item that needs to be constructed.

Activity	Duration (in mins)	Resources Used
See and Learn	30 mins	Pen, Notebook, Participant Handbook, Whiteboard / Flipchart, Markers, sample drawing

Do 🗸

Demonstration if the students ask for it.

Clarify doubts of the students, if any.

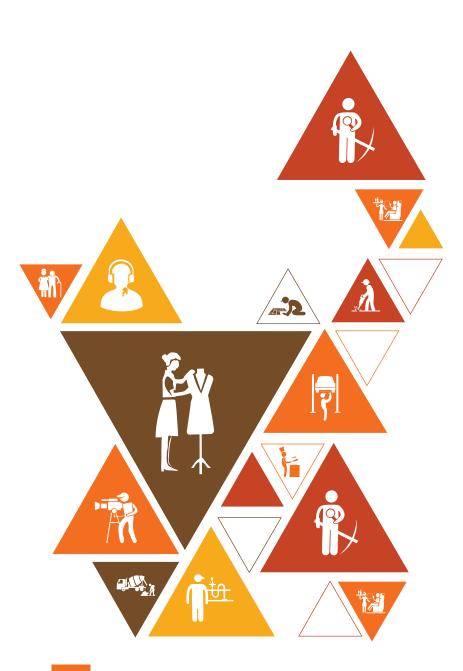
Show the same in AutoCAD or 2D/ 3D software.

- Inquire the trainees of questions/ doubts.
- Answer all the doubts in case any to the trainees.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the trainees answer every question.
- Encourage other trainees to answer it and encourage peer learning in the class.
- Appreciate the entire class for their active participation.

Answers to Exercises for PHB

Fill in the Blanks

- 1. Protocol Deviations
- 2. Oral
- 3. Grievance
- 4. Project management







GOVERNMENT OF INDIA MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP



Transforming the skill landscape

FFS/N8501



7. Maintain Work Area Tools and Machines

- Unit 7.1 Follow Safe Working Practices While at Work
- Unit 7.2 Organizational Procedures for Safe Handling of Tools and Equipment
- Unit 7.3 Respond to an Emergency Situation
- Unit 7.4 Organizational Reporting Protocol
- Unit 7.5 Various Types of Safety Signs
- Unit 7.6 Deal With an Accident Involving Human Life
- Unit 7.7 Different Types of Personal Protective Gear
- Unit 7.8 Basic First Aid Treatment Relevant to the Condition
- Unit 7.9 Preventative and Remedial Actions for Exposure to Toxic Materials
- Unit 7.10 Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration



Key Learning Outcomes

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

- 1. Practice safe working practices while at work
- 2. Discuss the organizational procedures for safe handling of tools and equipment

Ö

- 3. Identify how to respond to an emergency situation
- 4. Recognize the organizational reporting protocol
- 5. Identify the various types of safety signs and what they mean
- 6. Recall how to deal with an accident which involve human life
- 7. Recall the different types of personal protective equipment and their use
- 8. Practice basic first aid treatment relevant to the condition
- 9. Illustrate how to apply the appropriate preventative and remedial actions to be taken in the case of exposure to toxic materials
- 10. Discuss how to maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration

Unit 7.1: Follow Safe Working Practices While at Work

_ Unit Objectives 🦉

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

- 1. Demonstrate the methods to follow safe working practices at all times
- 2. Identify the hazards likely to be encountered when conducting routine maintenance
- 3. Discuss the maintenance procedures of tools, equipment and consumables as per manufacturer's instructions

Resources to be used

Participant handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projectors, laser pointer, etc.

Note

This session states about the safe working practices while at work.

Say 🔎

Now, let us begin with a new session, which is about following safe working practices during work. In the previous session, we have had a clear understanding of the importance of visual inspection and the process of packing.



Ask the participants the following questions:

- Why is it important to maintain safety at work?
- Can anyone in the class name few hazards that one generally encounters during routine maintenance process?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- Working safely with all tools, tackles and equipment
- Using PPE appropriately and safely and storing and maintaining them, as instructed by the manufacturer
- Maintaining and storing tools and equipment in excellent working condition, according to organizational requirements and standards
- Checking all tools and the entire work area for possible hazards and risks, before starting with the task
- Conducting regular electrical inspections at the workplace by an experienced and licensed electrician
- Conducting frequent inspection of powered tools and equipment, by licensed electricians, preferably every month
- Replacing defective machinery and accessories with new ones, if deemed absolutely necessary
- Ensuring that the work area is absolutely free of clutter
- Reporting any spills to the housekeeping staff immediately
- Operating machines and equipment only with the safety guards and safety switch techniques in place
- Enforcing adequate and timely lock-out and tag-out mechanisms in powered tools and machinery
- Maintaining good ventilation and lighting conditions in the work area and reporting to concerned authorities if otherwise
- Keeping a fully equipped first aid kit handy
- Abiding by safe ergonomic practices
- Ensuring that the power supply to all powered machinery, equipment and tools is disconnected while conducting troubleshooting, routine maintenance and repair / replacement operations
- Taking short breaks without hampering the schedule and productivity of the system
- Always abiding by safe housekeeping practices
- Routine maintenance comprises both preventive and proactive maintenance.
- Common hazards encountered during routine maintenance are:
- Electrical hazards from powered tools, while one is operating on them for checking and inspection
- Splinters, dust and debris during drilling holes or replacement of parts and accessories
- Working at heights, including working form hoisted cranes, trolleys and ladders, which can subject one to the risk of trips, falls and injuries
- Bumping with heavy items, like large loads and heavy machinery and tools
- Working with toxic fluxes and harmful chemicals during cleaning , repair and maintenance operations Refer to Unit 7.1 of the Participant Handbook while discussing the above points.

Say 🔓

Now that we are aware of the safe working practices essential for sales executives, let us now go for a field visit to learn more about them.

Activity Take the participants on a field visit to a nearby furniture workshop, so that they can observe the various safe working practices adopted by the workers.

Activity	Duration (in mins)	Resources Used
Field Visit	120 mins	Student ID card, Participant Handbook, pen, small writing pad, etc.

Do 🗸

Share with the students few real life examples, where safe working practices have worked wonders and saved lives. Use your personal inputs and insight.

- Enquire of questions or queries from the trainees.
- If you have any extra points regarding the activities or the topics discussed in the participant's handbook, share those with the trainees.
- Ensure that the trainees actively participate in the class.
- Ask them to answer the questions given in the participant manual.
- Ensure that trainees can answer most questions.

Unit 7.2: Organizational Procedures for Safe Handling of Tools and Equipment

Unit Objectives

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

- 1. Comply with the organizational procedures to handle all required tools, machines, materials & equipment safely
- 2. Identify the methods to make use of the information detailed in specifications and instructions

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this program, we will learn about the organizational procedures to safely handle all tools and equipment.

Say 🤦

Now, let us begin with a new session, which is about organizational procedures to safely handle all tools and equipment.

Ask ask

Ask the participants the following questions:

- Why is it important to follow organizational procedures in handling tools and equipment?
- Can anyone in the class state few precautionary measures to be followed while using sharp and powered tools?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- Safe handling of powered tools
- Safe handling of hand tools
- Occupational Safety Policies while handling sharp tools, namely:
 - o Elimination
 - o Substitution
 - o Isolation
 - o Engineering Control
 - o Administrative Control
 - o Sharps Management
- Basic safety checks before operation of all machines, tools and electrical equipment
- Consequences of improper handling of tools and equipment
- How to use the information detailed in specifications and instructions
- Refer to the topic 7.2 in the Participant Handbook to explain the above.

Say 🔎

We will begin this session with a video activity to learn about the details of the unit better.

Activity

Show the class few videos on the organizational procedures to safely handle all tools and equipment, from your laptop. Explain what you are showing and pause in between, if required. The sample links are:

• Safe handling of Hand and Powered Tools -

https://www.youtube.com/watch?v=ZbOo1PdU0vs

https://www.youtube.com/watch?v=fGkOOtd3GmY

• Safe handling of Cutting Tools - https://www.youtube.com/watch?v=qJIIU2RTD5

Activity	Duration (in mins)	Resources Used
Video Session	30 mins	Student ID card, pen, notepad, dais, microphone, bottles of water, glass, whiteboard, marker

Do 🗸

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face.

- Enquire of questions or queries from the trainees.
- If you have any extra points regarding the activities or the topics discussed in the participant's handbook, share those with the trainees.
- Ensure that the trainees actively participate in the class.
- Ask them to answer the questions given in the participant manual.
- Ensure that trainees can answer most questions.

Unit 7.3: Respond to an Emergency Situation

Unit Objectives 🥝

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

1. Explain the procedure of responding to an emergency situation

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)



In this program, the areas that are covered are focused on the importance of learning the procedure of responding to an emergency situation.

Say 🔓

Now, let us participate in an activity, giving us a practical experience of the procedure of responding to an emergency situation.

Ask (ask)

Ask the participants the following questions:

- What do you understand by an "Emergency"? Have you ever encountered an emergency situation?
- Why is it important to respond to an emergency situation on time

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following components involved in responding to an Emergency situation, while working at the site:

- Evaluate the Emergency
- Handle the Emergency
- Undertake first aid activities in case of any accident, if required and asked to do so
- Remember the list of names (and job titles if applicable), and the contact details of all the people responsible for health and safety in a workplace
- Follow agreed work location procedures in the event of an emergency or an accident
- Respond promptly and appropriately to an accident situation or medical emergency
- Participate in emergency procedures
- State methods of accident prevention in the work environment
- · Check and ensure general health and safety equipment are available at work site
- Comply with restrictions imposed on harmful chemicals inside work area during working hours

Say 🤷

To understand the unit better, we will take part in an activity.

Activity 🤔

- In this activity, you will divide the class into groups of 2.
- Ask the participants to pair themselves.
- One of the students will enact the role of a sales execute.
- The other student will enact the role of an accident victim.
- In this activity, the sales execute requires to show the aspects he/ she needs to follow during an emergency situation.
- Those aspects cam be like:
- Handling the situation
- Calling the ambulance
- Reporting concerned person and other activities
- You will monitor the activity closely.
- You will allot per team 5 minutes to complete their task.
- The team portraying the given role in the best way will be declared as the winner and will be appreciated in the class with accolades.

Activity	Duration (in mins)	Resources Used
Role Play - Handling Emergency Situation	60 mins	Whiteboard, markers (blue, black), duster, laptop, projector, screen, laser pointer, notebook, pen and sound box

- Encourage the students to interact with the expert and clarify their doubts, if any.
- Emphasize on how the expert has contributed in his / her organization towards promptly responding to emergency situations.

- Inquire the trainees of questions/ doubts.
- Answer all the doubts in case any to the trainees.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the trainees answer every question.
- Encourage other trainees to answer it and encourage peer learning in the class.
- Appreciate the entire class for their active participation.

Unit 7.4: Organizational Reporting Protocol

. Unit Objectives 🥝

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

- 1. Practice the 6cs of reporting protocol
- 2. Identify any hazards and potential risks/ threats to supervisors or other authorized personnel
- 3. Report accident/incident report to authorized person

_ Resources to be used 🤷

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role), Hazard Reporting forms, etc.

Note

This is session talks about the importance of abiding by the Organizational Reporting Protocol.

Ask (ask)

Ask the participants the following questions:

- What do you understand by an "Reporting"? Have you ever reported an emergency situation?
- Why is it important to report an emergency situation on time?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- The 6Cs of Organizational Reporting Protocol are:
 - Communicate First
 - Communicate Rightly
 - o Communicate Credibly
 - o Communicate Empathetically
 - Communicate to instigate appropriate action
 - o Communicate to promote respect

- Hazards and potential risks / threats can be identified and then reported to supervisors or other authorized persons in the following ways:
 - o Verbal report to supervisor or authorized persons
 - o Filling up and presenting a Hazard Report form
 - o Discussing the issue at a staff meeting

When you notice a hazard, you should report it immediately to your supervisor. Hazards can be reported verbally or by filling a simple form. Let us have a look at the form.

Activity 2

Sav

Provide each student with a Hazard Report Form and ask them to fill the form carefully so that they do not get confused in future when they are asked to fill up this form.

Activity	Duration (in mins)	Resources Used
Form Filling	30 mins	Participant handbook, Hazard Report Form, pen

- Ask the trainees if they have any queries/ questions regarding any of the activities.
- Give appropriate answers for the different doubts.
- Make sure you repeat the activity sessions if trainees find it difficult to understand/ perform.
- Ask the trainees to collect and put aside the resources after the activity sessions are over.
- Ensure all the trainees actively participate in all the sessions.
- Ask them to answer the questions given in the participant manual.

Unit 7.5: Various Types of Safety Signs

_ Unit Objectives 🦉

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

1. Interpret various safety signs

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note 🗎

This session projects the information on different types of safety signs.



Now, let us begin with a new session, which is about the importance of safety signs.



Ask the participants the following question:

- Have you ever seen a safety sign?
- Can you name a few safety signs that you have come across randomly?

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

Elaborate

In this session, we will discuss the following point -

- Safety Signs are aimed at alerting people on the existing hazards and imminent risks involved with them. The various safety signs are given below:
 - o Emergency escape route signs: to display emergency exits
 - Fire equipment safety signs: to indicate the location of fire equipment and convey compliance with fire precaution regulations
 - o Prohibition safety signs: to indicate prohibited actions
 - o Supplementary safety signs: to indicate additional information to be followed by employees
 - Safety equipment signs: to emphasise the protective equipment to be worn

Say 🤷

We will take part in an exciting activity to grasp the concept in a better way.

Activity 2

- In this session, you will bring with him or her few flashcards or pictures or show images from the internet.
- These images will be like:





- You will select students randomly and ask him or her to identify the safety signs.
- In case that student is unable to identify the correct safety sign, other students can answer it.
- However, students will maintain the decorum of the class the student wishing to answer should raise their hands.
- Only after your permission, the student will provide the answer.
- The student(s) answering the maximum correct answers will be appreciated with accolades in the class.

Activity	Duration (in mins)	Resources Used
See, Identify and Tell the Tale	30 mins	Pen, Notebook, Participant Handbook, Writing pad, Overhead projector, Large screen, Laser Pointer etc.

Do 🗸

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class.
- Appreciate each student for their participation.

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



Unit 7.6: Deal With an Accident Involving Human Life

_ Unit Objectives 🤷

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

1. Discuss how to deal with accidents that involve human life

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, the class will learn about the appropriate ways to deal with accidents.

Say 🔎

Now, let us begin with a new session, which is about the importance of safety signs.

Ask ask

Ask the participants the following question:

• What do you think should be the first step when dealing with an accident victim?

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

Elaborate

In this session, we will discuss the following point -

- One may follow the below steps while dealing with an accident that involves the loss of human life:
 - Turn off and stall the source of the accident. For example, in case a severe accident has occurred due to a running machine, the machine must be turned off and stopped first, to prevent other people from getting injured in the same manner.

- One must not panic and not allow anybody else to panic at the scene. Maintaining a calm and composed attitude is extremely crucial for bystanders.
- One must assess the severity of the accident and promptly decide if emergency services must be summoned.
- One must look over the accident scene carefully, to gather information for the emergency services personnel.
- One must take initiatives to keep the accident spot clear so that the victim/s are not asphyxiated with lack of breathing air. Alarms may be raised, if possible, to notify and warn everyone else at the work area about the accident.
- Before approaching the victim for extending help and support, one must ensure that the spot and the victim's body is safe for one to touch and access. For example, in case of electrocution, the main power supply must be switched off before touching the victim's body.

Say 🔎

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

_ Activity

- Take the students to the laboratory.
- Divide the class into groups of 2.
- Demonstrate a mock session on administering first aid techniques on a dummy doll.
- Instruct the students to perform the activity based on your demonstration.
- The first activity can be of the following accidents:
 - o Heavy bleeding
 - o Fracture
 - o Electric Shock
 - o Heart Attack
 - o Administering CPR
- Appreciate the students who can perform their tasks appropriately.

Activity	Duration (in mins)	Resources Used
First Aid	90 mins	Participant handbook, first aid box, dummy doll, notebook, pen, etc.

Do

- Ensure that all trainees participate in the class.
- Demonstrate if the trainees require help.
- Repeat the demonstration, if needed.
- Jot down any crucial points on the whiteboard as the trainees speak.
- Share your inputs and insight.
- Encourage the trainees to share their feedback

- Ask the trainees if they have any queries.
- Encourage other trainees to answer and facilitate peer learning in class.
- Answer the doubts of trainees.
- Ask them to answer the questions given in the participant manual.
- Ensure that the trainees answer every question.

Unit 7.7: Different Types of Personal Protective Gear

Unit Objectives 🦉

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

1. Identify the different types of PPE and their use

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In this session, the class will learn about the appropriate ways to deal with accidents.

Say 🤷

Now, let us begin with a new session, which is about the importance of safety signs.

Ask ask

Ask the participants the following question:

• What do you understand by the term 'PPE'?

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

Elaborate

In this session, we will discuss the following point -

Personal Protective Equipment, commonly termed as PPE, is specialized clothing or equipment worn and used by employees for safeguarding themselves against Occupational Health and Safety hazards.

The common PPE are:

- Hand Gloves
- Safety Shoes
- Safety Goggles

- Masks and Face Shields
- Apron
- Ear Muffs
- Respirators

Say

Do you know the different types of personal protective gears that are used in the furniture and fittings industry? Let us test your knowledge.

Activity

- In this session, you will bring with him or her few flashcards or pictures or show images from the internet.
- These images will be like:



- You will select students randomly and ask him or her to identify the personal protective gears.
- In case that student is unable to identify the correct personal protective gear, other students can answer it.
- Added to this, the student identifying the correct personal protective gear will also have to state its function.

- However, students will maintain the decorum of the class the student wishing to answer should raise their hands.
- Only after your permission, the student will provide the answer.
- The student(s) answering the maximum correct answers will be appreciated with accolades in the class.

Activity	Duration (in mins)	Resources Used
See, Identify and Tell the Tale	30 mins	Pen, Notebook, Participant Handbook, Writing pad, Overhead projector, Large screen, Laser Pointer etc.

Do

- Encourage trainees to work together.
- Ensure that the environment is positive and constructive.
- Ensure that all the groups complete their tasks.
- Explain what needs to be done and repeat, if required.
- Appreciate each trainee for active participation.

- Ask the trainees if they have any queries/ questions regarding any of the activities.
- Give appropriate answers for the different doubts.
- Ensure all the trainees actively participate in all the sessions.
- Ask them to answer the questions given in the participant manual.

Unit 7.8: Basic First Aid Treatment Relevant to the Condition

_ Unit Objectives 🧕

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

1. Recall the importance of first aid in emergency management and the techniques of administering the same

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)



The students will learn the correct way of giving first aid.



Ask the participants the following question:

• Why do you think that first aid is important?

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

Elaborate

In this session, we will discuss the following point -

- First Aid can be implemented during the following situations:
 - o For heavy bleeding
 - o For burns
 - o For broken bones
 - o For Heart Attack / Stroke
 - o For Head Injury
 - o For Electric Shocks
 - o For Eye Injuries
- The essential contents of a First Aid Kit are:
 - o Basic first aid notes
 - o Disposable gloves

- o Resuscitation mask
- o Individually wrapped sterile adhesive dressings
- o Sterile eye pads (packet)
- o Sterile coverings for serious wounds
- o Triangular bandages
- o Safety pins
- o Small, medium and large sterile non-medicated wound dressings
- o Non-allergenic tape
- o Rubber thread or crepe bandage
- o Scissors
- o Tweezers
- o Suitable book for recording details of first aid provided
- o Sterile saline solution



To understand the importance of first aid, let us take part in an activity.

_ Activity 🏼

- You can conduct the activity in the class, or you can take them to the lab.
- Divide the class into groups of 4.
- This activity is focused on the various methods of administering appropriate first aid to victims.
- The situations that you can give the students to enact can be like:
- Stopping heavy bleeding
- Electric shocks or electrocution
- Heart attack/ stroke
- Burns
- For such injuries, ensure to provide first aid components like:
- Gauge
- Splint
- Adhesive tape
- Tweezers
- Scissors
- Wound cleaning agent
- Gauze roller bandage
- Adhesive bandages
- Antiseptic cleansing wipes
- Gauze pads
- Burn cream or gel

- You will have the discretion of selecting the student group who will perform which task.
- Also instruct the students that while bandaging the injury, the bandaging technique should be used with either roller or triangular bandages.
- Inspect the work when complete.
- Declare the group that can effectively administer the correct first technique within the given time as the winner.
- Ask the class to applaud for each other for their efforts.

Activity	Duration (in mins)	Resources Used
Role Play	60 mins	Cordless Microphones (If required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue and Black), Tools as stated in the activity, Etc.

Say G

So class, what do you think about this session? Wasn't this activity informative? You will see for yourself that knowing these simple aspects will help you in the long run, especially when you will be on the field and work in teams!

But the activity is not yet complete. Let us proceed to see what the final activity is!

. Do 🗸

- Encourage trainees to work together.
- Instruct the students to place the equipment back to their places.
- Explain what needs to be done and repeat, if required.
- Ensure that all the groups complete their tasks.
- Appreciate each trainee for active participation.

- Ask the trainees if they have any queries/ questions regarding any of the activities.
- Give appropriate answers for different doubts.
- Ensure all the trainees actively participate in all the sessions.
- Ask them to answer the questions given in the participant manual.

Unit 7.9: Preventative and Remedial Actions for Exposure to **Toxic Materials**

Unit Objectives

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

1. Discuss the preventative and remedial actions to be administered in case of exposure to toxic materials

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note 🗎

The students will learn the preventative and remedial actions to be administered in cases of exposure to toxic materials.

Ask

Ask the participants the following question:

• Who can explain the term 'toxic flux'?

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

Elaborate

In this session, we will discuss the following point -

- **Toxic Solvents**
- A sales executive of modular furniture is often exposed to toxic solvents like:
 - Acetone
 - o Chloroform
 - o Gasoline
 - o Carbon tetrachloride
 - o Diethyl ether
 - o Ethyl alcohol (ethanol)

- o methyl (methanol)
- o Toluene, benzene,
- o Ethers
- o Trichloroethylene
- o Dichloroethane
- o Tricresyl phosphate
- o Nitroparaffins
- o Tetralin
- o Decalin
- Exposure of the body to toxic solvents can be via:
 - o Ingestion
 - o Skin Contact
 - o Inhalation
- Preventative actions for exposure to toxic solvents
 - o Activated charcoal may be administered in case of ingestion and inhalation.
 - o In case the eye is affected, it must be splashed and rinsed off with cold water till the effect subsides
 - o The containers must be closed tightly after every use, to prevent spillage or leakage of fumes.
- Toxic Flux

The most toxic fluxes are:

- o Acid fluxes
 - Hydrochloric acid
 - Ammonium chloride
 - Zinc chloride
- o Resin fluxes (which may lead to Asthma)
- o Molten Solder fluxes (which can cause severe burns on the skin)
- Lead and Mercury fluxes (which are very easily absorbed by the body and cause countless health issues and even death)

Say 🤦

To understand the ill effects of toxic materials, let us take part in an activity.

_ Activity 🖉

- In this activity, you will take the students to the laboratory.
- Introduce the students to the basic toxic elements to the students that they need to be careful about.
- Either the Subject Matter Expert or you will name those chemicals to be included in the demonstration.
- Allow the program coordinator to arrange those chemicals in advance.

- The explanation will be regarding the following aspects:
 - o Toxic solvents
 - o Preventative actions for exposure to toxic solvents
 - o Toxic flux
 - o Remedial actions for exposure to toxic fluxes
- The students must jot down the crucial observations in the notebook.
- After showing the chemicals to the students, pick out any number of students and ask them if they remember the names of those chemicals.
- The student(s) who can remember and correctly identify those will be appreciated with accolades.

Activity	Duration (in mins)	Resources Used
Expert Session	60 mins	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, ID card, toxic solvents as per the job role, etc.

Do 🗸

- Ensure all students participate in the class.
- Jot down the crucial points that you may find important while the students speak.
- Share your inputs and insight with the students.

- Allow the other trainees to answer the doubts or question.
- Encourage trainees to put forth their questions/ queries.
- Ask them to answer the questions given in the participant manual.

Unit 7.10: Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration

Unit Objectives

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

- 1. Identify risks like theft, pilfering, damage and deterioration in the workshop
- 2. Identify methods of surveillance that helps in maintaining appropriate environment to protect stock against such risks
- 3. Illustrate how to maintain a clean and hazard-free working area

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

In the session revolves around the topics like theft, pilfering, damage and deterioration in the workshop, methods of surveillance and monitoring, and maintenance of a clean and hazard free working area.

Ask (ask)

Ask the participants the following question:

Why do you think that surveillance is important for this job role?

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

Elaborate

In this session, we will discuss the following point -

- Theft, pilfering, damage and deterioration
 - Any workshop is comprised of raw material, countless tools, equipment, and heavy machinery, cleaning equipment, PPE, documents, cash and several other important properties.
- Common methods of surveillance and monitoring:
 - o Closed Circuit Television (CCTV) Camera
 - o Security Guards at the entrance and exit

- o Biometric Access (Fingerprint Access) for visitors and staff members
- o Handheld Metal Detectors (used by Security Guards)
- Frequency of maintenance depends upon the following factors:
 - o The manufacturer's instructions and recommendations
 - o The intensity and degree of use
 - The physical working conditions like temperature, humidity, weathering, etc.
 - o The severity of potential risks and threats arising from unprecedented but likely malfunction

Sav 🗣

To get a better grasp of the unit, let us be active participants of this activity.

Activity 2

- In this activity, you will take the students to the laboratory.
- You will make arrangements prior to taking the students to the lab.
- The arrangements will be related to the equipment used for surveillance and monitoring.
- The equipment can be like:
 - o Closed Circuit Television (CCTV) Camera
 - Security Guards at the entrance and exit
 - o Biometric Access (Fingerprint Access) for visitors and staff members
 - Handheld Metal Detectors (used by Security Guards)
- Show the proper use of those equipment.

Activity	Duration (in mins)	Resources Used
Laboratory Visit- equipment Demonstration	60 mins	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, ID card, toxic solvents as per the job role, etc.

Do

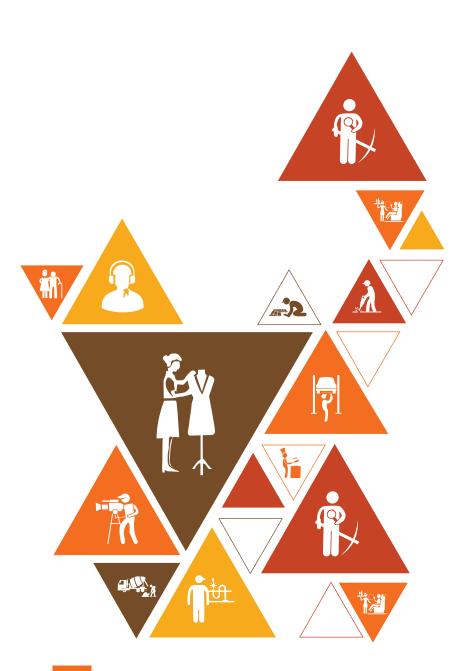
- After the demonstration session, ask the students if they have any queries.
- Repeat the demonstration if required.
- Ensure that the students maintain the decorum in the lab.
- Encourage the students to jot down points that they may find important.

- Ensure that the equipment are kept safely back to its place after the students pick up the equipment for observation.
- Enquire the trainees of any queries/ questions regarding the activity.
- Give appropriate answers to the doubts of the students.

Answers to Exercises for PHB

Fill in the Blanks

- 1. Hygroscopic
- 2. Ash
- 3. Vermicompost
- 4. Moisture
- 5. Tackle box







& ENTREPRENEURSHIP

N S·D·C National Skill Development Corporation

Transforming the skill landscape



8. Employability&Entrepreneurship Skills

- Unit 8.1 Personal Strengths & Value Systems Unit
- Unit 8.2 Digital Literacy: A Recap
- Unit 8.3 Money Matters
- Unit 8.4 Preparing for Employment & Self Employment
- Unit 8.5 Understanding Entrepreneurship
- Unit 8.6 Preparing to be an Entrepreneur



Unit 8.1: Personal Strengths & Value Systems Unit

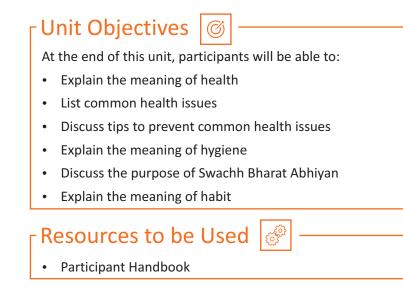
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Key Learning Outcomes

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

- 1. Explain the meaning of health
- 2. List common health issues
- 3. Discuss tips to prevent common health issues
- 4. Explain the meaning of hygiene
- 5. Discuss the purpose of Swachh Bharat Abhiyan
- 6. Explain the meaning of habit
- 7. Discuss ways to set up a safe work environment
- 8. Discuss critical safety habits to be followed by employees
- 9. Explain the importance of self- analysis
- 10. Discuss motivation with the help of Maslow's Hierarchy of Needs
- 11. Discuss the meaning of achievement motivation
- 12. List the characteristics of entrepreneurs with achievement motivation
- 13. List the different factors that motivate you
- 14. Discuss the role of attitude in self- analysis
- 15. Discuss how to maintain a positive attitude
- 16. List your strengths and weaknesses
- 17. Discuss the qualities of honest people
- 18. Describe the importance of honesty in entrepreneurs
- 19. Discuss the elements of a strong work ethic
- 20. Discuss how to foster a good work ethic
- 21. List the characteristics of highly creative people
- 22. List the characteristics of highly innovative people
- 23. Discuss the benefits of time management
- 24. List the traits of effective time managers
- 25. Describe effective time management techniques
- 26. Discuss the importance of anger management
- 27. Describe anger management strategies
- 28. Discuss tips for anger management
- 29. Discuss the causes of stress
- 30. Discuss the symptoms of stress
- 31. Discuss tips for stress management

Unit 8.1.1: Health, Habits, Hygiene: What is Health?



- Ask as

- What do you understand by the term "Health?"
- According to you, who is a healthy person?

Say 뎙

• Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Ask ask

• When did you visit the doctor last? Was it for you or for a family member?

Say 🔓

- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

Do 🗸

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say 뎗

- Through this activity we got some tips on how can we prevent these common health issues.
- Let us now see how many of these health standards we follow in our daily life.

Activity

• Health Standard Checklist from the Participant Handbook.

Ask as

How many of you think that you are healthy? How many of you follow healthy habits?

Say 🔓

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 🗸

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summarize 🔎

• Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

Ask (

Discuss:

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say 🔓

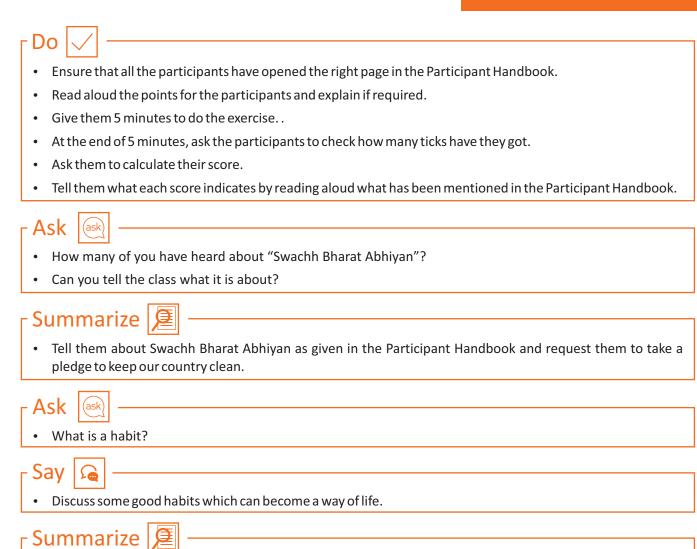
• Discuss the meaning of hygiene as given in the Participant Handbook.

Activity

• Health Standard Checklist: Hygiene

Say Say

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.



• Tell them about good and bad habits and the reasons to make good habits a way of life.

Unit 8.1.2: Safety

Unit Objectives 🞯

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

- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees

Resources to be Used

- Participant Handbook
- Safety signs and symbols, Safety equipments
- Blank papers and pens

Say ᡗ

- There are many common safety hazards present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
 - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
 - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
 - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
 - Electrical hazards like cords, missing ground pins, improper wiring.
 - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

Team Activity 🙀

Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

- Δ -	sk	(as
_ ,		

How could you or your employees get hurt at work?

Say 뎗

• Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

Do 🗸

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

Say G

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

Do 🗸

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Ask ask

De-briefing

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

Summarize 🔎

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

Unit 8.1.3: Self Analysis – Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives 🞯

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

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers and pencils/ pens

Activity 🔅

This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do 🗸

- Write the three questions on the board/flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

Say 🔓

 Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

Team Activity 눩

Tower building

• Each group which will create tower using the old newspapers.

Do 🗸

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

Ask ask

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

Say 뎙

• Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

Ask ask

• Is your attitude positive or negative?

Say 🔓

• Let me tell you a story :

It's Little Things that Make a Big Difference.

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

Ask ask

• What did you learn from this story?

Activity 💯

What Motivates You? from the Participant Handbook.

Do 🗸

- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

Say 뎗

• Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

- Summarize / 🕭

• Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

Unit 8.1.4: Honesty & Work Ethics



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

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

Resources to be Used

• Participant Handbook



- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

Say 痛

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
 - What went wrong?
 - Who was at fault?
 - Whom did it impact- the customer or the businessman?
 - How would it impact the business immediately? What would be the long term impact?
 - What could be done?
 - What did you learn from the exercise?

Do 🗸

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem. Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity 🙀

Case Study Analysis

Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's weddingwas around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppatas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media... this will directly affect Rajni's business. What would you do if you were in Rajni's place?

Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say 🔓

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

Do

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Summarize 🔎

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

Unit 8.1.5: Creativity and Innovation

- Unit Objectives 🎯

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

- · List the characteristics of highly creative people
- List the characteristics of highly innovative people

Resources to be Used

- Participant Handbook
- Chart papers and marker pens

Ask ask

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

Say 🔓

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm</u>

Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm</u>

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm</u>

- Ask ask

- If they can, why can't you?
- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say 뎗

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity 🙀

- This is a group activity.
 - Think of any one famous entrepreneur and write a few lines about him or her.

Activity De-brief

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the students they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

Summarize 🔎

- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

- Notes for Facilitation

• Source for stories on innovations:

http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm

Unit 8.1.6: Time Management



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

- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques

- Resources to be Used

• Participant Handbook

Ask ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

10²

Example

Let's look at these two examples:

Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

Ask ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

Activity 💯

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

Say Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss "What is Time Management" with the participants as given in the Participant Handbook.

Ask (

- Why is it important to manage time? How does it help?
- What happens when you don't manage your time effectively?
- Do you find it difficult to prioritize your work?

Say 🔓

- Discuss the benefits of time management given in the Participant Handbook.
- Let's learn effective time management with the help of an activity.

Activity

Effective Time Management

• This activity has two parts:

PART 1

TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- Category 1: Urgent/Important
 - This category is for the highest priority tasks. They need to get done now.

• Category 2: Not Urgent/Important

- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
- The tasks in this category can include strategic thinking, deciding on goals or general direction and planning all vital parts of running a successful business.

Category 3: Urgent/Not Important

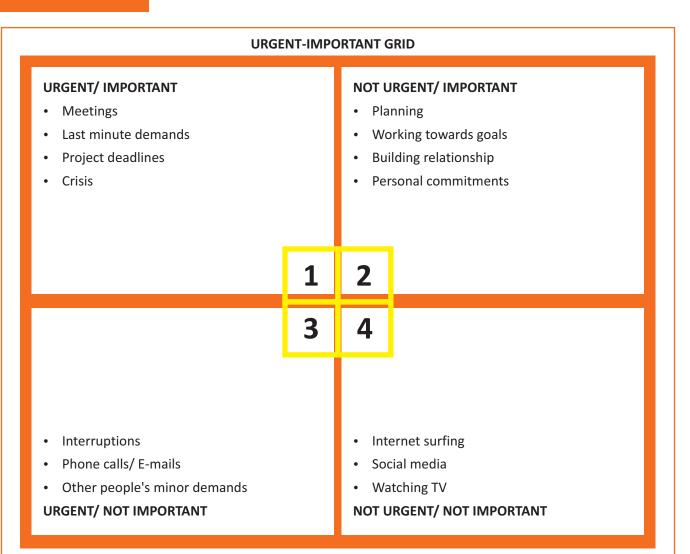
- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

• Category 4: Not Important and Not Urgent

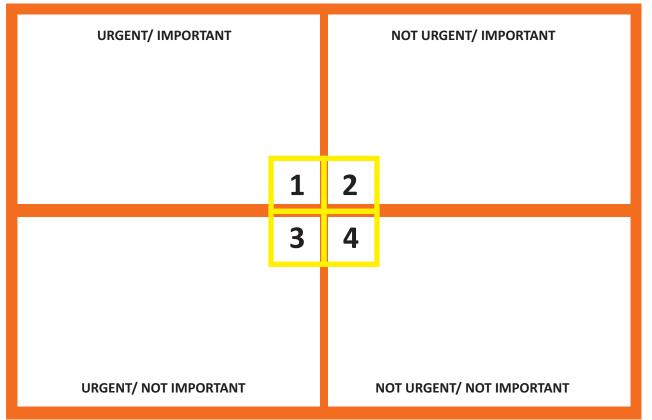
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	



URGENT/ IMPORTANT GRID format



Do

- Put down the formats for the to-do list and the urgent/important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 뎗

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- Category 1: Urgent/Important
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- Category 2: Not Urgent/Important
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- Category 3: Urgent/Not Important
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- Category 4: Not Important and Not Urgent
 - You also want to minimize the tasks that you have in this category.
 - These activities are just a distraction avoid them if possible.
 - You can simply ignore or cancel many of them.
 - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summarize 🔎

• Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
 - One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
 - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
 - He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration? "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

Unit 8.1.7: Anger Management



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

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management

- Resources to be Used 🛛

Participant Handbook

Ask 🤅

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

Say 🔓

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

- Activity

- Do you remember any incident which has hurt
 - you physically
 - you mentally
 - your career
 - your relationships.

- Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

Facilitator Guide

Say 뎗

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity 💯

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say 🔓

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Ask ask

De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

Summarize 🔎

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

-Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

Unit 8.1.8: Stress management: What is stress?



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

- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

-Resources to be Used

- Participant Handbook
- Ask 🤤
- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

Say Sa

• You've probably heard people say, I'm really stressed out" or "This is making me totally stressed."

Ask as

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

Say 🔓

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

Do 🗸

- Divide the class into four groups of 5-6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

- What was/were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.



Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

His is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a position to attend the call or finish the reports on time.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

Ask a

De-brief questions:

- What was/were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

Say 🔓

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

Do 🗸

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

Say 🔓

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:

Scenario 1

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently.

Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 🗸

• Ask one of the participant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
 - What kind of stress was Rakesh undergoing in this case?
 - Was the stress avoidable or manageable under the given circumstances?
 - What was the result of the stress?

Say [2

De-brief:

 Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

Summarize 📜

- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

-Notes for Facilitation 🛛 🗐

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interative.

	Sales Executive - Furniture & Fittings
Notes	
Notes	



Unit 8.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

Ö

Unit 8.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives 🞯

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

- Identify the basic parts of a computer;
- Identify the basic parts of a keyboard;
- Recall basic computer terminology;
- Recall the functions of basic computer keys.

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say 🔓

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

Explain

• Explain all the parts of the computer and the keyboard by demonstrating on the real system.

Ask ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

Say 🔓

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

Summarize 🔎

- · Ask the participants what they have learnt from this exercise/ activity.
- · Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

Practical 🛞

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands on practice exercises.

Do 🗸

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

Unit 8.2.2: MS Office and Email: About MS Office



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

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

-Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

-Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

Say 뎗

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- Microsoft Word is a word processing program that allows for the creation of documents. The program is
 equipped with templates for quick formatting. There are also features that allow you to add graphics, tables,
 etc.
- Microsoft Excel is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is
 also used to create charts based from data, and perform complex calculations. A Cell is an individual data box
 which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell
 Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When
 you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

-Explain 🗟

• Explain the working and frequently used features of Office on a real system.

-Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

Say 🔓

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss "Why Choose Microsoft Outlook?" with the participants as given in the Participant Handbook.

-Do 🗸

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system..

Demonstrate 🖡

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails,
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

-Practical 🞇

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

Summarize 🖇

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Unit 8.2.3: E-Commerce

-Unit Objectives 🞯

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

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- · Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources to be Used 💣

- Computer System with internet connection
- Participant Handbook

-Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

Say 뎙

- Give a brief introduction of "What is E-commerce". Refer to the Participant Handbook.
- E- commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furnitureand many other items can be purchased online.

-Ask

• What other types of transactions have you performed on the internet other than buying products?

-Say 🎑

• Give examples of e-commerce activities from Participant Handbook.

-Team Activity 🎐

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

-Say 痛

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss "Types of E-commerce" from the Participant Handbook.

-Do |~

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

-Say โ

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

-Explain 🖣

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the "Digital India Campaign".
- Discuss "Digital India Campaign" from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say 뎗

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - Developing the website
 - Hosting the website
 - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

-Role Play 🥰

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



- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say 뎗

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

-Do 🗸

• Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

-Ask

 Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

-Say | ົ

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
 - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
 - With digital payment modes, you can pay from anywhere anytime.
 - Digital payments have less risk.

-Summarize 🔎

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

	Sales Executive -	Furniture & Fittings
Notes		



Unit 8.3: Money Matters

Key Learning Outcomes

Ö

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

- 1. Discuss the importance of saving money
- 2. Discuss the benefits of saving money
- 3. Discuss the main types of bank accounts
- 4. Describe the process of opening a bank account
- 5. Differentiate between fixed and variable costs
- 6. Describe the main types of investment options
- 7. Describe the different types of insurance products
- 8. Describe the different types of taxes
- 9. Discuss the uses of online banking
- 10. Discuss the main types of electronic funds transfer

Unit 8.3.1: Personal Finance - Why to Save?

-Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

-Resources to be Used 🖉

Participant Handbook

-Ask ask

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

-Example

Let's look at these two examples:

Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask as

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Say 🔓

- We should always set aside some and save some money from our monthly pay. The future is unpredictable. Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss "Importance of Saving" with the participants as given in the Participant Handbook.

-Ask

- What are the benefits of saving money?
- What does being financially independent mean to you?



- Discuss "Benefits of Saving" with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

-Ask 🔤

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

Say 뎙

• Let's learn personal saving with the help of a group activity.

-Team Activity 🙀

Personal Finance-Why to save

• This activity has two parts:

PART 1

WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17,000 per month.
- Make a list of different ways to save money.

PART 2

HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do 🗸

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?



• Discuss the importance of personal finance and why it is important to save money.

Summarize 🔎

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

Unit 8.3.2: Types of Bank Accounts, Opening a Bank Account



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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

-Resources to be Used

- Account opening sample forms
- Participant Handbook

-Ask ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

-Example

• Let's look at the given example:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

-Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

Say 🔓

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the participants as given in the Participant Handbook.

-Ask

Can someone say what are the different types of bank accounts?



• Let's learn about the different types of bank accounts through an activity.

Team Activity 🛃

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Activity De-brief

• Ask each group to present the key points of their account.

Say S

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

-Ask ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say 🔓

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

-Team Activity 🙀

Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief

How did you design the form?

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?

-Do 🗸

- Instruct the participants to read the section "Opening a Bank Account' of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

-Summarize 🔎

Note:

- You can summarize the unit through a role play.
 - A person wanting to open an account in the bank.
 - What is the procedure that he will go through?
 - Discuss the key points of different types of bank accounts.
 - How to select the type of account
 - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

Photograph			XXX Bank
	SAVING BANK AC	COUNT OPENING F	ORM
Account No.:			Date:
Name of the Branch			
Village/Town			
Sub District / Block Name			
District			
State			
SSA Code / Ward No.			
Village Code / Town Code		Name of Village / 1	Γown
Applicant Details:			
Full Name Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status			
Name of Spouse/Father			
Name of Mother			
Address			
Pin Code			
Tel No. Mobile			Date of Birth
Aadhaar No.			Pan No.
MNREGA Job Card No.			
Occupation/Profession			
Annual Income			
No. of Dependents			

	Owning Hous	se :	Y/N	Owning Farm	1
	Y/N No. of Anima	ls ·		Any other	
Existing Bank A/c. of family members / household		//N	lf y	ves, No. of A/cs.	
Kisan Credit Card	Whether Elig	ible	Y / N		
l request you to is	ssue me a Rup	av Card			
account after 6 i needs subject to	months of oper the condition raft facility. I sh	ning my that onl	account for y one mem	fter satisfactory ope meeting my emerg per from the house ms and conditions s	ency/ family hold will be
shall abide by a	all the terms an	nd condit	ions as may	be in force from tin	ne to time. I
declare that I hav Place:				t facility from any ot	her bank.
declare that I hav Place: Date:					her bank.
declare that I hav Place: Date: Nomination:	e not availed a			t facility from any ot	her bank.
declare that I hav Place: Date:	e not availed a			t facility from any ot	Applicant Applicant
declare that I hav Place: Date: Nomination: I want to nomi Name of Nominee	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev	Applicant Applicant
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place:	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place:	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	nate as under Relationship	Age	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date: Witness(es)*	nate as under Relationship	Age	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.

Unit 8.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives 🏼 🎯

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

Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

-Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

Say 🔓

• Discuss: Fixed and Variable cost with examples.Let us do a small activity.

-Team Activity 🙀

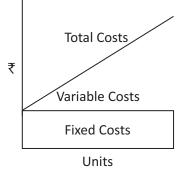
Identify the type of cost

- 1. Rent
- 2. Telephone bill
- 3. Electricity bill
- 4. Machinery
- 5. Insurance
- 6. Office supplies/ Raw materials
- 7. Employee salaries
- 8. Commision percentage given to sales person for every unit sold
- 9. Credit card fees
- 10. Vendor bills

Do 🗸

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

- Say 뎙
- We saw that your utility bills like rent, electricity, telephone etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material etc.
- Discuss "Cost: Fixed vs. variables" with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.



• Let's learn the difference between fixed and variable cost with the help of an activity.

-Team Activity 🙀

Fixed vs. Variable Costs

- This is a group activity.
- You want to start your own entrepreneur business.
- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

-Summarize 🔎

• Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

Notes for Facilitation

•	Answers for the activity - Identify the type of cost

1.	Rent	(Fixed)
2.	Telephone bill	(Fixed)
3.	Electricity bill	(Fixed)
4.	Machinery	(Fixed)
5.	Insurance	(Fixed)
6.	Office supplies/ Raw materials	(Variable)
7.	Employee salaries	(Fixed)
8.	Commision percentage given to sales person for every unit sold(Variable)	
9.	Credit card fees	(Variable)
10.	Vendor bills	(Variable)

Unit 8.3.4: Investments, Insurance and Taxes

-Unit Objectives 🚳

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

-Resources to be Used

• Participant Handbook

-Ask ask

- Ask the students- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?

{~}

• You have saved money and want to invest it, how would you decide what is the best investment for your money?

-Example

Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

-Say 🔓

• Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.



How do investments, insurances and taxes differ from each other?

Say 🔓

Let's learn the differences between the three by having an activity.

-Say | ଜି

• We will have a quiz today.

-Team Activity 🙀

• The activity is a quiz.

Do 🗸

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize 🔎

• Summarize the unit by discussing the key points and answering question

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What are bonds?

Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be burrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

- 5. What types of scheme is the Sukanya Samriddhi Scheme?
- *Small Saving Scheme*6. What if the difference between mutual and hedge funds?

Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

- 7. Why is a loan taken from the bank to purchase real estate? To lease or sell to make profit on appreciated property price.
- 8. Name the two types of insurances? Life Insurance and Non-life or general insurance
- 9. Which insurance product offers financial protection for 15-20 years? *Term Insurance*
- 10. What is the benefit of taking an endowment policy? It offers the dual benefit of investment and insurance.
- 11. Mr. Das gets monthly return on one of his insurance policies. Name the policy? Money Back Life Insurance

1	2. What are the two benefits of a Whole Life Insurance?
	It offers the dual benefit of investment and insurance
1	3. Which policy covers loss or damage of goods during transit?
	Marine Insurance
1	4. After what duration is the income tax levied?
	One financial year
1	5. What is long term capital gain tax?
	It is the tax payable for investments held for more than 36 months.
1	6. Name the tax that is added while buying shares?
	Securities Transaction Tax
1	7. What is the source of corporate tax?
	The revenue earned by a company.
1	8. Name the tax whose amount is decided by the state?
	VAT or Value Added Tax
1	9. You have bought a T.V. What tax will you pay?
	Sales Tax
2	0. What's the difference between custom duty and OCTROI?
	Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

Unit 8.3.5: Online Banking, NEFT, RTGS, etc.



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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

-Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

-Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

-Say 🔓

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
 - It saves time, as you need to visit the branch..
 - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.

Do 🗸

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
 - Through their website set-up your online account.
 - Choose a secure username and password.
 - Set-up your contact information.
 - Once your information is verified, you are good to go.
 - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say 뎗

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss "Electronic Funds Transfer" from the Participant Handbook.

Do 🗸

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

-Summarize 🔎

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

	Sales Executive	- Furniture & Fittings
Notes		
NOLES		



Unit 8.4: Preparing for Employment and Self Employment

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Key Learning Outcomes

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

- 1. Discuss the steps to follow to prepare for an interview
- 2. Discuss the steps to create an effective Resume
- 3. Discuss the most frequently asked interview questions
- 4. Discuss how to answer the most frequently asked interview questions
- 5. Identify basic workplace terminology

Unit 8.4.1: Interview Preparation: How to Prepare for an Interview

-Unit Objectives 🏼 🎯

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

Discuss the steps to follow to prepare for an interview

-Resources to be Used

• Participant Handbook

-Ask 🤅

- Have you ever attended an interview?
- How did you prepare before going for an interview?

-Say 뎙

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

-Activity 1 🙊

Introducing Yourself

Do 🗸

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself."
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was
 providing information.
- Now repeat the exercise with five other participants.

-Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

-Say 痛

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - Any work experience that you might have
 - A brief summary of your educational qualifications
 - Your strengths and achievements
 - Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - Detailed description of your family (unless you are specifically asked to do so)
 - Too much information about your weaknesses
 - Information that is not true

Do 🗸

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

-Activity 2 🎘

Planning the right attire

-Do 🗸

• Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

-Summarize 🔎

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - The participants will get only one chance to create a good first impression.

Unit 8.4.2: Preparing an Effective Resume: How to Create and Effective Resume?

-Unit Objectives 🏼 🎯

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

Discuss the steps to create an effective Resume

-Resources to be Used 🧬

- Participant Handbook
- Blank papers and pens

-Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

Say 🔓

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

Do 🗸

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

Say 🔓

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.



Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say 🔓

• Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do 🗸

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summarize 🔎

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 August 2010)
 - * Responsible for cleanliness and maintenance of one floor in the hotel.
 - Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

Unit 8.4.3: Interview FAQs



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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

-Resources to be Used 🖉

• Participant Handbook

Say 🔓

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

Do 🗸

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

-Role Play 😴

• Conduct the role plays for the situations given.

-Do 🗸

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - How do you explain this huge time gap in your resume?
 - What is the reason for this?
 - Weren't you looking for a job or is it that no one selected you?

-Say 뎗

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

-Do 🗸

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say S

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

-Do 🗸

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
 - Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

-Say 🔓

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, "I got along well with most of my faculty and peers."

Do 📐

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - Do you seriously mean that?

Say 🔓

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, "I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially."

Do

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
 - You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say 뎗

De-brief:

- Politely apologize for being late.
- You can add something such as, "I assure you this is not a habit". All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play – Situation 6

Do

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - If you get this job, what salary package do you expect us to give you?

-Say ໂ

De-brief:

• If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

-Do 📐

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
 - Then, bringing the interview to a close, ask the interviewee:
 - Do you have any questions for me?

Say 🔓

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
 - When will I be informed about the results of the interview?
 - What are the working hours?
 - Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do 🗸

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

-Activity 🛞

Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

-Summarize 🔎

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

Unit 8.4.4: Work Readiness – Terms and Terminology

-Unit Objectives 🛛 🚳

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

Identify basic workplace terminology

-Resources to be Used

- Participant Handbook
- Chart papers, blank sheets of paper and pens

-Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

Say 뎙

• Let's start this unit with an activity.

-Team Activity 🛃

Workplace terminology

• This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say 뎙

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness Terms and Terminology" with the participants as given in the Participant Handbook.

Ask ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 🔓

• Let's now continue the activity.

-Team Activity 🙀

Terms and Terminology

• This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

-Do |~

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 🔓

• Let's go ahead with the activity.

-Team Activity 🙀

Terms and Terminology

• The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

• Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

-Do 🗸

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.



• Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.



Unit 8.5: Understanding Entrepreneurship

Key Learning Outcomes

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

- 1. Discuss the concept of entrepreneurship
- 2. Discuss the importance of entrepreneurship
- 3. Discuss the characteristics of an entrepreneur
- 4. Describe the different types of enterprises
- 5. List the qualities of an effective leader
- 6. Discuss the benefits of effective leadership
- 7. List the traits of an effective team
- 8. Discuss the importance of listening effectively
- 9. Discuss how to listen effectively
- 10. Discuss the importance of speaking effectively
- 11. Discuss how to speak effectively
- 12. Discuss how to solve problems
- 13. List the important problem solving traits
- 14. Discuss ways to assess problem solving skills
- 15. Discuss the importance of negotiation
- 16. Discuss how to negotiate
- 17. Discuss how to identify new business opportunities
- 18. Discuss how to identify business opportunities within their business
- 19. Discuss the entrepreneurial process
- 20. Describe the entrepreneurship ecosystem
- 21. Discuss the purpose of the 'Make in India' campaign
- 22. Discuss the key schemes to promote entrepreneurs
- 23. Discuss the relationship between entrepreneurship and risk appetite
- 24. Discuss the relationship between entrepreneurship and resilience
- 25. Describe the characteristics of a resilient entrepreneur
- 26. Recall entrepreneurial success stories
- 27. Discuss how to deal with failure

Unit 8.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/types of enterprises)

-Unit Objectives 🛛 🚳

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

-Resources to be Used 🔗

• Participant Handbook

Say G

• Let's start this session with some interesting questions about Indian entrepreneurs.

-Team Activity 🙀

Quiz Questions

- 1. Who is the founder of Reliance Industries? Dhirubhai Ambani
- 2. Who is the Chairman of Wipro Limited? Azim Premji
- 3. Who launched e-commerce website Flipkart? Sachin Bansal and Binny Bansal
- Who is the founder of Paytm?
 Vijay Shekhar Sharma
- 5. Who is CEO of OLA Cabs? Bhavish Aggarwal
- Who is the founder of Jugnoo?
 Samar Singla (autorickshaw aggregator)
- Who is the founder of OYO Rooms?
 Bhavish Aggarwal

-Do 🗸

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

-Ask ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say 뎗

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize 度

• Close the discussion by summarizing about the opportunities for entrepreneurs in India.

-Notes for Facilitation

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

Unit 8.5.2: Leadership and Teamwork

-Unit Objectives 🛛 🎯

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

- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

-Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage participants to share their thoughts.



Say 뎙

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We."
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say 뎙

• Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

-Ask

• Why is it important for a leader to be effective? How does it help the organization?

-Say 痛

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- "Out-of-the-box thinking" is one of the new leadership styles. It means thinking differently and from a new perspective.

-Ask

• Do you consider yourself a team player?

-Team Activity 比

Long Chain

• This is a group activity.

-Do 📐

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

Say Say

De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say 🔓

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize 🔎

- Close the discussion by summarizing about the importance of teamwork for employees.
 - Teamwork helps in reducing stress for the employees.
 - Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

Unit 8.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives 🏻 🎯

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

-Resources to be Used 🧬

• Participant Handbook



Activity - Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

-Ask 🔤

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

-Say 痛

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask ask

- How often do you hear these statements?
 - "You're not listening to me!"
 - "Why don't you let me finish what I'm saying?"
 - "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say 뎗

• Let's play a game to understand effective listening process better.

-Do 🗸

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

-Activity 2 😥

Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask (ask)

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

-Say 痛

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

-Activity 3 🔅

Elevator Pitch:

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do 🗸

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: There was once a student who was looking for a job after graduation.

-Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 - 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

-Summarize 🔎

• Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

Unit 8.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- · List the important problem solving traits
- · Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be Used 💣

• Participant Handbook

Ask a

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say Sa

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

-Ask 🔤

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

-Say 🔓

• Discuss how to solve problems as given in the Participant Handbook.

Team Activity 🙀

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
- 1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
- 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
- 3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 🗸

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say 뎗

De-brief questions:

- 1. What was the problem?
- 2. Is there any other alternative solution?
- 3. Is this the best solution presented?

Ask as

• Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

-Say 🔓

• Discuss the important traits for problem-solving as given in the Participant Handbook.

-Ask (ask)

• In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

Say 뎙

• Discuss how to assess for problem-solving skills as given in the Participant Handbook.

-Summarize 🔎

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

-Activity

• The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do 🗸

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say 뎗

• Discuss "What is Negotiation?" as given in the Participant Handbook.

Ask a

 Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say 🔓

• Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say 뎙

• Discuss the important steps to negotiate as given in the Participant Handbook.

-Role Play 👿

- Conduct a role play activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do 🗸

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups at least 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
- 4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

- 1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
- 5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
- 6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

-Summarize 🎾

• Wrap the unit up after summarizing the key points and answering questions.

Unit 8.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives 🏼 🎯

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used 🕼

- Participant Handbook
- Blank sheets of paper
- Pens

-Ask ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say 🔓

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do 🗸

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength	Weakness
What are your strengths?	What are your weaknesses?
What unique capabilities do you possess?	What do your competitors do better than you?
What do you do better than others?	
What do others perceive as your strengths?	
Opportunity	Threat
What trends may positively impact you?	Do you have solid financial support?
What opportunities are available to you?	What trends may negatively impact you?

-Do 🗸

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

-Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

-Summarize 📜

- Close the discussion by summarizing ways to identify business opportunities within your business.
- 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.

Unit 8.5.6: Entrepreneurship Support Eco-System

- Unit Objectives 🛛 🎯

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

- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say 뎙

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask 💽

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say 🔓

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity 🛃

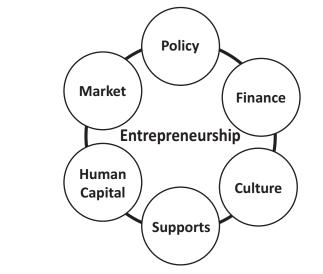
• Making a poster showing the entrepreneurship support eco-system.

-Do 🗸

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



-Ask as

• What kind of government support eco-system is available for entrepreneurs in India?

Say 🔓

• Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

• Presentation on key schemes to promote entrepreneurs

Do 🗸

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

• Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize 🔏

• Summarize the unit by discussing the key points and answering questions the participants may have.

Unit 8.5.7: Risk Appetite & Resilience



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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens and marker pens

-Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

Example

• Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say 뎙

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say 🔓

• Let's learn more about risk appetite and resilience with the help of an activity.

- Team Activity 🙀

Risk Appetite

- This is a group activity.
 - In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
 - Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
 - Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
 - What types of risk did both of them take?
 - What risk factors, do you think, did they keep in mind before launching their company?
 - Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

• Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

- Say 뎗
- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say 🔓

• Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity 🛃

Entrepreneurship and Resilience

- This is a group activity.
 - Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
 - Who is the founder of that company?
 - What challenging times did it face?
 - How did it overcome those challenges?
 - List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 🔎

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

Unit 8.5.8: Success and Failures



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

- Recall entrepreneurial success stories
- Discuss how to deal with failure

-Resources to be Used 💣

• Participant Handbook

Ask ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

-Example

Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

-Say 뎙

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

-Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say 🔓

• Let's learn the about success and failure with the help of an activity.

Role Play 😴

- Conduct a role play.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do 🗸

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
- 4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

- 1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
- 5. Give the pairs 15-20 minutes to conduct the role play.
- 6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
- 7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
- 8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
- 9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

-Summarize

• Wrap the unit up after summarizing the key points and answering questions.

	Sales Executive - Furniture & Fittings
Notos	
Notes	



Unit 8.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

- 1. Discuss how market research is carried out
- 2. Describe the 4 Ps of marketing
- 3. Discuss the importance of idea generation
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Differentiate between short-term, medium-term and long-term goals
- 10. Discuss how to write a business plan
- 11. Explain the financial planning process
- 12. Discuss ways to manage your risk
- 13. Describe the procedure and formalities for applying for bank finance
- 14. Discuss how to manage their own enterprise
- 15. List the important questions that every entrepreneur should ask before starting an enterprise

Unit 8.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

- Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers, markers pens, blank sheets of paper

- Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

- Example <table-cell>

• Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say 🔓

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do Instruct the participants that this is group work. Divide the class into small groups of 4 or 6. • Give each group a chart paper. Tell the participants that they have to start their own tuition centre. Give the participants 10 minutes to discuss and write the research work they need to do. Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit. Sav By opening a tuition centre you are offering a service. Ask (ask) What factors will you keep in mind before opening it? Say Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook. Sav 6 Let's learn about the 4Ps of Marketing with the help of an activity. Team Activity 🙀 **4 Ps of Marketing** • This is a group activity. You have to sell a pen to four different segments: 1. Rural villagers 2. Rural middle class 3. Urban middle class 4. Upper end rich people (Niche market) Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen? **Activity De-brief** Ask each group to to present their strategy. Encourage other groups to be interactive and ask questions. ٠ Do Instruct the participants that this is group work. Divide the class into four groups.

- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class

- 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

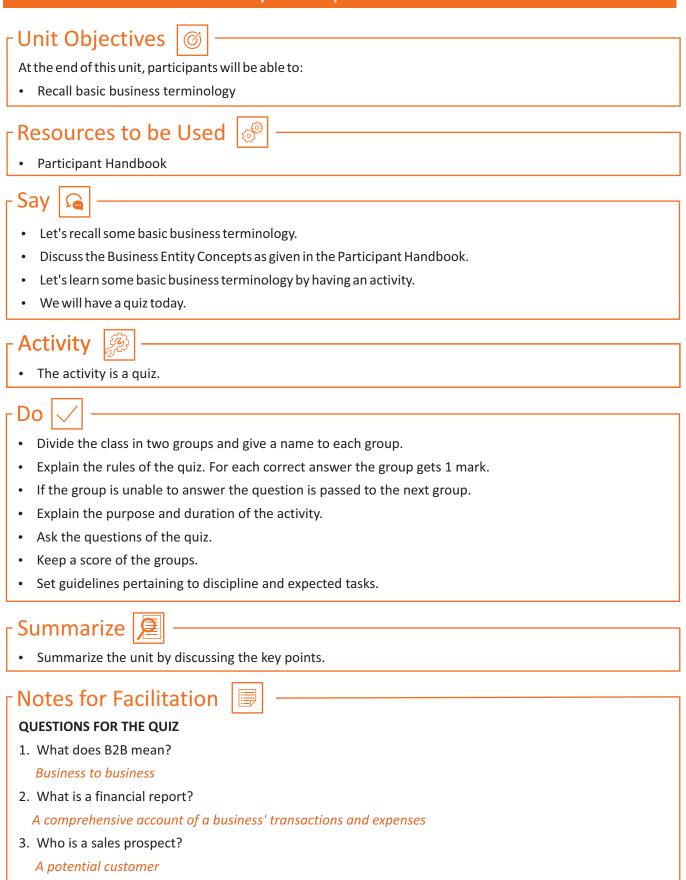
Say Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize |

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

Unit 8.6.2: business Entity Concepts



4. How is working capital calculated? Current assets minus current liabilities

5.	What is an estimation of the overall worth of a business called?
	Valuation
6.	You are buying a house. What type of transaction is it?
	Complex transaction
7.	How will you calculate the net income?
	Revenue minus expenses
8.	How is Return on Investment expressed?
	As percentage
9.	How will you calculate the cost of goods sold?
	Cost of materials minus cost of outputs
10.	What is revenue?
	Total amount of income before expenses are subtracted.
11.	What is a Break-Even Point?
	This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12.	What is the formula used to calculate simple interest?
	A = P(1 + rt); R = r * 100
13.	What are the three types of business transactions?
	Simple, Complex and Ongoing Transactions
14.	The degrading value of an asset over time is known as
	Depreciation
15.	What are the two main types of capital?
	Debt and Equity

Unit 8.6.3: CRM & Networking

- Unit Objectives 🏻 🎯

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

Participant Handbook

· Ask 🔤

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say 뎗

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity 🙀

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say 뎗

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

-Do 🗸

- Congratulate each group for the presentation/role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 뎗

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion

• Conduct a group discussion in the class on how they can do networking for their business.

Summarize 🗴

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

Unit 8.6.4: Business Plan: Why Set Goals?

- Unit Objectives 🏼 🎯

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

- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- · Chart papers, blank papers, marker pens, ruler

- Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

-Say 🔓

• Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

- Ask

• As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

- Do 🗸

• Ask few participants to share their business ideas.

Ask ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

· Team Activity 🙀

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.

- This activity is divided into two parts:
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

Say 뎗

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 - 1. Executive Summary
 - 2. Business Description
 - 3. Market Analysis
 - 4. Organization and Management
 - 5. Service or Product Line
 - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 痛

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 🗸

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say โม

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

• Keep the business plan format ready in a flipchart to display it during the activity.

Unit 8.6.5: Procedures and Formalities for Bank Finance

Unit Objectives 🎯

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

Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample ٠

- Ask (ask

While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - Bootstrapping: Also called self-financing is the easiest way of financing
 - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business. •
 - Angel investors: Individual or group of investors investing in the company
 - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - Bank loans: The most popular method in India.
 - Microfinance Providers or NBFCs
 - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize 😫

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

- 1. Audited financial statements of the business concern for the last three years
- 2. Provisional financial statements for the half year ended on
- 3. Audited financial statements of associate concern/s for the last three years
- 4. Copy of QIS II for the previous quarter ended on _____
- 5. Operational details in Annexure I
- 6. CMA data for the last three years, estimates for current year and projection for the next year
- 7. Term loan/DPG requirements in Annexure II
- 8. List of machinery in respect of machinery offered as security in Annexure III
- 9. Additional details for export advances furnished in Annexure IV
- 10. Property statements of all directors/partners/proprietor/guarantors
- 11. Copies of ITAO of the company for the last three years
- 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
- 13. Copies of certificate from banks and financial institutions certifying the latest liability with them
- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

Unit 8.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

• Discuss how to manage their own enterprise

Resources to be Used

Participant Handbook

- Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say 🔓

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say Sa

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

Say Sa

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity 🛃

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 🔎

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

Unit 8.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

- Unit Objectives 🛛 🎯

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

· List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used 🧬

- Participant Handbook
- Blank sheets of paper
- Pens

Ask ask

Why do you want to become an entrepreneur?

Say ᡗ

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize 🔎

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.

- Notes 🗐	





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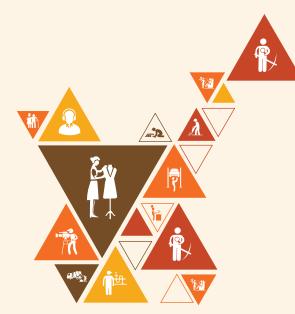


Transforming the skill landscape



9. Annexure

Annexure I - Training Delivery Plan Annexure II - Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Sales Executive - Furniture	& Fittings	
Qualification Pack Name & Ref. ID	FFS/Q8101, V1.0		
Version No.	1.0	Version Update Date	12-07-2017
Pre-requisites to Training (if any)	Class XII, preferable 1-2 year or relevant experi	ence	
Training Outcomes	 Undertake pre wo suitable furniture undertaken for furn and help the custo Maximize sales of goods & services. Create a positive in mind: He/she creat customers mind. Process credit appl and knowledge rea for purchases. Maintain the wo understands appro and organizes the wo with health and sa equipment safety r Carry out work eff 	safety at site/ workplace: He fety measures in terms of p elevant to carpentry occupa fectively with others: He/sh colleague, customer and	sess and choosing e pre work to be of the organization e furniture/ fitting. maximizes sales of on in the customers organization in the he applies the skills credit applications guipment: He/she g tools, equipment e/she is well versed personal safety and ation. he work effectively

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1-2	Introduc- tion	Introduc- tion to the Job Role	 Practise ways to maintain discipline in the classroom Evaluate the responsibilities of Sales Executive-Furniture & Fittings and its job opportunities Assess the scope of Furniture & Fittings industry Employ ways to impart basic skills of communication 	Bridge Module	Classroom lecture/ PPT session/ Question and Answer	1 black- board, chalk 2 packet, duster 1 pc.	8 Theory (08:00) Practical (00:00)

Sl No.	Module Name	Session Name	Session Objectives	Session Obj	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
2	Under- standing the organiza- tional context/ company/ employer	Organi- zational Processes	 Evaluate the various organizational processes, code of conduct and escalation hierarchy Comply with the organisation procedures and formalities Examine the organisation furniture/ fitting products, their usage/features and pricing Collect information about the organisation clients and their preferences Implement the relevant safety and security procedures to be followed Employ the safety standards and precautions to be taken Identify the different types of personal protective gear and their usage Demonstrate the dress code to be followed Assess the work specifications and interpret them accurately Comply with the standard operating procedures Practise ways of creating the required documentation Comply with the waste disposal measures and guidelines 	organization processes, or conduct and hierarchy Comply with the organisat procedures formalities Examine the organisation fitting produ usage/featu pricing Collect infon about the o clients and t preferences Implement safety and s procedures followed Employ the standards a precautions Identify the types of per protective g their usage Demonstrat code to be f Assess the w specification interpret th accurately Comply with standard op procedures Practise way creating the documental Comply with	FFS/N8101 KA1, KA2, KA3, KA4, KA5, KB11, KB12, KB16	Classroom lecture/ PowerPoint Presentation/ Question and Answer	1Xblack- board, chalk 2 packet, duster 1 pc. chart paper depicting hierarchy	8 Theory (08:00) Practical (00:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
3	Mainte- nance of work area, tools and ma- chines	Ways to Maintain Work Area, Tools and Ma- chines	 Demonstrate ways to handle materials, machinery, equipment and tools safely and correctly Practise ways to use correct handling procedures Use materials to minimize waste Implement the different ways of minimizing waste Practise ways to maintain a clean and hazard free working area Examine the hazards likely to be encountered when conducting routine maintenance Demonstrate ways to maintain tools equipment and consumables Practise working in a comfortable position with the correct posture Use cleaning equipment and appropriate methods for the work to be carried out Identify the different types of cleaning equipment and substances and their use Practise the safe working practices for cleaning and the method of carrying them out 	FFS/N8501 PC1, PC2, PC3, KB3, PC5, KB7, PC7, PC8, PC9, KB8, KB9, PC10, KB4, PC11, PC12, KA6, KA10, PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc. samples required – MDF, HDF, particle board, plywood, pre lami- nated board, solid wood, shade card of lami- nates ready samples- MDF with polish, polyester, matt finish, lacquered paint, edge banding sample, different type of veneers, hardware – hinges, cam fittings, rastex, PVC & steel legs, draw- er runners, shelf pins, posters of different type of furniture – centre table, dining table, sofa,	8 Theory (04:00) Practical (04:00)

SI Module No. Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		 Demonstrate ways to dispose of waste safely in the designated location Evaluate the effects of contamination on products i.e. dirt, water and from other work happening on the site Practise ways to store cleaning equipment safely after use Practise ways to ensure safe and correct handling of materials, equipment and tools Demonstrate the method of handling tools and equipment safely and the health and safety implications of not doing so Recognise the importance of following health, hygiene, safety and quality standards Practise ways to maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration 			beds, chairs, cabinet for crockery, upholstery etc., Tools – screw- driver, wooden mallet, drill ma- chine glass samples – 6 mm to 25 mm.	

SI No.	Module Name	Session Name	Ses	ssion Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
4	Ensuring health and safety at workplace	Health and Safety	 wo corr and relation Pration Exation Pration and and	monstrate ways to rk safely at all times, nplying with health d safety legislation, gulations and other evant guidelines actise ways to ensure the alth and safety tructions applicable the workplace are ng followed amine ways to check e worksite for any ssible health and ety hazards mply with the nufacturers' tructions and job ecifications relating safe use of materials ecifically, chemicals d power equipment actise ways to ensure e handling and posal of waste and oris ntify and report any eards and potential es/ threats to pervisors or other chorised personnel eards monstrate hniques of first aid ivities in case of an cident, if required d asked to do so actise ways to select d use appropriate rsonal protective uipment compatible h the work and mpliant to relevant cupational health d safety guidelines monstrate the age of the various rsonal protective uipment: masks, ety glasses, head otection, earmuffs, ety footwear, gloves, rons, etc.	FFS/N8601 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15 PC16, PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc. masks, safety glasses, ear muffs, safety footwear, gloves, aprons etc. first aid, different types of fire, extin- guisher	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
SI No.	Module Name	Session Name	 Session Objectives Employ ways to maintain correct body posture while standing and working for long hours and carrying heavy materials Demonstrate ways to lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices Practise handling all the required tools, machines, materials and equipment safely Comply with the relevant occupational safety policies while handling sharp tools to make and install furniture and fittings Demonstrate ways to undertake safety measures while handling glass, heavy wood, materials, chemicals, etc. Apply good housekeeping practices at all times Practise good housekeeping practices at all times Practise good housekeeping practices at ull times Practise good housekeeping practices at ull times Practise good housekeeping practices at ull times Practise good housekeeping practices Mplement ways to report accident/ disposal of waste products, protect surfaces Implement ways to report accident/ incident report to authorised personnel Demonstrate ways to perform basic safety checks before operation of all machines, tools and 	Reference	Methodology	Tools/Aids	Duration (hours)
			electrical equipment				

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Comply with the recommended material handling procedure to control damage and personal injury Demonstrate safe working practices at all times 				
5	Dealing with Emergen- cies	Dealing with Emer- gencies	 Implement the appropriate procedure in case of fire emergency Examine the electrical safety measures while working with electrically powered tools and equipment Demonstrate ways to follow agreed emergency and evacuation procedures in case of accidents, fires, natural calamities Practise ways to check and ensure general health and safety equipment are available at work site Demonstrate the use of general health and safety equipment Comply with restrictions imposed on harmful chemicals inside work area during working hours Demonstrate correctly rescue techniques applied during fire hazard Demonstrate good housekeeping to prevent fire hazards Demonstrate the correct use of a fire extinguisher Demonstrate how to free a person from electrocution Practise ways to respond promptly and appropriately to an accident situation or medical emergency Participate in emergency procedures 	FFS/N8601 PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc. masks, safety glasses, ear muffs, safety footwear, gloves, aprons etc. first aid, different types of fire, extin- guisher	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
	ntoraction	Workplace	 Demonstrate emergency procedures Demonstrate the use of the various appropriate fire extinguishers on different types of fires correctly Employ the methods of accident prevention in the work environment Discuss methods of accident prevention 	FEC /N0001	Classroom	1Vblack	9
w	nteraction vith Seniors	Workplace Ethics	 Practise ways to seek assistance from supervisor or any such appropriate authority as and when required Ask questions and seek clarifications on work tasks whenever required Demonstrate the way to seek and obtain clarifications on policies and procedures, from the supervisor or other authorised personnel Identify and report any possible deviations to appropriate authority Practise ways to address the problems effectively and report if required to immediate supervisor appropriately Employ ways to receive instructions clearly from superiors and respond effectively on the same Demonstrate ways to follow escalation matrix in case of any grievance Practise ways to accurately receive information and instructions from the supervisor related to one's work 	FFS/N8801 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Models on escalation Matrix	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
7	Work effectively	Working Effectively	 Practise ways to coordinate and cooperate with colleagues to achieve work objectives Demonstrate ways to display courteous behaviour at all times Practise ways to respond politely to customer queries and other team members Comply with the workplace dress code Practise ways to keep work area in a tidy and organised state Comply with the timelines and quality standards Implement the organisational policies and procedures Practise ways to share information with team wherever and whenever required enhancing quality and productivity at the workplace Demonstrate ways to work together with co-workers in a synchronised manner Practise ways to communicate with others clearly, at a pace and in a manner that helps them understand Demonstrate ways to show respect to others and their work Employ the use of active listening skills while interacting with others at work Demonstrate responsible and discipline 	FFS/N8801 PC9, PC10, PC11, PC12, PC13, PC14, PC15 PC16, PC17, PC18, PC19, PC20, PC21, PC22	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	4 Theory (04:00) Practical (00:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
8	Pre work for undertak- ing furniture fitting sale	Undertake Pre-Work and Help in Assess & Choose Suitable Furniture/ Fitting	 Evaluate the broad sectors and sub sectors of furniture fittings and furniture sold by the organisation Demonstrate ways to gather all the required information about the functionality, features, pricing of the furniture fittings by reading and comprehending the catalogue Implement ways to determine about the various brands of furniture sold by organisation, if applicable Identify the kinds of raw materials used for making the furniture/ fittings Examine the raw materials used for making furniture fitting Categorise various kinds of furniture/ fittings and their features/uses/benefits Assess the functionality of the furniture Employ the use of additional associated products and their features 	FFS/N8101 PC1, PC2, PC6, KB3, KB4, KB5, KB7, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Deliv- ery and Installation Process	 Practise ways to take guidance from peers/ supervisors, if required Practise ways to assess and gain knowledge about payment modes, loan options offered and the procedural compliance that needs to be done for the same Estimate the pricing of the furniture/fitting and various catalogue information Implement the organization protocol/ standards and follow the same Implement the knowledge about the delivery, assembling the furniture/ fittings options offered by the organisation Demonstrate the delivery and installation process followed by organisation Practise ways to discuss with seniors when faced with difficulties in order to avoid issues at a later stage Evaluate the latest trends, seasonal trends and customer preferences etc. Demonstrate ways to gather all the relevant and accurate information about the promotional offers on furniture 	FFS/N8101 PC3, KB8, PC5, PC8, KB6, PC9, KB10, PC4, KB15	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
9	Under- stand customer needs and help in choosing appropri- ate furniture/ fittings	Unde- standing the Cus- tomer	 Practise ways to gather information on the needs of the customer, the budget frame in mind, any brand or style preference etc. Employ ways to determine customer need in terms of residential or commercial furniture requirements Estimate the various payment options available to the customer and the various customer rights like warranty, after sales service etc. Appraise residential/ home and commercial furniture/fitting and their various sub sectors based furniture fitting Evaluate the different furniture features stated in the catalogue including details on price, warranty, after sales service etc. Practise ways to compare the products shortlisted to enable the customer to choose Employ the opportunities for additional furniture sales and inform the customer about the same 	FFS/N8101 PC10, PC11, KB9	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk, 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Interaction with Cus- tomers	 Prepare ways to highlight to the customer basis the information gathered, and on the furniture features which interest the customer Demonstrate ways to respond to all the queries raised by the customers appropriately in a way to promote business and also manage the goodwill/image of organization Employ ways to acknowledge and respect the customer's buying decision 	FFS/N8101 PC13, PC15, PC17	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk, 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
10	Display the furniture/ fittings to the customer	Prepara- tion for Demon- stration	 Practise ways to check if the customer is willing to see a display involving demonstration of the product features in detail post showing interest in the product Illustrate ways to ensure to have all the required resources arranged in sequence of usage before initiating the demonstration 	FFS/N8101 PC18, PC19,	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc, samples required – MDF, HDF, particle board, plywood, pre lami- nated board, solid wood, shade card of lami- nates ready samples- MDF with polish, polyester, matt finish, lacquered paint, edge banding sample, different type of veneers, hardware – hinges, cam fittings	8 Theory (04:00) Practical (04:00)

/lodule Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
	Trouble Shooting Common Issues	 Implement the knowledge of troubleshooting common issues Demonstrate ways to set up the display in a safe manner ensuring least disturbance to other customers/team mates Practise ways to exhibit in an effective manner highlighting the uses and benefits of the furniture/fitting 	FFS/N8101 KB13, PC20, PC21	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc, samples required – MDF, HDF, particle board, plywood, pre lami- nated board, solid wood, shade card of lami- nates ready samples- MDF with polish, polyester, matt finish, lacquered paint, edge banding sample, different type of veneers, hardware – hinges, cam fittings, rastex, PVC & steel legs, draw- er runners, shelf pins, posters of different type of furniture – centre table, dining table, sofa	8 Theory (04:00) Practical (04:00)

SI Module No. Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
	Communi- cating with Customers	 Devise ways to allow an opportunity to the customer to touch and feel the furniture Demonstrate ways to respond to customer queries/questions in an appropriate and effective manner Employ the ability to communicate with customers, respond to queries and establish goodwill/rapport with customers 	FFS/N8101 PC22, KB14, PC23	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc, samples required – MDF, HDF, particle board, plywood, pre lami- nated board, solid wood, shade card of lami- nates ready samples- MDF with polish, polyester, matt finish, lacquered paint, edge banding sample, different type of veneers, hardware – hinges, cam fittings, rastex, PVC & steel legs, draw- er runners, shelf pins, posters of different type of furniture – centre table, dining table, sofa, beds	8 Theory (04:00) Practical (04:00)

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Generic Skills	 Calculate measurement appropriately whenever required Read and understand manufacturer's instructions and job specifications Practice effective communication with team members, supervisors, managers etc. Plan and organize cleaning and maintenance activities Analyse the situation and take appropriate actions while dealing with team members Evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently 	FFS/N8101 SA3, SA5, SA9, SB6, SB10, SB11	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc, samples required – MDF, HDF, particle board, plywood, pre lami- nated board, solid wood, shade card of lami- nates ready samples- MDF with polish, polyester, matt finish, lacquered paint, edge banding sample, different type of veneers, hardware – hinges, cam fittings, rastex, PVC & steel legs, draw- er runners, shelf pins, posters of different type of furniture – centre table, dining table, sofa, beds	2 Theory (01:00) Practical (01:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
11	Identify opportu- nities to increase sales of particular products	Maximise Sales of Goods and Services	 Evaluate the promotional opportunities and estimate their potential to increase sales Assess the promotional opportunities which offer the greatest potential to increase sales Demonstrate ways to report promotional opportunities to the right person Practise ways to fill in the relevant records fully and accurately 	RAS/N0128 PC1, KA2, PC2, KA1, KB2, PC3, KA3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
		Organi- zational Context	 Estimate and compare the potential of promotional opportunities to increase sales Examine the seasonal trends and how they affect opportunities for sales Identify whom to approach about promotional opportunities you have identified 	RAS/N0128 KA2, KA1, KA3	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
		Technical Knowledge	 Differentiate between the features and benefits of product Practise ways to promote the features and benefits of products to customers Demonstrate techniques for encouraging customers to buy the products being promoted 	RAS/N0128 KB1, KB2, KB3	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
12	Promote Particular Products	Ways of Promoting Particular Products	 Demonstrate ways to tell customers about promotions clearly and in a persuasive way Estimate the difference between the features and benefits of products Practise ways to identify and take the most effective actions for converting promotional sales into regular future sales Practise ways to gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person Demonstrate ways to record clearly and accurately the results of promotions 	RAS/N0128 PC5, KB1, PC6, KB3, PC7, PC8,	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on retail mar- keting	8 Theory (04:00) Practical (04:00)
		Organi- zational Context	 Compare the potential of promoting opportunities to increase sales Illustrate the techniques for building customers' interest in regularly buying in future the product you are promoting Evaluate and record the results of the promotions 	RAS/N0128 KA2, KA4, KA5	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on retail mar- keting	8 Theory (04:00) Practical (04:00)
		Technical knowledge	 Distinguish between features and benefits of the product Demonstrate ways of promoting the features and benefits of products to customers Employ the techniques for encouraging customers to buy the product being promoted 	RAS/N0128 KB1, KB2, KB3	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on retail mar- keting	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
13	Establish effective rapport with customers	Create a Positive Image Of Self & Organisa- tion in the Customers Mind	 Practise ways to meet your organisation's standards of appearance and behaviour Demonstrate ways to greet your customer respectfully and in a friendly manner Practise ways to communicate with your customer in a way that makes them feel valued and respected Employ ways to identify and confirm your customer's expectations Practise ways to treat your customer courteously and helpfully at all times Demonstrate ways to keep your customer informed and reassured Practise ways to adapt your behaviour to respond effectively to different customer behaviour 	RAS/N0130 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
		Organi- zational Context	 Comply with the organisation's standards for appearance and behaviour Discuss organisation's guidelines for how to recognise what your customer wants and respond appropriately Comply with organisation's guidelines for how to recognise what your customer wants and respond appropriately 	RAS/N0130 KA1, KA2	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Generic Skills	 Prepare documentation accurately Read information accurately Use gestures or simple words to communicate where language barriers exist Plan and schedule routines Discuss unsafe and hazardous working conditions 	RAS/N0130 SA1, SA3, SA6, SB8, SB11	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
14	Respond appropri- ately to customers	Interacting with Cus- tomers	 Practise ways to respond promptly to a customer seeking assistance Evaluate the selection of the most appropriate way of communicating with your customer Demonstrate ways to check with your customer that you have fully understood their expectations Practise ways to respond promptly and positively to your customers' questions and comments Prepare ways to allow your customer time to consider your response and give further explanation when appropriate 	RAS/N0130 PC8, PC9, PC10, PC11, PC12	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on soft skills	8 Theory (04:00) Practical (04:00)
		Organi- zational Context	 Implement the organisation's guidelines to recognise what your customer wants and respond appropriately Comply with the organisation's rules and procedures regarding the methods of communication you use Recognise when a customer is angry or confused 	RAS/N0130 KA2, KA3, KA4	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on soft skills	8 Theory (04:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Core Skills	 Write simple reports when required Read and interpret data sheets Practice courteous and helpful behaviour at all times Build relationships with internal and external customers Discuss security breaches 	RAS/N0130 SA2, SA4, SA8, SB9, SB12	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc posters on soft skills	8 Theory (04:00) Practical (04:00)
15	Communi- cate informa- tion to customers	Informing Customers	 Practise ways to quickly locate information that will help your customer Employ ways to give your customer the information they need about the services or products offered by your organisation Examine the information that your customer might find complicated and check whether they fully understand Practise ways to explain clearly to your customers any reasons why their needs or expectations cannot be met 	RAS/N0130 PC13, KA5, PC14, KA4, PC15, PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
		Organi- zational Context	 Discuss organisation's rules and procedures regarding the methods of communication you use. Comply with the organisation's standards for timeliness in responding to customer questions and requests for information Demonstrate ways to recognise the situations when a customer is angry or confused 	RAS/N0130 KA3, KA4, KA5	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Generic Skills	 Read and interpret data sheets Use questioning to minimise 7 misunderstandings Demonstrate how to be courteous and helpful at all times Practice taking appropriate decisions regarding the responsibilities of the job role Discuss breakdowns and malfunction of equipment 	RAS/N0130 SA4, SA7, SA8, SB7, SB10	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	8 Theory (04:00) Practical (04:00)
16	Process credit applica- tions for purchases	Process applica- tions from customers for credit facilities	 Practise ways to identify the customer's needs for credit facilities Demonstrate ways to clearly explain to the customer the features and conditions of credit facilities Practise ways to provide enough time and opportunities for the customer to ask for clarification or more information Illustrate ways to accurately fill in the documents needed to allow the customer to get credit Demonstrate ways of determining the credit worthiness of an individual by using appropriate techniques and tools Practise ways of successfully carrying out the necessary credit checks and authorisation procedures Practise ways to promptly refer to difficulties in processing applications to the right person 	RAS/N0114 PC1, PC2, PC3, PC4, KB1, PC5, PC6,	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc Posters on banking, credit card operations, retail oper- ations	7 Theory (03:00) Practical (04:00)

Sl No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		Organi- zational Context	 Evaluate the features and conditions of the credit facilities offered by the company Examine the legal and company requirements for giving information to customers when offering them credit facilities Comply with the legal and company procedures for carrying out credit checks and getting authorisation for credit facilities Identify who to approach for advice and help in sorting out difficulties in processing applications 	RAS/N0114 KA1, KA2, KA3, KA4	114 Classroom lecture/ A2, PowerPoint	1Xblack- board, chalk 2 packet, duster 1 pc Posters on banking, credit card operations, retail oper- ations	7 Theory (03:00) Practical (04:00)
		Technical Knowledge	 Determine the credit worthiness of an individual by using appropriate techniques and tools. 	RAS/N0114 KB1	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc Posters on banking, credit card operations, retail oper- ations	7 Theory (03:00) Practical (04:00)
		Generic Skills	 Prepare the documentation accurately Read information correctly Use gestures or simple words to communicate where language barriers exist Plan and schedule routines Maintain relationships with internal and external customers Identify and evaluate the support given for credit applications Determine the impact of doing a thorough credit check for all applications received 	RAS/N0114 SA1, SA3, SA6, SB2, SB3, SB7, SB8	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demonstra- tion/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc Posters on banking, credit card operations, retail oper- ations	7 Theory (03:00) Practical (04:00)

SI No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
	Total Duration						Theory Duration: 137 hours
							Practical Duration: 121 hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Sales Executive- Furniture & Fittings				
Job Role	Sales Executive- Furniture & Fittings			
Qualification Pack	FFS/Q8101			
Sector Skill Council	Furniture & Fittings Skills Council			

SL. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5.	To pass the Qualification Pack , every trainee should score a minimum of 70% in aggregate
6.	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

	Compulsory NOS	Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
FFS/N8101 (Undertake pre work and help	PC1. interpret the broad sectors and sub sectors of furniture fittings and furniture sold by the organisation	100	5	1	4
in assess & choose suitable furniture/fitting)	PC2. gather all the required information about the functionality, features, pricing of the furniture fittings by reading and comprehending the catalogue.If required, take guidance from peers/supervisors		6	1	5
	PC3. determine about the various brands of furniture sold by organization, if applicable		3	0	3
	PC4. gather all the relevant and accurate information about the promotions		3	1	2
	PC5. understand the organization protocol/standards and follow the same		5	1	4
	PC6. understand about the kinds of raw materials used for making the furniture/fittings		3	0	3
	PC7. assess and gain knowledge about payment modes, loan options offered and the procedural compliance that needs to be done for the same		5	0	5
	PC8. knowledge about the delivery, assembling the furniture/ fittings options offered by the organisation		4	1	3

	Compulsory NOS		Marks A	llocation	
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
	PC9. discuss with seniors when faced with difficulties in order to avoid issues at a later stage		3	1	2
	PC10. gather information on the needs of the customer, the budget frame in mind, any brand or style preference etc.		6	1	5
	PC11. determine customer need in terms of residential or commercial furniture requirements		6	1	5
	PC12. describe furniture features stated in the catalogue including details on price, warranty, after sales service etc		6	1	5
	PC13. highlight to the customer basis the information gathered, on the furniture features which interest the customer		5	1	4
	PC14. compare the products shortlisted to enable the customer to choose		5	1	4
	PC15. respond to all the queries raised by the customers appropriately in a way to promote business and also manage the goodwill/image of organization		5	1	4
	PC16. identify opportunities for additional furniture sales and inform the customer about the same		3	1	2
	PC17. acknowledge and respect the customer's buying decision		3	1	2
	PC18. check if the customer is willing to see a display involving demonstration of the product features in detail post showing interest in the product		3	1	2
	PC19. ensure to have all the required resources arranged in sequence of usage before initiating the demonstration		3	1	2
	PC20. set up the display in a safe manner ensuring least disturbance to other customers/team mates and exhibit in an effective manner highlighting the uses and benefits of the furniture/fitting		6	1	5
	PC21. allow an opportunity to the customer to touch and feel the furniture		4	1	3
	PC22. respond to customer queries/questions in an appropriate and effective manner.		5	1	4
	PC23. take note of the inputs/ feedback received to incorporate in future		3	1	2
		Total	100	20	80
RAS/N0128 (Maximise sales	PC1. identify promotional opportunities and estimate their potential to increase sales		12	6	6
of goods & services)	PC2. identify promotional oppurtunities which offer the greatest potential to increase sales	100	12	6	6
	PC3. report promotioinal oppurtunities to the right person		15	7	8
	PC4. fill in the relevant records fully and accurately		10	5	5
	PC5. tell customers about promotions clearly and in a persuasive way		12	6	6

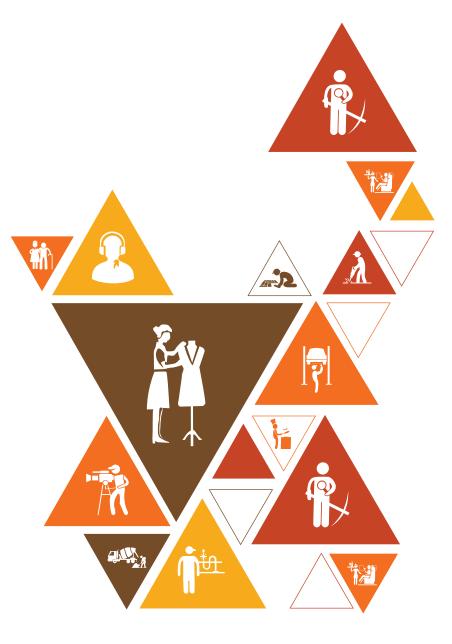
	Compulsory NOS		Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical	
	PC6. identify and take the most effective actions for converting promotional sales into regular future sales.		15	8	7	
	PC7. gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.		12	6	6	
	PC8. record clearly and accurately the results of promotions.		12	6	6	
		Total	100	50	50	
RAS/N0130 (Create a positive	PC1. meet your organisation's standards of appearance and behaviour.		6	4	2	
image of self & organisation in	PC2. greet your customer respectfully and in a friendly manner.		7	3	4	
the customers mind)	PC3. communicate with your customer in a way that makes them feel valued and respected.		7	3	4	
	PC4. identify and confirm your customer's expectations.	100	7	4	3	
	PC5. treat your customer courteously and helpfully at all times.		6	3	3	
	PC6. keep your customer informed and reassured.		6	3	3	
	PC7. adapt your behaviour to respond effectively to different customer behaviour		7	3	4	
	PC8. respond promptly to a customer seeking assistance.		6	3	3	
	PC9. select the most appropriate way of communicating with your customer.		7	3	4	
	PC10. check with your customer that you have fully understood their expectations.	100	6	3	3	
	PC11. respond promptly and positively to your customers' questions and comments.		5	3	2	
	PC12. allow your customer time to consider your response and give further explanation when appropriate		5	3	2	
	PC13. quickly locate information that will help your customer		5	3	2	
	PC14. give your customer the information they need about the services or products offered by your organisation		7	3	4	
	PC15. recognise information that your customer might find complicated and check whether they fully understand		6	3	3	
	PC16. explain clearly to your customers any reasons why their needs or expectations cannot be met		7	3	4	
		Total	100	50	50	

	Compulsory NOS	Marks Allocation				
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical	
RAS/N0114	PC1. identify the customer's needs for credit facilities.		16	8	8	
(Process credit applications for purchases)	PC2. clearly explain to the customer the features and conditions of credit facilities.		18	9	9	
purchases	PC3. provide enough time and opportunities for the customer to ask for clarification or more information.		17	8	9	
	PC4. accurately fill in the documents needed to allow the customer to get credit.	100	17	9	8	
	PC5. successfully carry out the necessary credit checks and authorisation procedures.		16	8	8	
	PC6. promptly refer difficulties in processing applications to the right person		16	8	8	
		Total	100	50	50	
FFS/N8601 (Ensure health and safety at	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1	
workplace)	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2	
	PC3. check the worksite for any possible health and safety hazards	100	3	1	2	
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment		3	1	2	
	PC5. ensure safe handling and disposal of waste and debris		3	0	3	
	PC6. identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.		3	1	2	
	PC7. undertake first aid activities in case of any accident, if required and asked to do so		3	0	3	
	PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.		3	0	3	
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3	
	PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices		4	2	2	
	PC11. handle all required tools, machines , materials & equipment safely		4	2	2	
	PC12. adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings		3	0	3	

	Compulsory NOS		Marks A	llocation	
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
	PC13. take safety measures while handling glass, heavy wood, materials, chemicals etc.		3	0	3
	PC14. apply good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces		3	2	1
	PC15. report accident/incident report to authorised personal		3	1	2
	PC16. perform basic safety checks before operation of all machines, tools and electrical equipment		3	2	1
	PC17. follow recommended material handling procedure to control damage and personal injury		3	1	2
	PC18. follow safe working practices at all times		3	1	2
	PC19. follow appropriate procedure in case a of fire emergency		3	1	2
	PC20. follow electrical safety measures while working with electrically powered tools & equipment		4	2	2
	PC21. follow agreed work location procedures in the event of an emergency or an accident		3	1	2
	PC22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		3	1	2
	PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)		4	1	3
	PC24. comply with restrictions imposed on harmful chemicals inside work area during working hours		3	0	3
	PC25. correctly demonstrate rescue techniques applied during fire hazard		3	0	3
	PC26. demonstrate good housekeeping in order to prevent fire hazards		3	0	3
	PC27. demonstrate the correct use of a fire extinguisher		3	2	1
	PC28. demonstrate how to free a person from electrocution		3	1	2
	PC29. respond promptly and appropriately to an accident situation or medical emergency		3	0	3
	PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work		3	0	3

	Compulsory NOS		Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical	
	PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids andgases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)		3	1	2	
	PC32. state methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors		3	3	0	
		Total	100	30	70	
FFS/N8801 (Work effectively	PC1. seek assistance from supervisor or any such appropriate authority as and when required		3	1	2	
with others)	PC2. ask questions and seek clarifications on work tasks whenever required		3	1	2	
	PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		5	5	0	
	PC4. identify and report any possible deviations to appropriate authority		3	1	2	
	PC5. address the problems effectively and report if required to immediate supervisor appropriately		5	2	3	
	PC6. receive instructions clearly from superiors and respond effectively on the same	100	3	1	2	
	PC7. follow escalation matrix in case of any grievance		6	4	2	
	PC8. accurately receive information and instructions from the supervisor related to one's work		5	3	2	
	PC9. coordinate and cooperate with colleagues to achieve work objectives		5	0	5	
	PC10. display courteous behaviour at all times		5	0	5	
	PC11. respond politely to customer queries and other team members		5	1	4	
	PC12. follow work place dress code		5	0	5	
	PC13. keep work area in a tidy and organized state		5	0	5	
	PC14. adhere to time lines and quality standards		5	2	3	
	PC15. follow organizational policies and procedures		4	4	0	

	Compulsory NOS		Marks A	llocation	
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
	PC16. share information with team wherever and whenever required to enhance quality and productivity at work place		5	2	3
	PC17. work together with co-workers in a synchronized manner		6	0	6
	PC18. communicate with others clearly, at a pace and in a manner that helps them to understand		6	3	3
	PC19. show respect to other and their Work		5	0	5
	PC20. display active listening skills while interacting with others at work		5	0	5
	PC21. demonstrate responsible and disciplined behaviors at the workplace disciplined behaviors: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc		6	0	6
		Total	100	30	70
FFS/ N8501 (Maintain work	PC1. handle materials, machinery, equipment and tools safely and correctly		8	4	4
area, tools and	PC2. use correct handling procedures		8	4	4
machines)	PC3. use materials to minimize waste		8	4	4
	PC4. prepare and organize work		8	4	4
	PC5. maintain a clean and hazard free working area		8	4	4
	PC6. deal with work interruptions		8	4	4
	PC7. maintain tools equipment and consumables		8	4	4
	PC8. work in a comfortable position with the correct posture	100	8	4	4
	PC9. use cleaning equipment and methods appropriate for the work to be carried out		8	4	4
	PC10. dispose of waste safely in the designated location		8	5	3
	PC11. store cleaning equipment safely after use		7	3	4
	PC12. ensure safe and correct handling of materials, equipment and tools		7	3	4
	PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3
		Total	100	50	50





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