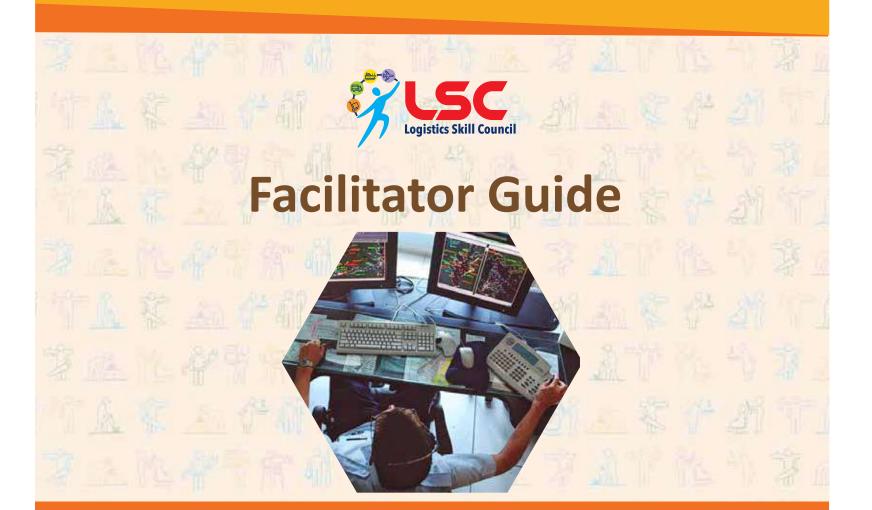


Skill India कौशल भारत-कुशल भारत







Sector **Logistics** 

Sub sector

**Land Transportation** 

Occupation

**Consignment Tracking Executive** 

Reference ID: LSC/Q1121, Version 1.0

**NSQF** Level 3

Consignment
Tracking
Executive





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

Shri Narendra Modi Prime Minister of India

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We thank the following organizations for endorsing the contents of this Facilitator Guide Handbook, thus contributing towards skilling based on the Qualification Pack (QP) and National Occupational Standards (NOSs).











### **About this Guide**

This Facilitator Guide is designed to enable training for the Consignment Tracking Executive Qualification Pack (QP). It provides facilitators with the necessary knowledge relating to major logistics and transportation topics, such as loading, unloading, receiving, packing and shipping, getting knowledge on tracking each consignment as it moves from origin to destination. Its decision-making orientation provides a real-world approach focusing on large and small logistics and/or transportation industry. The book elaborates how facilitators interact with the participants and train them by understanding their needs and explaining all the key concepts pertaining to the job roles. Also it helps the facilitator to complete all the topics to the participants in timely fashion. This handbook also provides the latest information on current advancements in technology and its impact on the industry. Many modules have been revised to capture the diversity, varied perspectives, and current spirit of Consignment tracking.

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

### Symbols Used \_



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



**Facilitation Notes** 



**Learning Outcomes** 



Say



Resources



Activity



Summary



Role Play



Exampl

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# 1. Introduction

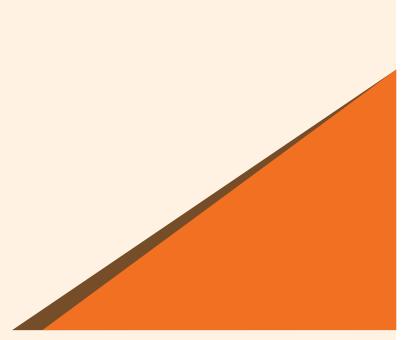
Unit 1.1 – Icebreaker and Introduction to Supply Chain Management

Unit 1.2 - About the Course

Unit 1.3 - Importance of Warehouse in Supply Chain

Unit 1.4 - Roles and Responsibilities of a Consignment Tracking Executive









## **Key Learning Outcomes**

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

- 1. Discuss Supply Chain and Logistic Management
- 2. Explain the different types of Inventory and its importance
- 3. Discuss Warehousing industry and job opportunities in it
- 4. Define your job roles and responsibilities as a Consignment Tracking Executive
- 5. Explain the various operations in warehouse and their importance in the effective logistics
- 6. Identify the Expectations from a Consignment Tracking Executive in his/her job role
- 7. Describe the various functions / operations of the warehouse
- 8. Define the inbound and outbound activities
- 9. Explain the major activities that are performed inside a warehouse
- 10. Get a clarity on the main roles of a Consignment Tracking Executive

### **UNIT 1.1: Icebreaker**

# Unit Objectives 🥝



### At the end of this unit you will be able to:

- Introduce each other
- Build rapport with fellow students and the trainer
- Create learning environment better
- Relax and interact with fellow students more quickly

### - Resources to be used



- Available objects such as a duster, pen, notebook etc.
- Teaching board
- Ball or any weightless object to pass

### Do



- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favorite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.
- Continue with rest of the participants till become last one
- Finish the task by clapping and ask them to sit next to one whom they do not know before



Thank the students for their participation.

# Notes for Facilitation



- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.
- Motivate students by stating that they are going to achieve something big in their life
- Promote all the students in a much positive note and do not allow anybody to share any negative stories.

### **Unit 1.2 - About the Course**

# - Unit Objectives 🎯



### At the end of this unit you will be able to:

- 1. Provide a basic idea of what they are going to study in the next 30 days
- 2. Talk about their expectations and takeaway after the course completion
- 3. Think about their career progression
- 4. Evaluate their calendar and learning plan

### **Notes for Facilitation**



- You could ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.
- Provide information on what are they going to learn in the next 30 days
- Supply the time schedule about the learning they are going to cater periodically
- Inform about the discipline to be followed in the class, timings they have to maintain
- Share important dates, plan of visits, assessments, labs, practical classes and explain the calendar in detail as when and what is planned.

## **UNIT 1.3: Importance of Warehouse in Supply Chain**

# Unit Objectives 🎯



### At the end of this unit you will be able to:

- 1. Discuss about various Inventory types and its importance
- Explain the importance of a Warehouse in managing Supply Chain
- Describe the various activities carried inside a warehouse
- Explain the significance of policies and procedures

### Say



- The definition of Supply Chain and Logistics Management
- The movement of goods from supplier to the manufacturer to the customer is called as the supply chain flow

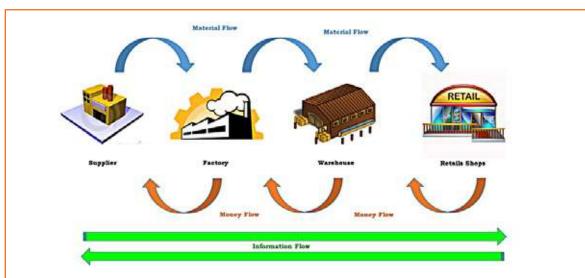


Fig 1.1: Supply Chain Management Flows

- 3 basic flows of Supply Chain management- Product flow / Service Flow, Information Flow, Finance/Money Flow
- An example of a very simple supply chain for a single product, where raw material is procured from suppliers, transformed into finished goods in a single step, and then transported to distribution centers, and ultimately, customers. Example -Pen, where suppliers are plastic molding supplier (shell, cap, top and bottom lid), ink supplier, steel supplier (nib and ball). Manufacturer assembles the pen in right condition and quality. Customer is you and me.





- What is Inventory?
- Different types of Inventory
- How a final two wheeler is assembled with various inventory types
- The activities carried inside a warehouse



- Ask the students the three important flows in Supply Chain Management
- Ask the students about the activities carried inside the warehouse

# Notes for Facilitation



- You could ask the students what they know about the Warehouse industry in India.
- Ask students about, what is their idea about Warehouse activities
- Give students some time to think about how the Warehouse industry has changed in the last ten years.
- Set the context and ask them to describe the industry trends in Warehouse industry.
- Identify the knowledge of students on the various types of Warehouse operations.

## Unit 1.4 - Roles and Responsibilities of a **Consignment Tracking Executive**

# - Unit Objectives 🎯



#### At the end of this unit you will be able to:

- 1. Describe the roles and responsibility of a Consignment Tracking Executive
- 2. Explain various work a Consignment Tracking Executive will carry inside a warehouse/industry



- Ask the students why tracking a Consignment is important
- Ask the students what they understand from Consignment tracking



- A Consignment is an arrangement in which goods are left in the possession of another party to sell. It may be of any product such as cloths, accessories, books, automotive products, e-commerce products, perishable goods etc.
- A Consignor or Carrier is a person or company that sells or transports goods for any person or company and that is responsible for any possible loss of the goods during transport.
- A Consignee is a person buys goods from a person or a company
- It does not mean that a Consignor sent a shipment will always deliver to the consignee on time, in full quantity as shipped and a guaranteed delivery.
- This means that if a shipment goes missing in a transit you have no idea as to where it is and proof of posting means just that it does not mean guaranteed delivery.
- Many people do not realize this and think that there parcel or a shipment will get to its destination safely and indeed the majority of the time it does, however if your parcel is late arriving at a client, it can then be critical to your business to find out where the parcel actually
- Failing to be able to do this could lose you a client very easily, particularly if it never turns up being able to claim the cost of your parcel back could be inconsequential.
- This is where a consignment tracking executive's role plays a crucial part.





- The main roles of a Consignment tracking executive are
  - Track each consignment as it moves from its origin to its destination
  - Co-ordinate with Shipper Company engaged in packing and shipping merchandise
  - Determine the transit time and follow-up accordingly
  - Enter data into database
  - Keep records of all goods shipped, received, and stored
  - Ensure timely closure of all orders
  - Obtain / generate shipment number and record data
  - Notify consignees / consumer of the arrival of the package and arrange for delivery

# Notes for Facilitation



- You could ask the students what they know about the Consignment tracking
- Ask some students to share their experience on tracking a shipment in their personal life
- Ask them share the details that they will get during tracking a consignment

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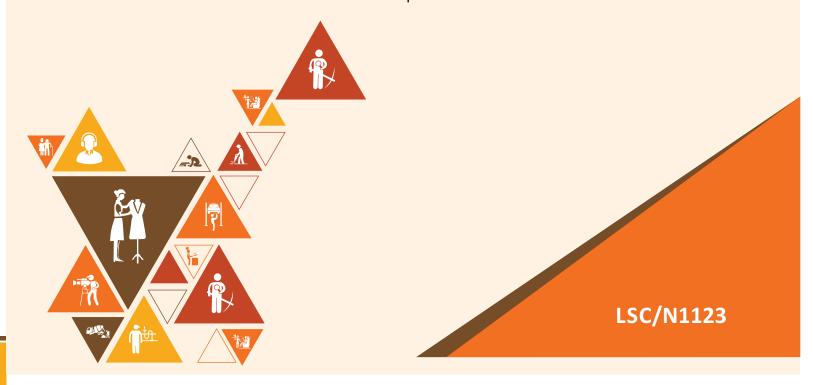






# 2. Prepare for Tracking

- Unit 2.1 Activities involved in Consignment Tracking
- Unit 2.2 Exposure to Related Documents and Information
- Unit 2.3 Checking out for Challenges in Transporting Consignment
- Unit 2.4 Inspecting the Status and Prioritization of Work
- Unit 2.5 Prepare Computer and Tracking System
- Unit 2.6 Exposure to Document
- Unit 2.7 Knowledge and Understanding Company's Safety Policies and Procedures
- Unit 2.8 Escalation Matrix for Reporting
- Unit 2.9 Basic Transit Rules and Regulations
- Unit 2.10 Detailed Understanding of the Tracking Systems
- Unit 2.11 Nature of Products Transported





### **Key Learning Outcomes**

### Ö

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

- 1. Explain the importance of consignment tracking
- 2. Get clarified about the different types of goods and their classification
- 3. Define the importance of documents in the consignment tracking
- 4. Get knowledge on various important abbreviations
- 5. Explain the various challenges related to transportation
- 6. Recognize the overall picture of the freight transport industry
- 7. Categorize the importance of status checking
- 8. Explain the importance of computer systems in tracking
- 9. Get to know about the various tracking systems available
- 10. Recognize the different types of documents used in consignment tracking
- 11. Enhance knowledge about the various safety policies
- 12. Explain the various risks involved when deviated from the procedure
- 13. Get clarity on simple violations in the procedure and the reasons for that
- 14. Get details on the reporting structure and the various channels of communication
- 15. Explore about the infrastructure challenges related to freight movement by Road
- 16. Explain the regulations behind the movement of hazardous materials
- 17. Describe about the tracking system

## **UNIT 2.1 - Activities Involved in Consignment Tracking**

# Unit Objectives 6



#### At the end of this unit you will be able to:

- 1. Explain the definition for a consignment
- 2. Get introduced to consignment tracking
- 3. Explain the importance of consignment tracking
- 4. Describe about the importance and usage of computer systems in the consignment tracking



- A consignment is the item or process of sending goods to a person/warehouse/ manufacturing plant or place to be stored or sold. The progress that is made by a shipping company in the effort to ensure that goods and products are delivered should be closely monitored.
- The tracking is majorly done through Consignment tracking executive. The consignment tracking is done through a computer system or devices that locate the truck/containers as well as other means that are being used to transport the goods across the country and worldwide.

## **Explain**



- The activities involved in tracking a shipment or a consignment
- The necessary details required for a consignment tracking executive to track a consignment
- The use of computers and other technology like GPS trackers to track a consignment

# - Notes for Facilitation 🗐



- You could show the students some of the courier tracking slips with the tracking number and demonstrate how to track the shipment details using computer with internet connection
- Ask the students to share the details that they understand from the tracking output result
- You could give exercise to students to for collecting courier tracking slips and POD-Proof of Delivery and come up with the tracking report – this could be given as an assessment to the students

### **UNIT 2.2 - Exposure to Related Documents and Information**

# Unit Objectives 6

- At the end of this unit you will be able to:
  - 1. Explain the definition for a consignment
  - 2. Get introduced to consignment tracking and required documents
  - 3. Explain the importance of consignment tracking in logistics industry

### **Explain**



- The necessary documents and details required for tracking a consignment
- Explain what is a vehicle reporting list and from whom a consignment tracking executive might receive the list
- What is the use of a 'Truck number' and 'LR-Lorry Receipt' number in consignment tracking

### **Elaborate**



- A Lorry receipt is a form used when a lorry full of goods are received from the supplier. These forms are usually used when any product/goods travel a long way in Lorries (trucks) to reach the destination/ supplier. These receipts also carry the details of the goods sent by a lorry and their insurance details so that if it lose, the supplier company can claim from the insurance company. These forms are signed by both buyer and supplier.
- Some of the other details in the Lorry Receipt challan are;
  - The freight amount, plus any other charges to be paid
  - Whether the freight is paid or to be paid or to be billed
  - Whether the consignment is consigned to the consignee or selves
  - Whether the consignment is insured by the owner or transporter
  - Whether the cargo is for door delivery or to be cleared by the consignee from the transporter's warehouse



- VAT Value Added Tax
- TIN Tax payers' Identification Number
- CST Central Sales Tax
- LST Local Sales Tax

### Ask



- What are the details incorporated in the LR-Lorry Receipts
- Who is a Consignor
- Who is a Consignee
- Where one can find the delivery address in the Lorry Receipt
- How can we find, in which vehicle the consignment is coming

## **UNIT 2.3 - Checking out for Challenges in Transporting** Consignment

# Unit Objectives 6



#### At the end of this unit you will be able to:

- 1. Get to know various challenges related to transportation
- 2. Explain the overall picture of the freight transport industry
- 3. Recognize the importance of alternate or contingency planning
- 4. Explain the importance of staying in connection with the driver



- Truck and road freight transportation contributes to more than 70% of the total goods transported domestically across India.
- Some of the key challenges faced by the freight transport industry are shortage of drivers which forces a single driver to drive the vehicle for more than 2000 to 2500 kilometers without any proper rest and focus. Considering the social responsibility and the care take towards the need for rest to the driver, leads to a huge delay in transporting the consignment
- Environmental issues are also equally considered parameter for the delays in consignments. Natural calamities like flood, cyclones, rainfall, earthquake etc will cause a huge challenge in transporting the goods.
- Traffic congestions are also a major challenge for the freight industry. Considering the growing economy and number of trucks operating in the industry makes traffic congestions in the national highways.
- It is the responsibility of a Consignment tracking executive to gather prior information on any challenges and environmental issues and it is the responsibility of the tracking executive to communicate to the freight transportation company or to the drivers to make aware of the situations in order to tackle them.

## **Explain**



- Some of the challenges that one might face in transporting a consignment
- How to check details and track where the delay is for a consignment
- How to inform the truck drivers and the management about any predicted challenges to avoid delays in delivery

## Notes for Facilitation



- You could ask the students to share some of the recent environmental issues like heavy rains in particular region, floods, cyclone which they heard that cause major transportation challenges
- Ask the students to come up with a list of natural climatic disasters in past 2years that causes transportation disruptions (example: Chennai flood in 2015, Gujarat protest in 2015, Banglore Cauvery water issue in 2016, Chandigarh-Haryana riot in 2015 etc)

### **UNIT 2.4 - Inspecting the Status and Prioritization of Work**

# - Unit Objectives 🧭



### At the end of this unit you will be able to:

- 1. Recognize the importance of status checking
- 2. Get to know the art of prioritizing
- 3. Explain the importance of status checking and prioritizing in on-time delivery and consignment tracking

## **Explain**



- How to check the status of the consignment with the help of provided tracking details
- How to get information from the previous shift tracking executive regarding the status of the incoming trucks
- How to update the consignment tracking status report for communication chain.

### **Demonstrate**



- How to create a consignment status report with the help of all the necessary details
- How to prioritize the work in terms of truck allocation for loading and unloading based on the urgencies

### **UNIT 2.5 - Prepare Computer and Tracking System**

# - Unit Objectives 🎯

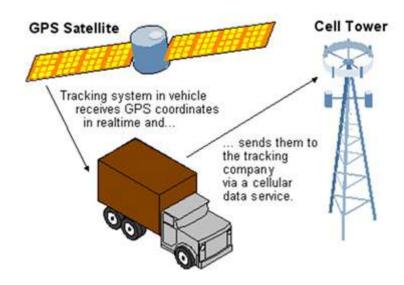


#### At the end of this unit you will be able to:

- Recognize the importance of computer systems in tracking
  - 2. Get to know various tracking system available for consignment tracking
  - 3. Explain the importance of required stationary and other details for tracking a consignment



- Computer is an important tool used by the consignment tracking 'executive for tracking and tracing products and services. The individual in this position must be able to understand the basic working of a computer system, its technical details, operations and controls for an efficient work.
- A vehicle tracking system uses the automatic vehicle location in individual vehicles with software that collects these truck data for a comprehensive picture of vehicle locations. Modern vehicle tracking systems commonly use GPS – Global Positioning System technology for locating the vehicle. Vehicle information can be viewed on electronic maps via the Internet or specialized software.
- The status of the truck movement, parking details can be viewed using the tracking software in the computer system by the consignment tracking executive for information updates







- How to make ready the computer and other tracking system for days operations
- What is the GPS tracking system and how it works
- The outputs of the tracking device and how to collect and record information from the tracking devices
- The important stationary requirements for a consignment tracking executive
- The importance of having the complete contact details of the transporters, truck drivers, freight booking agents etc for a consignment tracking executive



- Give practical education to students for tracking a shipment
- Give practical demonstration to the students for a GPS tracking system

### **Notes for Facilitation**



- You could show some videos for a GPS tracking system
- Ask the students to share some of their experience of using a GPS system in their day to day life
- You could make use of a simple GPS tracking system in the mobile phone and the journey origindestination address and show the output to the students
- The above can also depicted using google maps and share the output to the students with various details

## **UNIT 2.6 - Exposure to Document**

# - Unit Objectives 🎯

### At the end of this unit you will be able to:

- 1. Explain the different types of documents used
- 2. Brief about the usage and importance of Bill of lading
- 3. Recognize and interpret commercial invoice, packing list and weight list
- 4. Get to know the importance of certificate of origin
- 5. Explain the importance of insurance and other documents like courier delivery slip, road waybill, postal delivery slip, Airway bill etc

## **Explain**



- Explain the students about the different types of documents used by a consignment tracking
- What is a Bill of Lading and its importance
- What is an Airway bill
- What is a Commercial Invoice
- What is a Packing list
- What is a Certificate of Origin
- What is an Insurance document
- What is a Courier delivery slip
- What is a POD Proof Of Delivery document





- A bill of lading is a legal document between the shipper of goods and the carrier detailing the type, quantity and destination of the goods being carried. The bill of lading also serves as a receipt of shipment when the goods are delivered at the predetermined destination. This document must accompany the shipped goods, no matter the form of transportation, and must be signed by an authorized representative from the carrier, shipper and receiver.
- A commercial invoice is a document that specifies a transaction between a buyer and a seller.
  If goods or services were purchased on credit, the invoice usually specifies the terms of the
  deal, and provide information on the available methods of payment. An invoice is also known
  as a bill or sales invoice.
- A packing list is a document that includes details about the contents of a package. The
  packing list is intended to let transport agencies, government authorities and customers know
  the contents of the package. These details help each of these parties handle the package
  accordingly.
- A Certificate of Origin (CO) is an important international trade document attesting that goods
  in a particular export shipment are wholly obtained, produced, manufactured or processed in
  a particular country. COs also constitute a declaration by the exporter.

### **Demonstrate**



- Demonstrate the students how a Bill of Lading looks like and show them some sample Bill of Lading or a Transported bill and discuss various details contained in it.
- A Commercial invoice and explore the details in it
- A sample Packing list and discuss the details in it
- Demonstrate how the collected documents will be used by a consignment tracking executive to track a consignment

### **UNIT 2.7 - Knowledge and Understanding Company's Safety Policies and Procedures**

# - Unit Objectives 🎯



### At the end of this unit you will be able to:

- 1. Enhance knowledge about the various safety policies
- 2. Explain the various procedures followed in the warehouse
- 3. Describe the importance of various operations performed inside the warehouse
- 4. Recognize the various risks involved when deviated from the procedure
- 5. Get clarity on simple violations in the procedure and the reasons for that
- Get an idea about ineffective work instructions
- 7. Explain the dos and donts about PPE
- 8. Get to know about the safety and security procedures to be followed
- 9. Describe the work place related safety issues that he/she has to follow
- 10. Get clarity on safety policies related to Forklift, Loading/unloading bay, Usage of Ladders and Fire evacuation





- There are several health and safety issues to be concerned with if you are working in a warehouse and each member in a warehouse should be well trained and aware of the main topics covered in this area.
- Some of the common health and safety area which requires attentions are Fire safety, Hazardous substances, Manual handling, Staff training etc.
- The employees working in a logistics company or a warehouse should be well aware of the emergency contact details for quick decision making and approach in case of any accidents or major challenges
- Increase the awareness of the students in understanding the risk and safety parameters
- Standards are essential for understanding the current status of a process, for supporting continuous improvements and measuring improvements.
- It is not mandatory to standardize the work but the expected inputs, procedures and outputs must also be documented in detail.
- The documentation should be so clear than an outsider should be able to step into the process, understand the process and soon operate as fully functioning team member, making appropriate contributions to the process.
- The most important processes in a warehouse operations are documented with the help of Standard Operating Procedure and it is reviewed continuously for further improvements

### **Explain**



- Explain the students the importance of fire and safety trainings in a logistics company or a warehouse
- Explain the students what are importance of wearing a hard hat helmets and other require PPE Personal Protective Equipment while carrying out a warehouse operations
- The importance of the evacuation plan and the necessary procedures to be followed on during emergency time
- The list of points to checked while receiving and accepting a consignment
- The importance of Work instructions given by the organization

## **Demonstrate**



• Do's and Dont's in following Work instructions with suitable pictures and tables

### **Elaborate**



- Take a walk through in any multi-national shop and observe the actions being taken to serve the customer. Rarely will you see someone with an open work instruction book reading about how his or her particular task is to be completed. The vast majority of shop employees know what it takes to ensure that a high-quality product arrives at the customer's dock on time. They have been instructed in specific tasks, and they follow those instructions.
- So what is the purpose of documented work instructions? Besides having them available
  for audit review, why do such documents exist? Work instructions are developed to guide
  workers in four key quality areas: training, reference, problem solving and continuous
  improvement.
- Each of these areas can be directly related to the Deming Cycle, a cycle that identifies fundamental quality planning as "Plan-Do-Check-Act." It is important to establish (plan) the instructions that your people must execute. The references must then be effectively implemented (do) so they are accessible to personnel. Documentation must be verified (check) so the instructions assist your problem-solving methodology. Finally, it is important to use (act) what has been defined in order to continuously improve.

## **UNIT 2.8 - Escalation Matrix for Reporting**

## - Unit Objectives 🎯



#### At the end of this unit you will be able to:

- 1. Get to know about the reporting structure
- 2. Explain the various channels of communication
- 3. Realize the escalation matrix in the organization structure
- 4. Explain the right way of escalating things to the right person in the structure

## - Explain



- Explain the importance of updating information across the communication chain and the necessary impact of deviating it.
- Explain the students the process reporting to the immediate supervisor or management about the status of the consignment tracking process
- The challenges that an individual working as a consignment tracking executive would come across in tracking operations



- There are several reasons for a consignment to get delayed and some of them are as follows;
  - Reasons for truck/freight delays
  - Shortage in quantity received
  - Transit damage during receiving
  - Product mismatch etc.

## **Demonstrate**



Ask a student to act as a Consignment tracking executive and another student as a Warehouse supervisor and demonstrate the process of escalating the challenges or problem identified during the tracking operation and how to rectify the problem.

## **Unit 2.9 - Basic Transit Rules and Regulations**

## - Unit Objectives 🎯

#### At the end of this unit you will be able to:

- 1. Explain about the infrastructure challenges related to freight movement by Road
- 2. Brief the regulations behind the movement of hazardous materials
- 3. Describe the important points to be noted down by a consignor
- 4. Get clarified on the responsibilities of a transport owner and a driver



- The Central Motor Vehicle rules states the basic safety codes and safety requirements to be followed in transportation of any materials through road transportation
- The professional working as a consignment tracking executive needs to have an in-depth knowledge of the product or commodity that is being transported and should adhere to the laws as dictated by the local and national authorities
- Presently there are 177 interstate check posts and 268 toll barriers on national highways across India.

## **Explain**



- The basic transit rules for transporting goods between various states in India
- The mandatory documents required necessary for an interstate transport
- The necessary check list or steps to be carried out in a check post before passing the goods

## **Elaborate**



- Every goods carriage carrying dangerous or hazardous goods shall display a distinct mark of the class label appropriate to the type of dangerous or hazardous goods, Every package containing dangerous or hazardous goods shall display the distinct class labels appropriate to the type of dangerous or hazardous goods, In the case of packages containing goods which represent more than one hazard, such packages shall display distinct labels to indicate the hazards, Every goods carriage carrying goods of dangerous or hazardous nature shall be fitted with a techograph, an instrument to record the lapse of running time of the motor vehicle; time speed maintained, acceleration and declaration etc., and a spark arrester.
- The goods carriage has a valid registration to carry the hazardous goods, the vehicle is equipped with necessary First-aid, Safety equipment and antidotes as may be necessary. The transporter or owner of the goods carriage has full and adequate information about the dangerous or hazardous goods being transported. The driver of the goods carriage is trained in handling the dangers posed during transport of such goods. Every consignor shall supply to the owner of the goods carriage full and adequate information about the dangerous or hazardous goods, being transported as to enable such owner and its driver.
- It shall be the responsibility of the owner or transporter to ensure the following, The goods carriage has valid registration and permit and is safe for the transportation of the said goods. The Vehicle is equipped with necessary First-Aid, Safety equipment, tool box and antidotes as may be necessary to contain any accident.
- It is the responsibility of the driver to keep all information provided to him in writing i.e., in the form TREM CARD (Transport Emergency Card). This is to be kept in the drivers cabin and is available at all times while hazardous material related to it is being transported.

## **Unit 2.10 - Detailed Understanding of the Tracking Systems**

# - Unit Objectives 🎯



#### At the end of this unit you will be able to:

- 1. Detail apprehension about the tracking system
- 2. Explain the differences between Manual tracking and automated tracking
- 3. Realize the ease and comfortability in using GPS tracking

## **Explain**



- The importance of tracking a consignment and the types of tracking systems for tracking a consignment
- The advantage and disadvantages of a Manual tracking system
- The advantage and disadvantages of an Automatic tracking system
- The GPS tracking system and its devices in detail
- The necessary system requirements for a GPS tracking system



- Give practical demonstration to a Manual tracking system This could be demonstrated with a help of a consignment tracking number ordered through an e-commerce website (say Flipkart, Amazon, Snap deal etc.) and the contact details of the executive who will be delivering the product. You could give the contact to a student and ask them to get the status of the delivery / shipment and record the details updated by the executive.
- Give practical demonstration to the GPS tracking system
- Demonstrate how to track a truck or a fleet using the GPS tracking system and how to observe the details from the system.



Give assignment Ask the students collect various tracking system available with its advantage and disadvantage

## **Unit 2.11 - Nature of Products Transported**

## - Unit Objectives 🎯



#### At the end of this unit you will be able to:

- 1. Get clarified about the different types of goods and their classification
- Recognize the various types of dangerous goods that are transported
- 3. Explain appropriate handling instructions to the type of the goods.



- The transportation of products through trucks following legal regulation involves a careful study and consideration of many factors like;
  - Perishability: Products which are perishable in nature are distributed by employing a shorter channel of distribution so that goods could be delivered to the consumers without delay. Delay in distribution of these products will deteriorate their quality.
  - Size and weight of product: Bulky and heavy products like coal and food grains etc. are directly distributed to the users involve heavy transportation costs. In order to minimize these costs a short and direct distribution channel is suitable.
  - Standardization: Products of standard size and quality usually take longer time by adopting longer channel of distribution. For example, machine tools and automobile products which are of standard size reach the consumer through the wholesalers and retailers. Un-standardized articles take lesser time and pass through shorter channels of distribution.
  - Technical Nature of Products: Industrial products which are highly technical in nature are usually distributed directly to the industrial users and take lesser time and adopt shorter channel of distribution. In this case after sales service and technical advice is provided by the manufacturer to the consumers. On the other hand, consumer products of technical nature are usually sold through wholesalers and retailers. In this manner longer channel of distribution is employed for their sales. After sales services are provided by the wholesalers and retailers. Examples of such products are televisions, scooters, refrigerators, etc.

## - Explain



- Dangerous or Hazardous Goods shipping is a very complex process and it should always be handled by a professional that has a high level of expertise in the transportation of hazardous goods
- Dangerous goods include any hazardous chemicals, articles and substances capable of posing a significant risk to health, safety, property or the environment.

## - Elaborate



• The different types of material classification given based on their nature of goods transported

<b>Explosives:</b> This class contains articles, preparations, and substances such as ammunition, TNT, dynamite, nitrourea, fireworks.	EXPLOSIVES
<b>Gases:</b> This class contains compressed gases, liquefied gases, refrigerated liquefied gases, compressed gases, which when packed for transport, are dissolved into a solvent.	COMPRESSED GAS
Flammable gases: This category includes those gases that at normal pressure and temperature, as a mixture of 13% or less with air, can ignite from a source of fire such as a spark.	FLAMMABLE GAS
Flammable liquids: A flammable liquid has the ability to give of, at normal temperatures, vapors which are flammable (e.g., benzene, kerosene, toluene, propanol and various organic solvents used in pesticides).	FLAMMABLE LIQUIDS
Substances liable to spontaneous combustion: Linseed oil (used in paints), copra, oily cotton waste, carbon and white phosphorus are examples of substances which can ignite spontaneously when in contact with air.	COMBUSTIBLE
Toxic substances: Substances in this class are liable either to cause death or serious injury, or to be harmful when swallowed or inhaled or by skin contact. Toxic substances can be gases, solids or liquids.	TOXIC CHEMICALS



- What does this symbol tell you ?
- What does this symbol tell you

  TOXIC CHEMICALS?
- What does this symbol tell you ?

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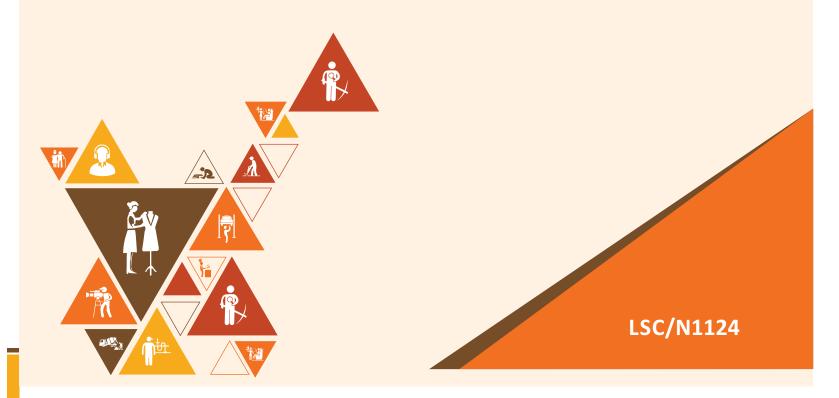


# 3. Track Consignments

Unit 3.1 - How to Monitor Status of Each Consignment

Unit 3.2 - Tracking and Tracing of Consignments and Vehicles

Unit 3.3 - Escalation Procedures and Updating Information on Tracking Consignment







## **Key Learning Outcomes**



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

- 1. Describe the role of consignment tracking executive in verifying the route plan of the truck
- 2. Explain the various activities involved in tracking a consignment
- 3. Explain the importance of truck routing and reporting
- 4. Recognize the importance of usage of GPS for enhanced tracking
- 5. Distinguish various uncontrollable reasons that causes delay in reporting at the destination
- 6. Describe about various challenges apart from road infrastructure in freight transportation
- 7. Describe various factors that affects the smooth movement of truck on road
- 8. Explain the importance of updating any information to the management
- 9. Explain about the various threats like accidents that causes serious damage.
- 10. Explain the importance of updating any information to the management
- 11. Brief about the importance of interpersonal skills in enhancing performance

## **UNIT 3.1 - How to Monitor Status of Each Consignment**

# Unit Objectives 🧭

## At the end of this unit you will be able to:

- 1. Define the various activities involved in tracking a consignment
- 2. Recognize the role of consignment tracking executive in verifying the route plan of the truck
- 3. Explain the importance of truck routing and reporting
- 4. Identify the importance of usage of GPS for enhanced tracking

## **Explain**



 The details in the LR-Lorry Receipts which will help the consignment tracking executive to track the consignment

Details of the Supplier	Name of the company
	Postal address of the company
	Contact person name
	Contact number details
	Email ID
	Fax number
Details of the goods	Type of the product
	Quality of the product
	Amount of the product
	Product life cycle duration
	Insurance details of the product
Details of the Lorry	Name of the Lorry driver
	Address of the driver
	Driver's contact number
	Driving License number of the Driver
	Lorry Registration number

- What is the truck route plan
- How to identify the optimum truck route for a destination

## **Elaborate**



- The route tracker in the system tracks the route and share it in real-time data with the systems which can be taken by the consignment tracking executive for getting the status of the consignment
- GPS is a satellite based technology which uses a Global Navigation Satellite System (GNSS) network. It uses a microwave signal which is sent to the GPS device. It gives provision for both real-time and historical data recording. The device carrying a GPS system comprises of a GPS module which receives the signals and is also responsible for calculating the co-ordinates. It can also transmit location and telemetry input data or when an event takes place like a door open/close, whenever vehicle stops and starts the travel etc.
- Trucks follow pre-defined optimized routes set by organization, which reduces fuel consumption and also travel time.
- It has helped to reduce pollution since the trucks take the shortest routes possible and are well maintained.
- Helps to monitor the truck driver's driving pattern which help the consignment tracking executive to get the status of each consignment in one system

## **UNIT 3.2 - Tracking and Tracing of Consignments and Vehicles**

# - Unit Objectives 🎯

#### At the end of this unit you will be able to:

- 1. Describe about various challenges apart from road infrastructure in freight transportation
- 2. Explain the various uncontrollable reasons that causes delay in reporting at the destination
- 3. Recognize various threats like accidents that causes serious damage
- 4. Describe various factors that affects the smooth movement of truck on road

## Say



- There are many challenges faced by transporting the consignment across the country. Some
  of the common challenges faced by the truck driver are given below;
  - Truck driver's safety and comfort
  - Crucial issue regarding highway robberies of materials transported
  - Natural disasters and calamites challenges
  - Sudden transporters organinsation strikes etc.
- It is the responsibilities of the consignment tracking executive to identify the challenges from the truck operators or drivers in covering the destination and take quick decision to update the management about the status of the consignment, educate and provide solutions to the truck driver to evade the challenges
- For instance 2016 agitation in Haryana has affected the production and distribution of many auto companies in the region

## **Explain**



- The students on how to get prior information about the challenges and alert and instruct the truck drivers to overcome it.
- How to get updates and prediction on weather, strike notice, political bandh in particular state, any fuel price increase and update the same to the truck drivers to overcome it
- How to get details on common transportation delays like Flat tyre, oil problems, any technical problems from the truck drivers and update the management about delays
- How a consignment tracking executive needs to address and support the truck drivers with any reported truck problems.

## **UNIT 3.3 - Escalation Procedures and Updating Information** on Tracking Consignment

# - Unit Objectives 🍥



## At the end of this unit you will be able to:

- 1. Explain the importance of updating any information to the management
- 2. Describe how knowledge sharing enhances the decision making process to facilitate on-time delivery
- 3. Recognize the working style as per the need of the hour
- Realize the importance of interpersonal skills in enhancing performance

## **Explain**



- Explain the importance of updating information across the communication chain and the necessary impact of deviating it.
- Explain the students the process reporting to the immediate supervisor or management about the consignment tracking process
- The challenges that an individual working as a consignment tracking executive would come across in tracking operations

## Say



- To be more productive, it is essential to plan and manage time
- Planning and organization make efficient use of your time at the office by keeping you focused from beginning to completion of a project.
- An organizational plan also facilitates collaboration and information sharing with other team members who play a role in the completion of the activities.
- What is planning? Action planning is a process which helps you to focus your ideas and decide on the steps you need to take in order to achieve a particular goal. Planning is vital at all levels in the work place. You need to plan your own tasks and time.

## - Notes for Facilitation



- Ask the students as what is time management?
- What is Problem solving?
- What is their idea about handling pressure situations as what will they do?









# 4. Perform Post Tracking Activities

Unit 4.1 - Updating Consignment Information in the System

Unit 4.2 - Basic Reporting Procedures

Unit 4.3 - Carry Out End of Day Activities







## **Key Learning Outcomes**

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

- 1. Perform the update the information system
- 2. Explain the escalation procedure to be followed in case of Non-responsiveness from the truck
- 3. Explain the closing procedures to be followed in tracking
- 4. Describe the importance of using Transport management system
- 5. Recognize the reporting structures and procedures for delayed delivery
- 6. Get idea about generating Post-delivery report.
- 7. Describe various duties to be performed at the end of the day
- 8. Explain the consequences in case of non-compliance in handing-over reports

## **UNIT 4.1 - Updating Consignment Information in the System**

# Unit Objectives



#### At the end of this unit you will be able to:

- 1. Perform the update the information system
- 2. Explain the importance of updating ETA in the system
- Describe the escalation procedure to be followed in case of Non-responsiveness from the truck
- Recognize the closing procedures to be followed in tracking



- Explain the required information to be collected and updated in the system for tracking a consignment
- Explain with an example how the information updated in the system will help other in the communication chain regarding the consignment.
- Explain what is ETA-Estimated Time of Arrival
- Explain how ETA will help in planning activity
- Explain how to ensure the on-time technical support on vehicle road assistance
- What is a Flat tyre, Flat battery, Spare key retrieval, emergency towing
- How to escalate challenges on un-responsive trucks or communications

## **Elaborate**



- How a Consignment Tracking Executive will assist a vehicle truck driver on;
  - Service for Flat Tyre
  - Flat Battery Jump Start Service
  - Repair on the spot
  - Spare Key Retrieval / Service for Keys Locked Inside
  - Emergency Towing Assistance In case of Break-down, In case of an Accident etc.
- How a Consignment Tracking Executive will check with the truck driver for resuming the trip operations

## **Demonstrate**



- How to track a consignment with the help of the tracking number and elaborate the details received from the result.
- How to update the information in the system for communication chain.

## **UNIT 4.2 - Basic Reporting Procedures**

## Unit Objectives 6



#### At the end of this unit you will be able to:

- 1. Explain the importance of using Transport management system
- 2. Explain the reporting structures and procedures for delayed delivery
- 3. Get idea about generating Post-delivery report



- The importance of tracking and tracing of shipments is considered quite high for manufacturing firms in terms of customer service and essential for managing logistics networks efficiently.
- A single truckload of cargo can be worth a substantial amount of money thus it is important to track the consignment at each single stage and report to the management about the status effectively

- Some of the key challenges or area of concern of a consignment are;
  - Security of cargo, goods, materials and machinery moving through the truck
  - Reporting of manifests and dangerous goods and cargoes
  - Receipt, delivery and tracking of goods
  - Marking of goods and cargo
  - Storing of dangerous cargoes in the warehouse or distribution center
  - Quarantine, Customs and Occupational Safety and Health (OSH) compliance

## **Explain**



- Explain the basic reporting structures and procedure on the consignment tracking
- The key challenges faced during transporting the goods due natural treat, environmental treat, riots etc
- How to escalate challenges to immediate supervisor or to the management

# Exercise 🔯



- Ask the students to come up with a consignment tracking report with various details like;
  - Origin-Destination of the consignment
  - Details of the transportation company
  - Current trip status of the consignment
  - Reason for the delay during the trip
  - Number of day in delay
  - How the challenge has been addressed
  - ETA Estimated Time of Arrival of the consignment etc

## **UNIT 4.3 - Carry Out End of Day Activities**

# 



## At the end of this unit you will be able to:

- 1. Explain various duties to be performed at the end of the day
- 2. Identify the role of consignment tracking executive in terms of documentation
- 3. Recognize the consequences in case of non-compliance in handing-over reports

## **Explain**



- How to update consignment information in the system
- How to report to management
- How to maintain and erase confidential data used during tracking a consignment
- How to save all data, safely log off and switch off the computer.
- How to dispose any unnecessary documents or papers.
- How to clean up the work area for shift handover

## Say



- In consignment tracking setting a schedule for clearing out old files can help get rid of
  outdated or unnecessary documents and clear up space for future use. However, this
  practice can also help any business, large or small, reduce their risk of exposing confidential
  data.
- A consignment tracking executive might make use of many confidential data related to a consignment like;
  - Personal phone numbers
  - Communication address
  - Bank account details
  - Important SWIFT codes
  - Commercial documents etc.
- As a responsible individual working as a consignment tracking needs adhere to organizations
  procedure to avoid exposing confidential information that can increase the risk of fraud, data
  breaches or identity theft that could result for their company, their customers or even their
  own employees.

## Tips



- Here are some tips to learn when and how to dispose of sensitive documents;
- 1. Know when to hold and when to throw
- 2. Create a retention policy Determine which documents need to be kept and for how long. Limit the number of personnel who have access to files and storage closets and practice a company-wide commitment to this practice.
- 3. Clearly mark a destruction date The destruction date should be clearly marked on all records that are in storage. All file boxes should contain complete lists of their contents in a visible spot on the outside of the box so it is easily identifiable.
- 4. Hire a reliable third-party vendor for your document destruction needs that will provide you with a certificate of destruction upon completion and also provide an opportunity for this material to be recycled once destroyed
- 5. Out with the old, in with the new. Implement document destruction processes on a regular basis. Overhauling your current disposal process with a commitment to continuously destroying confidential data in a secure manner is one of the ways to mitigate the risks associated with data breaches.
- 6. Shred-all Implementing a "shred-all" policy for the disposal process when all unneeded documents are fully destroyed on a regular basis. This dramatically minimizes any potential risk or exposure.





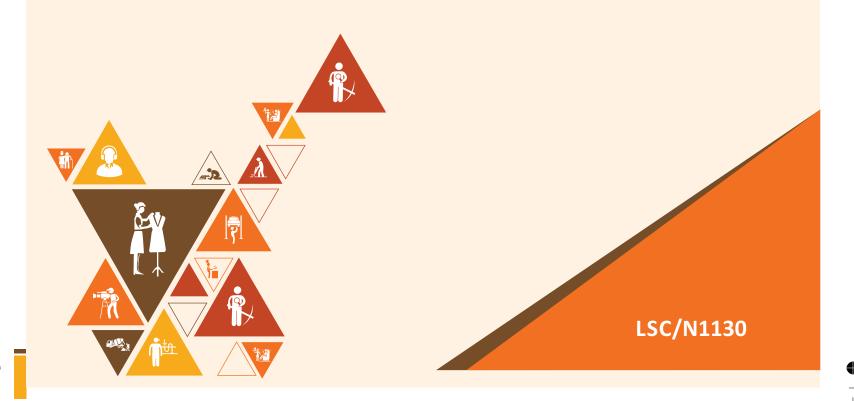


# 5. Maintain Health, Safety and Security Measures While Tracking Consignments

Unit 5.1 - Importance of Information Security Procedures

Unit 5.2 - Maintaining Data Privacy in All Transactions

Unit 5.3 - Reporting Structure on Breach of Protocols





## **Key Learning Outcomes**

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

- 1. Explain the importance of information security
- 2. Explain the various procedures to be followed for information security
- 3. Brief about the necessity for personal information security;
- 4. Describe the various types of personal information
- 5. Recognize the consequences that may happen due to unsafe information security conditions
- 6. Explain the reporting structure in breach of protocols
- 7. Identify the data breach and ways of overcoming it
- 8. Describe the security measures to overcome data breach

## **UNIT 5.1 - Importance of Information Security Procedures**

# - Unit Objectives 🎯



## At the end of this unit you will be able to:

- 1. Explain the importance of information security
- 2. Explain various procedures to be followed for information security
- 3. Recognize the adverse effects due to information insecurity



- An information security means protecting information or data and information systems from unauthorized access, use, disclosure, disruption, modification or destruction.
- Information systems security involves protecting a company or organization's data assets.
- Consignment tracking executive professionals work with computers and security programs as well as various other important tracking tools and hardware to ensure that a business or company's important information is kept secure.



- The Process and procedures requirements for protecting confidential Data
- What is 'Dedicated device'
- What is 'Device management'
- What is mean by 'Encryption'





- The Process and procedures requirements for protecting confidential Data
- What is 'Dedicated device'
- What is 'Device management'
- What is mean by 'Encryption'

## **Elaborate**



- It is important for a consignment tracking executive to log out and lock the desktop or laptop computer before leaving the desk
- Unattended logged in computers create easy opportunities for unauthorized access to information and misuse of accounts



Never share the user id password to anyone – this might leads to a data breach and violation of information security codes.

## **UNIT 5.2 - Maintaining Data Privacy in All Transactions**

# - Unit Objectives 🧖



#### At the end of this unit you will be able to:

- 1. Describe about the necessity for personal information security
- Explain the various types of personal information
- Describe about the consequences that may happen due to unsafe information security conditions



- Information policies and maintaining data privacy fails because they do not consider the importance of people as a key part of policy.
- Procedures must be created that respect your employees or warehouse colleagues as they interact with any part of the information systems they are using.

## **Explain**



- The individual working as a consignment tracking executive might use various types of personal information related to consignment tracking that may include;
  - Individual and business contact information such as
    - **Personal Name**
    - Company name
    - Physical address
    - Email address and telephone or fax number
  - Shipping-related information such as
    - Contact details like the shipper's, and consignee's and/or neighbor's name,
    - Physical address
    - Email address and telephone number
  - Signature for proof of delivery
  - Bank account numbers or other account numbers
  - Information that enables us to verify an individual's identity Names, email addresses and telephone numbers of others to whom we are asked to send information etc





 Some of common unsafe working conditions related to a consignment tracking executive are given below;

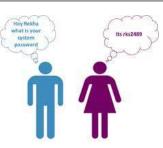
Never forget to lock your computer screen when you are away from the system



Do not allow to use data storage device like pen drives, cd etc. in working systems



Never disclose your password to anyone



## Ask



What are the Dos and Donts in maintaining data and documents security?

## **UNIT 5.3 - Reporting Structure on Breach of Protocols**

# Unit Objectives 🎯



#### At the end of this unit you will be able to:

- 1. Explain the reporting structure in breach of protocols
- 2. Get knowledge on data breach and ways of overcoming it
- 3. Recognize the security measures to overcome data breach

## **Explain**



- What is mean by the term 'Data breach'
- Explain how to overcome data breaches
- Explain the escalation procedures in case of any data breaches.

## **Elaborate**



- A data breach is a security incident in which sensitive, protected or confidential data is copied, transmitted, viewed, stolen or used by an individual unauthorized to do so. This may include incidents such as theft or loss of digital media such as computer tapes, hard drives, or laptop computers containing such media upon which such information is stored unencrypted, posting such information on the world wide web or on a computer otherwise accessible from the Internet without proper information security precautions
- Transfer of such information to a system which is not completely open but is not appropriately or formally accredited for security at the approved level, such as unencrypted e-mail, or transfer of such information to the information systems of a possibly hostile agency, such as a competing corporation or a foreign nation, where it may be exposed to more intensive decryption techniques.
- The most common concept of a data breach is an attacker hacking into a corporate network to steal sensitive data.



- Steps to be followed or the escalation procedure to be considered in case of any security breach or violation in information security systems;
  - What constitutes a "breach?" 1.
  - 2. Whom should I contact in the event that printed information is involved in a breach of security?
  - 3. Whom should I contact in the event that electronic information is involved in a breach or an electronic device is lost/stolen?
  - Whom should I contact in the event of a physical theft? 4.
  - 5. What happens after I initially report a breach?









# 6. Employability & Entrepreneurship Skills

Unit 6.1 – Personal Strengths & Value Systems

Unit 6.2 - Digital Literacy: A Recap

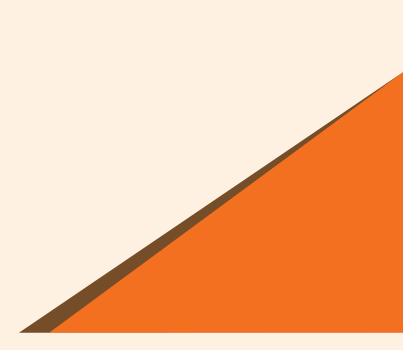
Unit 6.3 – Money Matters

Unit 6.4 – Preparing for Employment & Self Employment

Unit 6.5 – Understanding Entrepreneurship

Unit 6.6 – Preparing to be an Entrepreneur









## Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

#### Ice breaker

• You can begin the module with the following ice breaker:

#### Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

#### **Expectation Mapping**

- 1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
- 2. Have one of the participants write their contributions on a flip chart sheet.
- 3. Write down your own list of covered material in the training on another flip chart sheet.
- 4. Compare the two sheets, commenting on what will and what will not be covered during the training.
- 5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- 6. You may get back to those sheets once again at the end of the last session of the training.
- 7. Benefits of doing this activity:
  - Participants feel better as their opinions are heard.
  - · Participants get to know what they should expect from the training.
  - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- 8. Expectations from the participants:
  - Must sign the attendance sheet when they arrive for class.
  - Conduct themselves in a positive manner
  - Be punctual, attentive, and participative
- 9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
- 10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

#### **Defining Objectives**

- 1. Defining the objectives in the beginning of the units sets the mood for the unit.
- 2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
- 3. It is also a way of making participants take responsibility of their own learning process.
- 4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

- 5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
- 6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

#### In order to effectively facilitate this workshop:

- 1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
- 2. You may also wish to read other material to enhance your knowledge of the subject.
- 3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. Incase the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
- 4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
- 5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
- 6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
- 7. Invite discussion from the participants.
- 8. Probe the participants further and lead them to come to affirmative conclusions.
- 9. Let the participants answer. No answer is incorrect.
- 10. Ask one participant to write all the points on the whiteboard.
- 11. Build the sessions from the answers provided by the class.
- 12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
- 13. Ensure that resources like board, markers, duster etc. is available before your session starts.

#### General instructions for role playing:

- 1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
- 2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural but be conscious of the fact that your role may require a different approach from that which you might normally use.
- 3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
- 4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
- 5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

## UNIT 6.1: Personal Strengths & Value Systems

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

# UNIT 6.1.1: Health, Habits, Hygiene: What is Health?

# Unit Objectives

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

- · Explain the meaning of health
- · List common health issues
- Discuss tips to prevent common health issues
- · Explain the meaning of hygiene
- · Discuss the purpose of Swachh Bharat Abhiyan
- · Explain the meaning of habit

### Resources to be Used



· Participant Handbook

### Ask



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

### Say



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

### Ask



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

### Sav



- 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.

# Role Play



- 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.

# Summarize



• Through this activity we got some tips on how can we prevent these common health issues.

### Facilitator Guide

# Say

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



• 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.



- 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.



#### **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





- 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.



- 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.
- Ask them to calculate their score.
- $Tell\,them\,what\,each\,score\,indicates\,by\,reading\,aloud\,what\,has\,been\,mentioned\,in\,the\,Participant\,Handbook.$

### - Ask



- · How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?

### Summarize



• Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

# Ask



What is a habit?

# Say |



Discuss some good habits which can become a way of life.

# Summarize \ \( \begin{align\*} \begin{align\*} \Pi \end{align\*}



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

# UNIT 6.1.2: 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
- Pens

### Say



- 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?			

# Ask



How could you or your employees get hurt at work?





• 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



- 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



#### **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 6.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

# Unit Objectives | 6



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
- 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.



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

# Team Activity



### **Tower building**

Each group which will create tower using the old newspapers.





- 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



- · 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



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

### 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



• What did you learn from this story?

# Activity



#### What Motivates You?

- This is an individual activity.
- It is an exercise given in 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.

### acilitator Guido

# Say



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

# <sub>\(\Gamma\)</sub> 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 6.1.4: Honesty & Work Ethics**

# Unit Objectives 6

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

### Ask



- · 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



- 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 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. 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.



#### **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.





- 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.

# <sub>「</sub>Summarize | <u>/</u>星



- 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 6.1.5: 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
- Marker pens

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

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

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

### 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



- 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 participants 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-young-indians/20151208.htm

# **UNIT 6.1.6: Time Management**

# **Unit Objectives**



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



### 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.

# 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



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

#### Facilitator Guide

# Activity



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

### 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.



- 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/ NOT IMPORTANT** 

# **URGENT-IMPORTANT GRID URGENT/ IMPORTANT NOT URGENT/IMPORTANT** • Meetings Planning Last minute demands Working towards goals Project deadlines **Building relationship** • Crisis Personal commitments 1 2 3 4 Interruptions Internet surfing Phone calls/ E-mails Social media Other people's minor demands Watching TV

### **URGENT/ IMPORTANT GRID format**

**NOT URGENT/ NOT IMPORTANT** 

URGENT/ IMPORTANT

1 2
3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT



- 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.



#### **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'll fill your life with little things you worry about that don't really matter, and you'll never have the time 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 6.1.7: Anger Management**

# Unit Objectives 6

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?
- $\bullet \quad \text{Do you remember any incident where your anger management helped you in maintaining healthy relationship?}\\$
- Do you remember any incident where someone lost business/friend/relationship due to temper (anger)?

#### Facilitator Guide

# Say



- 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.

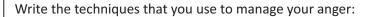
You are told that you can't do something.

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:



#### **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



#### **De-brief questions:**

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

# Summarize **2**

- 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 6.1.8: Stress Management: What is stress?

# Unit Objectives 6

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



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

### Ask



- 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.

# **Team Activity**



#### **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



### 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.



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



#### 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.

Notes     -			
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# **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

# **UNIT 6.2.1: 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



- 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.



- 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.



- 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 6.2.2: MS Office and Email: About MS Office

# Unit Objectives | @



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



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



- 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,
- 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.



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



- 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.



- 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 6.2.3: 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



- 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.





- 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



- 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



- 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.

#### Facilitator Guide



- 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



- 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?



- 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.

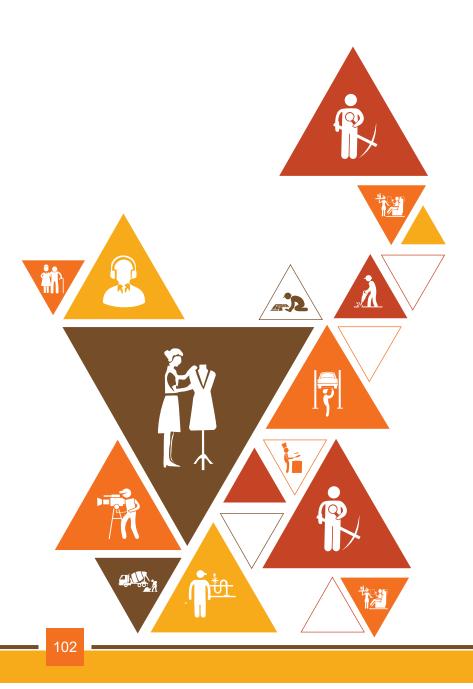
# Summarize 📜



- 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.

Notes		
Notes 📃		







# **Key Learning Outcomes**



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 6.3.1: 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



- 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



- 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.

#### Ack



- 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



• 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 6.3.2: Types of Bank Accounts, Opening a Bank Account

# -Unit Objectives 🏻 🏻 🗇

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



- 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?

#### Facilitator Guide

# Say



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



- 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



- 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?



- 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?



- 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.

Photograph	XXX Bank
SA	ING BANK ACCOUNT OPENING FORM
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 / Town
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	



Detail of Assets	Owning Hous	se :	Y/N	Owning Fam	n :
	No. of Anima	ls :		Any other	-
Existing Bank A/c. of family members / household	Y	' / N	lf :	yes, No. of A/cs.	
Kisan Credit Card	Whether Eligi	ible	Y/N		
I request you to is				2000 11 WAR 11 11	
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by me in this a applicable have b	application form been read over	n is true and expl	e and corre ained to me	ect. The terms and have unders	tood the sam
by me in this a applicable have b I shall abide by a declare that I hav	application form been read over a all the terms an	n is true and expl d condit	e and corre ained to me ions as may	and have unders be in force from it facility from any	tood the sam time to time other bank.
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by me in this a applicable have b I shall abide by a declare that I hav Place: Date:	application form been read over a all the terms and the not availed and	n is true and expl d condit	e and corre ained to me ions as may	and have unders be in force from it facility from any	tood the sam time to time other bank.
applicable have be a shall abide by a declare that I have place: Date: Nomination:	application form been read over a all the terms and the not availed and	n is true and expl d condit	e and corre ained to me ions as may	and have unders be in force from it facility from any	tood the sam time to time other bank.  I of Applican sed in case to amount of ehalf of the e event of my

\*Witness is requires only for thumb impression and not for signature



# -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
- Pens



- · 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

- Rent
- 2. Telephone bill
- 3. Electricity bill
- Machinery 4.
- 5. Insurance
- 6. Office supplies/Raw materials
- 7. Employee salaries
- 8. Commision percentage given to sales person for every unit sold
- Credit card fees
- 10. Vendor bills

# Do

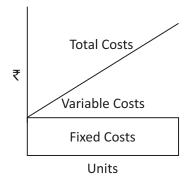


- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

## Say



- 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.



10. Vendor bills

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.

(Variable)

# ┌ 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)

# UNIT 6.3.4: 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 the participants- "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.

## -Ask



• How do investments, insurances and taxes differ from each other?

## Say



Let's learn the differences between the three by having an activity.

## Say



• We will have a quiz today.



The activity is a quiz.

- 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 is 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

#### Facilitator Guide

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

**Securities Transaction Tax** 

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

Sales Tax

20. What is 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 6.3.5: Online Banking, NEFT, RTGS, etc.

# -Unit Objectives [

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.



- 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.
- ${\tt Discuss~"Electronic~Funds~Transfer"} from the {\tt Participant~Handbook}.$

## ·Do



- Discuss how to transfer money from one account to another using online banking (NEFT/RTGS, etc.).
- Illustrate with an example.

# -Summarize 📜



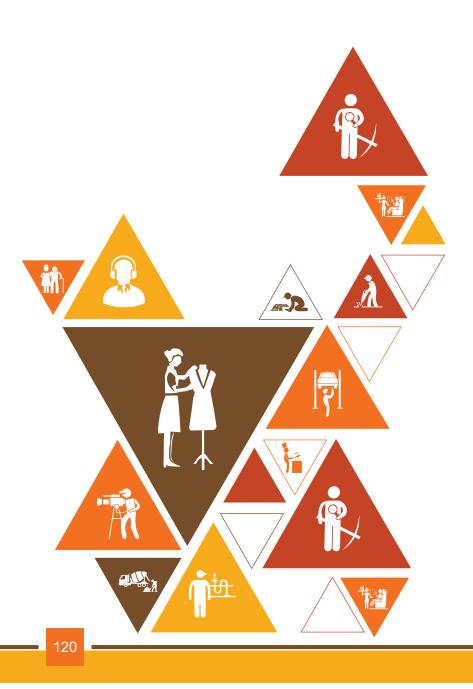
- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes     -			
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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 6.4.1: 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



- 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.

#### Ack



- 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?





- 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



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 6.4.2: Preparing an Effective Resume: How to Create an 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
- Pens



- · 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.



- 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 988XXXXX01, and e-mail address is nxxxxxxxxxla@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.

#### Facilitator Guide

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: nxxxxxxxxxla@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



• 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 6.4.3: 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



- Tell the participants you will provide them with interview situation and questions and they have to try to answerthem.
- 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 a role play for the situation given.

#### 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?





#### 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.

# -Role Play 🤕

Conduct a role play for the situation given.

#### 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?





### 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.

# -Role Play 😴

Conduct a role play for the situation given.

#### 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."



Conduct a role play for the situation given.

#### 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."

# Role Play



Conduct a role play for the situation given.

#### 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



## 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.



Conduct a role play for the situation given.

#### Role Play – Situation 6

- 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



#### 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.

# Role Play 😴



Conduct a role play for the situation given.

#### 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 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
- Pens

## -Ask



- · What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

# Say



· 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.

#### Facilitator Guide

## Say



- 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



- · 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.



- 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.

## -Summarize 📜



• 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 6.5: 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. Describe 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 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 your business
- 19. Explain the meaning of entrepreneur
- 20. Describe the different types of entrepreneurs
- 21. List the characteristics of entrepreneurs
- 22. Recall entrepreneur success stories
- 23. Discuss the entrepreneurial process
- 24. Describe the entrepreneurship ecosystem
- 25. Discuss the purpose of the Make in India campaign
- 26. Discuss key schemes to promote entrepreneurs
- 27. Discuss the relationship between entrepreneurship and risk appetite
- 28. Discuss the relationship between entrepreneurship and resilience
- 29. Describe the characteristics of a resilient entrepreneur
- 30. Discuss how to deal with failure

## UNIT 6.5.1: 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



• 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

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

**Bhavish Aggarwal** 

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. 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.





- · 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



- 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



• 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 6.5.2: 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
- 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



- 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



• 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?





- 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 💃



#### **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



#### **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?

#### Sav



- 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 6.5.3: 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 1



#### 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



- 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.
- $\bullet \quad \text{It is important to accept the reality of miscommunication and work to minimise its negative impacts.}\\$





- 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



- 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



• 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



#### **De-brief question:**

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

#### Say



- · 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.





- 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 6.5.4: Problem Solving & Negotiation Skills

## Unit Objectives 6



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



- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?



- 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.



- 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'.



• 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.





- 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



#### **De-brief questions:**

- 1. What was the problem?
- 2. Is there any other alternative solution?
- 3. Is this the best solution presented?

## Ask



• 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



• 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



• 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.

#### Facilitator Guide

#### 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



• Discuss "What is Negotiation?" as given in the Participant Handbook.

#### Ask



• 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



• Discuss the important steps to negotiate as given in the Participant Handbook.

## -Role Play 💆



- Conduct a role play activity.
- Ask the participants 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 6.5.5: 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



- 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

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

#### Opportunity

What trends may positively impact you?

What opportunities are available to you?

#### Weakness

What are your weaknesses?

What do your competitors do better than you?

#### **Threat**

Do you have solid financial support?

What trends may negatively impact you?



- 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 📜



- $\bullet \quad {\sf Close \, the \, discussion \, by \, summarizing \, ways \, to \, identify \, business \, opportunities \, within \, your \, business.}$
- 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 6.5.6: Entrepreneurship Support Eco-System

## Unit Objectives | ©

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss 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



- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?



- 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?



- 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



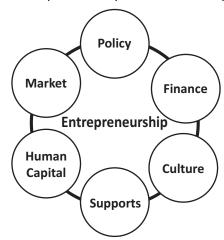
Making a poster showing the entrepreneurship support eco-system.



- 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



• 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 6.5.7: Risk Appetite & Resilience

## Unit Objectives 🎯



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
- 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.



- 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.



#### **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



- 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 middle-class 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.

#### Facilitator Guide



- 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
  - 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 6.5.8: Success and Failures**

## 

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

· Discuss how to deal with failure

## Resources to be Used 🔯



Participant Handbook

#### -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.

## Sav



- 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.



- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- 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 interview as a 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.

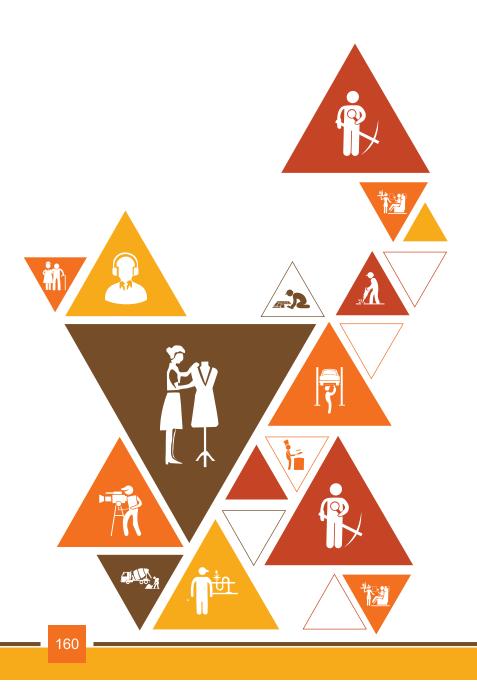
## ·Summarize 📜



• Wrap the unit up after summarizing the key points and answering questions.

Notes			
Notes 📃			





## UNIT 6.6: 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. Discuss the importance of setting goals
- 10. Differentiate between short-term, medium-term and long-term goals
- 11. Discuss how to write a business plan
- 12. Explain the financial planning process
- 13. Discuss ways to manage your risk
- 14. Describe the procedure and formalities for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important questions that every entrepreneur should ask before starting an enterprise

## UNIT 6.6.1: 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 💝



• 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?



- 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



· 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.

## Say



• 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.

## 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



- 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 6.6.2: Business Entity Concepts**

## Unit Objectives 6



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

Recall basic business terminology

## Resources to be Used 🕼



· Participant Handbook



- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

## Activity



The activity is a quiz.

## - Do



- Divide the class in two groups 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 passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

## Summarize | 📜



• Summarize the unit by discussing the key points.

#### **Notes for Facilitation**



#### **QUESTIONS FOR THE QUIZ**

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

#### acilitator Guide

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 6.6.3: CRM & Networking

## Unit Objectives 6

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



- 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.





#### **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



- 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.



- 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

- 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 6.6.4: Business Plan: Why Set Goals?

## Unit Objectives 6

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

- Discuss the importance of setting goals
- · Differentiate between short-term, medium-term and long-term goals
- · Discuss how to write a business plan
- Explain the financial planning process
- · Discuss ways to manage your risk

#### 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



- 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



- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an 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 🔓



- 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.

- 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.



- 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 6.6.5: Procedures and Formalities for Bank Finance

## Unit Objectives 6

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

#### 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 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?



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



- 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



• 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 \ \( \begin{align\*} \Begin



- 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 6.6.7: 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



Why do you want to become an entrepreneur?

#### Say



- 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.



- 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.













# 6. Annexures

Annexure 1: Training Delivery Plan Annexure 2: Assessment Criteria







## **Annexure I**

# **Training Delivery Plan**

Training Delivery Pl	an		
Program Name:	Certificate Course in Cor	nsignment Tracking Executive	
Qualification Pack Name & Ref. ID	Consignment Tracking Ex	xecutive LSC/Q1121	
Version No.	1.0	Version Update Date	16-04-2016
Pre-requisites to Training (if any)		8th (Normal literacy of reading, writin a holders can be considered. No exper	
Training Outcomes	<ol> <li>Understand general introduction to consist knowledge and under tracking</li> <li>Know the cognitive at tracking: Pre- Operating regulations, inspections standard work instructions in emergence</li> <li>Demonstrate the improcedures</li> <li>Understand the roles communication with smooth tracking ope</li> <li>Acquaint with Environ health and safety me</li> </ol>	portance of monitoring consignment so sit challenges like technical issues, bre enges, escalation procedures, reporting and responsibilities of colleague: Build inter departments, sub-ordinates and rations and safety procedures. Inmental/ Occupational Health & Safet easures practiced in consignment track procedures, Quick Emergency Respons	technology used, ocedure in consignment of tasks in consignment sit rules and oted to tracking, now how to prevent and otatus: Document details, akdown etc., or and recording of on effective super-ordinates for ty: Get well versed with sing, Individual Safety,



SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Dur- ation
1	Introduction	Icebreaker	Introduce each other	NA	"Group Activity:	Available	4 Hrs.
		<ul> <li>Introduction</li> </ul>	Build rapport with fellow		Passing the	objects such	4 Hrs.
		to Supply Chain	students and the facilitator		Parcel, Facilitator-	as a book,	
		Management	Discuss Supply Chain and		led- discussions,	pen, duster	
		Introduction	Logistic Management		Videos,	etc., Projector,	4 Hrs.
		to Logistics	Explain the different types of		Demonstration	Videos, Notes	
		Management	Inventory and its importance				
		About the Course	Discuss Warehousing industry				4 Hrs.
		<ul> <li>Describing the</li> </ul>	and job opportunities in it				4 Hrs.
		Organisation	Define your job roles				
		Structure	and responsibilities as a				
		<ul> <li>Key Objective of</li> </ul>	Consignment Tracking Executive				4 Hrs.
		this certification	Explain the various operations				
		course	in warehouse and their				
		<ul> <li>Importance of</li> </ul>	importance in the effective				8 Hrs.
		Warehouse in Supply	logistics				
		Chain	Identify the Expectations				
		<ul> <li>Defining various</li> </ul>	from a Consignment Tracking				8 Hrs.
		Warehouse Activities,	Executive in his/her job role				
		Policies and	Describe the various functions				
		Procedures	/ operations of the warehouse				6 Hrs.
		Roles and	Define the inbound and				
		Responsibilities of a	outbound activities				
		Consignment Tracking	Explain the major activities				
		Executive	that are performed inside a				
		Practical	warehouse				8 Hrs.
		demonstration of	Get a clarity on the main				
		various Warehouse	roles of a Consignment Tracking				
		activities and basics	Executive				
		of Consignment					
		tracking					
		Summary					1 Hr.
		Exercise					1 Hr.

2	Prepare for Tracking	<ul> <li>Activities involved in Consignment Tracking</li> </ul>	Explain the importance of consignment tracking	LSC/N1123 PC1, PC2,	Facilitator-led- discussions,	Projector, Videos, Notes,	2 Hrs.
	Trucking	• Exposure to Related	Get clarified about the	PC4, PC5,	Videos,	Sample related	2 Hrs.
		Documents and	different types of goods and	PC6, PC7,	Demonstration,	documents,	
		Information	their classification	PC8, KA1,	Skill Practice	Sample transit	
		Practical	Define the importance of	KA2, KA5,	(Practicals),	documents,	8 Hrs.
		demonstration	documents in the consignment	KA7, KA8,	Exercise	Tracking	
		on tracking a	tracking	KA12 KB1,		systems, GPS	
		consignment	Get knowledge on various	KB5, SA1,		deveices	
		<ul> <li>Checking out</li> </ul>	important abbreviations	SA2, SA6,			2 Hrs.
		for Challenges	Explain the various challenges	SA7, SA8,			
		in Transporting	related to transportation	SB4			
		Consignment	Recognize the overall picture				
		<ul> <li>Practical</li> </ul>	of the freight transport industry				8 Hrs.
		demonstration on	Categorize the importance of				
		collecting related	status checking				
		information	Explain the importance of				
		<ul> <li>Inspecting</li> </ul>	computer systems in tracking				2 Hrs.
		the Status and	Get to know about the various				
		Prioritization of Work	tracking systems available				
		<ul> <li>Practical</li> </ul>	Recognize the different				8 Hrs.
		demonstration on	types of documents used in				
		Tracking systems	consignment tracking				
		<ul> <li>Knowledge and</li> </ul>	Enhance knowledge about the				2 Hrs.
		Understanding	various safety policies				
		Company's Safety	Explain the various risks				
		Policies and	involved when deviated from				
		Procedures	the procedure				
		<ul> <li>Practical</li> </ul>	Get clarity on simple violations				8 Hrs.
		demonstration on	in the procedure and the				
		Safety policies and	reasons for that				
		procedures	Get details on the reporting				
		<ul> <li>Escalation Matrix</li> </ul>	structure and the various				2 Hrs.
		for Reporting	channels of communication				
		Basic Transit Rules	Explore about the				2 Hrs.
		and Regulations	infrastructure challenges related				
		• Practical	to freight movement by Road				8 Hrs.
		demonstration to	• Explain the regulations behind				
		collect transit rules	the movement of hazardous				
		and regulations	materials				
		Detailed	Describe about the tracking				2 Hrs.
		Understanding of the	system				
		Tracking Systems					0 Urc
		<ul> <li>Practical demonstration on</li> </ul>					8 Hrs.
		detailed tracking					
		system					1 Hr.
		<ul><li>Summary</li><li>Exercise</li></ul>					1 Hr. 1 Hr.
		- LACIUSE					<b>1</b> 111.



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3	Track	Various activities	Describe the role of	LSC/N1124	Facilitator-led-	Projector,	4 Hrs.
	Consignments	involved in tracking a	consignment tracking executive	PC1, PC2,	discussions,	Videos, Notes,	
		consignment	in verifying the route plan of	PC3, PC4,	Videos,	Personal	0.11
		Practical	the truck	PC5, PC6,	Demonstration, Skill Practice	Protective	8 Hrs.
		explanation for the activities involved	<ul> <li>Explain the various activities involved in tracking a</li> </ul>	PC7, PC9, PC10, PC11,		Equipment, Videos on	
		in tracking a	consignment	PC10, PC11, PC15,		various	
		consignment	Explain the importance of	KA1, KA2,	LACICISC	technologies,	
		Collecting details	truck routing and reporting	KA4, KA5,		Sample transit	2 Hrs.
		from Lorry Receipt for	Recognize the importance	KB1, KB2,		documents,	2 1113.
		Tracking	of usage of GPS for enhanced	KB3, SA6,		Tracking	
		Consignment	tracking	SA7, SA8,		systems, GPS	
		Understanding the	Distinguish various	SB3, SB4		deveices	2 Hrs.
		importance of truck	uncontrollable reasons that	<b>'</b>			
		routing and reporting	causes delay in reporting at the				
		Truck route	destination				2 Hrs.
		planning and	Describe about various				
		calculating	challenges apart from road				
		Consignment's	infrastructure in freight				
		Estimated Time of	transportation				
		Arrival	Describe various factors that				
		Practical	affects the smooth movement				8 Hrs.
		demonstration on	of truck on road				
		truck route planning	Explain the importance of				
		Practical	updating any information to the				8 Hrs.
		demonstration on	management				
		accessing various	Explain about the various				
		origni destination	threats like accidents that				
		routes • Identify the	causes serious damage.  • Explain the importance of				2 Hrs.
		Challenges in	updating any information to the				2 1113.
		Covering the	management				
		Destination	Brief about the importance of				
		Practical	interpersonal skills in enhancing				8 Hrs.
		demonstration	performance				
		on understanding					
		common challenges					
		Practical					8 Hrs.
		explanation in delaing					
		with various nature of					
		delays					
		Practical					8 Hrs.
		explanation for					
		collecting various					
		truck post check					<b> </b>
		• Importance					2 Hrs.
		of updating any					
		information to the					
		management • Practical					8 Hrs.
		demonstration to					0 1113.
		update tracking					
		information					
		Summary					1 Hr.
		• Exercise					1 Hr.
	l .			l	L	1	

4	Perform Post Tracking	Updating     Consignment	Perform the update the information system	LSC/N1125 PC1, PC2,	Facilitator-led- discussions,	Projector, Videos, Notes,	2 Hrs.
	Activities	Information in the System	<ul> <li>Explain the escalation procedure to be followed in</li> </ul>	PC3, PC4, PC5, PC9,	Videos, Demonstration,	Sample transit documents,	
		Practical	case of Non-responsiveness	PC10, PC12,		Tracking	8 Hrs.
		demonstration for	from the truck	PC13, PC14,		systems, GPS	0 1113.
		updating consignment	• Explain the closing procedures	KA1, KA2,	Exercise	deveices	
		information	to be followed in tracking	KA4, KA5,	ZNO. GIGG		
		<ul> <li>Understanding the</li> </ul>	Describe the importance of	KB1, KB2,			2 Hrs.
		Technical details in	using Transport management	KB3, KB6,			
		truck delays	system	SB11, SB12,			
		<ul> <li>Practical</li> </ul>	<ul> <li>Recognize the reporting</li> </ul>	SB13			8 Hrs.
		explanation of the	structures and procedures for				
		truck technical details	delayed delivery				
		<ul> <li>Explanation of ETA</li> </ul>	<ul> <li>Get idea about generating</li> </ul>				2 Hrs.
		and its importance	Post-delivery report.				
		Practical	Describe various duties to be				8 Hrs.
		explanation of	performed at the end of the day				
		tracking the truck	• Explain the consequences				
		current status and	in case of non-compliance in				
		location	handing-over reports				0.11
		Practical					8 Hrs.
		demonstration updating ETA and					
		tracking details					
		Escalation					4 Hrs.
		procedure on un-					' ' ' '
		responsive truck					
		Practical					8 Hrs.
		demonstration on					
		collecting various					
		information on					
		consginment delays					
		<ul> <li>Practical</li> </ul>					8 Hrs.
		demonstration for					
		updating collected					
		information related to					
		consignment delay					<u></u>
		Basic Reporting					2 Hrs.
		Structures and					
		Procedures					2 11
		<ul> <li>Carry Out End of Day Activities</li> </ul>					2 Hrs.
		Practical					8 Hrs.
		demonstrationto					0 1113.
		learn when and how					
		to dispose of sensitive					
		•					
							1 Hr.
		• Exercise					1 Hr.
		documents • Summary • Exercise					ı



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5	Maintain	Importance of	Explain the importance of	LSC/N1130	Facilitator-led-	Projector,	8 Hrs.
	Health,	Information Security	information security	PC1, PC2,	discussions,	Videos,	
	Safety and	Procedures	Explain the various procedures	PC4, PC5,	Videos,	Notes, Sample	
	Security	<ul> <li>Process and</li> </ul>	to be followed for information	PC6, PC9,	Demonstration,	transit	8 Hrs.
	Measures	procedures	security	KA2, KA4,	Skill Practice	documents,	
	While	Requirements	Brief about the necessity for	KA5, KA11,	(Practicals),	Tracking	
	Tracking	for Protecting	personal information security;	KA12, SB1,	Exercise	systems, GPS	
	Consignments	Confidential Data	Describe the various types of	SB2, SB3,		deveices	
		Maintaining	personal information	SB4, SB11,			8 Hrs.
		Data Privacy in All	Recognize the consequences	SB12			
		Transactions	that may happen due to unsafe				
		Necessity for	information security conditions				8 Hrs.
		personal information	Explain the reporting structure				
		security and different	in breach of protocols				
		types of personal	Identify the data breach and				
		information used	ways of overcoming it				
		Practical	Describe the security				8 Hrs.
		demonstartion of	measures to overcome data				
		Dos and Donts in	breach				
		maintaining data and					
		documents security					
		Reporting Structure					8 Hrs.
		on Breach of					
		Protocols					
i		Summary					1 Hr.
		• Exercise					1 Hr.
	1		ı		I		

## **Annexure II**

## **Assessment Criteria**

## **CRITERIA FOR ASSESSMENT OF TRAINEES**

Assessment Criteria for Consignment Tracking Executive	
Job Role	Consignment Tracking Executive
Qualification Pack	LSC/Q1121
Sector Skill Council	Logistic Sector Skill Council of India

Sr. 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 40% in every NOS overall 50% pass percentage
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.

ASSESSMENT		Total	Marks Allocation		
OUTCOME (NOS CODE AND DESCRIPTION)	Performance Criteria	marks	Out of	Theory	Skills
LSC/N1123 (Prepare for Tracking)	PC1. Ensure reception of task schedule from supervisor and pick list from customer/company side/supervisor		20	5	15
	PC2. Check the documents for any typos or errors and inform supervisor of any discrepancies		20	5	15
	PC3. Obtain labels (printed or handwritten) from the supervisor or with the help of administrative staff for the items to be picked if required		15	5	10
	PC4. Verify if all labels received match with the items on the pick list and inform supervisor of any errors/ changes		15	5	10
	PC5. Comply with safety regulations and procedures in case of fire hazards, bio-hazards, etc.	100	10	5	5
	PC6. Wear all safety equipment including protective gear, helmets etc.		5	2	3
	PC7. Ensure that any stationery required like paper, pens, etc. are available to quickly note down information if required.  PC8. Have the list with the contact details of the trucking companies, check posts, local authorities, etc. ready for easy reference.		10	2	8
		11	2	9	
	PC9. Make sure any issues/problems are solved before starting work		10	2	8
		Total	100	20	80

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ASSESSMENT			Total	Marks Allocation		
OUTCOME (NOS CODE AND DESCRIPTION)		Performance Criteria	marks	Out of	Theory	Skills
LSC/N1124 (Perform Consignment Tracking)	PC1.	Use the details provided in the LR and check on each consignment using the system.		9	3	6
	PC2.	Check whether the truck is on the right route as specified in the system.		8	2	6
	PC3.	Determine whether the truck has covered sufficient distance and would reach the destination on time.		5	2	3
	PC4.	Find out if there has been any route changes for any consignment in the system and note it down to inform the driver.		4	1	3
	PC5.	Identify and note down any truck that has reported any issues/problems/delays in the system.		5	2	3
	PC6.	Note down any trucks that have not reported any information and raise flags in the system to follow up on.	100	6	2	4
	PC7.	Call up the drivers of the trucks that have not reported any information		11	2	9
	PC8.	Check with check post officials and transport authorities whether the truck passed through the check post and when.		8	2	6
	PC9.	Note down any information obtained.		6	2	4
	PC10.	For trucks that had reported delays or problems, call up the driver and understand the cause.		6	2	4
	PC11.	If it is a normal reason (like flat tyre, fuels stop, etc.), find out from the driver when the journey would resume and note it down.		6	2	4
	PC12.	If there is any technical issue which the driver would not be able to handle, arrange to have the nearest technical service providers provide assistance.		5	1	4
problems or accidents, escalate it to coordinator or the transport mana PC14. Remind drivers of route changes/s	PC13.	If there are any other reasons like documentation problems or accidents, escalate it to the transport coordinator or the transport manager.		6	2	4
	Remind drivers of route changes/special weather conditions if any and make sure that they are aware of it.		5	2	3	
	PC15.	Update Transport Manager / Outbound team / Customer in case of any delays.		2	1	1
			Total	100	30	70

ASSESSMENT		Total	Marks Allocation			
OUTCOME (NOS CODE AND DESCRIPTION)		Performance Criteria	marks	Out of	Theory	Skills
LSC/N1125 (Post Tracking Activities)	PC1.	Input the location of each consignment, reasons for delays if any and other issues.		6	2	4
	PC2.	Based on progress, update the expected arrival time.		8	2	6
	PC3.	Coordinate with the technical support providers to ensure that they reach the truck and provide service.		8	1	7
	PC4.	Check with drivers at regular intervals to find out if the problems have been resolved and that the journey has resumed.		7	2	5
	PC5.	Update the information in the system at regular intervals.		6	1	5
	PC6.	Make sure all the flagged consignments which had not reported progress have been followed up on.		7	1	6
	PC7. If any consignment could not be tracked through call or by the authorities, escalate it to the transport manager as priority.	100	7	1	6	
	PC8.	Close the order in the system if it has reached its destination.		7	2	5
	PC9.	Inform the transport manager about any delays, issues with authorities, etc.		7	1	6
	PC10.	Report any issues faced in contacting drivers or inability to track a particular consignment during the shift.		7	1	6
	PC11.	Prepare reports on the troublesome routes, reasons for delays, etc.		7	1	6
	PC12.	Save all data, safely log off and switch off the computer.		6	2	4
	PC13.	Dispose any unnecessary documents or papers.		6	1	5
	PC14.	Clean up the work area for shift handover.		4	1	3
	PC15.	Brief the relieving consignment tracking executive about the important happening of the shift and the work to be done in the next shift.		7	1	6
			Total	100	20	80



ASSESSMENT	Performance Criteria		Marks Allocation		
OUTCOME (NOS CODE AND DESCRIPTION)			Out of	Theory	Skills
LSC/N1130 Maintain Health, Safety and Security Measures while tracking consignments)	PC1. Follow all security procedures as per company policy.		10	3	7
	PC2. Follow all precautionary data handling procedures		10	3	7
	PC3. Maintain clean work table area.		10	3	7
	PC4. Ensure data privacy and independence in all dealings.	100	10	3	7
	PC5. Recognize and report unsafe conditions and practices.	100	10	3	7
	PC6. In case of signs of any emergency situation or accident or breach of safety immediately follow organizational protocol to deploy action		10	3	7
	PC7. Identify reasons for occurrence of incident		10	3	7
	PC8. Capture reasons and response/action taken into incident report/note to manager		10	3	7
	PC9. Report any deviations from standard protocol along with reasons (if any)		10	3	7
	PC10. Visually inspect the activity area and equipment for appropriate and safe condition.		10	3	7
		Total	100	30	70



- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.

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Facilitator Guide

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