







Facilitator Guide







Sector

Tourism and Hospitality

Sub-Sector

Restaurant

Counter Sales Executive

Occupation

Customer Service

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NSQF Level: 4

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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 ModiPrime Minister of India



-Acknowledgements

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The preparation of this manual would not have been possible without the Tourism and Hospitality Industry's support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry. This facilitator guide is dedicated to the aspiring trainers who desire to achieve special skills which will be lifelong asset for their future endeavors.

About this Guide

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

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

The guide aims to build trainer capability to deliver training programs by:

- Assisting a trainer to create conducive environment for learning
- Establishing standardization in training content and delivery
- Providing necessary knowledge and information on the Qualification Pack-National Occupational Standards for Counter Sales Executive
- Providing learning/reference material comprising Facilitation Notes, Tips, What to Say, What to Do,
- What to Ask etc. thereby enhancing quality of training delivery.

Demonstrate

Symbols Used

Activity

Practical



Resources

Tips

Steps

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1. The Food and Beverage Industry

Unit 1.1 - Ice Breaker

Unit 1.2 - Objective Of The Program

Unit 1.3 – Food and Beverage Establishments

Unit 1.4 - Role and Responsibilities

Unit 1.5 – Career Development

Unit 1.6 – Employment And Entitlements





Key Learning Outcomes 👸



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

- 1. Build rapport with the fellow participants of the program
- 2. List the objectives of the course
- 3. Describe the food and beverage service industry
- 4. Explain the drivers of food and beverage industry
- 5. Explain the roles and responsibility of a Counter Sale Executive
- 6. Explain what skills, attitudes and behaviour is required for progression in the industry
- 7. Explain how one can acquire capabilities required to progress in the industry
- 8. Describe employee rights and entitlements in a job

UNIT 1.1: Ice Breaker

-Unit Objectives $|rac{arphi}{|}|$



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

- 1. Introduce each other
- 2. Build a rapport with the fellow students and trainer
- 3. Know the name and additional information about the fellow students



- My name is and I will be your trainer for this session
- Thank you all for your participation
- Please take your respective seats

-Notes for Facilitation 🗐



 Add more details when introducing yourself, such as your experience, your native place, your education, your hobbies, etc.

Resources to be Used



• Pencil and paper (optional), Tennis ball

- Activity



- Make the students stand in a circle, close enough to the person each side of them that they can pass the ball
- · 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
- 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.

-Notes for Facilitation 🗐



 Encourage shy students to provide information about themselves by approaching them and helping them to come up with the three statements



- Now that we all know each other, let's move on to knowing the objective of this module
- I would request you all to participate and ask questions whenever you are in doubt
- Let's make this session as interactive as we can

-Notes for Facilitation 🗐



• Start the session only when the entire class is settled down

– Notes 📋 –

UNIT 1.2: Objectives of the Course

-Unit Objectives 🔯



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

- 1. Explain food and beverage industry
- 2. Explain different types of food & beverage outlets
- 3. Describe the concept of the food & beverage service industry
- 4. Describe the importance of the grooming and professional appearance
- 5. Explain how to give quality service to the guests
- 6. Demonstrate how to handle vending machines
- 7. Handle guest and maintain hygiene in the food service outlets

-Notes for Facilitation ا 🏻



- · Ask the students about the expectations from the course and why they have joined this 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
- Start with a positive and happy note

- Notes 📋 -			

UNIT 1.3: Food and Beverage Establishments

-Unit Objectives 🧭

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

- 1. Describe the food and beverage services industry
- 2. Explain the drivers of food and beverage service industry

- Ask



- · Name various Food and beverage service outlets where students have visited
- · Ask the students to differentiate among the various outlets

- Notes for Facilitation 🗐



- You could ask the students what they know about the food and beverage industry in India
- Give students some time to think about how food and beverage service industry has changed in the last five years
- Set the context and describe the food and beverage service establishments

Say



- · Food and beverage service is a means to provide food and beverage in an assigned place
- Food and Beverage is consumed for necessity and recreational purposes. There are various organizations that serve food and beverage to captive, invited or walk-in audiences
- Tell students that people dine out for Convenience, Socialize, Experience, Entertainment, Satiate the hunger and for Celebration
- Tell students that Food and Beverage Service can be Commercial (for profit) and Non-Commercial (Not to earn profit). Also introduce the students about transport catering such as Railways, Cruise liners, Roadways and Airline Catering

Why People Dine Out?

- To escape from boredom
- To socialize
- To be waited on
- To have food and environment different from those one has at home
- For convenience
- For new experience
- For self-esteem (in case of up-scale restaurant)

Explain 🏋



- 1. Various types of food service outlets are:
 - Restaurant's (in hotels) and Standalone restaurants
 - Fine dining restaurant
 - Specialty restaurant
 - Bhojnalayas
 - Hospitals Canteen
 - Coffee shop
 - Cafeterias
 - · Guest houses
 - Dhabas
 - Outdoor catering
 - Prisons
 - Industry canteens
 - School & college canteen
 - Banquets
 - Welfare institutions (shelters, etc.)
 - Room service (hotels)
 - Drive-ins
 - · Pubs & bars
 - Discotheques
 - Ships & cruises
 - Airlines
- 2. Explain the factors that govern the people's choice for choosing a particular establishment to dine such as:
 - Price and budget
 - Status
 - Quality
 - Occasion
 - · Distance and proximity
 - Loyalty
 - Familiarity/consistency
 - Portion sizes
 - Uniqueness
 - Special offers and events
 - Other patrons or customers
 - Critics ratings and reviews
 - Atmosphere
- 3. Explain different factors on the account of which customers describe the tag of high quality, such as:
 - · Taste of food
 - Hygiene
 - Locality
 - · Service standards
 - Ambience and atmosphere

-Notes for Facilitation 🗐



• Ask the students the meaning of counter sales restaurant and also ask to differentiate between various food and beverage service outlets

- Ask



- Ask the students to list down any five food and beverage service outlets
- Ask students to identify the difference between coffee shop, fine dining, bar and discotheque

-Summarize 🛭 俎



- Summarize about the food and beverage service industry
- Summarize about the various types of food service outlets
- Summarize the features of various food service outlets

-Notes -	
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UNIT 1.4: Role and Responsibilities

-Unit Objectives $|rac{arphi}{|}|$



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

- 1. Explain the role and responsibility of a Counter Sales Executive
- 2. List the personal attributes of a professional Counter Sales Executive
- 3. List the various skills expected of a professional Counter Sales Executive



 Ask the students what they understand by job roles, have they observed the various roles of staff working in the fast food outlet or food courts in the malls



- There are many duties and responsibilities undertaken by the Counter Sales Executive
- Counter Sales Exective not only greet the customers but also helps in explaining the food items to the guest along with various special offers and promotions.
- They not only take and serve food and beverage orders but also enter the order in Point of Sale (POS) system integrated in computer system, generate bills/invioce and collect the payment for processing.
- Counter Sales Exective works in close coordination with the kitchen staff and informs guest about the wait time and informs kitchen about orders.
- Counter Sales Exective aslo helps in maintaining the work flow and handle various guest queries and complaints.

Explain



Though different food and beverage establishments have different service designs and service formats which may mean that in different organizations the responsibilities may vary slightly, yet some of the common and core responsibilities are as follows:

- Welcome and greets guests Seat them and present them with the menu
- Serve water and other standard items as per service design
- Assist guest in selecting food and beverage items by providing necessary information and suggestion
- Take food and beverage orders from the guest, note any special instructions
- Inform kitchen manually or through a point of Sale system of the order, include special instructions received from the guest
- Pick-up the order from the pick-up point
- Serve the food and beverage items ordered
- Attend to guest needs during the entire service experience
- Clear tables, clean and replenish items as per requirement

Prepare and present the invoice (bill/check) to the guest, collect payment, issue receipts, return the change collect feedback from the guest on the experience

- Communicate to the guest and provide assistance with their queries, also handle complaints and special requests
- Coordinate with kitchen staff, bar staff, cashier and others to ensure smooth operation and guest satisfaction
- Prepare for service prior to opening, by carrying out cleaning tasks, arranging furniture, stacking equipment, supplies, achieving service layout, etc.
- Collect necessary information on special items, menu, other important aspects impacting service
- Adhere to organizational grooming and appearance standards consistently
- Explain the attributes of a Counter Sales Executive

-Notes for Facilitation 🗐



- Counter sales executive should possess the professional skills such as customer service skills, food handling skills along with the right understanding of taking orders and serving orders
- He should also possess the quality of a salesmanship as he is the one who handles the guest and informs him about the various available food items
- He should also be well versed in operating various computer
- Counter Sales Executive is a food handler so he should maintain the proper hygiene practices

-Notes		
	 	 · · · · · · · · · · · · · · · · · · ·

UNIT 1.5: Career Development

-Unit Objectives | ©



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

- 1. Explain what skills, attitudes and behavior is required for progression in the industry
- 2. Explain how one can acquire capabilities required to progress in the industry

- Ask



Students to think of any three qualities required to be a good food and beverage professional?

Resources to be Used



Pen, pencil, white board, white board marker, duster

Sav



· In counter sales restaurants it is expected from counter sales executive to carry out certain duties and responsibilities. They require a variety of skills and knowledge in order to operate effectively and efficiently for the smooth operation of the counter sales restaurants. To accomplish the task counter sales executive must require practical as well as theoretical knowledge of the operations. They are committed to provide quality service to the guest as any mistake done by them can lead to dissatisfaction among guest. They all work with a team spirit for the effective and smooth operation of the restaurant. For being a successful counter sales executive must possess the right attitude, knowledge and skills.

Explain



- It is very important for the counter sales executive to possess right attitude, skills and knowledge for being successful:
- a. Attitude: Counter sales executive must carry the positive attitude towards works and the customer. He should not only be servile but also anticipate the customer's need, for the same a careful watch should be kept on customers at all times during the service without staring. Care should always be taken when dealing with difficult customers. Customers should never be argued with as this will only aggravate the situation, but all complaints should be referred to someone in authority in the food service area. Self-motivated, optimism, confident, Integrity, commitment is very much required for Counter Sales Executive.
- b. Knowledge: Counter sales executive should have the proper knowledge about types of food and drinks offered in the menu along with the price, ingredients used and cooking method so that he can make the suggestions to the customer. Furthermore, they must know how to serve correctly each dish on the menu, what its accompaniments are and its appropriate garnish, and also how to serve various types of drink, in the correct glass and at the right temperature

- c. Skills: Skills are the expertise or talent needed in order to do a job or task. To be a successful Counter sales executive following skill are of utmost importance:
 - Taking customers order correctly
 - Safely handle food and beverages
 - Exceptional customers service
 - Time management
 - Hard skill such as -Ability to count money, Operating computer, safe food handling procedures
 - Soft skills such as good communication skills, customer service and many more

-Notes for Facilitation 🗐



• Tell students about the importance of attitude knowledge and skills required to be good counter sales executive



- List down the various personal and professional attributes required for Counter Sales Executive
- From the various attributes of a Counter Sales Executive, list down the attributes which you possess

-Notes			

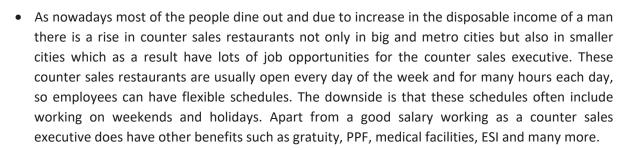
UNIT 1.6: Employment and Entitlements

-Unit Objectives 🦁

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

- 1. Explain various types of employment
- 2. Explain employee rights and entitlements in a job

Sav



Explain 🕎



- 1. Counter sales executive work under various terms of employment which are as below:
 - Types of employment
 - Contractual Employment
 - Salaried / Permanent employment
 - Part Time employment
 - Full Time employment
 - Internship
 - Apprenticeship
- 2. Explain various work shifts
 - Morning Shift
 - Afternoon shift
 - Night Shift
 - Broken / Break shift
- Salary and other entitlements such as PPF, ESI, Medical facilities, gratuity and many more
- Leaves such as Casual Leave, Medical leave, Work off, Compensatory off and many more

-Notes for Facilitation 🗐



 In brief explain the career growth of food and beverage service personnel. Also mention about the types of employment, working shifts, salary and other benefits

Exercise 2



- What is your career goal? Where do you want to be after 10 years from now?
- What is your plan to reach there?

Summarize



Table 1.6.1 Factors governing people's choice to dine outside are:

Price and budget	Familiarity/Consistency
Status	Portion sizes
Quality	Uniqueness
Occasion	Special offers and events
Distance or Proximity	Other patrons or customers
Loyalty	Critics' ratings and reviews

Key job responsibilities of Counter Sales Executive are as follows:

- 1. Prepare for service prior to opening by carrying out cleaning task, arranging furniture, stacking equipments, supplies, achieving service layout etc.
- 2. Greeting customers as per the time.
- 3. Taking orders from customers and note any special instruction
- 4. Assist customer in selecting Food and Beverage items by providing necessary information and suggestions
- 5. Inform in kitchen manually or through a Point of Sale system of the order, include special instruction received from the customer
- 6. Assisting customers with queries and providing solutions quickly.
- 7. Following up on orders to prevent delay and frustration.
- 8. Prepare and present the invoice/ bill to the customer, collect payment and issue receipts, and return change.
- 9. Collect feedback from the customer on his/her experience
- 10. Ensuring that each customer leaves the store satisfied.
- 11. Cleaning the customer area during quiet times to ensure a neat appearance.
- 12. Updating the product inventory.
- 13. Possessing excellent product knowledge to inform and increase sales.
- 14. Collecting necessary information on special items, menu and other aspects impacting service in the area
- 15. Adhere to organizational grooming and appearance standards consistently

-Notes =

-











2. Counter Service Establishments and Offerings

Unit 2.1 - Counter Sales and Services

Unit 2.2 - Product Knowledge - Beverages

Unit 2.3 - Product Knowledge - Food Items





Key Learning Outcomes 👸



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

- 1. List establishments that use counter service formats
- 2. List and explain common types of food and beverages served in counter service establishments
- 3. List various types of tea and coffee usually served in counter service establishments
- 4. List common types of salads and dressings
- 5. Identify various types of sandwiches commonly served in counter service establishments

UNIT 2.1: Counter Sales and Services

-Unit Objectives 🏻 🎯



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

- 1. List establishments that use counter service formats
- 2. List and explain common types of food and beverages served in counter service establishments

Ask



• Have you seen the type of service offered in Fast food outlets, kiosk and Food court?

Resources to be Used



- Carry various sample of fast food outlet such as Cafe Coffee Day or other fast food outlets to describe about them.
- Pen, pencil, white board, white board marker and duster



Counter service is food ordered by the customer at the counter and either picked up at the counter by the customer or delivered to the table by Counter Sales Restaurant staff. This service is provided in those places where food and drinks can either be eaten in the premises or taken away as packed food, The order is taken in a counter and delivered from the counter only, generally self service is undertaken however in some premises the Counter Sales Executive may serve the order on the table .Trays are used to serve food from the counter Following food and beverages items are being served in the counter sales food outlets:

Following food and beverages items are being served in the counter sales food outlets:

Beverages:

- Tea
- Coffee
- Other Non-Alcoholic beverages (Shakes, Smoothies, Juices, Flavoured drinks, Mocktails, etc.)
- Aerated water and fountain drinks

Food Items

- Ice-cream and sundaes
- Salads
- Sandwiches
- Fast food (Burgers, Hot-dogs, Fries, etc.)
- Bakery products (Muffins, Pastries, Twists, Cookies, etc.)
- Meals
- **Other snacks**

Explain 🕎



Counter service is food ordered by the customer at the counter and either picked up at the counter by the customer or delivered to the table by Counter Sales Restaurant staff. Counter sales and service executives must have a good knowledge about the food and beverages offered along with their processing methods along with good hygiene practices.

Counter sales are offered in the below mention food outlets:

- Quick Service Counter Sales Restaurants such as Fast food outlets
- Cafeterias
- **Food Court**
- Kiosk
- Drive Inn
- Snack bars
- Movie Theatres like PVR cinemas

Notes –			

UNIT 2.2: Product Knowledge - Beverages

-Unit Objectives 🏻 🏻 🌣



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

- 1. List various types of tea and coffee usually served in counter service establishments
- 2. Explain the various types of non-alcoholic beverages commonly served in counter service food and beverage establishments



• From counter sales Non-alcoholic beverages are being serve which often signify drinks that don't contain alcohol. There are various types of non-alcoholic beverage, which can be put under the following categories. Smoothies, juice, soda, milk, tea, coffee, shakes, mocktails are all an example of non-alcoholic beverages.

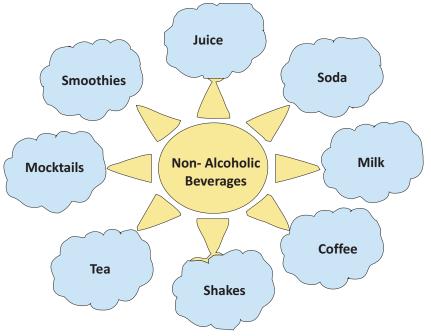


Fig 2.2.1 types of non-alcoholic beverages served from counter sales restaurant

-Explain



Non-alcoholic beverages are those beverages which quench thrust and can be refreshing, stimulating or nourishing.

Stimulating drinks after are - Tea, coffee, Energy drinks such as Red bull

Refreshing drinks after are – Soft drinks, Lemon Soda, Carbonated beverages

Nourishing drinks after are – Lassi, Bournvita, Horlicks, Ovaltine

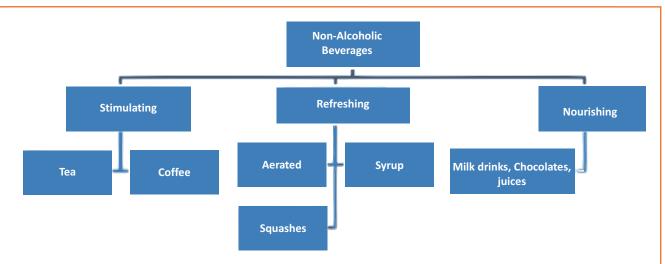


Fig 2.2.2 Classification of non-alcoholic beverages

- Types of tea are Black tea, white tea, green tea, yellow tea, oolong tea
- Types of coffee preparation are Espresso, cappuccino, café latte, café mocha, Americano and flat white
- Mocktails -Non-alcoholic mixed drinks are called mocktails; the term is derived as opposed to cocktails
 which are alcohol based mixed drinks. Example Fruit punch, Virgin Mojito, Shirley temple, Virgin Mary,
 Pina colada
- **Milk and dairy based drinks** This includes smoothies, flavored milk, buttermilk, lassi, milk shakes, etc. These may be sold bottled or made fresh.

Notes for Facilitation



- Ask students various types of non-alcoholic beverages
- Ask them to classify the non-alcoholic beverages as per stimulating, refreshing and nourishing beverages

Notes 📋			

UNIT 2.3: Product Knowledge - Food Items

-Unit Objectives 🏻 🏻 🌣



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

- 1. List various types of food items served in common counter service establishments
- 2. List various types of common salads and dressings
- 3. Identify various types of sandwiches commonly served in counter service establishments

-Ask (ask)



Have you seen the type of service offered in Fast food outlets, kiosk and Food court?

Resources to be Used | @



• Carry any three types of menu of counter sales outlet and show it to the students



• From counter sales convenience food are being served which can be prepared easily. These food items may be eaten in the premises or may be packed and take away.

Explain 🕎



Various food items served in counter sales are as follows:

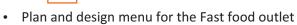
- Type of ice cream and ice cream preparations
- Type of salads with dressings such as Russian Salad, Caesar salad and many more
- Types of sandwiches such as Club Sandwich, Chicken Sandwich and many more
- Types of burgers and hot dogs such as Chicken burger, cheese burgers and many more
- Types of Pizzas such as Mini pizza, Vegetable pizza, Cheese burst pizza and many more
- Types of fried items such as Chicken fry, Chicken wings, French fries along with types of dips
- Types of pasta preparation such as white sauce pasta, red sauce pasta and many more
- Types of rolls and wrap such as Shawarma
- Types of bakery items like Brownies, cakes, pastries and tea cakes
- Meals like Chole Bhature, Rice with gravy and many more

-Notes for Facilitation 🗐



- You may ask the students types of beverages served in counter sales restaurants
- You may ask the students about the types of food items served in counter sales restaurants

Ask ask



• List down any five beverages and five food items served in Counter Sales Restaurants

-Notes =	











3. Single Point - Counter Service

Unit 3.1 - Single Point - Counter Service





Key Learning Outcomes 👸



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

- 1. Explain the various tasks undertaken by a Counter Sales Executive in common Food and Beverage Establishments
- 2. Explain the menu and offerings to the customer accurately
- 3. Handle special requests as per organizational standards
- 4. Describe how to take orders in professional manner
- 5. Ensure orders are served as per standards
- 6. Demonstrate how to do table clearance in a professional, safe and efficient manner
- 7. Ensure the counter is maintained as per standards
- 8. Handle complaints and receive feedback ensuring customer satisfaction

UNIT 3.1: Single Point - Counter Service

-Unit Objectives | ©



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

- 1. Explain the various tasks undertaken by a Counter Sales Executive in common Food and Beverage **Establishments**
- 2. Explain the various tasks undertaken by a Counter Sales Executive in common Food and Beverage
- 3. Establishments Explain the menu and offerings to the customer accurately
- 4. Handle special requests as per organizational standards
- 5. Describe how to take orders in a professional manner
- 6. Ensure orders are served as per standards
- 7. Demonstrate how to do table clearance in a professional, safe and efficient manner
- 8. Ensure the counter is maintained as per standards
- 9. Explain how to handle complaints and receive feedback to ensure customer satisfaction

Ask



Name any five food outlets where food and beverages are being served from the counter

Resources to be Used 💣



· Pen, pencil, White Board, White Board marker and Duster



• Counter service is food ordered by the customer at the counter and either picked up at the counter by the customer or delivered to the table by Counter Sales Restaurant staff or you can also say that Counter sales food outlets are the places where the food and beverages orders are taken in a counter and the same is served from the counter using tray. Convenience food which are easily prepared are served in these Counter Sales Restaurants

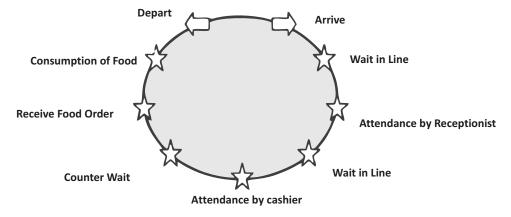


Fig 3.1.1 Service cycle in counter sales outlet

-Explain \mid 🍟



The role of a Counter Sale Executive in common 'Food and Beverage Establishments' can be divided mostly into three roles:

- 1. Greeting guest, Order taking and cashiering
- 2. Compiling the order and placing it on the pick-up counter or in trays
- 3. Clearing tables at customer seating

Order taking has the following important parts:

- 1. Being ready to serve the customer
- 2. Greeting the customers, managing the queue
- 3. Explaining offerings and taking the order
- 4. Operating the Point of Sale system to process the order and generate the invoice
- 5. Cashiering
- 6. Placing the order
- 7. Assembling and/or serving the order

Other roles include:

Dishing out the order and clearing tables



• Menu is pronounced as meh-nyoo .It is also known as Bill of fare, in other words you can say that menu is a list of all the food and beverages items listed on the card or display which a restaurant or any food outlet is offering to its customers . Price, description and portion size about the food items will also be mentioned in the counter sales restaurant menu.

-Explain \mid 🎇



Menu is divided into courses

- Starters or appetizers
- Main courses / Entrées
- Desserts

Menu is classified as A la Carte, Table d' hote, Kids Menu, Cyclic menu. In A la carte menu every dish is priced individually and customer needs to pay for only the food items he has purchased whereas Table d' hote is a fixed /limited menu and a customer needs to pay for all the items. In Counter Sales Restaurant menu is not too much elaborate and generally consists of convenience food items means those food which can be prepared easily in a less time. Menu in most of the counter sales restaurants is displayed above the counter or is printed in the paper placemats.

Offering the items from the menu to the guest

- Order taking will be done professionally, courteously and warmly
- Counter Sales Executive should be knowledgeable and will be able to make recommendations as per customer preferences
- Counter Sales Executive asks for the customer preferences for vegetarian or non-vegetarian food
- Counter Sales Executive asks for the guests' preferences of spicy or non-spicy food.
- Use the phrase "Would you like to order for vegetarian or non-vegetarian food?", "Would you like your food to be spicy or non-spicy?"
- Counter Sales Executive recommends items based on the preferences stated by the guest. "I would recommend you to try our _____ or ____ (based on guest preferences for taste and choice). and explain the dish, like the sauce, ingredients, method of cooking
- Counter Sales Executive should recommend not more than 2 items to narrow down the customer's opinion.
- Counter Sales Executive should make the customer feel that the dish is customized to his / her taste.

-Role Play



• Ask the students to group themselves as Counters Sale Executive and Customer, assign them the task to role play the situation of guest ordering food items to the Counter Sales Executive.

Say



• Order taking is one of the important job role of Counter Sales Executive. Be polite and couteous and smile while taking orders and always listen to the guest.

-Explain



Before taking order make sure that you must have thorough knowledge of all the food and beverage items listed in the menu along with their price, desricption, portion size, ingredients used and cooking methods along with the time taken to serve the food.

- Greet and welcome the cutomers
- Ask for their choice of orders from the menu displyed above the counter or from menu flyers
- Side by side punch the order in Point of Sale at the same time, the order is broken up into categories such as food, drinks, desserts, fries, café, etc.

- · Listen carefully while taking the order
- · Provide suggestions
- Always repeat the order so that if there are corrections in order that can be done.
- · Inform the waiting time
- · Punch all order in Point Sale
- Ask the customer Eat In or Take Out
- Tell the bill amount to the guest
- Collect money from the guest and return the change if any.
- Give bill and token number to the customer
- Ask the kitchen to provide the dishes ordered
- · Arrange the tray as per the order
- Assemble food and drinks on the tray as per ordered
- Call out the order for the customer to collect Example: Cheese burger with fries while handing them their food order (again this would clarify any mistakes when their order was taken) with a smile

.Tips | 🖳



- Make sure that all condiments are placed before serving food to the customer
- For take away orders gather the food bag and check to make sure all the food is in the bag. It is your responsibility that all the food is in the bag before handing it to the customer.

Clearance of the Table

- 1. Clear the dirty dinner plates, cutlery and trays from the table and place them on the dishwashing area for cleaning
- 2. Clear all the leftover food bowls on to the trays and place them on the dishwashing area for cleaning
- 3. Used sachets of ketchups, and sugar, paper napkins, straws to be collected in the tray and should be dumped in the dustbin
- 4. Clear empty glasses, and unused cutlery
- 5. Clean the table for the next guest

Other Job Roles of Counter Sales Executive

Cashiering-Working a cash register grants you certain responsibilities:

- You are responsible for having enough the correct amount of cash in your register by the end of your shift (meaning you are not short on money)
- You must greet a customer when they walk in the restaurant
- It's preferable to repeat the customer's order to verify the order is correct.
- You are responsible for giving the customer their complete order.

Money Handling- You are responsible for depositing your cash profits in the safe at the end of your shift. **Lobby clean-up-** Throughout the day, you will be asked to check the lobby.

This means:

- Sweeping (if necessary)
- Wiping down tables
- Returning dirty trays to the back
- Light Mopping (if necessary)
- Checking the trash cans (if they're full, change the bag). You are also responsible for restocking all the cups, condiments, lids, etc.



- List down the various job performed by the Counter Sales Executive
- List down the flow of Guest Service Cycle in a Counter Sales Restaurant
- Plan a menu for the counter sales restaurant

-Notes 📋	
Notes	
	











4. Operating Vending and Other Machines

Unit 4.1 - Vending and Other Machines





Key Learning Outcomes 👸



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

- 1. List various machines used in common counter service food establishment
- 2. Define the operating method of various machine used in a common counter service food establishment
- 3. Maintain the various machines as per standards and requirements
- 4. Maintain various stocks and records as per requirement

UNIT 4.1: Vending and Other Machines

-Unit Objectives 🏻 🎯



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

- 1. List various machines used in common counter service food establishment
- 2. Clean the various parts of the machine appropriately prior-to and after use
- 3. Operate the machine to deliver standard products
- 4. Maintain cleanliness and functioning of the machine as per maintenance and cleanliness schedule

Resources to be Used 🧬



• White board, marker, pen, pencil, duster

Ask



How many of you have used vending machine to dispense food or beverages and how was the experience?

Say 🔎



Vending machine also known as automated vending machines is intended to provide the users with a diverse range of products: snacks, beverages, pizzas, cupcakes, newspapers, tickets, etc. A vending machine dispenses a product to the users based on the amount of money inserted and selection of the product. It is commonly found in malls, shopping centres, airport, metro station, kiosk, food courts and counter sales Counter Sales Restaurants.

Explain 🕎



Food and Beverage Vending Machines are classified as:

- Dispense pre-packaged food and beverages such as soft drinks, chocolates, canned juices or bottled water
- Dispense food and beverages that are freshly served such as teause, in place of. Coffee and ice creams.



- Avoid using any bills with rips or tears since the machine may not accept them.
- · Check the coin chute before you order anything from the vending machine to see if there are any coins left over from the last person that used it.

Steps



Operating vending machine

Step 1: Find the price and code underneath the item you wish to buy. Look underneath the item you want to buy for the code and price. The code will either be a series of numbers, letters, or both that you type in to get the item. Each row will start with a different number or letter. The price is usually to the right of the code.

If the vending machine isn't transparent and only has images of the items, press the button for what you want. The price should appear on the screen next to the money slots or it will tell you that it's out of stock.

Step 2: Insert the correct amount of money for the item. Smooth out any bills that you're inserting into the machine first so they're wrinkle-free. Look at the sticker next to the bill slot to find the correct way to feed the bill in. If you're using coins, put them in the coin slot. The amount of money you feed into the machine should be listed on the machine's screen.

Step 3: Swipe your credit card if it's a newer machine. Newer models of vending machines also let you pay with a credit or debit card if you don't have any cash on you. Locate the credit card reader next to where you insert bills. Swipe your card to apply it towards your purchase

Step 4: Type in the code or press the button for your item. Double check the code for the item you want and put it in correctly. If you make a mistake, press the clear or cancel button on the keypad. If the machine you're using doesn't require a code, then just press the button for your item. Once the code is typed in, the machine will dispense your item so you can take it out. Some drink vending machines dispense the bottles in a canister on the side of the machine

Step 5: Check the coin chute for any change. Look for the coin chute below where you insert the money. If you put in more money than what your item cost, lift the flap and take your change

Tips



- Avoid using any bills with rips or tears since the machine may not accept them.
- Check the coin chute before you order anything from the vending machine to see if there are any coins left over from the last person that used it.

Do



If items get stuck in the vending machine

- 1. Open and close the door on the machine if the item is near the bottom. Push the flap open to create suction inside the machine. If your item is loose enough, the suction will pull it down so you can grab it.
- 2. Rock the machine to the side to try and knock your item down. Put your hands on the sides of the vending machine and grip it firmly. Push the machine slightly to one side and then let it drop. Anything that's loose or stuck should drop down to the bottom.
- 3. If you can't move the machine with your hands, try standing on one side of the machine and pushing your body weight into it.
- 4. Call the phone number listed on the machine to get a refund. Find the phone number next to where you insert money. If you can't get your item out of the machine, contact the vending company and let them know your issue so they can mail you a refund.



Avoid using the vending machine where items get stuck in the future so you don't keep losing money

Sav



It is very important to clean and upkeep the vending machine by the Counter sales Executives for the smooth operations of the vending machine and proper dispensing of food and beverages from it especially the coffee vending machines as it is used regularly and require proper cleanliness and maintenance.

Explain



Cleaning of Coffee Vending Machine

Daily

- · Always wipe down the steam wand after using it. You should also purge the wand before and after use. This will prevent obstructions from dry milk and buildup of bacteria.
- Flush the group head before each round of espressos: oils from the coffee and old grounds can add undesirable flavors to your shots.
- Keep your cleaning cloths fresh. Replace them two to three times a day. Make sure they're laundered at high temperatures and with detergent.

Get into the habit of cleaning your machine properly at the end of each day. The routine should include the following actions:

- Do a full backflush: scrub the group heads with a machine brush to loosen and remove coffee grounds, and then use the coffee machine detergent and blind filter. Repeat this until the water coming out is clear.
- Clean the steam wand: remove the tip and sit it in a mixture of warm water and detergent for 20 minutes.
- Clean the draining hose: this will help you avoid any clogs or buildup of coffee grounds that could block driptray drain lines.
- Make sure to clean the portafilters, filter basket, and drip tray



Test the product before dispensing the coffee to the customer and every one to two months, change the shower screens and porta filter baskets to prevent leaks between the portafilter and the group head.

Test the product before dispensing the coffee to the customer and every one to two months, change the shower screens and portal filter Once a year replace these small parts before they become a big problem:

- The steam and hot water valve or rings
- Shoulder bolt shims
- The expansion valve (this will prevent leaks and temperature loss in the tank)
- The anti-suction valves
- The brew actuator bearing
- The waste pipes
- The portalfilter baskets (this may not be necessary, but take the time to check each year) baskets to prevent leaks between the portalfilter and the group head.

-Ask ask



- List down the various types of vending machines.
- What are the various steps for cleaning coffee machine?

-Sav

Record Keeping by Counter Sales Executive

The Counter Sale Executive may have to keep records of the following:

- Time, one comes on shift and took over the counter and time when the person handed over to another and went off shift
- Replenishments made on vending machines
- Orders placed
- Malfunctions and subsequent action taken
- Complaints and feedback from customers
- Levels of consumption of various items on vending machines
- · Any items indented from the store/back office, this may include paper rolls, straws, tissues, condiments, etc.
- Imprest money kept in the cash register





Other Machines and Appliances

Apart from vending machine what various machines you have seen in the Counter Sales Restauarant.



Apart from vending machine there are various other equipment's required in Counter Sales Restaurant, list of the few equipment's are as below:

- Frver
- Griddle
- Refrigeration equipment
- Hood
- · Preparation table
- Sinks
- Shelving
- Blenders
- Popcorn machine
- · Point of sale
- · Packaging machine

-Explain 🕎



Points to be considered while using these equipment's:

- The equipment used must be clean and safe to use for hygiene purpose and to avoid any contamination
- Vegetarian and non-vegetarian foods are not be mixed or kept together to prevent cross contamination and guest complaints
- Always wear personal protective equipment like aprons, caps/hats, gloves, hard covered shoes for own safety and to reduce any risk.
- · Before using the equipment always check that the equipment should not have frayed or naked wires to prevent any electric shock
- · The electrical points should not be damaged and should be away from water and any flammable materials.
- Do not overload sockets.
- Ensure the equipment is used for authorized purposes only.
- · Only use microwave approved containers and materials for reheating food in microwaves. This also means no metal objects or pressurized objects to be kept in the microwave.
- Do not place items in closed containers in the microwave.
- Oil in fryers should be put up to safe and marked levels.
- The oil should be changed regularly as per schedule. Reheated oil has potentially dangerous consequences to be reused, and must be avoided.
- Blenders should always be used with their lid on and tightly secured. Place one hand on top of the lid to ensure it doesn't accidentally come off.
- The blender container should itself be tightly secured on to the base to ensure it does not come off during operation.
- All equipment must be cleaned-out and dried off at the end of shift.
- Appliances and machines must be switched off when not in use.

-Ask



- List down the various equipment's used in Counters Sales Restaurant along with their purpose
- · What points to be kept in mind while using the equipment's used in Counter Sales Restaurant

Notes for Facilitation



- · Tell students about various types of vending machines and other equipment's used in Counter Sales Restaurant
- Also familiarize the students with the usage of these equipment's

Notes |













5. Dealing with Invoicing and Payment

Unit 5.1 - Invoicing and Payment





Key Learning Outcomes 👸



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

- 1. Explain the applicable tax structure on food and beverage at restaurant
- 2. Explain how to operate a Point of Sale system
- 3. Demonstrate how to generate an invoice both from the Point of Sale and manually
- 4. Demonstrate how to present the bill to the guest
- 5. Explain to the guest the credit policy of the establishment
- 6. Explain to the guest whether rates are inclusive or exclusive of taxes.
- 7. Explain different methods of payments credit card, debit card, cheque, cash, online payment, sodhexo passes, letter of credit, post to room folio.
- 8. Process various forms of payments as per organisation procedures
- 9. Calculate bill amounts and deliver exact change to guests
- 10. Thank guests for gratuities in a polite and professional manner, while accepting gratuities

UNIT 5.1: Invoicing and Payment

Unit Objective | ©



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

- 1. Explain the applicable tax structure on food and beverage at restaurant
- 2. Explain how to operate a Point of Sale system
- 3. Demonstrate how to generate an invoice both from the Point of Sale and manually
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- 7. Explain different methods of payments credit card, debit card, cheque, cash, online payments, sodhexo passes, letter of credit, post to room folio.
- 8. Process various forms of payments as per organisation procedures
- 9. Calculate bill amounts and deliver exact change to guests
- 10. Thank guests for gratuities in a polite and professional manner, while accepting gratuities



Key terms one must know with respect to billing:

- · Service Charge: An additional charge for providing a service for which there is already a basic price fee listed. At a Counter Sales Restaurant or hotel service, it may involve an additional pre-fixed percentage of the bill, being added to the total bill, often in lieu of tips. This is at the discretion of the Counter Sales Restaurant. It is banned in some states of India.
- Service Tax: The amount of service charges a Counter Sales Restaurant levies is entirely at its own discretion. Typically, 10% is charged, and it is mentioned on the menu. The service tax rate is 14%, but since restaurants provide both goods and services, the Central Government provides an abatement of 60% on the service tax to be levied by them
- Tips/ Gratuity: (To Ensure Prompt Service) or gratuity (also called a tip) is a sum of money customarily given by a client or customer to certain service sector workers for the service they have performed, in addition to the basic price of the service. A fixed percentage service charge is sometimes added to bills in Counter Sales Restaurants and similar establishments
- Invoice: An invoice is specifically made to be used in a Counter Sales Restaurant setting. When asking for your bill after a meal in a Counter Sales Restaurant, an invoice is issued to the customer as means of telling them about the food they had ordered and how much they have to pay for it in total.



• The Counter Sale Executive should always thank the guest for gratuities and accept graciously or as follow establishment policy and procedure in case there is one.

Explain



- Different items mentioned on an invoice such as invoice number, date and time, name of the product along with description, total price with different types of taxes.
- Counter Sales Executive should be aware about the prevailing taxes.

-Ask



• Can you tell the ways by which customer can make a payment at Counter Sales Restaurant?



Customer can pay for the food and drinks purchased in Counter Sales Restaurants by various means such as Cash, Credit Card, Debit Card, vouchers, online payment or by using payment mobile app like Phonepe, Google Pay, BHIM UPI and others. Government is also focusing more on digital payment nowadays so Counter Sales Executive must know how to deal with all these types of payment modes.

Explain 🕎



· Nowadays customer has many options to pay apart from the cash. Payment through Debit cum International Card, Credit Card, online payment through various mobile application such as Phonepe, Paytm, Google Pay are very common now a days. Counter sales executive should know the right process of collecting payment by these modes.

Elaborate



Collecting payment

- Present the bill to the customer in the counter after collecting the payment
- If the customer is paying cash take the collect and count the money and supply change if necessary
- If the Guest is paying by card, offer to bring the card machine. Card transactions must always happen in front of the Guest.
- If a Guest finds an error on the bill, apologize and take the bill to fix it immediately.
- Guests may want to split the bill, or pay separately. If it is your establishment's policy to not split bills, ensure that you politely communicate this to Guests in advance.

Tips 🖳

Following points to be considered while collecting payment through credit card/ debit card:

- Credit/debit card number
- Credit card/debit card type (e.g. AMEX, VISA, MASTERCARD, etc.)
- Card-holders name as it appears on the credit/ debit card.
- Credit/debit card expiry date.

- Notes -









6. Handling Complaint and Issues

Unit 6.1 - Handling Complaint and Issues





Key Learning Outcomes 👸



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

- 1. Explain how to respond to customer requests appropriately in line with organizational standards
- 2. Explain how to respond on to customer complaints appropriately in line with organizational standards
- 3. Demonstrate how to deal with an angry customer effectively

UNIT 6.1: Handling Complaints and Issues

-Unit Objectives | @



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

- 1. Explain how to respond to customer requests appropriately in line with organizational standards
- 2. Explain how to respond on to customer complaints appropriately in line with organizational standards
- 3. Demonstrate how to deal with an angry customer effectively

Sav



- · One of the most important parts of giving great customer service is knowing how to deal effectively with customer complaints. Things are bound to go wrong once in a while, no matter how hard you try. Food gets burned, orders get forgotten in the middle of a dinner rush, or new servers simply forget their training.
- · No matter the reason for the complaint, your goal should be to send your guest home knowing that you value their comments and their business, and that the problem wasn't typical of your establishment. How you handle customer complaints will determine if the customer comes back to your Counter Sales Restaurant.

Explain



For dealing with various complaints please consider below points:

- Have a positive attitude.
- See the situation as a chance to improve your service.
- Do not take feedback personally.
- Use the Guest's name to show personalised service.
- Use positive words such as 'yes', 'absolutely' and 'certainly'.
- Avoid negative words such as 'unfortunately', 'problem' and 'no'.
- DO ask open-ended questions.
- DON'T ask closed-ended, yes-no questions.
- · You apologise if Guest is unhappy. You haven't admitted that your establishment has done anything wrong, but do acknowledge the Guest's dissatisfaction
- · You accept responsibility for the problem. You have admitted that there was a problem and that it was your fault.

-Elaborate



· It often happens that the customer gets very angry, unpleasant and loud, disturbing other customers. In this situation, customer needs to be taken into a different room where the conversation can be carried out in private. This type of incident is unfavourable for your establishment, since this customer can spread the word about their dissatisfaction.

Following the below steps may help in dealing complaints:

Apologize and be sorry: the first step is to apologize and be truly sorry for what happened. You must not be little the complaint since this humiliates the customer and sends them a message that they're lying.

- Listen when they are speaking, attention needs to be directed towards the customer. Stop doing what you're doing (sends a message that nothing will distract you from solving the problem). Let the customer finish with presenting their problem and don't make premature conclusions.
- Take notes while the customer is presenting the problem, don't interrupt but take notes of what they're saying since this will later help you in responding and offering a solution (sends a message that the problem will be dealt with seriously and systematically).
- Repeat the problem when the customer is finished, briefly repeat the problem to make sure you have understood it correctly.
- Offer a solution if possible, offer a solution right away, two realistic options, without giving false promises or exaggerating. If not possible, give a firm promise that everything will be done to solve the problem in a satisfactory manner.
- Apologize and thank the customer the conversation must end with a repeat apology and a thank you to the customer for warning you about the problem. This sends a message that the customer's opinion is appreciated.
- **Report to your superior** next step is reporting to your superior, agreeing about the solution, making a decision and following its progress.
- Report to the customer as the final step, you must inform the customer about what was done to solve the problem, instead of giving that task to a colleague. This sends a message that you took the problem seriously and personally made sure it was solved. This is personalized service.
- If it becomes evident that the complaint is a result of a systematic inappropriate procedure or of a permanent deficiency, actions must be taken to introduce new and improved procedures in order to keep the problem from repeating in the future

Elaborate



- Use the Guest's name
- Listen to the whole complaint there might be more than one problem
- Listen actively don't interrupt
- Confirm the complaint by repeating it back to the Guest
- Apologise and offer solutions
- In the case of food, keep both Guests' dishes warm
- Take ownership of the problem make sure it is resolved
- · Give the Guests feedback about time frames
- Follow up to ensure the Guest is satisfied



· Good food and happy customers are the key to success for any restaurant. That's why knowing how to handle customer complaints and deal with angry customers is integral to running a successful restaurant

Explain | 🚏



- Assume the customer had right to angry
- Let the person vent, if possible, take the person in private so that another guest may not get disturb

- Listen to the customer
- · Don't take the complaint personally
- · Speak with a soft tone of voice
- Express sympathy for the feelings
- Smile when you talk
- Use the customer's name
- Take responsibility
- Put the customer first, problem second
- Apologize
- Find a solution
- Take a few minutes for yourself
- Follow up

-Role Play 💆



• Handling an angry guest in the Counter Sales Restaurant

-Summarize | 🗏



1. Few key points to be kept in mind while resolving customer complaints:

- Apologize and be sorry
- Listen to the customer
- Take notes of the problem
- Repeat the problem to the customer
- Offer a solution to the customer
- · Apologize and thanks the customer
- Report to your superior if you can't handle the complaint
- Report to the customer

2. Dealing with angry or difficult customers:

- Assume the customer had right to angry
- Stay Calm
- · Let the person vent, if possible, take the person in private so that another guest may not get disturb
- Listen to the customer
- Don't take the complaint personally
- Speak with a soft tone of voice
- · Express sympathy for the feelings
- Smile when you talk
- Use the customer's name
- Take responsibility
- Put the customer first, problem second
- Apologize
- Find a solution
- Take a few minutes for yourself
- Follow up

− Notes 🗒 −−−−−
- Notes

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7. Communication with Customers and Colleagues

Unit 7.1 - Communication with Customers and Colleagues





Key Learning Outcomes 👸



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

- 1. Describe appropriate communication etiquette while working etiquette: e.g., do not use abusive language, use appropriate titles and terms of respect, do not eat or chew while talking (vice versa), etc.
- 2. Explain active listening skills while interacting with others at work
- 3. Explain the use of appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism
- 4. Explain the use of appropriate welcome phrases and gestures as per organization standards
- 5. Provide customer relevant information that makes their experience comfortable, safe and enjoyable

UNIT 7.1: Communication with Customers and Colleagues

- Unit Ojectivice | 6



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

- 1. Describe appropriate communication etiquette while working etiquette: e.g., do not use abusive language, use appropriate titles and terms of respect, do not eat or chew while talking (vice versa), etc.
- 2. Explain active listening skills while interacting with others at work
- 3. Explain the use of appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism
- 4. Explain the use of appropriate welcome phrases and gestures as per organization standards
- 5. Provide customer relevant information that makes their experience comfortable, safe and enjoyable



- What do you understand by the term communication
- Do you think communication is important for Counter Sales Executive?



- Communication is a process of exchanging verbal and non-verbal messages and it is a continuous process. Pre-requisite of communication is a message.
- · This message must be conveyed to the recipient using a medium. It is essential that the recipient must understand the message in same terms as intended by the sender. He/she must respond within a time frame, communicating receipt of the message. Therefore, communication is a two-way process. Communication is incomplete without feedback from the recipient to the sender on how well the message is understood by him or her.

Explain



• Communication is the process by which we exchange meanings, facts, ideas, opinions or emotions with other people. The word communicate has been derived from the Latin word "Communicare" which means to share or to participate.

Two way communication-process, elements of communication

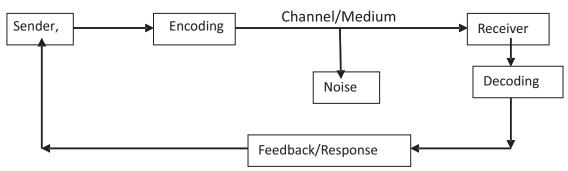


Fig 7.1.1 Flow of communication

- **I. Sender:** (Source) is the originator of the idea which will be passed across as a message influenced by stimulus (thing that rouses to activity) that triggers the source to present the message.
- **ii. Encoding:** The message is converted into a suitable form for transmission. The medium of transmission will determine the form of communication, spoken or written.
- **iii. Channel/Medium:** Medium through which message is communicated. It depends on your message, audience location, need of speed and formality required.
- iv. Noise: While being transmitted through the desired medium, communication can be disrupted by noise.
- v. Receiver: The person for whom the message is intended. He is the desired audience.
- vi. Decoding: The message which is in coded form is interpreted for its content to understand the meaning.
- vii. Feedback: Response of the receiver to the message based on the meaning interpreted.

Explain



Communication Etiquette

Etiquette is a term that refers to the conventions and norms of social behavior. They are accepted codes of conduct with respect to interpersonal communication. Some example forms of etiquette with respect to communicating with others include:

- Looking into someone's eyes as you talk with them
- · Do not chew while communicating
- Not interrupting someone as they speak
- Avoiding negative expressions and feelings, such as swearing or an angry tone
- Not picking your nose as someone talks to you
- Showing up on time to a meeting or a date
- Being polite. For example, saying please and thank you as necessary
- Shaking one's hand when meeting them or saying goodbye

-Explain 🕎



Active Listening Skills at Workplace

Active listening is an important skill. However, when we communicate, we tend to spend far more energy considering what we are going to say than listening to the other person. Effective listening is vital for good verbal communication. There are a number of ways that you can ensure that you listen more effectively. These include:

- Be prepared to listen.
- Concentrate on the speaker, and not on how you are going to reply.
- Keep an open mind and avoid making judgements about the speaker.
- Concentrate on the main direction of the speaker's message. Try to understand broadly what they are trying to say overall, as well as the detail of the words that they are using.
- · Avoid distractions if at all possible. For example, if there is a lot of background noise, you might suggest that you go somewhere else to talk.
- Be objective.
- Do not be trying to think of your next question while the other person is giving information.
- Do not dwell on one or two points at the expense of others. Try to use the overall picture and all the information that you have.
- · Do not stereotype the speaker. Try not to let prejudices associated with, for example, gender, ethnicity, accent, social class, appearance or dress interfere with what is being said.

Common English Phrases to be used in Counter Sales Restaurant

Commonly used English phrases and words

Greetings/Salutation

- Good Morning
- Good Afternoon
- Good Evening
- Good Night
- Good Day
- Hello
- How are you?
- Have a Nice Day

When one meets a guest/fellow worker:

"Good Morning, Mr. Sood, how are you?"

"Good Afternoon, Vinod"

"Good Evening, Sir."

"Good Morning, Ma'am."

When one leaves:

"Good Night, Sir."

"Good Day, Ma'am"

"Have a nice day, Mr. Gupta"

"Bye, Rahul"

Summarize 🔎



- Communication is a process of exchanging verbal and non-verbal messages and it is a continuous process. Pre-requisite of communication is a message. This message must be conveyed to the recipient using a medium. It is essential that the recipient must understand the message in same terms as intended by the sender. He/she must respond within a time frame, communicating receipt of the message. Therefore, communication is a two-way process.
- Communication is incomplete without feedback from the recipient to the sender on how well the message is understood by him or her.

Tips | 🛈



Tips for becoming a better listener:

- Do not interrupt in between
- Listen to the speaker patiently and make notes
- Do not ask too many questions, ask that question which is very important
- Allow other also to speak

Characteristics of positive communication:

- Eye contact: demonstrates interest, shows sincerity
- Body posture: congruent body language will improve the significance of the message
- Gestures: appropriate gestures help to add emphasis
- Voice: a level, well-modulated tone is more convincing and acceptable
- Timing: use own judgment to maximize receptivity and impact
- Content: how, where and when one chooses to comment is probably more important than WHAT he/she

Tips for taking a telephone message:

- All telephone calls within 3 rings. A clearly spoken standardized greeting will be used at all times.
- All conversation should be in polite and courteous manner
- Make sure that there is no noise barriers
- Always smile while talking on the phone; the customer can sense it.
- No jargon to be used
- No caller will be kept on hold for longer than 15 seconds
- Never bang the telephone and let the guest first put the telephone.











8. Customer Orientation and Service

Unit 8.1 - Customer Service Principles





Key Learning Outcomes 👸

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

- $1. \ List \, principles \, of \, good \, customer \, service$
- $2. \ Explain \ customer \ service \ behaviour \ expected \ from \ servers \ in \ food \ establishments$

UNIT 8.1: Customer Service Principles

-Unit Objectives | ©



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

- 1. List principles of good customer service
- 2. Explain customer service behaviour expected from servers in food establishments

- Ask ask



Do you think in hotel industry customer service plays an important role to bring customers back?

Sav



The key to good customer service is building good relationships with your customers. Thanking the customer and promoting a positive, helpful and friendly environment will ensure they leave with a great impression. No matter how tasty your menu, customers won't come back if they have bad experiences with your customer service. A happy customer will return often and is likely to spend more.

To ensure you provide the best customer service:

- Know what your customers consider to be good customer service
- Take the time to find out customers' expectations
- Follow up on both positive and negative feedback you receive
- Ensure that you consider customer service in all aspects of your business
- · Continuously look for ways to improve the level of customer service you deliver

-Explain 🕎



You are in business to service the needs of customers, and you can only do that if you know what it is your customers want. When you truly listen to your customers, they let you know what they want and how you can provide them with good service. Never forget that the customer pays your salary and makes your job possible.

- 1. Be a Good Listener: Take the time to identify customer needs by asking questions and concentrating on what the customer is really saying. Listen to their words, the tone of voice, body language, and most importantly, how they feel. Beware of making assumptions, thinking you intuitively know what the customer wants.
- 2. Identify and Anticipate Needs: The more you know your customers, the better you become at anticipating their needs. Communicate regularly so that you are aware of problems or upcoming
- 3. Make Customers Feel Important and Appreciated: Treat them as individuals. Always use their name and find ways to compliment them, but be sincere. People value sincerity. It creates good feeling and trust. Customers are very sensitive and know whether or not you really care about them. Thank them every time you get a chance. Also remember be friendly with the customer but not over familiar.

- **4. Body Language Is Key:** Make sure that your body language conveys sincerity. Your words and actions should complement each other.
- **5. Understanding Is Crucial:** Help customers understand your systems. Your organization may have the world's best systems for getting things done, but if customers don't understand them, they can get confused, impatient and angry. Take time to explain how your systems work and how they simplify transactions. Be careful that your systems don't reduce the human element of your organization.
- **6. Appreciate the Power of "Yes":** Always look for ways to help your customers. When they have a request (as long as it is reasonable) tell them that you can do it. Figure out how afterward. Look for ways to make doing business with you easy. Always do what you say you are going to do.
- 7. Know How to Apologize: When something goes wrong, apologize. It's easy, and customers like it. The customer may not always be right, but the customer must always win. Deal with problems immediately and let customers know what you have done. Make it simple for customers to complain. Value their complaints. As much as we dislike it, it gives us an opportunity to improve. Even if customers are having a bad day, go out of your way to make them feel comfortable.
- **8. Give More Than Expected:** Make customers happy, think of ways to elevate yourself above the competition. Consider the following:
 - What can you give customers that they cannot get elsewhere?
 - What can you do to follow-up and thank people even when they don't buy?
 - What can you give customers that is totally unexpected?
- **9. Get Regular Feedback:** Encourage and welcome suggestions about how you could improve. There are several ways in which you can find out what customers think and feel about your services. Listen carefully to what they say. Check back regularly to see how things are going. Provide a method that invites constructive criticism, comments, and suggestions.
- **10. Treat Employees Well:** Employees are your internal customers and need a regular dose of appreciation. Thank them and find ways to let them know how important they are. Treat your employees with respect and chances are they will have a higher regard for customers. Appreciation stems from the top. Treating customers and employees well is equally important.

-Notes <u>□</u>			











9. Grooming, Conduct and Etiquette

Unit 9.1 - Grooming

Unit 9.2 - Code of Conduct and Etiquette

Unit 9.3 - Ethics and Discipline





Key Learning Outcomes 👸



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

- 1. Demonstrate how to dress appropriately to professional standards of personal presentation
- 2. Explain appropriate behavioural and etiquette standards while dealing with customers
- 3. Explain high ethical standards of practice
- 4. Demonstrate responsible and disciplined behaviours at the workplace

UNIT 9.1: Grooming

-Unit Objectives | ©



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

1. Dress appropriately to professional standards of personal

- Ask ask



• What is the importance of grooming for the Counter Sales Executive?



9.1.1 Grooming

Grooming is very important for Counter Sales Executive as it projects the image of the Counter Sales Restaurant. Skills, experience and qualifications are important, but so is our grooming. The act of grooming is to make yourself look neat and clean. Dirt and dirty practices make dinning unpleasant as well as unsafe.

Points to remember for maintaining of personal hygiene:

- A shower or bath should be taken daily.
- Always use either deodorant or talcum powder.
- Sufficient sleep (minimum 06 hours), and adequate healthy intake of food (more vegetable, less oil) and regular exercise will keep body healthy.
- Always trim nails and keep hands clean.
- Male should be clean-shaven with well-trimmed moustache.
- Wear clean uniforms.
- Daily wash your undergarments. Always wear clean undergarments.
- Hair must at all times be clean and well groomed.
- Always brush your teeth after eating breakfast, lunch, and dinner.
- These hygiene standards which have to be followed by every food and beverage professional:

- · · ·					
Bathe	Bathe every day before coming to the shift.				
	Shampoo hair regularly to avoid dandruff.				
Hair	Hair must be trimmed & clean all times.				
	Hair must not touch the face. Hair must not be greasy or oily.				
Face	Males should shave every day, before co ming to shift.				
	Moustache, if kept must be neatly trimmed.				
	Do not wear strong aftershave.				
	Ladies should wear only light make up. Excessive jewelry should be avoided				
	Do not use heavy perfumes. Fresh light cologne is preferable to strong ones				
Teeth	Brush your teeth immediately before coming to the shift.				
	Do not eat onion, garlic or smoke before your shift.				
	If you smoke, use mouth fresh.				
Hands	Always wash hands with soap, before shift.				
	Keep your nails short & clean.				
	Hands must always be clean, free of any stains or any skin breaks.				
Uniforms	Should be clean, laundered, ironed.				
	Change whenever it is visible soiled.				
	Change socks & undergarments every day.				
	Always carry a neat handkerchief.				
Feet	Must be washed regularly & toenails kept trimmed.				
Shoes	Wear comfortable closed toed shoes.				
	Shoes must be well polished				
	Do not wear high healed or open toed shoes.				
Cuts & Burns	Cuts & burns must be covered with correct dressing.				
	The dressing should always be in proper condition.				
Illness	Inform if you suspect or know that you are not physically fit.				
	<u> </u>				

-Explain 🏋



- The importance of grooming in hospitality industry lies in the fact that it is more than a profession; it is a lifestyle that requires personality, charm, enthusiasm, a caring attitude and pride.
- It is a demanding job that requires not only skills but also a personal commitment a lifestyle change. The elements of image excellence do not stop at clothing and grooming in the hospitality industry.
- A positive first impression goes beyond how we look (appearance) and what we do (body language) to the way we communicate and serve others.
- Therefore, regardless of your position in the organization whether you serve guests directly or serve those who serve the guests, you are in the business of customer satisfaction.
- It is also essential to make ourselves feel good and confident. If we feel good about ourselves, everything goes better.



• List down the various hygiene standards which have to be followed by every food and beverage professional

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- Notes 🗐 -	

UNIT 9.2: Code of Conduct and Etiquette

-Unit Objectives | 🎯 |



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

1. Explain behavioural and etiquette standards while dealing with customers



- The hotel and Counter Sales Restaurant business is a cocktail of showmanship, diplomacy and sociability. All F&B personnel are required to communicate effectively with manners and etiquette of a good host. Guest observes more than grooming & appearance. They observe how staff members carry themselves. Therefore, hotel staff must know about etiquette & manners & practice them. Courtesy enhances workflow & it is imperative for a good working environment.
- · Etiquette & manners enhances the ability to get along with those around you, making others feel comfortable & important. It enables us to present ourselves to our best advantage but one must remember that the world is changing & the rules must change as a result.

Do's and Don'ts inside the Counter Sales Restaurant

- · Attend to guest as soon as they enter the Counter Sales Restaurant addressing their name as it gives recognition. Pronounce name correctly.
- · Welcome and wish them as per the time of the day. E.g. (Good Afternoon Mr. Robert, Welcome to the Mac donald's)
- Help guests to be seated, provide extra cushions or special chairs for children.
- Do not overhear conversation.
- Avoid mannerisms such as touching the hair, scratching oneself, etc.
- Stand erect at all times A gentle bow at the time of service is permissible.
- Talk softly and politely
- Always wear smile on your face.
- Avoid arguments.
- Do not run inside the Counter Sales Restaurant.
- Do not make clusters inside the Counter Sales Restaurant.
- Avoid talking inside the Counter Sales Restaurant
- Carry pen in the trousers pockets and not behind ears or clipped in front of the jacket.
- Desist from chewing gum or beetle nut.
- Present the bill/check to the guest in the bill folder.
- Avoid soliciting for tips. Remove tips after guest have left.
- Lead guest to the clean tables only.
- Keep you working area neat and clean as guest is very observant
- Remember you may be in the view of a guest even when you are not directly interacting with him/her.
- While approaching to the guest, use words like "May I assist you" or May I help you Sir/ Madam"
- Enter and leave the Counter Sales Restaurant through the service entrance only
- After service always use words like, "Thank You, it's been a pleasure serving you. Please come again soon."

While Standing:

- While Standing to take an order or standing at the Counter Sales Restaurant door, stand erect at ease, but not in a casual manner.
- Weight balanced on both foot.
- Shoulders straight
- Chest out
- Stomach in
- Keep your hands on the sides or behind your back.
- Do not keep your hands in the pockets or on the hips
- Do not cross your arm across your chest
- Do not lean against walls, sideboards or on the hostess desk.
- Do not huddle together in bunches inside the Counter Sales Restaurant. There is always something to be done in your area, even when the guests are not there.
- Avoid turning your back to the guest whenever possible. While moving through a revolving door, generally whoever comes first leads the way.
- Make way for people with physical disabilities, old people, slow traveler & people with bulky packages.
- Maintain a steady pace & never stop or change once inside.
- Never gossip or discuss other customer issue infront of another customer

Thumb-rules for Staff at Counter Sales Restaurant:

- Never run nor walk very slowly.
- Never seat a guest at dirty or uncleared table.
- Never gather together in a group in the Counter Sales Restaurant, stand at your own station.
- Never let the glasses be empty.
- Never pick up a plate without first asking permission.
- Never serve a very hot dish without first warning the guest at least say "Excuse me."
- Never bend so much that you breath on the food.
- Never delay any order for the children, serve them first at the table.
- Never allow the hot food to cool down on the side board while you adjust the table. Steaming food must be served.
- Never make noise of your shoes.
- Never listen to guests talks, even when you cant help hearing it, pretend you have not heard.
- Never laugh at guests jokes. Even if they are addressed to you. At the most smile. But your lips should not open apart.
- Never vanish inside the kitchen for a long time.
- Never talk loudly & across the room. Don't even greet from a distance.
- Never accept an order if you are not sure whether the item is available or not. Also, never give a blunt "NO", instead say you will check with your supervisor. Never fail to ask guests preferences.
- Never keep a signed check with you, send it immediately to cashier.
- Never touch a guest or even his chair.
- Never expect the guest to ask for service, offer it by anticipating in advance. Don't be indifferent to them.
- Never put unused food in the soiled dish while clearing.
- Never stare at the walls, floor or ceiling. Look only to the tables and guests.
- Never carry any cutlery in open hands, carry it in a napkin or on a plate or salver.

- Never touch the rim of glasses.
- Never touch the bowls of spoon or tins of forks.
- Never argue with guests, not even with other service staff. Your job is to listen carefully and not to defend.
- Never hurry a guest to get the table cleared early.
- Never use the service cloth as a handkerchief. Don't put it in trouser pocket.
- Never fail to inform your colleague, if you are required to leave your station while the guest is being served.
- Never fail to ask the guest "How is the food."
- Never fail to treat all the guests as equally and respectfully as VIPs.
- Never let an unsatisfied guest to leave the Counter Sales Restaurant.
- Never fail to apologize even if the guest shows slightest sign of dissatisfaction.
- Never fail to take some immediate action upon the guest's complaint.
- Never fail to report every complaint serious or otherwise to your supervisor.
- Never report to work in unkept, unprofessional appearance.
- Never be unprepared for servicing the guest.
- Never ask any favors from the guest.
- Never pick up food without checking proper accompaniments & garnishes.
- Never load trays carelessly or too heavily.
- Never fail to light the guest's cigarettes.
- Never fail to thank a guest and say "Have a nice day".
- Never report to duty without shaving & a bath.
- Never handle a plate with your thumb in it.
- Never hold try or plates near your body.
- Never bring soiled plates in front of guests.
- Never put a spoon or straw in the guest's glass or cup. It is the guest's privilege.
- Never touch the bottle to the glass while pouring.
- Never count the tips in front of guests.
- Never move around for tips.
- Never be confused or unhelpful.
- Never crops in front of persons who are speaking, stop, say, "Excuse me" and cross and say "Thank You".
- Never use the wrong tool for the job, like a bottle opener to open a bottle and not table edge or knives or teeth.
- Never go too close at the back of another person with a loaded plate or tray. He may suddenly move in the wrong direction.

Tips on timing & honouring schedules: -

- Counter Sales Executive should always specify time that they expect to be taken while fulfilling guest requests or responding to a query.
- Guests are more important than staff or other work. They should always be given first priority.
- Orders must be served within standard time.
- In case an order is expected to take additional time, the service of food & beverages should be planned in such a way that the guest is kept waiting for the last duration.

While talking to guest: -

- Always smile while welcoming a guest in the Counter Sales Restaurant.
- Always give the guest full attention & do not say, "yes" until you completely understand what he is asking for. Always provide the guest with at least two alternatives while solving a problem.
- Never say "I don't know". Tell the guest you will find out for him & ensure him that he will be providing with correct information.
- Never argue with the guest, speak softly & clearly without any artificial accent.
- Never discuss negative views about the hotel or other staff with the guest.

If you are directly handling food, then follow these rules

- Always wash your hands before touching food, and always after coming from toilet.
- If you are suffering from any skin, nose, throat or stomach problem or trouble at work, tell your senior and don't handle food.
- Use waterproof dressings on cuts and sores and remember to keep those dressings clean.
- Be clean in yourself and in the clothes you wear.
- Don't smoke in a kitchen or dining room. And never cough or sneeze over food.
- Clean as you go in the kitchen, if anything gets spilled, wipe it immediately. See that all utensils are kept clean.
- Cover food, keep it clean, and serve it either cold or piping hot.
- Use tongs, spoons etc. when handling food, rather than your fingers.
- Always keep the lid on a dustbin.
- In Counter Sales Restaurants, remember that clean, fully equipped, well-lit, and airy conditions are required for maintenance of hygiene.

Etiquette for using counter sales restaurant equipment

- Learn how to operate the equipment properly.
- If it is empty and requires refilling, do so to avoid inconvenience to the next door.
- In case you have borrowed the equipment, return it to the initial user as soon as possible and in the same condition as received.
- Do not borrow equipment without prior permission.
- Use correct method and technique to use and carry Counter Sales Restaurant equipment.
- Do not rest foot sole against walls or Counter Sales Restaurant furniture.
- Do not bang the door of the sideboards.
- Do not carry trays peppermills and other such items under your arms when your hands are full.

Ask ask



What do you understand by the Body language?



Research shows that what we communicate to others is made up of 55% body language.

Explain 🖏



Your posture

- Good posture Standing up straight, with your shoulders back and chin up. Bad posture slouching, with your shoulders drooping, back curved and head down.
- **Eye contact.** You should always look Guests in the eye when you speak to them.
- Your expression. Smiling makes the Guest feel welcome, comfortable, and at ease. Frowning, or looking annoyed or bored, tells the Guest you don't want to be there.
- Your hands. Use an open palm when gesturing. Pointing is considered very rude and aggressive.
- Movement. Never run in the dining area. Also don't walk too slowly. Always stand aside for Guests.

-Notes			
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UNIT 9.3: Ethics and Discipline

-Unit Objectives | ©



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

- 1. Define Ethics
- 2. Demonstrate responsible and disciplined behaviours at the workplace



- · Workplace ethics are nothing but the rules and procedures that should be carried out in an office by the employer and the employees to maintain a professional company culture and to build a better relationship with their customers by providing better services.
- Workplace ethics plays an important role in company growth and development.

-Explain 🕎



Examples of Workplace ethics are:

- Loyalty
- Comradery
- Citizenship
- Trustworthiness
- Integrity
- Respect
- Caring
- Fairness
- Responsibility
- Accountability

- Elaborate



· Integrity means to be always honest and sincere under any circumstances. When any individual shows integrity in a professional environment and his work, it means that the person can be trusted as well as he is an honest man to rely on. The person who is honest and sincere always sustains for a longer duration in the company as compared to others.



- List at least 5 actions or practices one must follow in order to be groomed suitably for the workplace.
- Draw a picture of well-groomed Counter Sales Executive

Explain



Ethics Involve:

- Exemplary conduct
- Observe honesty & integrity while discharging duties and responsibilities.
- Impartial, fair, non-discriminatory toward everyone
- Provide correct and complete information and services
- Respect the client's assets and property and that of employees
- Protect confidential information
- Maintaining a safe and secure workplace

Integrity

- Integrity is sticking to your own personal code of conduct, being open and honest, having nothing to hide and stick to what you decide. Internal integrity is about being able to do the right thing, even if no one is looking and even if you will receive absolutely no credit for doing so.
- Doing the right thing, even though it may be the harder option, despite no one looking will really be a huge step towards ensuring that you live with integrity.

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10. Handling Different Customers

Unit 10.1 - Handling Different Customers





Key Learning Outcomes 👸



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

- 1. Practice serving various categories of guests as per their needs
- 2. Demonstrate how to deal effectively with different types of customers

UNIT 10.1: Handling Different Customers

-Unit Objectives | 🎯 |

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

- 1. Practice serving various categories of guests as per their needs
- 2. Demonstrate how to deal effectively with different types of customers

- Ask ask



• Have you seen any situation where the guest is annoy and complaining about the food

Sav



· Customers can behave differently in different situations and a good customer service professional will be equipped to handle different customers differently as per needs of the situation

-Explain 🕍



Every day customer service representatives face situations when what they say makes or breaks a service interaction. The following phrases should not be used because they anger and disappoint the customers.

- "I'm busy right now"
- "NO"
- "I don't know"
- "You want it by when?"
- "That's not my job/ that's not my department"
- · "Call me back"
- "That's not my fault"
- "You need to talk to my supervisor"

Elaborate



1. Tough or Aggressive Customer

- · Egoistic Impatient
- Harsh

How to adapt

- Listen, allow him/her to talk first
- Express your points clearly and as suggestions
- · Be courteous but firm

2. Uncertain Customer

- Non demanding
- Indecisive and unsure
- Evasive
- Seeks assurance

How to adapt

- Maintain Eye contact
- Break barriers, be friendly
- Listen
- Ask the right questions

3. Knowledgeable Customer

- Demanding
- · Technically sound
- Good knowledge about the product

How to adapt

- Satisfy his/her desire for detail
- Don't try to fool or evade

4. Friendly Customer

- Talkative
- Discusses a lot
- Warm & good natured

How to adapt

- Respond with Warmth and Hospitality
- Keep to Business

5. Angry or Irate Customer

- Impatient
- Argues
- Does not listen

How to adapt

- Be Assertive, In control and not angry
- Be polite and to the point
- Use Calm & Clear voice
- Don't give hollow promises
- Emphasize

6. Business like Customer

- Crisp and to the point
- Avoids waste of _me & Procrastination

How to adapt -

- Be crisp and to the point
- Avoid waste of time & Procrastination

Explain

Handling Different Customer Segments

The timid guest

Genuine interest and patient understanding will put this type of guest at ease. Even a comment on the
weather can make him feel at home whereas the aggressive guest must be handled in a courteous and
businesslike manner. Kindness and politeness can often change him into a steady and appreciative
customer.

The fussy guest

• This is one of the hardest guests to please. Try to stay one step ahead of him by learning the things that irritate him. Be sure to have everything just right, before serving the fussy guest. Remember all of the little things the fussy guest especially likes, even when they may seem peculiar to the average person.

Over-familiar guest

• Be courteous, dignified, and avoid long conversations. Stay away from the table, except when actual service is needed. Never try to give a wisecrack answer to a smart remark. You will only cheapen yourself and lower yourself to the same level as the rudeness of the guest.

The guest who is alone

• Don't call attention by asking if he is alone. Seat him where he can see what is going on. The guest may be lonely and want someone to talk to. Be friendly, but don't neglect other guests. With nobody to talk to, time seems long, so serve as quickly as possible. This could be your most critical guest.

Noisy trouble-maker guest

• Don't be drawn into arguments. Speak softly. Don't antagonize. Refuse to participate in criticism of management, the establishment, or other personnel.

Blind guest

• Seat blind people with a dog so that the dog will not be noticed. Never hover over blind customers. Always stand near enough to help if needed. Issue menus in Braille to the blind guest. Always make a blind customer feel appreciated and important.

Handling a challenging guest request

We will attempt to accommodate any reasonable request that a guest makes. Remember to answer always with a yes. No matter what a guest or colleague asks of you, or whether you can meet the demand or not, acknowledge the request and provide a positive attitude. When a guest asks for something we do not have or is difficult to provide, follow these basic steps:

- Listen carefully to what the guest is saying
- Begin with a positive attitude, empathize
- Ask questions when appropriate
- Offer options
- Let guest select solution
- Involve your manager

Demonstrate |



Approach the guest and ask politely if there is a problem:

- Excuse me, may I help you Mr. Rohit? (Listen with concern and empathy).
- Stay calm. And never argue with the customer
- Be aware of the customer's self-esteem. Show a personal interest in the problem, Try to use the guest name frequently.
- Tell the customer what can be the best done. Offer choices. Don't promise the impossible, and don't exceed your authority.
- Set an approximate time for completion of corrective actions. Be specific, but do not underestimate the amount of time it will take to resolve the problem.
- Monitor the progress of the corrective action done to resolve the customer complaint.
- Follow up. Even if the complaint was resolved by someone else, Contact the customer to ensure that the problem was resolved satisfactory.
- Counter Sales Executives should take corrective actions without any hesitation.

Apologizing and taking action as per issue:

- I'm so sorry (about this), Mr. Rohit.
- I'm terribly sorry (about this).
- Please accept (our / my) sincere apologies, Mr Rohit

For Complaints about the food:

- I'll change it right away.
- I'll speak to the chef, and see what we can do.
- Would you like your steak cooked a little more?
- Would you like to order something else instead?

About the service:

- I'll attend to it right away. / I'll look into the matter at once.
- I'll see about your order right away.
- Excuse me, Mr. Rohit. It will be about another (15) minutes for your chicken burger to get ready.
- Your food will be ready in about (10) minutes. (Apologize if there has been a delay.) Thank you for your patience.

About the air-conditioning:

- I'll turn the air-conditioning (down / up / off).
- Would you like to move to a warmer place / table?

About the table:

- I'm afraid all the tables (near the pool / lake view area) are already taken. I'll let you know as soon as when one is free.
- I'm sorry, but the restaurant is very full at the moment. This is the only table I can offer you.

Spillages and Breakages:

- Let me help you, Mr. Rohit. / Allow me, Mr. Rohit
- I'll fetch you a (towel / some water).
- I do apologize for the accident, Mr. Rohit. May I have it dry cleaned for you?

Role Play



• Ask the participants to handle the guest complaining about the food and also ask the participants to offer the solution.

Summarize



In service industry like hotel or restaurant, complaints go side by side. Whenever you would try to sell any product or service, you will find some people who may not become satisfied. In restaurant, people get angry or not fill happy for various reasons. Some common reasons are like not getting proper service by staffs, bad quality of food in restaurants etc. The basic golden rule of dealing with guest complaints, is don't be panic or offensive while guests complaint to you. Try to professionally deal all sorts of complaints. This is a great chance to show your professionalism. When dealing with complaints, use the STARS mantra: Sorry, Thanks, Act, Recover and Share.

- **Sorry.** Immediately apologize to the customer. No finger pointing, arguing or pushing blame onto another staff member.
- Thanks. Express gratitude to the customer for bringing the issue to the attention of your restaurant. Remember that a complaint is a fantastic opportunity to do some great public relations work.
- Act. Rectify the situation at once. If the food was not to the customer's liking offer to recook the dish or replace it with something else that the person would prefer.
- **Recover.** Offer the customer a small freebie, such as a dessert. This ensures that your customer feels that the mistake was not only rectified but that an effort is made to compensate for it. However, use your discretion with this because you don't want to positively reinforce complaint behaviour or make it seem as if you're bribing your guest.
- **Share.** Use the complaint as a learning opportunity for your staff. Make sure they're all, from kitchen staff to waitrons, fully aware of how to deal with complaints. Ensure that the manager is brought into the STARS process at some point so that customers believe they are being properly looked after.

_ Notes 🛗			
	 	 	
	 	 	
	 	 	









11. Health and Hygiene

Unit 11.1 - Health and Hygiene





Key Learning Outcomes 👸



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

- 1. Identify key aspects of health and hygiene as applicable to food workers
- 2. List common diseases and their causes
- 3. Explain various types of hygiene and its importance
- 4. List various steps to be taken for maintaining a hygienic food storage area

UNIT 11.1: Health and Hygiene

-Unit Objectives 🎯



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

- 1. Identify key aspects of health and hygiene as applicable to food workers
- 2. List common diseases and their causes
- 3. Explain various types of hygiene and its importance
- 4. List various steps to be taken for maintaining a hygienic food storage area

Ask (ask)



What do you mean by the term hygiene and how do you take care of the hygiene of your body?



Personal hygiene is how you care for your body. This practice includes bathing, washing your hands, brushing your teeth, and more. Every day, you come into contact with millions of outside germs and viruses. They can linger on your body which can make you sick. Personal hygiene practices can help you and the people around you prevent illnesses. They can also help you feel good about your appearance for any food handler especially for Counter Sales Executive it is very important to practice hygiene to keep yourself disease free and to prevent the harmful bacterias and viruses to spread.

Explain



- · Personal hygiene might be represented as the guideline of keeping up cleanliness and grooming the outer body. We have known about the significance of cleanliness for many years. Keeping up personal cleanliness is vital for some reasons like personal, social, wellbeing, mental or basically as a lifestyle.
- Keeping a decent standard of cleanliness prevents the spread of diseases. Awareness must be created among the people so that they realize the importance of personal hygiene. Washing hands, using hand sanitizers before you take food and after using the washroom, brushing your teeth twice a day, taking a bath every day are some of the most basic things you can do to maintain your personal hygiene

1. Various types of hygiene:

- Hand hygiene
- The issue
- Hands are the dirtiest part of the body because they touch many dirty things during the day. But this is not a problem. The problem is touching your eyes, nose, mouth or wounds with them. This allows unhealthy bacteria and microorganisms to get inside your body what may weaken your immunity or infect you with a disease.

Why you need hand hygiene?

• By maintaining your hands clean and hygienic, you reduce the number of unhealthy bacteria on the hands. The cleaner your hands are the lower the risk of getting a disease is.

How to maintain good hand hygiene?

• Wash your hands thoroughly with water and soap. Scrub the palm, between fingers, under fingernails and up until the wrist. When done, rinse your hands with clean running water and dry them out with a clean towel.

2. Nail hygiene

- The issue
- The nail needs regular maintenance because it accumulates dirt from possibly contaminated surfaces. This dirt may get inside you while eating food or touching your eyes. form an aesthetic point of view, the black line under the fingernails looks disgusting.
- Why you need nail hygiene?
- By maintaining your fingernails, you may reduce the risk of contamination when touching your mouth, eyes or nose.
- How to maintain your fingernails?
- Rinse the dirt buildup from under the fingernails, trim them with nail clippers or scissors and don't bite them.

3. Face Hygiene

The issue: Maintaining face hygiene means washing up your forehead, cheeks and eyes.

If you don't do that, the skin on the face ends up being covered with a layer of sweat and dust that clogs out the skin pores and decreases the skin's ability to breath. As a result, your face looks tired, dry and full of pimples.

Another poor face hygiene characteristic is eye discharge. This is an organic substance that accumulates on the eye during sleep which looks unattractive.

Why do you need to maintain your face hygiene?

Face washing prevents clogging out the pores on the skin and maintains your face fresh during the day. Reduces the chances to develop acne.

How to maintain your face hygiene?

Wash your face first in the morning to eliminate eye discharge accumulated during the night. Also, wash your face a couple of times during the day when you feel that the skin on the face becomes sweaty and dirty.

4. Oral hygiene

The issue

- Your mouth constantly breaks down food. Food residues stick to the teeth, on the surface of tongue and gums. These areas also have a high humidity level, which creates perfect environments for bacteria thriving in the mouth.
- The more bacteria in the mouth is the higher the chances to develop oral diseases like tooth decay, cavities, gingivitis, and bad breath.

Why do you need to maintain good oral hygiene?

• By maintaining good oral hygiene, you reduce the number of unhealthy bacteria in the mouth which prevents developing oral diseases.

How to maintain your oral hygiene?

- Brush your teeth at least two times per day, before bedtime and after waking up in the morning.
- Floss between your teeth.3. Use an antibacterial mouthwash.
- Use a tongue scraper or the toothbrush to clean the white coating from the surface of your tongue.
- Visit a dentist every 6 months for a check-up.

5. Body hygiene (skin care)

The issue

• The skin of the body constantly releases oils, sweat, and dead skin cells. These body discharges are the dirt that sticks up onto the inner side of your clothes generating bad body odor and developing scabies, pimple, and ringworms on the body.

Why to maintain body hygiene?

• By maintaining good body hygiene, you control the release of unpleasant body odors and prevent the chances of skin irritation by dead skin cells and sweat.

How to maintain your body hygiene?

- Shower, at least once per day or two, using soap.
- After taking a shower or bath dry out the body with a clean towel, wear clean underwear and fresh clothes.

6. Hair hygiene

The issue

The hair produces oil that aims to keep the hair smooth and healthy. However, the excessive release of hair oil accumulates dead skin cells and dandruff from the surface of the scalp. This makes the hair look dirty.

Why to maintain hair hygiene?

• Hair hygiene prevents releasing too much hair oil, washes away the dry skin and dead cells from the surface of the scalp. This makes your hair look clean, fresh and attractive.

How to maintain hair hygiene?

- Wash your hair with shampoo, once per day or two. While washing the hair, massage the shampoo into the scalp to eliminate the dead skin cells, excessive oil and dirt.
- When you're done rinse well with clear water and apply conditioner, if you want to make your hair smoother.

7. Ear hygiene

The issue

Ear wax accumulates in the ear canal. The ear wax in the canal attracts dust, looks embarrassing and leads to hearing loss.

Why to maintain ear hygiene?

• By cleaning the ear wax you maintain your ears clean and prevent hearing loss.

How to maintain ear hygiene?

- Clean the ear wax after showering or bathing. After showering, the wax is melted and can be easily removed from the ear.
- To remove the wax from the ear canal, use a cotton stick. Don't use it too often, though, as it tends to push the wax inside the ear tube. Use cotton sticks with caution.
- If the ear wax has plugged your ears and you lost hearing, consult a doctor.

8. Foot hygiene

The issue

• Wearing shoes, the whole day may encounter feet sweating. This releases an awful smell, develops fungal growth and scabies giving you an irritating feeling on the feet.

Why to maintain foot hygiene?

• By maintaining your feet clean you prevent the release of the awful odor and fungal growth.

How to maintain ear hygiene?

• Wash your feet with soap and air out your shoes if you experience excessive sweating in them.

9. Food hygiene

The issue

• One of the worst poisonings is food poisoning. You may get food poisoned after consuming expired foods, unwashed fruits, and vegetables or contaminated foods. These unhygienic foods may be carriers of unhealthy bacteria which, after getting inside your stomach, makes you throw up or feel weak.

Why to maintain food hygiene?

• To prevent yourself and your family members from getting food poisoned.

How to maintain ear hygiene?

Pay attention to the expiration date when you buy packed food, wash your food before consumption, store
food under appropriate temperature in the fridge and maintain the cleanliness in the place where you
handle and prepare food.

10. Respiratory hygiene

The issue

• During the cold and flu season, your coughs and sneezes may spread infectious microorganisms through the air, which may infect other people.

Why you need to be aware of respiratory hygiene?

Because, even if you cough or sneeze, you prevent infecting other people with your disease. Your coworker
and colleagues appreciate that you keep the virus to yourself. You'll be perceived as an educated and
cultural person.

How to maintain respiratory hygiene?

• Carry a cloth with you and cover your mouth whenever you feel the urge of sneezing or coughing. After that wash your hands with soap and water or use a hand sanitizer.

11. Sickness hygiene

The issue

If you don't feel well but continue visiting school or workplace you may spread germs that may infect your

Why should you be aware of sickness hygiene?

- Respecting your colleague's health and safety should be your main concern when you get sick.
- If you got sick, stay home and treat yourself.

How to maintain sickness hygiene?

As soon as you encounter the sickness, try to avoid participation in any social gatherings.

12. Clothes hygiene

The issue

You wear two layers of clothing.

· The internal layer clothes are underwear, pants, vest, and a T-shirt. These types of clothes are right next to your skin and which collects sweat and dead skin cells, which produces unpleasant odors.

Why to maintain your clothes clean?

· By wearing clean clothing, you reduce the chances when bacteria and dirt from the inner side of the clothe land on the skin of your body. This extends the time in which your body stays clean.

How to maintain your clothes clean?

- Change clothes for clean and fresh ones.
- · Use detergent to wash dirty clothes with stains, food, vomit, or with bad smell. After that, dry out the clothes and if possible, iron them. The high temperature kills most of the bacteria existing on the clothes. Infectious diseases can be prevented by breaking the chain of infection transmission
- There are rules relating to hygiene which must always be followed when working with food, because unhygienic practices can spread bacteria and cause illness. Bacteria are invisible organisms. We find bacteria everywhere, and most of them are not harmful, but some bacteria - called pathogens - are harmful, as they cause illness. Bacteria are spread to food through cross-contamination. Bacteria are transferred by your hands, which pick up bacteria from things you touch.

This is why we need the following procedures in place to prevent the spread of germs:

- a. Keep your body clean and hygienic.
- b. Wash your hands often.
- c. Keep waste storage areas away from food preparation areas.
- d. Regularly empty waste containers.

Elaborate |



Safe Handling of Food

- Proper Storage and Handling of Foods
- To keep food safe to eat it is important to follow these rules:
- Keep storage cupboards and other storage areas clean, cool and dry.
- Store foods in food containers only and not in containers that are used for other purposes. It is important not to store food in containers that have previously been used for chemicals and other harmful materials.

- Keep food covered while it is being stored and keep it away from chemicals such as insecticides and household/industrial cleaners.
- Make sure that areas where food is prepared is thoroughly cleaned before starting preparation. Also, all pots, pans, equipment and tools such as knives, forks and spoons are clean before food is prepared. These should be cleaned again after preparation is over.
- When washing pots, pans, equipment and tools such as knives, forks and spoons use hot water for cleaning with soap or detergent, then rinse in clean water. Change washing and rinsing water often. All of these should then be wiped clean with a clean cloth.
- Fruits and vegetables must be washed in clean water before preparation for cooking. Fruits and vegetables that are to be eaten without being cooked should also always be washed first in clean water.
- Try and make sure the water used for cooking and washing is fresh and from a safe source.
- It is important to remember that people, insects and other items can make clean things dirty again. Even though they still look clean. Therefore, it is important for everyone to:
- Keep insects, pests, animals, birds, dust and fumes away from food. For this food should be covered. Carry out regular cleaning and pest control activities.
- Wash their hands with soap and clean water before preparing or eating food.
- Avoid coughing or sneezing near food. Touching their nose, mouth, hair or anything likely to be dirty while preparing food.
- Avoid preparing food if they are sick or if they have wounds or sores on their hands. Anyone who is sick or has wounds and cannot avoid preparing food, should take extra care to work cleanly.
- Even in clean surroundings food will go bad over time. Food always has some bacteria on it and these will increase in number over time and cause spoilage or even illness.

The following is therefore important:

- Do not keep food too long. Throw it away if it looks or smells bad or spoiled. Use 'best by' dates for guidance.
- For food with labels carefully follow any storage instructions.
- Do not leave bits of food or crumbs, etc. around, as bacteria infects these and then can spread to the next lot of food to be prepared.

- Notes			











12. Employability & Entrepreneurship Skills

Unit 12.1 - Personal Strengths & Value Systems

Unit 12.2 - Digital Literacy: A Recap

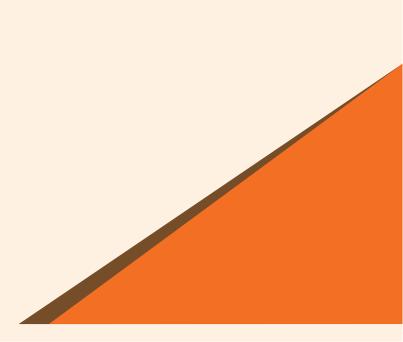
Unit 12.3 - Money Matters

Unit 12.4 - Preparing For Employment & Self Employment

Unit 12.5 - Understanding Entrepreneurship

Unit 12.6 - 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 12.1: Personal Strengths & Value Systems

Key Learning Outcomes



At the end of this module, students 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 12.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | 6



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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of 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?

Sav



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?



- 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.



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?

Sav



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

Do



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

Summarize | **是**



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

Ask



Discuss:

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

Say



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

Activity



Health Standard Checklist: Hygiene

Say



- 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.

Do



- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise...
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- 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 | **2**



• 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



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

UNIT 12.1.2: Safety

Unit Objectives



At the end of this unit, students 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?

Say



• 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 12.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

- Unit Objectives 🏻 🎯



At the end of this unit, students 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.

Say



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

Team Activity



Tower building

Each group which will create tower using the old newspapers.

Do



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

Ask



- · 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.



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

Summarize | **2**



• 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 12.1.4: Honesty & Work Ethics

Unit Objectives | @



At the end of this unit, students 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
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say



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

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

Summarize **E**



- 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 12.1.5: Creativity and Innovation

Unit Objectives



At the end of this unit, students 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, students 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 students and Pavithra a Class 9 students 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-youngindians/20151208.htm

- Ask lask



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

Sav



- 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 | 2



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

Notes for Facilitation



• Source for stories on innovations:

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

UNIT 12.1.6: Time Management

- Unit Objectives



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

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

Resources to be Used



· Participant Handbook

Ask



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 \(\bigsip



• 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?

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.

• Category 2: Not Urgent/Important

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

Category 3: Urgent/Not Important

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

Category 4: Not Important and Not Urgent

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- · Building relationship
- Personal commitments

1

2

3

4

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

1 2
3 4
URGENT/ NOT IMPORTANT
NOT URGENT/ IMPORTANT

Do 🗸

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

Say



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 students 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 12.1.7: Anger Management

-Unit Objectives 🏻 🎯



At the end of this unit, students 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?



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

Do



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

- Activity



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

Ask



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

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 2



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say



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

Do



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

Ask



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 12.1.8: Stress Management: What is stress?

Unit Objectives



At the end of this unit, students 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.

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do



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

Scenario 5

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

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

Say



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.

otes 🛗			

UNIT 12.2: Digital Literacy: A Recap

Key Learning Outcomes



At the end of this module, you 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 12.2.1: Computer and Internet Basics: Basic Parts of a Computer

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with the required applications

Say



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

Explain



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

Ask



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

Say



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

Summarize | 🔁



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

Practical |

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

Do 🗸

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

UNIT 12.2.2: MS Office and Email: About MS Office

Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with MS Office

Ask



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

Say



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

-Explain



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

Ask



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

Say



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

Do 🔍

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

Demonstrate |



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

-Practical 🞇



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

–Summarize |



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

UNIT 12.2.3: E-Commerce

-Unit Objectives



At the end of this unit, students 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?



Give examples of e-commerce activities from Participant Handbook.

Team Activity



E-commerce examples

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

Say



- 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.

Ask



- 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?



- 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 📋 –			

UNIT 12.3: Money Matters

Key Learning Outcomes



At the end of this module, you 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 12.3.1: Personal Finance – Why to Save?

-Unit Objectives 🏻 🎯



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

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

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 at least 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?



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

-Ask



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

Say



- 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?

Say



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

-Unit Objectives 🛛 🎯



At the end of this unit, students 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?

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?

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

-Do

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

-Summarize 📜

Annual Income No. of Dependents



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.

ample Bank Account Opening form.	XXX Ban
Photograph	
SAVIN	G 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	

Detail of Assets	Owning Hou	se :	Y/N	Owning Farm :							
	Y/N No. of Anima	als :		Any other :							
Existing Bank	The or running .										
A/c. of family members /	Y / N If yes, No. of A/cs										
household											
Kisan Credit	Whether Eligible Y / N										
I request you to issue me a Rupay Card.											
				after satisfactory operation	n of my						
I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family											
				ber from the household							
the Bank in this re	•	nali abio	ie by the teri	ms and conditions stipul	lated by						
uic bank in this it	zgara.										
<u> </u>											
Declaration:											
I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions											
				and have understood the							
I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.											
accidio tilati i ilai	,										
Place:											
				Signature / LTI of App							
Place:											
Place: Date:											
Place: Date: Nomination: I want to nomination		Age	Date of	Signature / LTI of App	plicant case to						
Place: Date: Nomination: I want to nomin	nate as under		Birth in	Signature / LTI of App	plicant case to						
Place: Date: Nomination: I want to nomination	nate as under		Birth in case of	Person authorised in or receive the amoundeposit on behalf of	case to						
Place: Date: Nomination: I want to nomination	nate as under		Birth in	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of the of my						
Place: Date: Nomination: I want to nomination	nate as under		Birth in case of	Person authorised in or receive the amoundeposit on behalf of	case to t of the of my						
Place: Date: Nomination: I want to nomination	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of the of my						
Place: Date: Nomination: I want to nomination	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of the of my						
Place: Date: Nomination: I want to nomin Name of Nominee	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of the of my						
Place: Date: Nomination: I want to nomination	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of the of my						
Place: Date: Nomination: I want to nomin Name of Nominee	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event	case to t of i the of my						
Place: Date: Nomination: I want to nomin Name of Nominee Place:	nate as under		Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event /minor(s) death.	case to t of i the of my						
Place: Date: Nomination: I want to nomin Name of Nominee Place: Date: Witness(es)*	nate as under Relationship	Age	Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event /minor(s) death.	case to t of i the of my						
Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	nate as under Relationship	Age	Birth in case of	Person authorised in or receive the amoun deposit on behalf of nominee in the event /minor(s) death.	case to t of i the of my						

UNIT 12.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives



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

• Differentiate between fixed and variable costs

Resources to be Used



- Participant Handbook
- · Blank sheets of paper
- Pens

-Ask



- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

·Say



• Discuss: Fixed and Variable cost with examples.Let us do a small activity.

Team Activity



Identify the type of cost

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

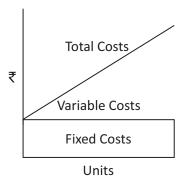
Do



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



- 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?



- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

-Summarize 📜



· Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

Notes for Facilitation



Answers for the activity - Identify the type of cost

Rent (Fixed) 1.

Telephone bill (Fixed) 2.

3. Electricity bill (Fixed)

(Fixed) 4. Machinery

Insurance (Fixed) 5.

Office supplies/Raw materials (Variable) 6.

7. **Employee salaries** (Fixed)

Commission percentage given to sales person for every unit sold (Variable) 8.

9. Credit card fees (Variable)

10. Vendor bills (Variable)

UNIT 12.3.4: Investments, Insurance and Taxes

-Unit Objectives 🏻 🎯



At the end of this unit, students 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.

-Sav



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.



We will have a quiz today.

Team Activity



The activity is a quiz.

Do



- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

·Summarize 🞏



Summarize the unit by discussing the key points and answering question

Notes for Facilitation



Questions for the quiz

1. What are bonds?

Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be burrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

6. What 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

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 12.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives



At the end of this unit, students 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.
- Discuss "Electronic Funds Transfer" from the Participant Handbook.



- 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 📋 –			

UNIT 12.4: Preparing for Employment & Self Employment

Key Learning Outcomes



At the end of this module, you 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 12.4.1: Interview Preparation: How to Prepare for an Interview?

-Unit Objectives



At the end of this unit, students 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.

-Ask



- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

Say



- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - Any work experience that you might have
 - A brief summary of your educational qualifications
 - Your strengths and achievements
 - Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - Detailed description of your family (unless you are specifically asked to do so)
 - Too much information about your weaknesses
 - Information that is not true

Do



- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

-Activity 2



Planning the right attire

Do



• Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize | 🔎



- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - The participants will get only one chance to create a good first impression.

UNIT 12.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

-Unit Objectives



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

Discuss the steps to create an effective Resume

Resources to be Used 🏻 🖑



- Participant Handbook
- Blank papers
- Pens

-Ask



- · When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?



- 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 988XXXXXV01, 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.

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 | 2



- 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

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 August 2010)
 - Responsible for cleanliness and maintenance of one floor in the hotel.
 - Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 12.4.3: Interview FAQs

-Unit Objectives 🏻 🎯



At the end of this unit, students 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 answer them.
- Tell them you will also explain the different ways to approach these questions.

Do



- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

-Role Play 🔽



Conduct 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?

Say



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?

Say



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."

Role Play 🥰

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 guestions.
- 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.



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 12.4.4: Work Readiness – Terms and Terminology

-Unit Objectives | ⑥



At the end of this unit, students 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?



· Let's start this unit with an activity.

Team Activity



Workplace terminology

This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do



- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say



- You all know guite 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 12.5: Understanding Entrepreneurship

Key Learning Outcomes



At the end of this module, you 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 12.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

-Unit Objectives 🏻 🎯



At the end of this unit, students 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.

Ask



- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?



- 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 12.5.2: Leadership and Teamwork

-Unit Objectives



At the end of this unit, students 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.



- 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.

Sav



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?



- 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 12.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives



At the end of this unit, students 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?



- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say



- 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 to or 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 students who was looking for a job after graduation.

-Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 - 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

·Summarize 🛭 💆



• Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 12.5.4: Problem Solving & Negotiation Skills

Unit Objectives



At the end of this unit, students 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?

Say



- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

-Ask



- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say



• Discuss how to solve problems as given in the Participant Handbook.

Team Activity



- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
- 1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
- 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
- 3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do



- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say



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.

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 atleast 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 12.5.5: Business Opportunity Identification: **Entrepreneurs and Opportunities**

-Unit Objectives



At the end of this unit, students 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?

Sav



- 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?

Do



- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

-Ask



De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

-Summarize 📜



- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 12.5.6: Entrepreneurship Support Eco-System

Unit Objectives | ©



At the end of this unit, students 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?

·Sav



- 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.

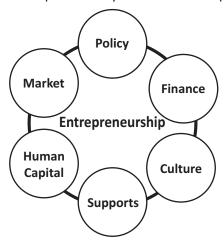
Do



- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



Ask



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



- 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 12.5.7: Risk Appetite & Resilience

Unit Objectives | @



At the end of this unit, students 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.



Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity



Risk Appetite

- · This is a group activity.
 - In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
 - Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
 - Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
 - What types of risk did both of them take?
 - What risk factors, do you think, did they keep in mind before launching their company?
 - Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask



- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

·Example | 🦃



Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

- 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 12.5.8: Success and Failures

- Unit Objectives



At the end of this unit, students 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.

Say



- 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.

Team 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 📋 –			

UNIT 12.6: Preparing to be an Entrepreneur

Key Learning Outcomes



At the end of this module, you 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 12.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives



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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

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?

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- · Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say



• 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

- 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.



- 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 12.6.2: Business Entity Concepts

- Unit Objectives 🏻 🎯



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

Recall basic business terminology

-Resources to be Used



Participant Handbook

Say



- 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

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 12.6.3: CRM & Networking

Unit Objectives | @



At the end of this unit, students 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?



- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

· Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity



Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?



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

Do



- Congratulate each group for the presentation/role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say



- 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 | 2



- 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 12.6.4: Business Plan: Why Set Goals?

Unit Objectives | @



At the end of this unit, students 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
- 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?



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

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN				
Executive Summary: What is your Mission Statement?				
Business Description: What is the nature of your business?				
Market Analysis: What is your target market?				
Organization and Management: What is your company's organizational structure?				
Service or Product Line: What is the lifecycle of your product/ service?				
Marketing and Sales: How will you advertise and sell your products?				
Funding Request: How much fund is required and from where?				

Say |



- 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
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize \2



- 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 12.6.5: Procedures and Formalities for Bank Finance

Unit Objectives



At the end of this unit, students 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

(in case of partnership firm)



- 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

16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 12.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

- Unit Objectives



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

• Discuss how to manage their own enterprise

-Resources to be Used



Participant Handbook

Ask



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say



Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say



- 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.

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize | 📜



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 12.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

- Unit Objectives



At the end of this unit, students 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.

Do



- Read out the guestions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize



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

Notes 📋 ——		
Notes 📃		







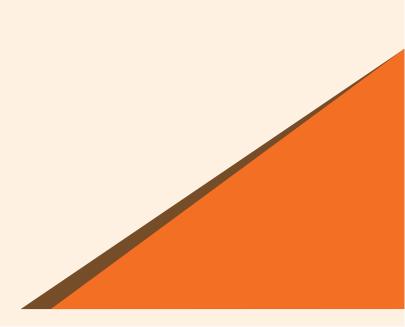




13. Annexures

Annexure I - Training Delivery Plan Annexure II - Assessment Criteria





Annexure I Training Delivery Plan

Training Delivery Plan							
Program Name:	Counter Sales Executive						
Qualification Pack Name & Ref. ID	Counter Sales Executive, THC/Q2903, Version 1.0						
Version No.	1.0	Version Update Date	01/09/2020				
Pre-requisites to Training (if any)	Preferable 12th Standard	d Passed					
Training Outcomes	 Receive customers a Process customer's a Apply relevant Custo Clean tables and cou Exhibit Proper etique Deal with customer p Follow Health, hygien 	orders omer service skills nters	issues				

S. No	Module Name	Session Name	Session objectives	NOS reference	Methodology	Training Tools/Aids	Duration
1	1 The Food and Beverage Industry	Icebreaker	Introduce each other Build rapport with fellow students and the facilitator	NA	Group Activity	Available objects such as paper, pencil, etc	Theory -2 hour Practical - 4 hour
		Objective of the Course	Explain the purpose and benefits of training program Describe the national occupation standards and qualification pack Explain tourism and hospitality industry Share success stories of the various candidates	NA	Facilitator-led- discussion	White board and Audio Visual	Theory -4 hour Practical - 4 hour
		Food and Beverage Establishments	•Explain the factors on the basis of which people	THC/N2907 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 8 hour Practical - 4 hour
		Role and Responsibility	List the personal attributes required for a	THC/N2907 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 4 hour
		Career Development	required for progression in the industry • Explain how one can acquire capabilities	THC/N2907 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour
		Employment and Entitlements		THC/N2907 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour

2	Counter Service Establishments and Offerings	Counter Sales and Services	List establishments that use counter service formats Explain common types of food and beverages served in counter service establishments Show various types of food and beverages served	THC/N2907 PC7, PC8, PC9, PC10, KB2, KB3, KB4, KB5	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 4 hour Practical - 4 hours
		Product Knowledge - Beverages	Explain various types of beverages usually served in counter service establishments Explain various types of tea and coffee Practice serving different types of bevearges	THC/N2907 PC7, PC8, PC9, PC10, KB2, KB3, KB4, KB5	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 4 hour Practical - 12 hours
		Product Knowledge - Food Items	List various types of common food items served in counter service establishments List various types of common salads and dressings Elaborate the preparartion of various types of salads and dressings Show various types of sandwiches commonly served in counter service establishments Show various types of meals served in counter service establishments	THC/N2907 PC7, PC8, PC9, PC10, KB2, KB3, KB4, KB5	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 4 hour Practical - 12 hours
3	Single Point - Counter Service	Single Point - Counter Service	Explain the various tasks undertaken by a counter sales executive in common food and beverage establishments Explain the menu and offerings to the customer accurately	THC/N2907 PC11, PC12, PC13, PC14, KB6, KB7	Demonstration, Facilitator-led- discussion	White board and Audio Visual, Different types of menu samples	Theory - 2 hour Practical - 6 hours
		Order taking	Explain the handling procedure of special requests as per organizational standards Demonstrate how to take orders in a professional manner Demonstrate how to assemble the order in the tray Show how to serve orders as per standards	THC/N2907 PC11, PC12, PC13, PC14, KB6, KB7	Demonstration, Facilitator-led- discussion	White board and Audio Visual, KOT, menu card, order pad	Theory - 2 hour Practical - 12 hours
		Table clearance	Demonstrate table clearance procedure in a professional, safe, and efficient manner Operate point of sale system to process order and generate the invoice	THC/N2907 PC11, PC12, PC13, PC14, KB6, KB7	Demonstration, Facilitator-led- discussion	White board and Audio Visual, cleaning duster, tray	Practical - 12 hours

4	Operating Vending and Other Machines	Operating Vending and Other Machines	in counetr service establishments List various machines used in counter service food establishment Demonstrate the cleaning procedure of various parts of the machine appropriately prior-to and after use	THC/N2908 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, KB1, KB2, KB3, KB4, KB5, KB6	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 2 hour Practical - 8 hours
5	Dealing with invoicing and payment	Invoicing and Payment	to food and beverage at the restaurant Operate a Point of Sale system	THC/N2909 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC13, KB3, KB4, KB5, KB6,	Facilitator-led- discussion	White board and Audio Visual, invoice sample,	Theory- 2 hour Practical - 20 hour
6	Handling complaint and issues	Handling Complaint and Issues	Explain the points to be considered while resolving complaints and disputes Respond to customer requests appropriately in line with organizational standards Respond to customer complaints appropriately in line with organizational standards Deal with an angry customer effectively	THC/N2909 PC10, PC11, PC 12, PC13, PC14, PC15, PC16, PC17, PC18, KB1, KB2, KB3, KB4, KB5	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 8 hour
7	Communication with customers and colleagues	Communication with Customers and Colleagues	Explain communication and its types Demonstrate effective communication skills and its importance Explain the communication process and its barriers Display appropriate communication Display active listening skills while interacting with others at work Use appropriate tone, pitch and language to convey politeness Use appropriate welcome phrases and gestures as per organization standards Provide customer relevant information that makes their experience comfortable, safe and enjoyable	THC/N9901 PC1, PC2, PC3, PC4, PC8, PC9, PC12, PC14, PC15, PC19, PC20, PC22, PC23, PC24, PC25, PC26, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 8 hour

8	Customer orientation and service	Customer Service Principles	List principles of good customer service Demonstrate customer service behaviour expected from servers in food establishments	THC/N9902 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC10, PC11, PC12, PC15, PC16, PC17, PC18, PC 19, PC20, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour Practical - 4 hour
9	Grooming, Conduct and Etiquette	Grooming	Explain the importance of grooming in the hospitality industry Dress appropriately to professional standards of personal	THC/N9903 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC15, PC17, KB1, KB2, KB3	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 4 hour
		Code of Conduct and Etiquette	Explain the code of conduct and etiquette to be followed Demonstrate the body language to be followed by the counter sales executive Follow appropriate behavioural and etiquette standards while dealing with customers	THC/N9903 PC11, PC12, PC13, PC14, PC18, PC19, PC20, PC21, PC22, PC23, KB4, KB5, KB6	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 8 hour
		Ethics and Discipline	Define ethics Differentiate between ethical and unethical behaviour Explain the consequences of the unethical or unprofessional behaviour Follow high ethical standards of practice Demonstrate responsible and disciplined behaviours at the workplace	THC/N9903 PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, KB7, KB8, KB9	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 8 hour
10	Handling different customers	Handling Different Customers	satisfaction	PC1, PC2, PC3, PC4,	Demonstration, Facilitator-led- discussion, Role Play	White board and Audio Visual	Theory- 2 hour Practical - 12 hour
11	Health and Hygiene	Health and Hygiene	Identify key aspects of health and hygiene as applicable to food workers List common diseases and their causes Explain various types of hygiene and its importance List various steps to be taken for maintaining a hygienic food storage area Demonstrate personal hygiene practices	THC/N9906 PC1, PC2, PC3, PC4, PA5, PC6, PC7, PC8, PC9, PC12, PC14, PC15, PC19, PC20, PC22, PC23, PC24, PC25	Demonstration, Facilitator-led- discussion	Demonstration, Facilitator-led- discussion	Theory- 2 hour Practical - 8 hours

Annexure II Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Counter Sales Executive	
Job Role	Counter Sales Executive
Qualification Pack	THC/Q2903
Sector Skill Council	Tourism and Hospitality

S.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 each PC.
2.	Each NOS will be assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria
5.	To pass the Qualification Pack, every trainee should score a minimum aggregate of 60%

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
	PC1. ensure the availability at the counter all the time		0.5	0.0	0.5
	PC2. receive and greet the customer promptly and appropriately in a professional manner as per organization's procedures		6.0	1.0	5.0
THC/N2907	PC3. apologize where delay in greeting and acknowledging customer is unavoidable		5.5	2.5	3.0
Receive customers	PC4. speak with customers in pleasant and polite voice	50	5.5	2.5	3.0
and take orders	PC5. present menu to the customer		2.0	0.5	1.5
orders	PC6. establish customer's food and beverage requirements quickly		2.0	1.0	1.0
	PC7. answer questions of the customer related to food and beverage purchase		2.0	1.0	1.0
	PC8. inform customers about any sale offers available at that point of time		6.0	1.0	5.0
	PC9. give advice about food content and menu choices		6.0	1.0	5.0
	PC10. assist customers by providing them ordering suggestions		3.5	0.5	3.0
	PC11. take food and beverage orders from the customer		3.5	0.5	3.0
	PC12. ask specifically about the requirements related to quantity and brand for their chosen food and beverages		2.0	0.5	1.5
	PC13. confirm the final order as per company's SOP		2.0	0.5	1.5
	PC14. give customer a order delivery time estimate		3.5	0.5	3.0
	POINTS		50	13.0	37.0
	TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
	PC1. enter customer's order into the computerized system wherever it is available		4.0	0.5	3.5
	PC2. generate the Kitchen Order Ticket [KOT] from the computerized system for each order received		4.0	0.5	3.5
	PC3. submit Kitchen Order Ticket [KOT] to kitchen		2.0	0.5	1.5
THC/N2908 Process customer order	PC4. inform kitchen about the customer's order by generating manual Kitchen Order Ticket [KOT] as per company's SOP wherever computerized system is not available	50	4.0	0.5	3.5
	PC5. pass on specific instructions to kitchen staff to customize the order as per customer's requirement		5.0	0.5	4.5
	PC6. serve ready-to-eat and consume food and drinks to the customer as per order		4.0	0.5	3.5
	PC7. operate vending machines such as coffee-makers, cold drink dispensers and serve customer as per the order		5.0	0.5	4.5
	PC8. refill vending machines at self- serving food centers		4.0	0.5	3.5
	PC9. put pre-cooked food items into oven / microwave and serve customer hot		5.0	0.5	4.5
	PC10. place the half cooked food / frozen items into the oven for doing the 'live baking' and serve customer fully baked product as per organizational SOP		5.0	0.5	4.5
	PC11. collect the prepared food from kitchen, garnish it and serve the customer as per organizational SOP		5.0	0.5	4.5
	PC12. package the food on customer's request as per organizational SOP		3.0	0.5	2.5
	POINTS		50	6.0	44.0
	TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
THC/N2909	PC1. generate electronic or manual bill for each order and give it to customer as per organizational SOP		2.5	0.5	2.0
Manage administrative	PC2. take cash, credit/debit card payments or food coupons and give out change and receipts	50	4.0	0.5	3.5
work	PC3. maintain the electronic or cash ledger record of each transaction as per organizational SOP		4.0	0.5	3.5

PC4. match total sales and cash re	eceived at the	2.5	0.5	2.0
PC5. submit the cash to the cashie authorized person at the end of the da		2.5	0.5	2.0
PC6. collect information about th materials and provisions requirement f	e supplies;	2.5	0.5	2.0
kitchen staff PC7. ensure sufficient inventory of materials and provisions in the kitchen		3.0	0.5	2.5
PC8. order and organize supplies; provisions and equipment in timely ma organizational SOP	materials;	3.0	0.5	2.5
PC9. ensure uninterrupted service customers	delivery to	3.0	0.5	2.5
PC10. ensure that all the electrical, civil infrastructure of the eatery place i condition		2.5	0.5	2.0
PC11. ensure the cleanliness, hygien ambiance of the eatery place	ne and	2.5	0.5	2.0
PC12. ensure the security of the ear	ery place	2.5	0.5	2.0
PC13. ensure proper display of food beverage items at the counter	and	2.5	0.5	2.0
PC14. handle point of sale promotion as per organizational SOP		2.5	0.5	2.0
PC15. increase the customer footfa the eatery to achieve the target sales		2.5	0.5	2.0
PC16. maintain all the records of da business as per organizational SOP		2.5	0.5	2.0
PC17. generate reports in the given per organizational SOP for apprising th management about customer footfall, conversions, trends in customer's liking	e sale	3.0	0.5	2.5
PC18. inform top management abo enquiries, comments and complaints		2.5	0.5	2.0
POINTS		50	9	41
TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
THC/N9901 Communicate	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
with customer and colleagues	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5
	PC5. communicate maintenance and repair		0.5	0.5	0.0

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
schedule proactively to the superior				
PC6. receive feedback on work standards		1.0	0.5	0.5
PC7. document the completed work schedule		1.0	0.5	0.5
and handover to the superior		1.0	0.5	0.5
PC8. exhibit trust, support and respect to all		1.5	0.5	1.0
the colleagues in the workplace				
PC9. aim to achieve smooth workflow		1.5	0.5	1.0
PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		53 1.5	0.5	1.0
PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
PC21. brief the customers clearly		0.5	0.5	0.0
PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
PC25. listen actively in a two way communication		1.5	0.5	1.0
PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
PC27. understand the customer expectations		1.5	0.5	1.0

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
correctly and provide the appropriate products and services				
PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
PC37. explain the terms and conditions clearly		3.0	0.5	2.5
POINTS		50	19	31
TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
	PC1. keep in mind the profiles of expected customers		2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
THC/N9902 Maintain	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
customer- centric service	PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.	50	2.5	0.5	2.0
orientation	PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.		2.5	0.5	2.0
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behaviour in service at all level		2.5	0.5	2.0

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
PC10. engage with customers without intruding on privacy		2.0	0.0	2.0
PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0
PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
PC15. ensure that customer expectations are met		2.5	0.5	2.0
PC16. learn to read customers' needs and wants		2.5	0.5	2.0
PC17. willingly accept and Implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.5	0.5	2.0
POINTS		50	10	40
TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival		0.5	0.0	0.5
THC/N9903	PC2. welcome the customers with a smile		0.5	0.0	0.5
Maintain standard of	PC3. ensure to maintain eye contact	50	0.5	0.0	0.5
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
etiquette	PC5. do not eat or chew while talking		0.5	0.0	0.5
and hospitable	PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5
conduct	PC7. ensure not to be too loud while talking		0.5	0.0	0.5
	PC8. maintain fair and high standards of practice		2.5	1.0	1.5
	PC9. ensure to offer transparent prices		2.0	0.5	1.5
	PC10. maintain proper books of accounts for payment due and received		2.0	0.5	1.5

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
PC11. answer the telephone quickly and respond back to mails faster		2.0	0.5	1.5
PC12. ensure not to argue with the customer		2.0	0.5	1.5
PC13. listen attentively and answer back politely	_	2.0	0.5	1.5
PC14. maintain personal integrity and ethical behaviour		2.5	1.0	1.5
PC15. dress professionally		2.0	0.5	1.5
PC16. deliver positive attitude to work	\neg	2.0	0.5	1.5
PC17. maintain well groomed personality	\neg	2.0	0.5	1.5
PC18. achieve punctuality and body language	\dashv	2.0	0.5	1.5
PC19. maintain the social and telephonic etiquette	\neg	2.0	0.5	1.5
PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5
PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
PC22. demonstrate responsible and disciplined behaviours at the workplace		2.0	0.5	1.5
PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5
PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5
PC25. use polite language		1.0	0.5	0.5
PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0
PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5
PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5
PC29. provide special attention to the customer at all time		1.5	0.5	1.0
PC30. achieve 100% customer satisfaction on a scal of standard	е	1.5	0.5	1.0
PC31. gain customer loyalty		1.5	0.5	1.0
PC32. enhance brand value of company		2.0	0.5	1.5
POINTS		50	14	36
TOTAL POINTS	<u> </u>			50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
THC/N9904	PC1. educate the tourists, employers and the				
Follow	colleagues at workplace on women rights and the	50	1.5	1.5	0.0
gender and	respect that is to be given to them				

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
age sensitive service practices	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0
	PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline		2.0	0.5	1.5
	PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.		2.0	0.5	1.5
	PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.		2.0	0.5	1.5
	PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment		2.0	0.5	1.5
	PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties		2.0	0.5	1.5
	PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged		2.0	0.5	1.5
	PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others		3.0	0.5	2.5
	PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds		3.0	0.5	2.5
	PC12. provide entertainment programs and events suited for the children tourists		2.0	0.5	1.5
	PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies		2.0	0.5	1.5
	PC14. arrange for transport and equipment as required by senior citizens		2.0	0.5	1.5
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as		2.0	0.5	1.5

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
men, more of formal training, advancement opportunities, better benefits, etc.				
PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5
PC20. motivate the women in the work place towards utilizing their skills		2.0	0.5	1.5
PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
POINTS		50	15	35
TOTAL POINTS				50

	Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
THC/N9906 Maintain	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	50	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
health and hygiene	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well		1.5	0.5	1.0
	PC8. ensure the workplace is provided with sufficient lighting		1.5	0.5	1.0

PC9. ensure clean work environment where food is stored, prepared, displayed and served PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc. PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids PC13. ensure to clean the store areas with appropriate materials and procedures PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal PC15. wash hands on a regular basis PC16. ensure to wash hands using suggested material such as soap PC17. wash the cups PC18. ensure to maintain personal hygiene of daily bath PC19. ensure to maintain dental hygiene in terms of brushing teeth every day PC20. ensure no cross contaminations of items such as linen PC21. report on personal health issues related to injury, food, air and infectious diseases PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes PC25. ensure to use single use tissue and dispose these tissues immediately PC26. coordinate for the provision of adequate clean drinking water PC27. ensure to get appropriate vaccines regularly PC28. ensure additionate and accordinate of the proposition of adequate clean drinking water PC27. ensure to get appropriate vaccines regularly PC28. coordinate for the provision of adequate clean drinking water		Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
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from people while sneezing or coughing PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes PC25. ensure to use single use tissue and dispose these tissues immediately PC26. coordinate for the provision of adequate clean drinking water PC27. ensure to get appropriate vaccines regularly 2.0 0.5 1.5 2.0 0.5 1.5 2.0 0.5 1.5		the risk of being spread to other people		1.5	0.5	1.0
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drinking water PC27. ensure to get appropriate vaccines regularly 2.0 0.5 1.5 2.0 0.5 1.5		these tissues immediately		2.0	0.5	1.5
PC27. ensure to get appropriate vaccines regularly 2.0 0.5 1.5		PC26. coordinate for the provision of adequate clean		2.0	0.5	1 5
		drinking water		2.0	0.5	1.5
DC29 avoid coming adultorated or content instead		PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
		PC28. avoid serving adulterated or contaminated		2.0	0.5	4.5
food 2.0 0.5 1.5				2.0	0.5	1.5
PC29. undergo preventive health check-ups at		PC29. undergo preventive health check-ups at		2.0	0.5	1.5
regular intervals 2.0 0.5 1.5				2.0	0.5	1.5
PC30 take prompt treatment from the doctor in				4 5	0.5	1.0
case of illness 1.5 0.5 1.0				1.5	0.5	1.0
PC31. have a general sense of hygiene and		PC31. have a general sense of hygiene and		1.0	٥٢	0.5
appreciation for cleanliness for the benefit of self and 1.0 0.5 0.5				1.0	0.5	U.5

Performance Criteria	Total Marks (400)	Out of	Theory	Skills Practical
the customers or local community				
POINTS		50	16	34
TOTAL POINTS			50	
GRAND TOTAL	400		101	299

Do



- 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.
- Explain that 101 marks are allotted for Theory and & 299 marks are allotted for Skills Practical.

Notes 🗐 ——		
Notes 📃		









Transforming the skill landscape



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