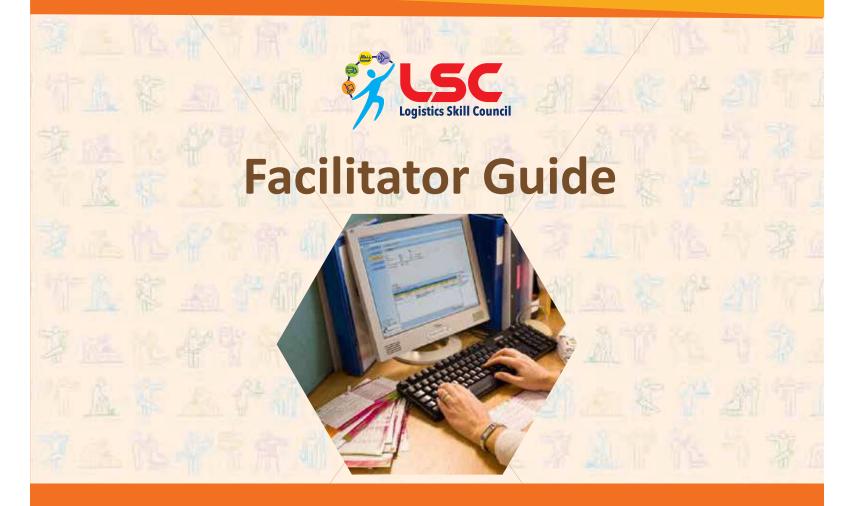


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Sector Logistics

Sub sector Warehousing Storage

Occupation Inventory Clerk

Reference ID: LSC/Q2108, Version 1.0 NSQF Level 3

Inventory Clerk

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Published by

Confederation of Indian Industry - Institute of Logistics Unit E, 10th Floor IIT Madras Research Park Kanagam Road Taramani, Chennai 600 113. Email: info@cii.in Website: www.ciilogistics.com

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Shri Narendra Modi Prime Minister of India

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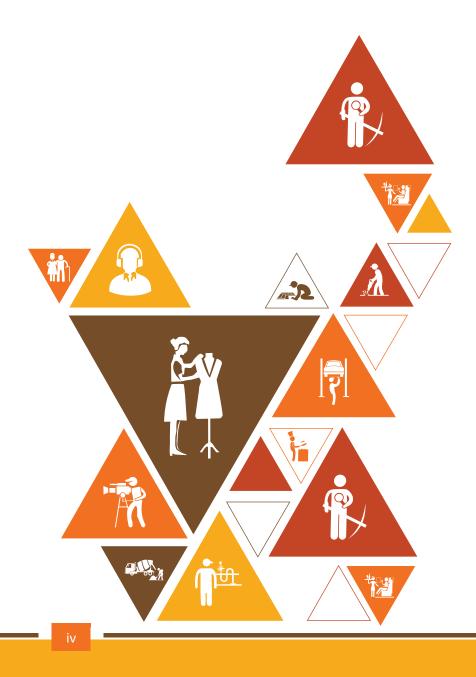
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Acknowledgements

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



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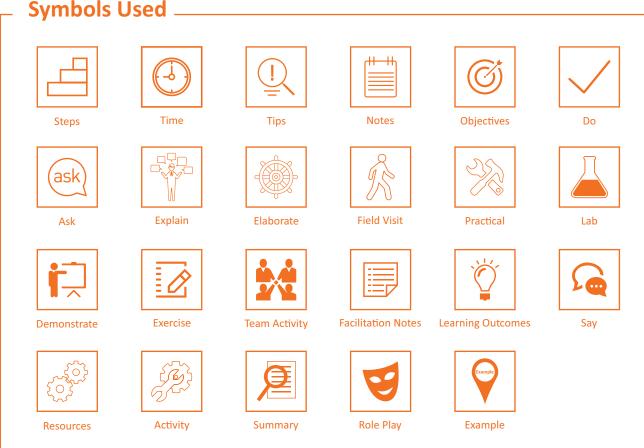
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About this Guide-

This Facilitator Guide is designed to enable training for the Inventory Clerk Qualification Pack (QP). It provides facilitators with the necessary knowledge relating to major topics in Warehouse and Inventory related activity. The book elaborates how facilitators interact with the participants and train them by understanding their needs and explaining all the key concepts pertaining to the job roles. Also it helps the facilitator to complete all the topics to the participants in timely fashion. This handbook also provides the latest information on current advancements in technology and its impact on the industry. Many modules have been revised to capture the diversity, varied perspectives, and current spirit of Warehousing.

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.



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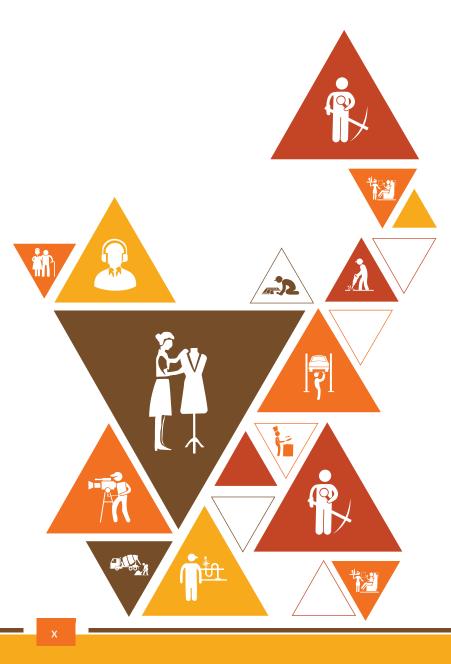
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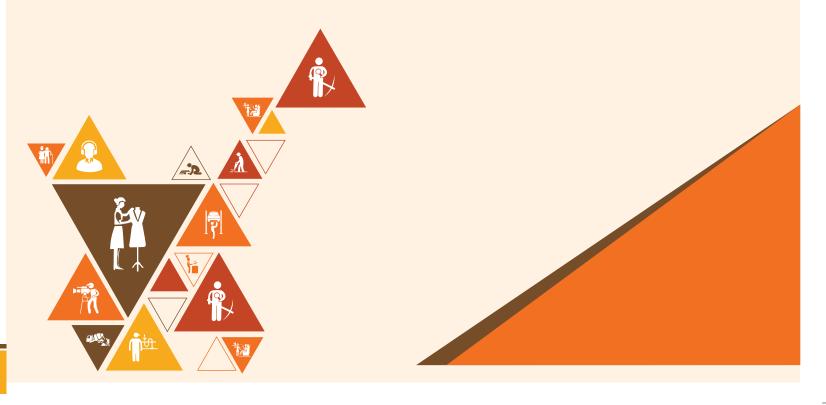


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1. Introduction

- Unit 1.1 Icebreaker and Introduction to Supply Chain Management
- Unit 1.2 About the Course
- Unit 1.3 Importance of Warehouse in Supply Chain
- Unit 1.4 Roles and Responsibilities of an Inventory Clerk



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Key Learning Outcomes

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

- 1. Discuss Supply Chain and Logistics Management
- 2. Explain different types of Inventory and its importance
- 3. Discuss Warehousing industry and job opportunities in it
- 4. Explain the various operations in warehouse and their importance in the effective logistics
- 5. Get knowledge about the logistics linkage in supply chain management
- 6. Describe the Expectations from an Inventory Clerk in his/her job role
- 7. Explain the various functions / operations of the warehouse
- 8. Define the inbound and outbound activities
- 9. Identify the major activities that are performed inside a warehouse

10. Get a clarity on the main roles of an Inventory Clerk

UNIT 1.1: Icebreaker

- Unit Objectives 🙆

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

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

- Resources to be used હ

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

Do

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

Sav Sav

• Thank the students for their participation.

- Notes for Facilitation 🗒

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

Unit 1.2 - About the Course

- Unit Objectives 🎯

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

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

Notes for Facilitation

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

Say

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UNIT 1.3: Importance of Warehouse in Supply Chain

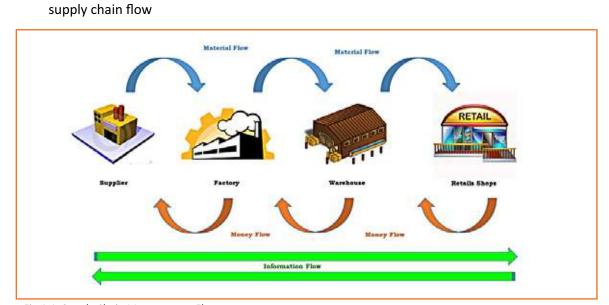
Unit Objectives 🧭

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

- 1. Discuss about various Inventory types and its importance
- 2. Explain the importance of a Warehouse in managing Supply Chain

The definition of Supply Chain and Logistics Management

- 3. Describe the various activities carried inside a warehouse
- 4. Explain the significance of policies and procedures



The movement of goods from supplier to the manufacturer to the customer is called as the

Fig 1.1: Supply Chain Management Flows

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

— —

Explain 🖺

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

– Ask

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

- Notes for Facilitation 🗐

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

7

Unit 1.4 - Roles and Responsibilities of an Inventory Clerk

Unit Objectives 🧭

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

- 1. Describe the roles and responsibility of an Inventory Clerk
- 2. Explain various work an Inventory Clerk will carry inside a warehouse

• Ask the students why Inventory record or update is important

• Ask the students in what way Inventory updation will help the organization

- Sav 🤦

Ask

- An inventory clerk is the person who keeps track of stock that moves in and out of a particular warehouse location
- Most of the inventory clerks work indoors inside the warehouse and some clerks may be responsible for receiving shipments on a loading dock. Typically, the majority of inventory clerks work regular business hours.
- An Inventory clerk is needs to be familiar with computer software, word, database and spreadsheet programs
- Inventory clerks must be detail-oriented. They need strong clerical skills to help them with their organizational and recording responsibilities.
- The clerk might work behind the scenes ordering supplies, or he might work with customers as part of his job. In either case, the clerk needs good communication skills.
- Not only does an inventory clerk count items on hand, but he also may be responsible for assigning a value to the property. His physical counts must match computer records.
- The inventory clerk may prepare reports for his supervisor relating to the inventory balance, shortages, defective items and price lists.
- The inventory clerk may be responsible for attaching price labels to merchandise or recording barcode information in the computer. Some inventory clerks are responsible for removing obsolete equipment from service and preparing it for disposal or sale.

- Notes for Facilitation 🗐

- You could ask the students what they know about the Inventory recordings
- Give students some tips for how to become a successful Inventory Clerk
- Give the students a brief overview of what all will be covered in the program

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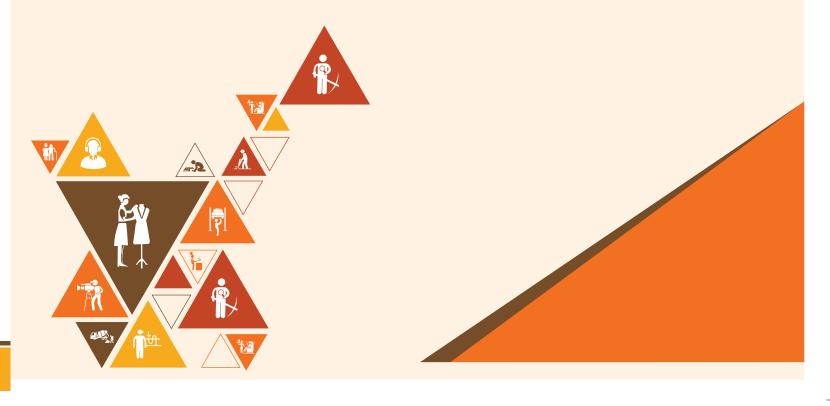


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2. Systems in Inventory Control

- Unit 2.1 Introduction Basics of Computer and its uses of Computers in Inventory Control System
- Unit 2.2 Introduction to Basics of Microsoft Excel
- Unit 2.3 Inventory Control



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Key Learning Outcomes

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

- 1. Recognize the basics of Computer systems
- 2. Explain the importance of Microsoft Excel in Inventory control
- 3. Explain the uses of computer in Inventory control system
- 4. Explain on working with basics of Microsoft excel
- 5. Explain how to create an inventory list in Microsoft excel
- 6. Describe the importance of Inventory for an organinsation
- 7. Describe the major activities that are performed inside a warehouse
- 8. Get a clarity on the main roles of an Inventory Clerk
- 9. Identify the different types of inventory
- 10. Explain the various inventory classifications techniques

⊕

Unit 2.1 - Introduction Basics of Computer and its uses of Computers in Inventory Control System

- Unit Objectives 🙆

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

- 1. Explain the basics of Computer systems
- 2. Explain the uses of computer in Inventory control system

• An inventory control system is a system that includes all aspects of managing a company's inventories - purchasing, shipping, receiving, tracking, warehousing and storage, turnover, and reordering.

- Computerized inventory control systems make it possible to integrate the various functional subsystems that are a part of the inventory management into a single organized system.
- Computers and automation can dramatically impact all phases of inventory management, including
 - Inventory counting and monitoring of inventory items
 - Recording and retrieval of item storage location
 - Recording changes to inventory
 - Anticipating inventory needs
 - Inventory handling requirements

Example

- Explain how Computers have drastically reduced human work from manual entries
- What will happen if an organinsation is still using manual entries or using paper works for large transactions
- Explain the importance of computer in inventory management

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- Elaborate

- The main uses of computer in inventory control system;
 - Product quantities
 - Maintaining stock levels
 - Flexibility in control
 - Pricing flexibility
 - Item management
 - Sales tracking
 - Efficient audits
 - Product planning

- Notes for Facilitation

• You could address the students with more application of computers in inventory control system

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• Create more awareness to the students and make them understand how a computer will be very much useful for an Inventory clerk

Unit 2.2 - Introduction to Basics of Microsoft Excel

- Unit Objectives 🧭

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

- 1. Explain on the working with basics of Microsoft excel
- 2. Explain how to create an inventory list in Microsoft excel

Explain

- The students on the basics of Microsoft Excel
- How to create an inventory record file using Microsoft Excel
- How to open, close, save, edit a file in Microsoft Excel
- The students on Formula bar, how to create formula, calculation in Microsoft Excel
- The formatting options in Microsoft Excel
- How to create tables, borders using MS Excel
- How to add a row/column, how to delete a row/column in MS Excel

- Say 🏼

• Microsoft Excel is the most powerful tool for calculation and data recording which is widely used in many of the Indian industry.

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- Lab

- Demonstrate the basic operation of MS Excel
- Demonstrate how to create an inventory record file using Microsoft Excel
- Demonstrate how to open, close, save, edit a file in Microsoft Excel
- Demonstrate how to create tables, borders using MS Excel
- Demonstrate how to add a row/column, how to delete a row/column in MS Excel

- Exercise 📝

- Create an inventory record file with various inputs, edit, make modifications, try out all the formatting options available, save the file with different file name, try page layout options and page printing options.
- How to add a row in Microsoft Excel
- How to add a column in Microsoft Excel
- How to highlight a cell in Microsoft Excel
- How to insert formula in Microsoft Excel

Unit 2.3 - Inventory Control

- Unit Objectives 🙆 -

(ask)

- Ask

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

- 1. Describe the importance of Inventory for an organinsation
- 2. Explain the various Inventory types

• Ask the students what they understand from Inventory management

• Ask the students why inventory control is important for any organization

Say Inventory of materials occurs at various stages and departments of an organization. A

- manufacturing organization holds inventory of raw materials and consumables required for production.
- It might also holds inventory of semi-finished goods at various stages in the manufacturing plant with various departments.
- Finished goods inventory is also kept at manufacturing plant, FG Stores, warehouse or distribution centers etc.
- Further both raw materials and finished goods those that are in transit at various locations also form a part of inventory depending upon who owns the inventory at the particular juncture.
- Finished goods inventory is held by the organization at various stocking points or with dealers and stockiest until it reaches the market and end customers.

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- Explain

- Explain the various types of Inventory
- Explain the students what is Pipeline inventory
- Explain the students what is Safety inventory
- Explain the students what is Cycle inventory

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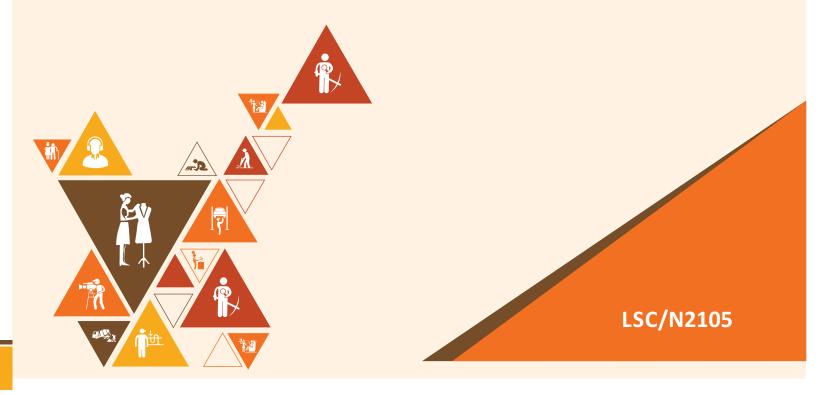


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3. Prepare for Inventory Counting

- Unit 3.1 Key Decision to Perform an Inventory Count
- Unit 3.2 Phases in Inventory Counting
- Unit 3.3 Inventory Related Information
- Unit 3.4 Deciding the Frequency and Number of Counting



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Key Learning Outcomes

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

- 1. Explain how to perform Inventory counting
- 2. Elucidate the importance of counting inventory
- 3. Explain why we are counting your inventory and what we are going to count
- 4. Describe the different phases in inventory counting and various information related to inventory counting
- 5. Get knowledge on how to perform inventory counting
- 6. Discuss on the list of information and relevant documents on inventory
- 7. Explain how to create and maintain inventory record
- 8. Get knowledge on inventory storage locations and on various inventory classification
- 9. Explain how inventory classification helps in identifying inventory counting frequencies

Unit 3.1 - Key Decision to Perform an Inventory Count

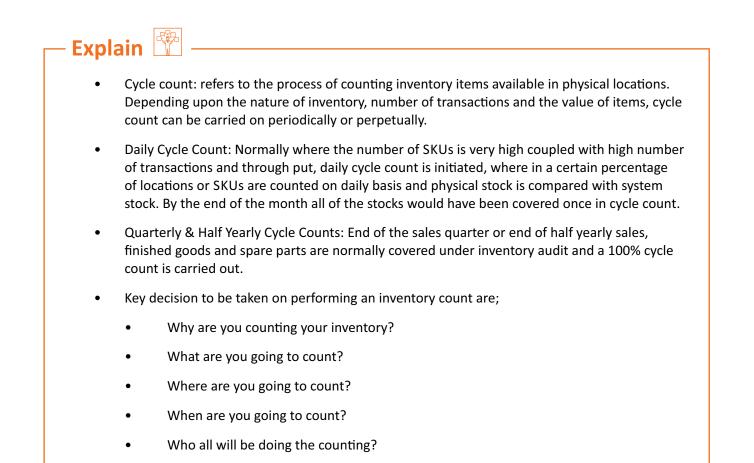
Unit Objectives 🧭

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

- 1. Describe the importance of inventory counting
- 2. Explain why we are counting your inventory and what we are going to count
- 3. Get knowledge on how to perform inventory counting

Say

- Inventory control assumes significance on account of many factors. First of all inventory
 of raw materials as well as finished goods can run in thousands of SKU varieties. Secondly
 inventory can be in one location or spread over many locations. Thirdly inventory may be with
 the company or may be under the custody of a third party logistics provider.
- These factors necessitate inventory maintenance mechanisms to be devised to ensure inventory control.
- Inventory has two different dimensions to it. On one level it is physical and involves physical transactions and movement of inventory. While on the other hand, inventory is recognizable by the book stock and the system stocks maintained. This necessitates inventory control mechanism to be implemented to ensure the book stocks and the physical stocks match at all times.
- Inventory control is exercised through inventory audits and cycle counts. An inventory audit
 essentially comprises of auditing the books stocks and transactions and matching physical
 stocks with the book stock.





• Try counting inventory with different SKU's and update the inventory record

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Unit 3.2 - Phases in Inventory Counting

Unit Objectives 🧭

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

- 1. Explain the different phases in inventory counting
- 2. Explain why we are counting your inventory and what we are going to count
- 3. Get knowledge on how to perform inventory counting

- Explain

- The different phases in inventory counting
- The importance of Planning and preparation phase in inventory counting
- The main objective of Executing phase in inventory counting
- How to analyze the result of the inventory counting

Elaborate

- Physical inventory is a process where a business physically counts its entire inventory.
- In the planning and preparation period, a list of stocks which is supposed to be counted are set up. Different teams are then assigned to count the stock.
- Each team counts a specific inventory. The results are recorded on the inventory listing sheet.
- The physical count is compared to the computer count. The company must note any discrepancies between the actual number and the computer system, recount these inventory items to determine the correct quantity, and adjust the computer inventory quantity if needed.
- Any discrepancies between the actual number and the computer system must be fixed.



– Say 🤷

- Perpetual inventory or continuous inventory updates information on inventory quantity and availability on a continuous basis as a function of doing business. Generally this is accomplished by connecting the inventory system with order entry and in retail the point of sale system every day.
- A cycle count is an inventory auditing procedure, which falls under inventory management, where a small subset of inventory, in a specific location, is counted on a specified day. Cycle counts contrast with traditional physical inventory in that a full physical inventory may stop operation at a facility while all items are counted at one time. Cycle counts are less disruptive to daily operations, provide an ongoing measure of inventory accuracy and procedure execution, and can be tailored to focus on items with higher value, higher movement volume, or that are critical to business processes.

Unit 3.3 - Inventory Related Information

Unit Obje	ectives 🎯 –
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At the end of this unit you will be able to:

- 1. Get knowledge on list of information and relevant documents on inventory
- 2. Explain how to create and maintain inventory record
- 3. Get knowledge on inventory storage locations

Demonstrate

• How to create an Inventory record file with all the necessary details

- Explain 🗳

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- The details in an inventory record file
- What is the a Part number or product code
- What is stock description
- What is UOM-Units of Measure
- The different classification of cushioning materials

– Elaborate 🖉

- Storage location ID: Storage location address in the inventory record sheet will help anyone to identify where the product is stored and where to store the products
- Location names should be unique. No two locations should ever have the same name.
- Every physical space in your facility should have a location name, even if you don't currently store anything in that space.
- The location labels should contain the full name of the location and, if possible, have arrows that point to the location.
- Zone/room names should be abbreviated (usually to a single letter) and contained in the full location names.
- Within a zone or room, location names should ascend from top to bottom and from left to right.

Ask (ask)

- What is UOM
- With the help of which ID the products are stored in a particular location
- What is Stock description
- The student to explain Zone ID, Section ID, Rack/Shelf location ID

Activity

- Give some storage location ID to the students and ask them to store or retrieve the products from that location
- Ask the students to come up with an inventory record file with 5 line items, stock descriptions, Unit of Measures, Storage location, Open quantity, Closing quantity etc

Unit 3.4 - Deciding the Frequency and Number of Counting

Unit Objectives 🧭

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

- 1. Get knowledge on various inventory classification
- 2. Explain how inventory classification helps in identifying inventory counting frequencies

Say 4

- Several techniques of inventory control are in use and it depends on the convenience of the firm to adopt any of the techniques. What should be stressed, however, is the need to cover all items of inventory and all stages, i.e. from the stage of receipt from suppliers to the stage of their use.
- ABC analysis is a business term used to define an inventory categorization technique often used in materials management. It is also known as 'Selective Inventory Control'.
- ABC Classification based on the Annual Consumption
- XYZ Classification is based on the Inventory investments of the items
- HML Classification based on unit price which is abbreviated as 'High', 'Medium' and 'Low'
- FSN abbreviated as 'Fast', 'Slow' and 'Non-moving' Classification based on frequency of issues and uses
- VED abbreviated as 'Vital', 'Essential' and 'Desirable'- The classification of items based on their criticality
- SDE abbreviated as 'Scarce', 'Difficult' and 'Easily available'- Classification is based on the sourcing problems of the material
- RRS abbreviated as 'Runners', 'Repeaters' and 'Strangers'- This type of classification is done on the units shipped annually



Elaborate FSN classification identifies the items frequently issued, less frequently issued for use and the items which are not issued for longer period, say, 2 years. For instance, the items can be classified as follows: Fast Moving (F) = Items that are frequently issued say more than once a month. Slow Moving (S) = Items that are issued less than once a month. Non-Moving (N) = Items that are not issued/used for more than 2 years. This classification helps spare parts management in establishing most suitable stores layout by locating all the fast moving items near the dispensing window to reduce the handling efforts. SED classification helps in reducing the lead time required at least in case of vital items. Ultimately, this will reduce stock-out costs in case of stock-outs. A comprehensive analysis may ultimately bring down lead time for more & more number of items. This will also result in streamlining the purchase and receiving systems and procedures. The VED analysis helps in focusing the attention of the management on vital items and ensuring their availability by frequent review and reporting. Thus, the downtime losses could be minimized to a considerable extent. ABC analysis is otherwise called as Pareto principle where significant items in a given group normally constitute a small portion of the total items in a group and the majority of the items in the total will, in aggregate, be of minor significance. This way of classification is known as ABC classification. CLASS A: 10% of total spares contributing towards 70% of total consumption value. CLASS B: 20% of total spares which account for about 20% of total consumption value. CLASS C: 70% of total spares which account for only 10% of total consumption value.

– Exercise

•	ABC type inventory classification is based on	
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- FSN type inventory classification is based on ______
- RRS type inventory classification is based on ______

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4. Verify Physically Counted Numbers and System Numbers

- Unit 4.1 Roles and Responsibilities of Different Colleagues on the Shop Floor
- Unit 4.2 Knowledge and Understanding Organizational Products
- Unit 4.3 Labels and Coding Systems
- Unit 4.4 Types of Warehouse Labels
- Unit 4.5 Personal Protective Equipment
- Unit 4.6 Importance of Safety
- Unit 4.7 Material Handling Equipment
- Unit 4.8 Maintaining General Safety and Discipline
- Unit 4.9 Safety and Security Procedures
- Unit 4.10 Types of Common Workplace Hazards



Key Learning Outcomes

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

- 1. Explain the importance of recording and reporting after counting
- 2. Describe the different types of documents used in an inventory counting operations
- 3. Explain the importance of packaging standards and symbols
- 4. Distinguish the roles and responsibilities of different colleague on the shop floor
- 5. Get knowledge on the importance of Labeling system in warehouse
- 6. Get more insight on various technical specifications of goods stores in the warehouse
- 7. Describe the roles and responsibility of an Inventory clerk
- 8. Get knowledge on how and whom to contact for work related challenges
- 9. Explain various work an Inventory clerk will carry inside a warehouse
- 10. Describe the significance of Labels in warehouse operations
- 11. Get knowledge on various label technologies, methods and types
- 12. Describe how label and coding will help to identify the product specifications
- 13. Explain different signages and packing standards used inside a warehouse
- 14. Identify the handling requirements on the product and packages
- 15. Explore the organization's safety and security procedures in Inventory counting

Unit 4.1 - Roles and Responsibilities of Different Colleagues on the Shop Floor

- Unit Objectives 🞯

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

- 1. Explain the roles and responsibility of an Inventory clerk
- 2. Get knowledge on how and whom to contact for work related challenges
- 3. Explain various work an Inventory clerk will carry inside a warehouse

Say 2

- The warehouse Packer reports to a packing supervisor or to a warehouse manager in case of any challenges and on other day to day activities
- A Warehouse Picker is responsible for filling customer orders and delivering them to the delivery platform in a manner that meets company standards for safety, security, and productivity.
- A Put away assistant is a person who is responsible to accurately place materials on shelves, in racks or other designated storage areas in an orderly manner.
- A Packer is a person who perform jobs like packing goods with protective materials, such as bubble wrap and polystyrene chips sealing containers using glue, staples or shrink-wrap weighing and labelling packaged goods ready for dispatch
- The Forklift Operator is responsible for operating a forklift to move, locate, relocate, stack, and count products.
- An inventory clerk works with stored goods in a warehouse environment, facilitating the movement of goods going out to customers and coming in for use. They also help track and keep accurate counts of items on hand and utilize these numbers. Most of the times a Warehouse supervisor might need Inventory clerk's assistance for locating the product inside the warehouse.

Ask (

- Ask the students whom do the request/call to move heavy product within the warehouse?
- Ask the students whom do the request/call for rectifying IT network errors?

Unit 4.2 - Knowledge and Understanding Organizational Products

- Unit Objectives 🙆

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

- 1. Describe the significance of Labels in warehouse operations
- 2. Get knowledge on various label technologies, methods and types

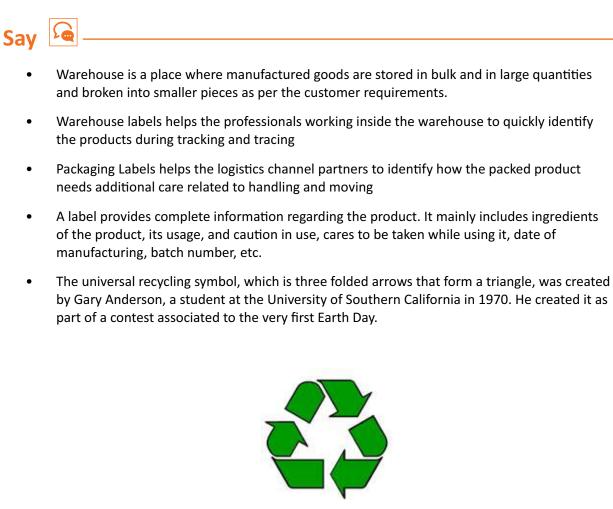


Fig 4.1 : Universal recycling symbol

Elaborate

- Bar code systems can track material through each step of the work and keep detailed records on each piece or batch. Using barcodes you can track your inventory, where items are located and how many items are in stock
- The purpose of a packaging label is to facilitate the movement of goods and the exchange of data among all members within a channel of distribution (suppliers, carriers, customers and others). The amount of data (bar code as well as human readable text) needed on a label is a function of the needs of the trading partners involved.
- The technologies used in warehouse labels
- A Pick to light method consists of light displays installed per each fixed location on racking or picking lanes. Tasks are uploaded to a system that lights up units as operators pick each order line. The light marks where the product location is and the task that is to be carried out at the pick area.
- Voice picking method is the most advanced picking method where an operator is delegated with a picking task via a headset and voice control. The labels required for voice picking ranged from simple digits, to barcodes. Voice picking cuts more time by simplifying the picking process.

- Notes for Facilitation

- You could display few videos and pictures on warehouse labels, picking methods, pick to light method, voice picking method etc.
- Share some of the advanced technology used in modern warehouses and educate the students how an inventory clerk will be utilizing these technology in their day to day work

Unit 4.3 - Labels and Coding Systems

Unit Objectives 🧭

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

1. Describe how label and coding will help to identify the product specifications

2. Explain different signages and packing standards used inside a warehouse

Sav 2

- The Warehouse labels are essential in inventory management and the picking process throughout the warehouses. The use of warehouse labels and implementing the correct labeling structure will reduce the time spent in tracking and tracing and increases the inventory location accuracy.
- It is not mandatory to standardize the work but the expected inputs, procedures and outputs must also be documented in detail.

Tips 🖳

- How to Label the locations in a warehouse'
- The labels should be durable and fixed in place, don't use magnets or labels that can be easily moved
- Labels should be easy to read, preferably from across any corner of the room
- Consider using easy to spot colors such as black on yellow or white on red
- It should be easy to change or create labels (use an office printer or label maker to make them).
- They should be mounted so as not to obstruct normal activity or get easily ripped off or damaged.
- They should show the FULL NAME of the location, and no two labels should be the same.
- They should have arrows that point to the location, making identifying the correct location easier, especially with shelf labels.

Elaborate

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- A warehouse inventory clerk marks the stock using a variety of means, including radio frequency identification tags, paper tags, labeling equipment or stencils, or other marking equipment.
- Shipping labels and packing slips are two of the most important documents used by a warehouse. They provide crucial information to the shipper, transporter, and receiver. The information on these documents can and are not limited to include: the shipping address, weight and dimensions, package contents, shipping dates, order and PO numbers, and special information/instructions. Labels inform how many pallets per shipment which can prevent pallets from being left behind or taken in error. They can also include special instructions example: tail gate required or maximum weight/height restrictions. This information ensures all parties handling the goods have all the information necessary to get the shipment from point A to point B. An Inventory clerk needs to be familiarized with these labels and coding systems in order to work efficiently.

Unit 4.4 - Types of Product and Packaging labels

- Unit Objectives 🧭 –

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

- 1. Get knowledge on different product labels
- 2. Explain the meaning of various symbols used in the packaging
- 3. Identify the handling requirements on the product and packages



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- All containers and packaging must be designed with consideration given to ergonomics and ease of part removal. Appropriate consideration must be given to unit load height restrictions, weight restrictions, carton disassembly and other requirements which may affect ergonomics and worker safety.
- The purpose of a packaging label is to facilitate the movement of goods and the exchange of data among all members within a channel of distribution (suppliers, carriers, customers and others). The amount of data (bar code as well as human readable text) needed on a label is a function of the needs of the trading partners involved.

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Explain

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- Explain the important features of packaging
- Explain the symbols used in package labeling
- Explain the meaning of different packaging symbols



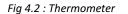




Fig 4.5 : Handle with care

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Fig 4.6 : Umbrella

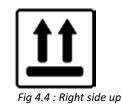




Fig 4.7 : Universal Recycing Symbol

- Explain how consumers will identify the nature of the product or material with the help of a packaging labels
- Why is packaging such an important aspect of marketing?



Ask the student to design and come up with a packaging label for the following;

- Contents not suitable for vegetarians.
- Sharp edges on product inside packaging.
- Contents not suitable for children under 5 years of age.
- Collect samples of symbols found on food and drink containers / packaging. Explain the meaning of each symbol.

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- Explain 🗳

• What is a SOP-Standard Operating Procedure

- Explain the importance of SOP in a warehouse operation
- Explain the importance of SOP for an Inventory clerk

– Demonstrate

- How to create a sample SOP document for Inventory recording process
- How to modify the SOP document in case of any challenges or improvement
- What are the approvals needed to make modification in the SOP documents

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Unit 4.5 - Personal Protective Equipment

- Unit Objectives 🞯

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

- 1. Explain the importance of Personal Protective Equipment
- 2. Identify different types of Personal Protective Equipment and its uses
- 3. Explain the safety guidelines on using Personal Protective Equipment

– Say 🔎

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- Nearly 2 million disabling work related injuries happens each year across the world and more than 5 lakhs will involve head, eye, hands and feet.
- Personal Protective Equipment (PPE) is clothing and equipment worn by employees, students, contractors or visitors to protect or shield their bodies from workplace hazards.

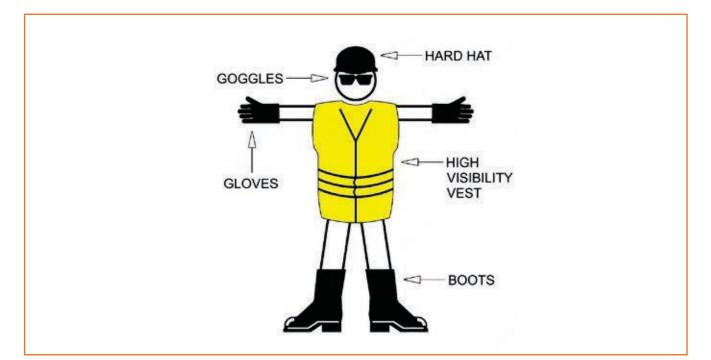


Fig 4.8: Personal Protective Equipment

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Do

- Take them through the need for a PPE-Personal Protective Equipment and types of PPEs.
- Demonstrate how to use and apply a PPE correctly.
- Explain the benefits of a Personal Protective Equipment
- Explain that wearing a Personal Protective Equipment will save from any fatal injuries and accidents.

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- Display all the PPE in a table and ask the students to identify the which PPE equipment will be used for the below operations
- 1. Mixing chemicals _____
- 2. Mixing chemical by hand _____
- 3. Working in heights _____
- 4. Working in high decibel zones _____
- 5. Repairing batteries _____

Unit 4.6 - Importance of Safety

- Unit Objectives 🞯

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

- 1. Explain why safety is most important for warehouse operations
- 2. Describe how to ensure safety inside warehouse
- 3. Reveal the safety requirements to be followed in warehouse areas



- There are several health and safety issues to be concerned with if you are working in a warehouse and each member in a warehouse should be well trained and aware of the main topics covered in this area.
- Some of the common health and safety area which requires attentions are Fire safety, Hazardous substances, Manual handling, Staff training etc.
- The employees working in a warehouse should be well aware of the emergency contact details for quick decision making and approach in case of any accidents or major challenges
- Increase the awareness of the students in understanding the risk and safety parameters

Explain

- Explain the students the importance of fire and safety trainings in a warehouse
- Explain the students what are importance of wearing a hard hat helmets while carrying out a warehouse operations
- The importance of the evacuation plan and the necessary procedures to be followed on during emergency time

Unit 4.7 - Material Handling Equipment

- Unit Objectives 🮯

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

- 1. Get knowledge on different types of Material Handling Equipment used inside the warehouse
- 2. Explain the importance of Material handling equipment in Inventory counting

Demonstrate

- A sample lifting mechanism for a unit box load (less than 10 kilogram) using hand or manual handling
- A sample lifting mechanism for a unit box load (less than 20 kilogram) using hand or manual handling

Explain

- A sample lifting mechanism for a pallet load (less than 800 kilogram) using a material handling equipment
- The usage of material handling equipment in moving loads within the warehouse
- How to select the particular type of material handling equipment considering various parameters like load, storage type, package type, heights etc
- Explain the students various types of Trolleys and material handling equipment

Say

- Hand Operated Pallet Truck (HOPT) is the most common type of material handling equipment found in majority of the industry. It is used to only move loads on pallets within the warehouse but it does not lift the pallet for rack storages.
- Battery Operated Pallet Truck (BOPT) offers a huge advantage over hand pallet truck with its quick and effortless loading and transporting features, the compact design with easy move in the most confined space and narrow aisle such as small warehouses.
- Stackers are used to place or retrieve pallets or materials form the storage system.
- Forklift is a powered industrial truck used to lift and move materials short distances. There are two types of forklift available in the market, one is the diesel operated forklifts and battery operated forklifts. An important aspect of forklift operation is that most have rearwheel steering, which increases maneuverability in tight cornering situations

Elaborate

Manual handling occurs in almost all working environments, though workers in warehouse are most likely to be exposed to heavy loads. Manual handling of loads may cause cumulative disorders due to gradual and cumulative deterioration of the musculoskeletal system through continuous lifting / handling activities, e.g. low back pain. It can also cause acute trauma such as cuts or fractures due to accidents.

Work-related low back pain and injuries are the most common musculoskeletal disorders caused by manual handling. About a fourth of Indian warehouse workers suffer from back pain, which tops the list of all reported work-related disorders. Factors that increase the risk of injury include the load being too heavy, large, difficult to grasp or unstable, the task being too strenuous or involving awkward postures or movements, and the working environment lacking sufficient space, having slippery, uneven or unstable floors, having extreme temperatures or poor lighting.

Employers are required to carry out risk assessments, and take action to protect workers from the risks of manual handling. Prevention measures include;

- Designing and organizing tasks to avoid manual handling completely, or at least restrict it.
- Using automation and lifting equipment.
- Organizing manual handling tasks in a safe way, with loads split into smaller ones, and proper rest periods provided.
- Providing information and training to workers on tasks, and the use of equipment and correct handling techniques.

Unit 4.8 - Maintaining General Safety and Discipline

Unit Objectives 🧭

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

- 1. Perform regular inspections inside the warehouse operation areas
- 2. Explain how to carry out regular warehouse maintenance activity
- 3. Identify unsafe work practices carried inside the warehouse and report to the management for appropriate actions

Say

- The essential factors for the smooth operation of every warehouse are health and safety.
- There are several health and safety issues to be concerned with if you are working in a warehouse and each staff member should be provided with a health and safety trainings which covers all of the main topics one should be concerned with.
- It is the responsibility of an Inventory clerk to adhere to usage of necessary PPE's- Personal Protective Equipment for safe working.
- Warehouse inventory clerk needs to ensure that they familiarize themselves and warehouse operatives with the company's Health and Safety Policy and ensure the safety of themselves and that of other staff members, colleagues & visitors is paramount.
- Warehouse inventory clerk needs to ensure and maintain a safe environment by adhering to compliance with standard safety and operating procedures, processing and follow up of all Hazard Reports, needs to instruct personnel in the use and care of PPE and ensure compliance with, compliance with WHMIS and other legislation as it pertains to areas of responsibility
- Keep update on accident / incident investigation reporting and follow up

Exercise

Display all the necessary PPE-Personal Protective Equipment in the classroom and ask the students to identify the following as per the usage or necessities;

- 1. While working in heights
- 2. While passing or walking though the aisle space where heavy materials are stored in high racks
- 3. While handling chemicals by hand
- 4. Safety precaution for leg safety

Unit 4.9 - Safety and Security Procedures

- Unit Objectives 🞯

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

- 1. Describe the organization's safety and security procedures in Inventory counting
- 2. Explain the Do's and Don't's in Inventory counting process

Say 🤷

The Inventory clerk should ensure Safety by;

- Maintenance of clutter-free environment: walking areas inside the warehouse and its surroundings are free of boxes, materials, electric cords, tools, and equipment against which people may stumble and fall
- Removal of garbage, debris, dirt, and oily materials that are a potential fire hazard. There should be enough trash cans inside and outside the warehouse for easy disposal of such items. Daily emptying of trash cans in covered outside bins
- To the extent possible, the warehouse is kept free of rodents and other pests to protect warehouse workers and stored commodities
- Prohibition of smoking in the warehouse, post no-smoking signs
- A clean washroom available to all staff and workers should be required to wash their hands before handling commodities, particularly if they are engaged in re-bagging activities
- Proper stacking of materials

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Unit 4.10 - Types of Common Workplace Hazards

- Unit Objectives 🞯

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

- 1. Visualize common workplace hazards that one might encounter inside warehouse
- 2. Explain the nature of the workplace accidents and its route cause
- 3. Describe the necessary precautionary care to be taken to prevent workplace hazards

• Ask the students what they understand from the word 'Workplace hazard'

- The common hazard they would come across in their day to day life
- Ask the students what will happen if a person or a machine runs through a wet floor in a warehouse

Explain

ask

Ask

- The common types of workplace hazards that one might encounter in warehouse operations with pictures and examples
- The importance of keeping the work place area free from hazards and obstacles

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- Demonstrate 🗜

• Few common workplace hazard and how to evade workplace hazards

- Notes for Facilitation 🗒

- You could engage the students to identify some of the common workplace hazard by showing them some pictures and asking them what will happen if that particular threat is present in warehouse operations.
- Spill some scraps or waste paper in the floor and elucidate the consequences of maintaining a clean floor in the workplace
- Educate the students more on the common maintenance required for the storage racks and other storage systems used in the warehouse



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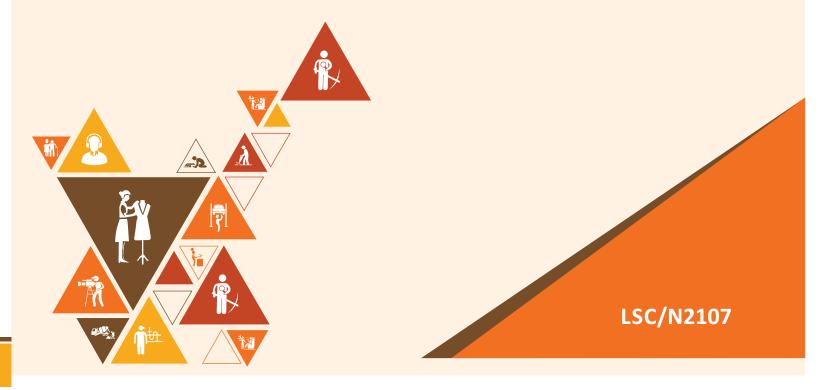


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Transforming the skill landscape

5. Post Counting Activities

- Unit 5.1 Dealing with Damages and Losses
- Unit 5.2 Risk and Impact of Deviating Procedure/Work Instructions
- Unit 5.3 Skills Essential for an Inventory Clerk
- Unit 5.4 Occupational/ Environmental Health and Safety



Key Learning Outcomes

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

- 1. Explain the importance of housekeeping after completing warehouse operations
- 2. Realize how to deal with errors and damages
- 3. Brief about the importance of work instructions
- 4. Get knowledge on how to react to mock drills and evacuation plain
- 5. Know on Occupational/ Environmental Health and Safety
- 6. Distinguish various details on Material handling and ergonomics
- 7. Identify unsafe work practices carried inside the warehouse and report to the management for appropriate actions
- 8. Visualize common workplace hazards that one might encounter inside warehouse
- 9. Explain the importance of Personal Protective Equipment
- 10. Describe different types of Personal Protective Equipment and its uses
- 11. Reveal the safety requirements to be followed in warehouse areas
- 12. Explain the importance of Material handling equipment in Inventory counting
- 13. Perform regular inspections inside the warehouse operation areas
- 14. Describe the necessary precautionary care to be taken to prevent workplace hazards
- 15. Explain the escalation matrix for reporting the damages and losses
- 16. Identify the skills required for an Inventory clerk and how to react to peak and non-peak situations in order to complete the given tasks

Unit 5.1 - Dealing with Damages and Losses

- Unit Objectives 🧭

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

- 1. Know how to deal with damages identified during warehouse operations
- 2. Get knowledge on procedures to rectify the problems
- 3. Explain the escalation matrix for reporting the damages and losses

Explain

- Explain the students how to identify damaged goods
- Explain the students how to deal with damages and losses during the warehouse operations
- Explain the students with examples for damages and losses
- The common problem that will be faced during inbound / outbound logistics that will lead loss and damages. The loss may happen because of poor packing, poor material handling during loading and unloading, theft or misplacing.
- Damages will also be by improper handling of materials during transit.
- Understand the organization policy by which you have to proceed in handling the issues.
- During loading, count the quantity and visually inspect the damages and make a note of it.
- Communicate to the immediate reporting supervisor about the damages and loss.
- Report reasons and investigate the reason for damage. Follow organizational procedures in sorting out the issues.

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Unit 5.2 - Risk and Impact of Deviating Procedure/ Work Instructions

- Unit Objectives 🧭

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

- 1. Demonstrate the importance of Work Instructions
- 2. Explain how risks are classified in a warehouse operation
- 3. Cause and effect of deviating the Work Instructions

- Demonstrate

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

- Say

- Standards are essential for understanding the current status of a process, for supporting continuous improvements and measuring improvements.
- It is not mandatory to standardize the work but the expected inputs, procedures and outputs must also be documented in detail.
- The documentation should be so clear than an outsider should be able to step into the process, understand the process and soon operate as fully functioning team member, making appropriate contributions to the process.
- The most important processes in a warehouse operations are documented with the help of Standard Operating Procedure and it is reviewed continuously for further improvements

– Elaborate 🏼

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

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Unit 5.3 - Skills Essential for an Inventory Clerk

- Unit Objectives 🤘

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

- 1. Describe the skills required for an Inventory Clerk
- 2. Explain how to react to peak and non-peak situations in order to complete the given tasks
- 3. Identify the areas of waste inside the warehouse operation

Say 2

- Warehouse inventory clerk is an individual who would be handling almost all the important inbound outbound transaction records pertaining to inventory.
- Most of the times the individual needs to provide advice and guidance to peer group and juniors on any updates and delays in schedules, discrepancies in record updation, on technology part etc.
- Warehouse inventory clerk is the individual on this job needs to know and understand how to manage time and prioritize the tasks within the scheduled time limits.

Explain

- Explain the students the areas of wastes identified in the warehouse operation
- Details of how to reduce unnecessary movement of people, such as walking, reaching or stretching, due to inefficient warehouse layouts, lack of ergonomic workstations, manual counting etc.

– Notes for Facilitation 블

- You could engage the students to identify the shortest travel distance inside the class room by setting an origin and destination.
- Educate the students how to work effectively during the heavy workload and during peak time

Unit 5.4 - Occupational/ Environmental Health and Safety

– Unit Objectives 🧭

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

- 1. Get awareness on general safety procedures
- 2. Explain the details on evacuation plan and safe assembly point
- 3. Get awareness on various safety mock drills and how to react during emergency situations

Say 2

- An evacuation plan lays out how to exit a warehouse safely during an emergency time. Every
 member of the warehouse and visitors should be familiar with several ways to leave the
 warehouse and know a safe meeting place outside the building. In simple terms 'Emergency
 evacuation plan is the immediate and urgent movement of people away from the threat or
 actual occurrence of a hazard'.
- Certain areas have been designated as 'Safe assembly points' in a warehouse. It is advisable
 that all the warehouse colleagues should assemble at the specified assembly points in case
 of an emergency. This is useful for the responsible personnel (departmental safety officers/
 fire wardens/supervisors etc.) to know the where-about of their colleagues in the event of
 any disaster or accidents. The specific assembly points should have been indicated in the fire
 escape routes maps posted at the area.
- First aid mock drills will test the efficiency of the emergency response procedures required in a non-emergency situation and to educate the warehouse employee to react quickly during the critical emergency times. This could be of any types like fatal injuries to a co-worker, snake bite mock drill, fire accidents etc

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Activity Try to organize a 'Safety Mock drill' by carrying out the following procedures Give a warning to the students by blowing a whistle or siren about the mock drill Mark a safe assembly point outside the class room and make the students to assemble in the specified area till the next clearance command is received Make a report of the late arrivals, any accident happened, any challenges in arriving at the safe assembly point Perform some sample fire put offs using a fire extinguisher or using a sand or water bucket to put off the fire Perform some sample 'First aid' mock drill for any hand or leg accident by using proper medical equipment

Exercise

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- List any 3 common type of workplace hazards
- What is safe assembly point?
- Describe the Evacuation plan layout
- What is the importance of First aid mock drills?
- Why safe assembly point is important?

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Transforming the skill landscape

6. Employability & Entrepreneurship Skills

Unit 6.1 – Personal Strengths & Value Systems

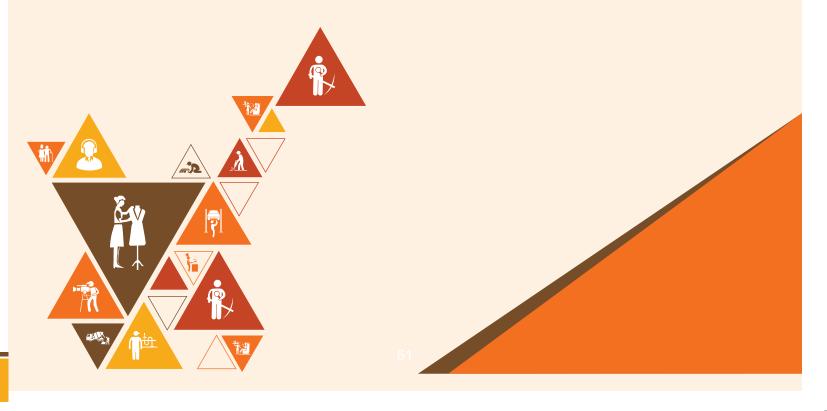
Unit 6.2 – Digital Literacy: A Recap

Unit 6.3 – Money Matters

Unit 6.4 – Preparing for Employment & Self Employment

Unit 6.5 – Understanding Entrepreneurship

Unit 6.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expectation Mapping

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

Defining Objectives

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

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

In order to effectively facilitate this workshop:

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

General instructions for role playing:

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

Facilitator Guide

UNIT 6.1: Personal Strengths & Value Systems

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Key Learning Outcomes

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

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

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

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

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

Resources to be Used

Participant Handbook

Ask (ask)

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

Say 🔓

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

Ask (ask)

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

-Say 뎗

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

Role Play 🔽

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

Summarize 🔎

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

Facilitator Guide
- Sav G
• Let us now see how many of these health standards we follow in our daily life.
CACtivity
 Health Standard Checklist from the Participant Handbook.
How many of you think that you are healthy? How many of you follow healthy habits?
Sav C
Say Le
Let's do an exercise to find out how healthy you are.
 Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
Tick the points which you think are true for you.
• Try to be as honest as possible as this test is for your own learning.
 Ensure that all the participants have opened the right page in the Participant Handbook. Read aloud the points for the participants and explain if required.
 Give them 5 minutes to do the exercise.
 At the end of 5 minutes, ask the participants to check how many ticks have they got.
Summarize 🔁
• Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.
- Ask 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 뎙 —
 Discuss the meaning of hygiene as given in the Participant Handbook.
r Activity 🔊
Health Standard Checklist: Hygiene

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-Say 뎙

- 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 🛛 🔁

• 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 (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.

Facilitator Guide

UNIT 6.1.2: Safety

- Unit Objectives 🏻 🎯

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

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

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- 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 as

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How could you or your employees get hurt at work?

_

-Say 뎙

• 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 (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.

Facilitator Guide

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

Unit Objectives 🎯

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

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- · List the characteristics of entrepreneurs with achievement motivation

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- 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 ask

Is your attitude positive or negative?

Say 🔓

Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask (ask)

• What did you learn from this story?

Activity

What Motivates You?

- 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.

Say 뎗

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

_F Summarize

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

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UNIT 6.1.4: Honesty & Work Ethics

Unit Objectives 🛛 🎯

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

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

Resources to be Used

Participant Handbook

(ask) 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 class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

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Team Activity 🙀

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say 🔓

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

Do 🗸

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

_r Summarize | 🕭

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

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Facilitator Guide

UNIT 6.1.5: Creativity and Innovation

Unit Objectives Ø

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

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

Resources to be Used 🔗

- Participant Handbook
- Chart papers
- Marker pens

Ask (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-young-indians/20151208.htm

Solar seeder

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

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

Looms for physically challenged

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

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

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

- Ask ask

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

Say 🔓

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

Team Activity

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

Activity De-brief

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

Do 🗸

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



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

Notes for Facilitation

• Source for stories on innovations:

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

UNIT 6.1.6: Time Management

Unit Objectives Ø

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

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

-Resources to be Used

Participant Handbook



Does this sound like you?

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

Example 🖓

• Let's look at these two examples:

Example 1:

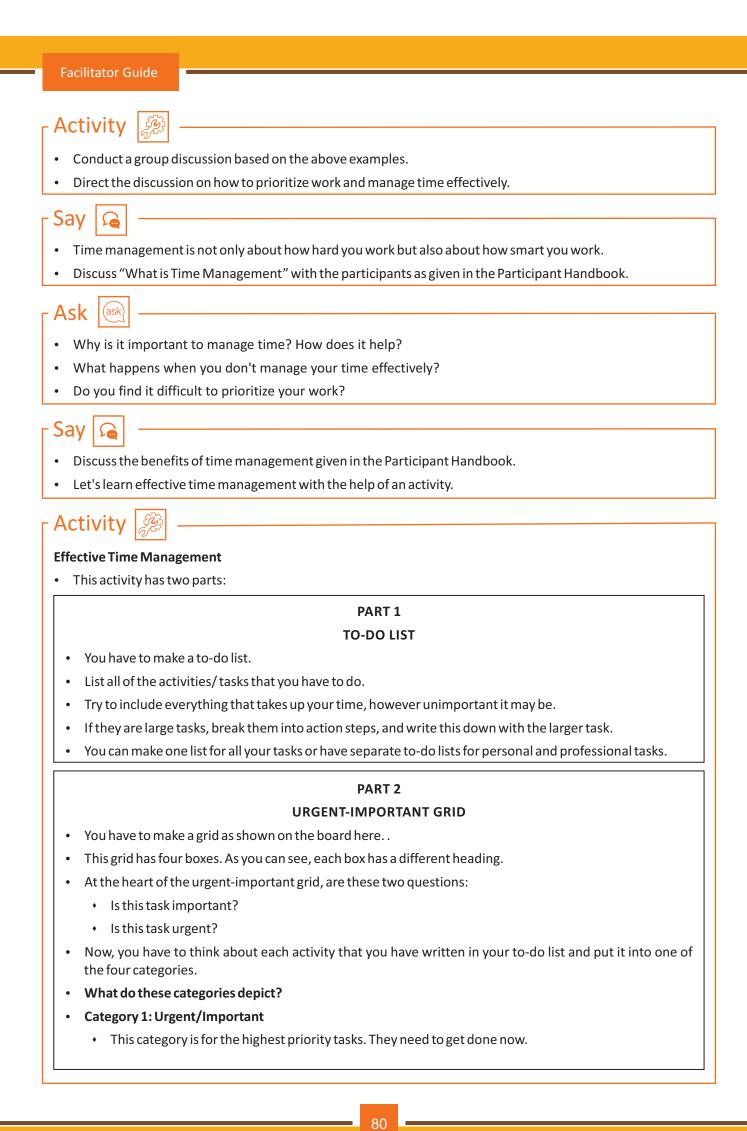
Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up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

Example 2:

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



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



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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

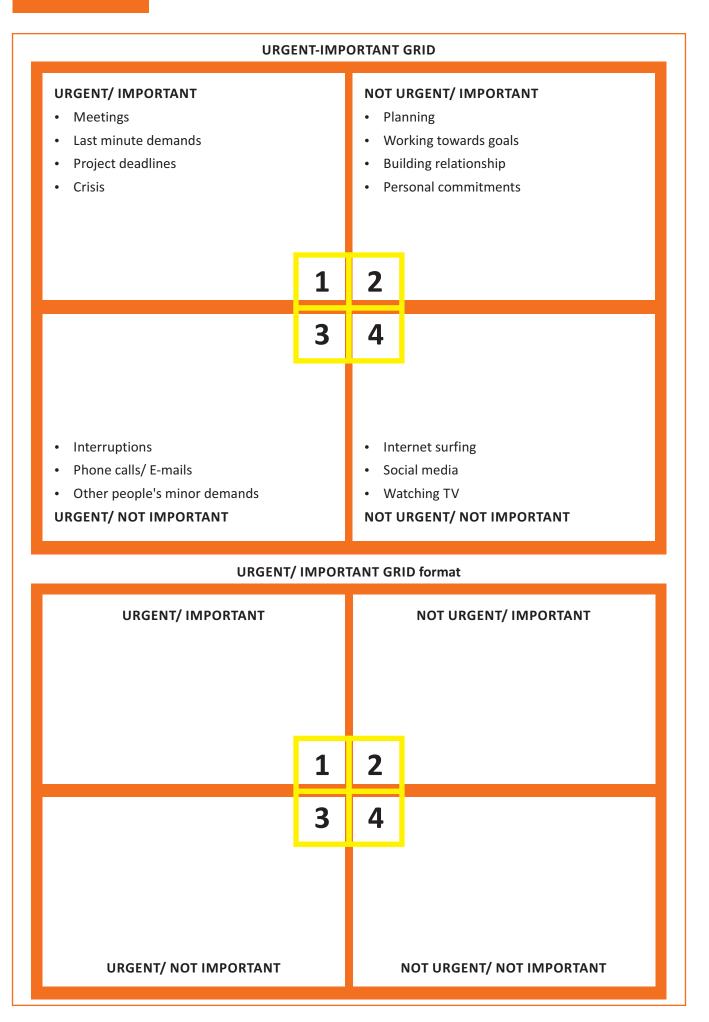
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

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14.	
15.	

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Do

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

Say 뎗

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize 🔎

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

-Notes for Facilitation

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

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

UNIT 6.1.7: Anger Management

Unit Objectives 🞯

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

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

- Resources to be Used 🛛

Participant Handbook

· Ask 🤘

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?
- Say 🔓
- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

Do

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

Activity

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

- Ask

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

Facilitator Guide

Say 🔓

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

- Do 📐

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

Activity 🔗

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say 뎙

- 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 as

De-brief questions:

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

Summarize 🔎

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

- Notes for Facilitation

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

Facilitator Guide

UNIT 6.1.8: Stress Management: What is stress?

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

Discuss the causes of stress

Unit Objectives 🞯

- 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 2

- 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 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 S

- 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 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.



- 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.

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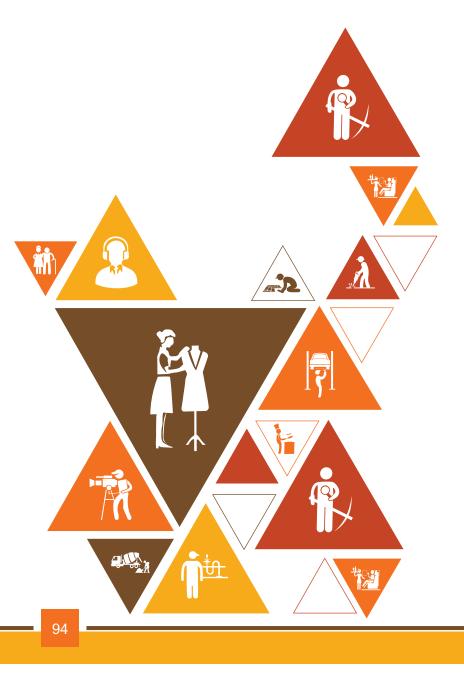
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Employability & Entrepreneurship Skills

UNIT 6.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

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Facilitator Guide UNIT 6.2.1: Computer and Internet Basics: **Basic Parts of a Computer** - Unit Objectives 🏻 🎯 At the end of this unit, participants will be able to: · Identify the basic parts of a computer Identify the basic parts of a keyboard Recall basic computer terminology Recall the functions of basic computer keys - Resources to be Used • Participant Handbook Computer Systems with the required applications Sav 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.

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Facilitator Guide

UNIT 6.2.2: MS Office and Email: About MS Office

Unit Objectives Ø

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

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

-Resources to be Used 🛛

- Participant Handbook
- Computer Systems with MS Office

-Ask

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

Say โ

- 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 as

- 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 度

- 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.

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UNIT 6.2.3: E-Commerce



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

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

Resources to be Used 🧬

- Computer System with internet connection
- Participant Handbook

(ask) -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 Sa

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

-Ask

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

Say S

• 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.

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-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 | ໂ

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

Explain

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

Say 뎗

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

-Role Play

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

Ask 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?

Say 🔓

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

-Do 📐

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

-Ask

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

Say Say

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

Summarize 🔎

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

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Notes 📋 —	

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UNIT 6.3: Money Matters

Key Learning Outcomes

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

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

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Facilitator Guide

UNIT 6.3.1: Personal Finance – Why to Save?

-Unit Objectives 🏻 🎯

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

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

-Resources to be Used 💣

Participant Handbook

-Ask 🤅

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

-Example 💡

Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

-Say 🔓

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

Ask ask

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

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-Say 뎗

- 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 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?

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-Say 뎗

• 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.

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

-Unit Objectives 🛛 🎯

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

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

-Resources to be Used 🏼

- Account opening sample forms
- Participant Handbook

-Ask 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 뎗
- 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.

<mark>⊢Ask</mark> |

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

Say 🔓

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

-Team Activity 🙀

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

_└Do // -

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

-Summarize 🔎

Note:

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

Sample Bank Account Opening form.

Photograph		XXX Bank
	SAVING BANK ACCOUNT OPENING FO	ORM
Account No.:		Date:
Name of the Branch		
Village/Town		
Sub District / Block Name		
District		
State		
SSA Code / Ward No.		
Village Code / Town Code	Name of Village / Tov	wn
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		ate of Birth
Aadhaar No.	Pa	an No.
MNREGA Job Card No.		
Occupation/Profession		
Annual Income		
No. of Dependents		

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	Owning Hous	e :	Y/N	Owning F	arm	1
	Y/N No. of Animal	s .		Any other	r	
xisting Bank	No. or Anima	5.		Any ourc		•
Vc. of family	Y	/ N	lf y	es, No. of A/	CS.	
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ousehold						
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leclare that I have Place: Date:	e not availed ar	ny Over	draft or Cred	it facility from a	8	ner bank.
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Employability & Entrepreneurship Skills

UNIT 6.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs? Unit Objectives (\bigcirc) At the end of this unit, participants will be able to: • Differentiate between fixed and variable costs -Resources to be Used E S • 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 Machinery 4. 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

<mark>⊢Do</mark> |√

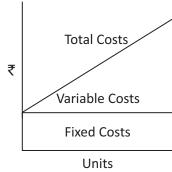
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- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

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Say 뎙

- We saw that your utility bills like rent, electricity, telephone etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material etc.
- Discuss "Cost: Fixed vs. variables" with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.



• Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity 🛃

Fixed vs. Variable Costs

- This is a group activity.
 - You want to start your own entrepreneur business.
 - State the type of business you want to start.
 - List down all the cost or requirements for your business.
 - How will you differentiate between the fixed and variable cost.

Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

Do

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

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-Summarize 🧕

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• 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		_
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•	Answers for the activity - Identify the type of cost		
1.	Rent	(Fixed)	
2.	Telephone bill	(Fixed)	
3.	Electricity bill	(Fixed)	
4.	Machinery	(Fixed)	
5.	Insurance	(Fixed)	
6.	Office supplies/ Raw materials	(Variable)	
7.	Employee salaries	(Fixed)	
8.	$Commission\ percentage\ given\ to\ sales\ person\ for\ every\ unit\ sold$	(Variable)	
9.	Credit card fees	(Variable)	
10.	Vendor bills	(Variable)	

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Facilitator Guide

UNIT 6.3.4: Investments, Insurance and Taxes

-Unit Objectives 🞯 ——

- At the end of this unit, participants will be able to:
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

-Resources to be Used

Participant Handbook

-Ask

- Ask the participants- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

-Example 💡

Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

-Say 뎗

• Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

-As	k	as

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

·Say |ม

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

Say 뎙

• 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.

- 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

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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.

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UNIT 6.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives 🏻 🎯

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

-Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

Ask as

- 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 뎗

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
 - It saves time, as you need to visit the branch..
 - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.

Do 🖯

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
 - Through their website set-up your online account.
 - Choose a secure username and password.
 - Set-up your contact information.
 - Once your information is verified, you are good to go.
 - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say 뎙

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one
 account to another. This transaction is called electronic funds transfer. Electronic transfers are processed
 immediately with the transferred amount being deducted from one account and credited to the other in real
 time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss "Electronic Funds Transfer" from the Participant Handbook.

-Do 🗸

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

-Summarize 🔎

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

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Notes	

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UNIT 6.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

- 1. Discuss the steps to follow to prepare for an interview
- 2. Discuss the steps to create an effective Resume
- 3. Discuss the most frequently asked interview questions
- 4. Discuss how to answer the most frequently asked interview questions
- 5. Identify basic workplace terminology

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UNIT 6.4.1: Interview Preparation: How to Prepare for an Interview?

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-Unit Objectives 🎯

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

• Discuss the steps to follow to prepare for an interview

-Resources to be Used

Participant Handbook

-Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

Say ᡗ

- 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 뎙

- 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.

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UNIT 6.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

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-Unit Objectives 🏼 🎯

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

• Discuss the steps to create an effective Resume

-Resources to be Used

- Participant Handbook
- Blank papers
- Pens



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

Say 뎙

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

Do 🔍

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

-Say 뎙

- 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.

Activity 🖉

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

-Say 🔓

Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

-Do 🖂

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summarize 🖌

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation 🛛 🗐

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

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

Educational background:

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

Professional internships:

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

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

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Facilitator Guide

UNIT 6.4.3: Interview FAQs

Unit Objectives 🎯

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

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-Resources to be Used

Participant Handbook

-Say 🔓

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

-Do

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

Role Play 🤕

Conduct 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 뎗

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

-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.

_–Role Play 😼

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 뎗

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
 - When will I be informed about the results of the interview?
 - What are the working hours?
 - Will the job require me to travel?

-Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

Activity 🔅

Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

Summarize 🔎

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 6.4.4: Work Readiness – Terms and Terminology

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

Identify basic workplace terminology

-Resources to be Used 🕼

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- -Ask
- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?
- -Say 🛛
- Let's start this unit with an activity.

Team Activity 🙀

Workplace terminology

• This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

-Do 📐

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

Say 🔓

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness Terms and Terminology" with the participants as given in the Participant Handbook.

-Ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 🔓

Let's now continue the activity.

Team Activity 🙀

Terms and Terminology

• This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

-Do 🗸

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 🔓

• Let's go ahead with the activity.

Team Activity 🛉

Terms and Terminology

• The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

• Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

-Do 🗸

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

-Summarize 度

• 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.

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UNIT 6.5: Understanding Entrepreneurship

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Key Learning Outcomes

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

- 1. Discuss the concept of entrepreneurship
- 2. Discuss the importance of entrepreneurship
- 3. Describe the characteristics of an entrepreneur
- 4. Describe the different types of enterprises
- 5. List the qualities of an effective leader
- 6. Discuss the benefits of effective leadership
- 7. List the traits of an effective team
- 8. Discuss the importance of listening effectively
- 9. Discuss how to listen effectively
- 10. Discuss the importance of speaking effectively
- 11. Discuss how to speak effectively
- 12. Discuss how to solve problems
- 13. List important problem solving traits
- 14. Discuss ways to assess problem solving skills
- 15. Discuss the importance of negotiation
- 16. Discuss how to negotiate
- 17. Discuss how to identify new business opportunities
- 18. Discuss how to identify business opportunities within your business
- 19. Explain the meaning of entrepreneur
- 20. Describe the different types of entrepreneurs
- 21. List the characteristics of entrepreneurs
- 22. Recall entrepreneur success stories
- 23. Discuss the entrepreneurial process
- 24. Describe the entrepreneurship ecosystem
- 25. Discuss the purpose of the Make in India campaign
- 26. Discuss key schemes to promote entrepreneurs
- 27. Discuss the relationship between entrepreneurship and risk appetite
- 28. Discuss the relationship between entrepreneurship and resilience
- 29. Describe the characteristics of a resilient entrepreneur
- 30. Discuss how to deal with failure

Facilitator Guide UNIT 6.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises) -Unit Objectives (\bigcirc) At the end of this unit, participants will be able to: • Discuss the concept of entrepreneurship Discuss the importance of entrepreneurship Discuss the characteristics of an entrepreneur Describe the different types of enterprises -Resources to be Used 🕼 • Participant Handbook Say • Let's start this session with some interesting questions about Indian entrepreneurs. -Team Activity 🙀 **Quiz Questions** 1. Who is the founder of Reliance Industries? Dhirubhai Ambani 2. Who is the Chairman of Wipro Limited? Azim Premji 3. Who launched e-commerce website Flipkart? Sachin Bansal and Binny Bansal 4. Who is the founder of Paytm? Vijay Shekhar Sharma 5. Who is CEO of OLA Cabs? **Bhavish Aggarwal** 6. Who is the founder of Jugnoo? Samar Singla (autorickshaw aggregator) 7. Who is the founder of OYO Rooms? **Bhavish Aggarwal** -Do • Tell them that you will ask them few questions about a few entrepreneurs. Divide the class in to two groups. • In turns ask the quiz questions to the groups.

- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

-Ask ask

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

-Say 🔓

- 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.

Facilitator Guide

UNIT 6.5.2: Leadership and Teamwork

-Unit Objectives 🏻 🎯

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

- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do 🗸

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage participants to share their thoughts.



Say 뎗

- 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.

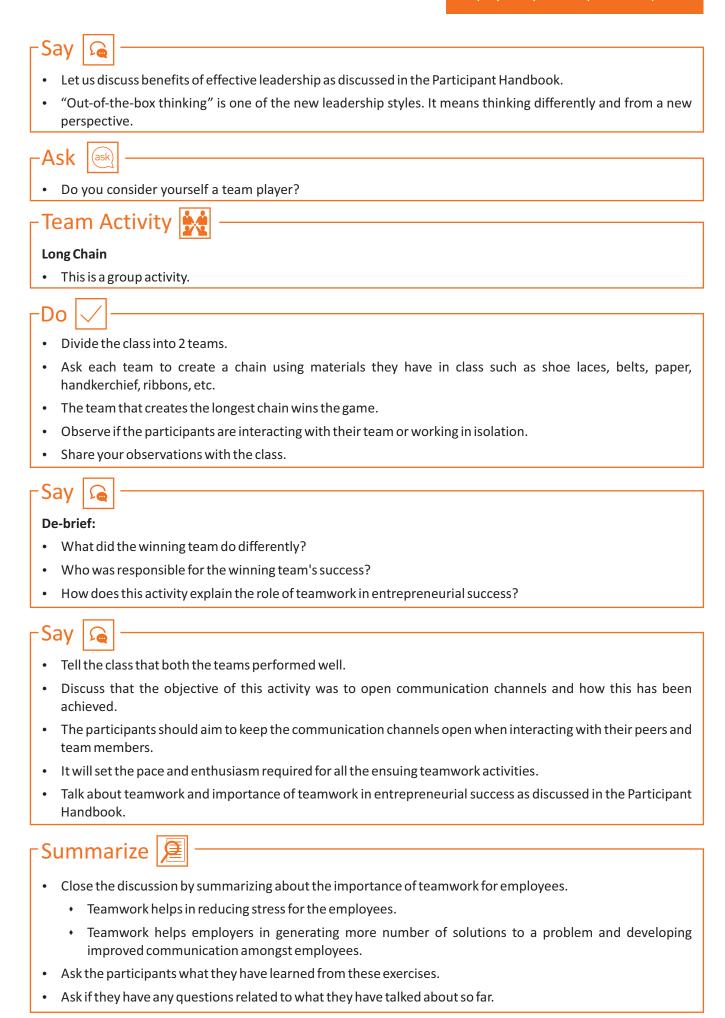
-Say | ໂ

•	Talk about leadership and leadersh	p qualities for an	n entrepreneur as discus	ssed in the Participant Handbook
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-Ask

Why is it important for a leader to be effective? How does it help the organization?

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Facilitator Guide

UNIT 6.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives 🏼 🎯

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

-Resources to be Used 🕼

Participant Handbook

-Activity 1 🎉

Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask (ask)

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

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

-Say 뎗

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

-Ask

- How often do you hear these statements?
 - "You're not listening to me!"
 - "Why don't you let me finish what I'm saying?"
 - "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

-Say 🔓

• Let's play a game to understand effective listening process better.

-Do 📐

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 2 🎉

Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.



De-brief question:

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

Say โร

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- · It is important to listen effectively and carefully without making assumptions.

-Activity 3 🎉

Elevator Pitch:

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

-Do 🗸

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: There was once a student who was looking for a job after graduation.

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

Example:

Here's how your pitch could come together:

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

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

Summarize 🛛

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

Facilitator Guide UNIT 6.5.4: Problem Solving & Negotiation Skills Unit Objectives 🞯 At the end of this unit, participants will be able to: Discuss how to solve problems List the important problem solving traits Discuss ways to assess problem solving skills Discuss the importance of negotiation Discuss how to negotiate -Resources to be Used Participant Handbook Ask What is a 'problem'? What do you think are the problems you may face in the process of becoming a successful entrepreneur? Sav 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'. Sav • 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 뎗

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 뎗

• 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.

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 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 ask
• Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?
г Say 뎗 —
Discuss the importance of negotiation while starting a business as given in the Participant Handbook.
Say 뎗
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.

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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.

Facilitator Guide

UNIT 6.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives 🎯

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

-Resources to be Used 🖉

- Participant Handbook
- Blank sheets of paper
- Pens

-Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

-Say 🔓

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- · Let's do an activity to understand ways to identify business opportunities within your business.

-Do 🗸

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

-Activity

Do your SWOT analysis

Strength	Weakness	
What are your strengths?	What are your weaknesses?	
What unique capabilities do you possess?	What do your competitors do better than you?	
What do you do better than others?		
What do others perceive as your strengths?		
Opportunity	Threat	
What trends may positively impact you?	Do you have solid financial support?	
What opportunities are available to you?	What trends may negatively impact you?	

-Do 🗸

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

-Ask 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.

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Facilitator Guide

UNIT 6.5.6: Entrepreneurship Support Eco-System

Unit Objectives 🞯

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

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

-Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

-Ask

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

-Say 뎙

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

-Say 🔓

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

 ${\sf Making\,a\,poster\,showing\,the\,entrepreneurship\,support\,eco-system.}$

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⁻Ask ask

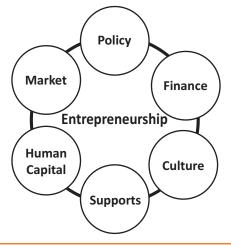
Employability & Entrepreneurship Skills

_Г 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

Do 🔤

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

• Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize |

• Summarize the unit by discussing the key points and answering questions the participants may have.

Facilitator Guide

UNIT 6.5.7: Risk Appetite & Resilience

Unit Objectives 🞯

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

-Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

-Example 💡

• Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

-Say 뎗

- 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.

r 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.

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Say 🔓

- 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 뎙

• Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity 🙀

Entrepreneurship and Resilience

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 🔎

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 6.5.8: Success and Failures

Unit Objectives 🎯

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

• Discuss how to deal with failure

-Resources to be Used 🕼

Participant Handbook

-Ask 🔤

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

-Example

Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

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?



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.

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- Notes 📋	

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UNIT 6.6: Preparing to be an Entrepreneur

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Key Learning Outcomes

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

- 1. Discuss how market research is carried out
- 2. Describe the 4 Ps of marketing
- 3. Discuss the importance of idea generation
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Discuss the importance of setting goals
- 10. Differentiate between short-term, medium-term and long-term goals
- 11. Discuss how to write a business plan
- 12. Explain the financial planning process
- 13. Discuss ways to manage your risk
- 14. Describe the procedure and formalities for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important questions that every entrepreneur should ask before starting an enterprise

Facilitator Guide

UNIT 6.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives 🞯

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

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

Resources to be Used 💣

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

- Ask 🏼 🏾

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example 💡

• Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say 🔓

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity 🙀

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

ר Do ר

- 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 Say

• By opening a tuition centre you are offering a service.

Ask (ask)

• What factors will you keep in mind before opening it?

2 Say

 ${\sf Discuss\,}``{\sf The\,4Ps\,of\,Marketing''}\,with\,the\,participants\,as\,given\,in\,the\,Participant\,{\sf Handbook}.$

Say

• Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity 🙀

4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class
 - 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class

- 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say 🔓

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize 🔎

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 6.6.2: Business Entity Concepts

 Unit Objectives
 Image: Comparison of this unit, participants will be able to:

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

• Recall basic business terminology

- Resources to be Used 🕼

Participant Handbook

Say 뎙

- 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
- 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

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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

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UNIT 6.6.3: CRM & Networking

Unit Objectives | @ -

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

- Resources to be Used 🧔

• Participant Handbook

Ask (ask)

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say 🔓

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

Do 📐

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

- Team Activity 🙀

Case Study Analysis

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

· Say | ົ

- 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 뎙

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion

• Conduct a group discussion in the class on how they can do networking for their business.

Summarize |

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

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Facilitator Guide UNIT 6.6.4: Business Plan: Why Set Goals? Unit Objectives 🞯 At the end of this unit, participants will be able to: Discuss the importance of setting goals Differentiate between short-term, medium-term and long-term goals Discuss how to write a business plan Explain the financial planning process Discuss ways to manage your risk Resources to be Used Participant Handbook Chart papers Blank papers . Marker pens Ruler Ask Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals? While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals? What time limit did you set for your goal-3 weeks, 3 years, 10 years? • Say • Talk about short term, long term and medium term goals, as discussed in the Participant Handbook. Ask As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea? Do Ask few participants to share their business ideas. Ask • Have you created a business plan for your business idea? Do you think it is important to have a business plan in place? Why/ why not? Sav 6 Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook. Let's understand it better with the help of an activity.

- Team Activity 🙀

Writing a business Plan

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

MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

Say 뎗

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 - 1. Executive Summary
 - 2. Business Description
 - 3. Market Analysis
 - 4. Organization and Management
 - 5. Service or Product Line
 - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

V

Say 뎙

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 📐

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

Say Say

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize 🔎

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

- Notes for Facilitation

• Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 6.6.5: Procedures and Formalities for Bank Finance

Unit Objectives |

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

Describe the procedure and formalities for applying for bank finance

- Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask 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 Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - Bootstrapping: Also called self-financing is the easiest way of financing
 - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.
 - Angel investors: Individual or group of investors investing in the company
 - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - Bank loans: The most popular method in India.
 - Microfinance Providers or NBFCs
 - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize 🔎

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

-Notes for Facilitation 🛽 🗐

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years

2. Provisional financial statements for the half – year ended on _

3. Audited financial statements of associate concern/s for the last three years

4. Copy of QIS II for the previous quarter ended on _

5. Operational details in Annexure I

6. CMA data for the last three years, estimates for current year and projection for the next year

7. Term loan/DPG requirements in Annexure II

8. List of machinery in respect of machinery offered as security in Annexure III

9. Additional details for export advances furnished in Annexure IV

10. Property statements of all directors/partners/proprietor/guarantors

11. Copies of ITAO of the company for the last three years

12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors

13. Copies of certificate from banks and financial institutions certifying the latest liability with them

- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)

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

UNIT 6.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives 🞯

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

Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook
- Ask 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 뎙

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

Say 🔓

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

- Enterprise Management
- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

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

Summarize 🔎

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

UNIT 6.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives Ø

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

• List the important questions that every entrepreneur should ask before starting an enterprise

-Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask a

Why do you want to become an entrepreneur?

Say S

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

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

Summarize

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

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सत्यमेव जयते GOVERNMENT OF INDIA MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP N·S·D·C National Skill Development Corporation

Transforming the skill landscape

6. Annexures

Annexure 1: Training Delivery Plan Annexure 2: Assessment Criteria



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Annexure I

Training Delivery Plan

Training Delivery Plan				
Program Name:	Certificate Course in Inventory Clerk			
Qualification Pack Name & Ref. ID	Inventory Clerk LSC/Q 2108			
Version No.	1.0 Version Update Date 16/12/2014			
Pre-requisites to Training (if any)	Minimum qualification – Class XII, Diploma (Any, Engineering, Arts, Commerce), Graduate Degree (Any, Engineering, Arts, Commerce). No experience is required.			
Training Outcomes	 By the end of this program, the participants will be able to: 1. Obtain Knowledge on Warehousing activities: General introduction to warehous layout and other warehousing activities such as Data Entry Operation, Receiving, Loading, Unloading, Packing, Dispatch and Quality parameters 2. Conversant with Inventory Control and counting: Awareness on various inventor stocking / control methods, Inventory classifications, Frequency and number of counting, reconciliation procedures and reporting structures. 3. Understand Material Handling & Ergonomics: To ensure that the right material Handling Techniques are followed during counting process, MHE requirements in inventory counting procedure 4. Cultured in workplace skills: Build on effective communication with inter departments, subordinates and super-ordinates for smooth running of inventory counting activities, team building and time management 5. Acquaint with Environmental / Occupational Health & Safety: Get well versed wi health and safety measures practiced in warehouse, Individual Safety, PPE usage security procedures, Quick Emergency Responses, First Aid, Fire Safety and gene maintenance on Warehousing equipment. 		Operation, Receiving, ters ss on various inventory ency and number of es. at the right material , MHE requirements in tion with inter n running of inventory ty: Get well versed with dual Safety, PPE usage,	

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Inventory Clerk

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Dur- ation
1	Introduction	 Icebreaker Introduction to Supply Chain Management Introduction to Logistics Management About the Course Describing the Organisation Structure Key Objective of this certification course Importance of Warehouse in Supply Chain Defining various Warehouse Activities, Policies and Procedures Roles and Responsibilities of an Inventory clerk Introduction Basics of Computer and Microsoft Excel Practical demonstration to Microsoft Excel Summary Exercise 	 Discuss Supply Chain and Logistic Management Explain the different types of Inventory and its importance Discuss Warehousing industry and job opportunities in it Define your job roles and responsibilities as a Warehouse Packer Describe the various operations in warehouse and their importance in the effective logistics Identify the expectations from a Warehouse Packer in his/her job role Explain the various functions / operations of the warehouse Define the inbound and outbound activities Describe the major activities that are performed inside a warehouse Get a clarity on the main roles of an Inventory Clerk 	NA	Group Activity: Passing the Parcel, Facilitator- led- discussions, Videos, Demonstration, Computer lab	Available objects such as a book, pen, duster etc., Projector, Videos, Notes, Microsoft Excel	 2 Hrs. 4 Hrs. 4 Hrs. 4 Hrs. 2 Hrs. 2 Hrs. 4 Hrs. 4 Hrs. 4 Hrs. 8 Hrs. 8 Hrs. 8 Hrs. 1 Hr. 1 Hr.
2	Prepare for Inventory Counting	 Primary Objective of Inventory Counting Key Decision to Perform an Inventory Count Phases in Inventory Counting Inventory Related Information Exploring the details in a Inventory record file Deciding the Frequency and Number of Counting Inventory Classification Practical demonstration to create a Inventory record file Summary Exercise 	 Explain how to perform Inventory counting Elucidate the importance of counting inventory Explain why we are counting your inventory and what we are going to count Describe the different phases in inventory counting and various information related to inventory counting Get knowledge on how to perform inventory counting Discuss on the list of information and relevant documents on inventory Explain how to create and maintain inventory record Get knowledge on inventory storage locations and on various inventory classification Explain how inventory classification helps in identifying inventory counting frequencies 	LSC/N 2105 PC1, PC2, PC3, PC4, PC5, SA1, SA3	Facilitator-led- discussions, Videos, Demonstration, Skill Practice (Practicals), Exercise	Projector, Videos, Notes, Sample related documents, Sample product labels, Microsoft Excel	 8 Hrs. 8 Hrs. 8 Hrs. 8 Hrs. 6 Hrs. 8 Hrs. 8 Hrs. 8 Hrs. 8 Hrs. 1 Hr. 1 Hr. 1 Hr.

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3Verify Physically counted numbers and system numbers• Roles and Responsibilities of Different Colleagues on the Shop Floor • Knowledge and Understanding Organizational Products • Labels and Coding Systems • Labels and Packaging labels • Personal Protective Equipment • Importance of Safety • Material Handling Equipment • Maintaining General Safety and Discipline• Explain the importance of recording and reporting after counting • Describe the different types of PC12, PC14, PC15, KA1, KA2, KA8 PC15, KA1, KA2, KA8 (Practicals), PC6, PC7, PC12, PC14, PC16, KA2, KA8 PC14, PC16, RA1, KA2, KA2, KA8 KA2, KA8 PC14, PC16, KA1, KA2, RS3, KB4, KB5Projector, Videos, Notes, Protective Equipment • Material Handling Equipment • Maintaining General Safety and Discipline• Explain the importance of recording and reporting after counting operations • Describe the different types of PC12, PC13, PC14, PC16, KB3, KB4, KB5Facilitator-led- discussions, PC12, PC14, PC12, PC14, PC12, PC14, PC12, PC14, PC14, PC16, KB3, KB4, KB5Protective Equipment stores in the warehouse • Describe the roles and responsibility of an InventoryPC15, KA1, KA2, KA8 Colleague on the KB5Pacinical specifications of goods stores in the warehouse • Describe the roles and responsibility of an InventoryPC14, PC16, KB5Pacinical specifications colleague KB5Product technologies, PC14, PC16, KB5Product technologies, FC14, PC16, KB5Product technologies, FC14, PC16, KB5Product technologies, FC14, PC16, KB5Product technologies, FC14, PC16, KB5Product	 4 Hrs. 6 Hrs. 6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs. 6 Hrs. 6 Hrs. 6 Hrs.
counted numbers and system numbersDifferent Colleagues on the Shop Floor • Knowledge and Understanding Organizational Products • Labels and Coding Systems • Types of Product and Packaging labels • Personal Protective • Get more insight on various • Describe the roles and • Distinguish the roles and • Get more insight on various • Get more insight on various • Get more insight on various • Maintaining General • Maintaining GeneralPicto, PC1, PC12, PC14, PC15, KA1, KA2, KA8 PC12, PC13, PC12, PC13, PC14, PC16, KB3, KB4, KB5Personal Product labels, Product labels, Microsoft Excel	6 Hrs. 6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
numbers and system numberson the Shop Floor • Knowledge and Understanding Organizational Products• Describe the different types of documents used in an inventory counting operationsPC12, PC14, PC15, KA1, KA2, KA8 LSC/N 2105Demonstration, Skill Practice 	6 Hrs. 6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
and system numbers• Knowledge and Understanding Organizational Productsdocuments used in an inventory counting operationsPC15, KA1, KA2, KA8 LSC/N 2105Skill Practice (Practicals), ExerciseEquipment, Videos on variousProducts • Labels and Coding 	6 Hrs. 6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
Organizational Products• Explain the importance of packaging standards and symbolsLSC/N 2105Exercisevarious technologies, Product labels, Product labels, Product labels• Labels and Coding Systems• Distinguish the roles and responsibilities of different colleague on the shop floorPC14, PC16, KB3, KB4, KB5Microsoft• Personal Protective 	6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
Productsof packaging standards and symbolsPC6, PC7, PC12, PC13, PC14, PC16, PC14, PC16, Microsofttechnologies, Product labels, Microsoft• Labels and Coding Systems• Distinguish the roles and responsibilities of different 	6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
 Labels and Coding Systems Distinguish the roles and Types of Product and Packaging labels Personal Protective Equipment Importance of Safety Get more insight on various technical specifications of goods Maintaining General Systems Symbols PC12, PC13, PC14, PC16, KA1, KA2, KB5 PC14, PC16, KB3, KB4, KB5 PC12, PC13, PC14, PC16, KB3, KB4, KB5 Personal Protective Equipment Get knowledge on the importance of Labeling system in warehouse Get more insight on various technical specifications of goods Maintaining General Describe the roles and 	6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
Systems• Distinguish the roles and responsibilities of different and Packaging labels • Personal Protective Equipment • Material Handling Equipment • Maintaining General• Distinguish the roles and responsibilities of different olleague on the shop floor • Get knowledge on the importance of Labeling system • Get more insight on various technical specifications of goodsPC14, PC16, KA1, KA2, KB3, KB4, KB5Microsoft ExcelImportance of Safety • Material Handling • Maintaining General• Get more insight on various technical specifications of goods • Describe the roles and• Maintaining General• Discribe the roles and• Microsoft	6 Hrs. 6 Hrs. 4 Hrs. 6 Hrs.
 Types of Product and Packaging labels Personal Protective Equipment Importance of Safety Get more insight on various technical specifications of goods Material Handling Equipment Material General Describe the roles and 	6 Hrs. 4 Hrs. 6 Hrs.
and Packaging labelscolleague on the shop floorKB3, KB4,• Personal Protective• Get knowledge on theKB5Equipmentimportance of Labeling systemin warehouse• Importance ofin warehouseSafety• Material Handlingtechnical specifications of goodsEquipmentstores in the warehouse• Maintaining General• Describe the roles and	6 Hrs. 4 Hrs. 6 Hrs.
 Personal Protective Get knowledge on the importance of Labeling system Importance of in warehouse Safety Get more insight on various Material Handling Equipment stores in the warehouse Maintaining General Describe the roles and 	4 Hrs. 6 Hrs.
Equipmentimportance of Labeling system• Importance ofin warehouseSafety• Get more insight on various• Material Handlingtechnical specifications of goodsEquipmentstores in the warehouse• Maintaining General• Describe the roles and	4 Hrs. 6 Hrs.
 Importance of in warehouse Safety Get more insight on various Material Handling technical specifications of goods Equipment Stores in the warehouse Maintaining General Describe the roles and 	6 Hrs.
Safety• Get more insight on various• Material Handlingtechnical specifications of goodsEquipmentstores in the warehouse• Maintaining General• Describe the roles and	6 Hrs.
 Material Handling technical specifications of goods Equipment stores in the warehouse Maintaining General Describe the roles and 	
Equipmentstores in the warehouse• Maintaining General• Describe the roles and	
Maintaining General Describe the roles and	6 Hrs.
	6 Hrs.
	Cilina
Safety and Security clerk Procedures Get knowledge on how and	6 Hrs.
Procedures • Get knowledge on how and • Types of Common whom to contact for work	4 Hrs.
Workplace Hazards related challenges	4 ПГS.
• Practical • Explain various work an	8 Hrs.
explanation Safety Inventory clerk will carry inside	01113.
operations, Packaging a warehouse	
Labels and Standards • Describe the significance of	
Summary Labels in warehouse operations	1 Hr.
Exercise Get knowledge on various	1 Hr.
label technologies, methods and	
types	
Describe how label and coding	
will help to identify the product	
specifications	
Explain different signages and	
packing standards used inside a	
warehouse	
Identify the handling	
requirements on the product	
and packages	
Explore the organization's	
safety and security procedures	
in Inventory counting	

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Inventory Clerk

Maintaining General Safety and Discipline Risk and Impact of Deviating Procedure/ Work Instructions Skills Essential for an Inventory Clerk Warehouse operations Warehouse operations Realize how to deal with Realize how to deal with PC3, PC6, Videos, PC3, PC7, PC8, Demonstration, PC9, PC12, Skill Practice Work Instructions Skills Essential for an Inventory Clerk Sentral for Substruct to mock drills and Scrutters Skills and the importance of Skills and the importance of Skills and the importance of Skills Essential for Substruct to mock drills and Scrutters Skills and the importance of Skills and the importance of Skills Essential for Skills and the importance of Skills Essential for Skills and Skills and Scrutters Skills and Scrutters Skills and Scrutters Skills and Skills and Skills Skills	deos, Notes, ample crap and uarantine rea, Fire ghting quipments,	8 Hrs. 8 Hrs.
Safety and Discipline • Risk and Impact of Deviating Procedure/ Work Instructions• Realize how to deal with errors and damagesPC7, PC8, PC9, PC12, KA3, KA4, KA6, KA9, SB7, SB8Demonstration, quadraticeScr quadratice• Brief about the importance of • Skills Essential for an Inventory Clerk• Realize how to deal with errors and damagesPC9, PC12, KA3, KA4, (Practicals), SB7, SB8• Demonstration, quadraticeScr quadratice• Brief about the importance of • Skills Essential for an Inventory Clerk• Get knowledge on how to react to mock drills and• SB7, SB8 LSC/N 2106• Gradient modratice	rap and uarantine ea, Fire ghting	
• Risk and Impact of Deviating Procedure/ Work Instructionserrors and damages • Brief about the importance of work instructionsPC9, PC12, (KA3, KA4, (Practicals), ExerciseSkill Practice quadre quadre quadre quadre quadre quadre ended work instructionsPC9, PC12, (KA3, KA4, (Practicals), ExerciseQuadre quadre quadre quadre quadre quadre quadre work instructionsPC9, PC12, (KA3, KA4, (Practicals), ExerciseQuadre quadre quadre quadre• Skills Essential for an Inventory Clerk• Get knowledge on how to react to mock drills andSB7, SB8 LSC/N 2106• Get knowledge modre	uarantine ea, Fire ghting	8 Hrs.
Deviating Procedure/ Work InstructionsBrief about the importance of work instructionsKA3, KA4, KA6, KA9,(Practicals), Exerciseare fight equination• Skills Essential for 	ea, Fire ghting	8 Hrs.
Work Instructionswork instructionsKA6, KA9,Exercisefight• Skills Essential for an Inventory Clerk• Get knowledge on how to react to mock drills andSB7, SB8 LSC/N 2106equal	ghting	
Skills Essential for an Inventory Clerk Get knowledge on how SB7, SB8 equ to react to mock drills and LSC/N 2106 mod	-	
an Inventory Clerk to react to mock drills and LSC/N 2106 mc	quipments,	
		8 Hrs.
• Areas of Waste evacuation plain PC9 PC13	ock drill	
	quipment,	6 Hrs.
	licrosoft	
environment Environmental Health and KA4, KA6, Exc	cel	
• Occupational/ Safety SA1, SA2,		8 Hrs.
Environmental Health • Distinguish various details SB7, SB8,		
and Safety on Material handling and SB14,		
Importance of ergonomics		8 Hrs.
Safety mock drills • Identify unsafe work practices		
Practical carried inside the warehouse		8 Hrs.
demonstration for and report to the management		
organizing a Fire & for appropriate actions		
Safety mock drill and • Visualize common workplace		
a First-aid mock drill hazards that one might		
Summary encounter inside warehouse		1 Hr.
Exercise Explain the importance of		1 Hr.
Personal Protective Equipment		
Describe different types of		
Personal Protective Equipment		
and its uses		
Reveal the safety		
requirements to be followed in		
warehouse areas		
Explain the importance of		
Material handling equipment in		
Inventory counting		
Perform regular inspections		
inside the warehouse operation		
areas		
Describe the necessary		
precautionary care to be taken		
to prevent workplace hazards		
Explain the escalation matrix		
for reporting the damages and		
losses		
Identify the skills required		
for an Inventory clerk and how		
to react to peak and non-peak		
situations in order to complete		
the given tasks		

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Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Inventory Clerk	
Job Role	Inventory Clerk
Qualification Pack	LSC/Q2108
Sector Skill Council	Logistic Sector Skill Council of India

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5	To pass the Qualification Pack , every trainee should score a minimum of 40% in every NOS overall 50% pass percentage
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

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ASSESSMENT		Total	Ma	rks Alloca	ation
OUTCOME (NOS CODE AND DESCRIPTION)	Performance Criteria	marks	Out of	Theory	Skills
LSC/N2312 (Prepare for the day's work)	PC1. Obtain sufficient copies of the pick list, Bill of Materials (BOM) and incoming truck schedules from the Data Entry Operator (DEO).		10	3	7
	PC2. Obtain an inventory tracking sheet from the DEO to use for cycle counting.		10	3	7
	PC3. Collect printed product labels from the DEO.		10	1	9
	PC4. Mutually agree on priorities and deadlines related to customer orders with the DEO after discussing labour availability.		15	5	10
	PC5. Find out from workers if there is any pending work from the previous day.	100	10	3	7
	PC6. Based on the information obtained, estimate the time required for each task and create a day plan for the entire warehousing operations.	100	10	4	6
	PC7. Create specific day plans and set numeric targets for each warehouse activity.		15	4	11
	PC8. Conduct morning meeting to allocate workers to each activity, handover the necessary information sheet or list and explain the plan, along with the target.		10	4	6
	PC9. Conduct handover meeting when shift change happens to update new workers on the status of activities.		10	3	7
		Total	100	30	70
LSC/N2313 (Ensure Smooth functioning of warehouse activities)	PC1. Perform continuous inspection of all areas of the warehouse.		10	2	8
	PC2. Identify unsafe conditions or work practices and correct them.	100	10	2	8
	PC3. Ensure workers are using all the required Personal Protective Equipment (PPE).	100	5	2	3
	PC4. If operating procedures are not followed, enforce discipline among workers through penalties, suspension, etc.		10	2	8
	PC5. Inform dispatcher/security guard regarding when a particular truck is expected to come in or go out and which bay each truck is to be parked at.		5	2	3

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ASSESSMENT		Total	Ma	Marks Allocation		
OUTCOME (NOS CODE AND DESCRIPTION)	Performance Criteria	marks	Out of	Theory	Skills	
	PC7. Assign spaces in the staging area to dispatcher and loader for loading and unloading goods from each consignment.		10	2	8	
	PC8. Ensure that loading and unloading happens safely and timelines are met.		5	2	3	
	PC9. Constantly monitor 'shape of the day' based on work load of different tasks and re-deploy resources as per demand.		10	3	7	
	PC10. Identify problems reported by workers.		5	2	3	
	PC11. Understand the problem and guide the concerned worker to solve the problem.		5	2	3	
	PC12. Act as a liaison between different warehousing activities to ensure continuity of warehousing operations.		10	3	7	
	PC13. Check the condition of equipment, storage racks and PPE during rounds.		5	2	3	
	PC14. Ensure timely maintenance is carried out by the maintenance as per company policies.		5	2	3	
		Total	100	30	70	
LSC/N2314 (Keep Track of the goods in the Warehouse)	PC1. Identify any errors made during binning and follow the company procedure to rectify it.		10	2	8	
	PC2. Ensure cycle counting of inventory stored is done by the inventory clerk using the physical vs system method.		10	3	7	
	PC3. Ensure replacement parts are sent to the required functions to fulfill customer orders.		10	3	7	
	PC4. Update stored inventory levels after transactions in the tracking sheet.		10	3	7	
	PC5. Perform visual inspection of outbound goods.	100	10	2	8	
	PC6. Count the picked goods in the staging area and verify with pick lists to ensure that the correct number of items are sent out.		10	3	7	
	PC7. Sign off on goods in the staging area so that they can be moved into the outbound area.		5	2	3	
	PC8. Check for correct segregation of items in the quarantine area.		5	2	3	
	PC9. Keep aside wrongly quarantined items in the quarantine area.		5	2	3	
	PC10. Have binner move the wrongly quarantined items and store them where applicable.		10	3	7	

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ASSESSMENT		Total	Marks Allocation		
OUTCOME (NOS CODE AND DESCRIPTION)	Performance Criteria	marks	Out of	Theory	Skills
	PC12. Ensure disposal of quarantined items as per the company policy through housekeeping staff.		10	3	7
		Total	100	30	70
LSC/N2315 (Carry out end of day activities)	PC1. Take note of the pending tasks in each activity to plan for the next workday.		5	2	3
	PC2. Carry out physical counting of inventory along with the DEO to update closing inventory level.		10	3	7
	PC3. Conduct sundown meeting with workers and explain work to be done for the next day.		10	3	7
	PC4. Perform safety inspection of all areas in the warehouse.		10	3	7
	PC5. Check on the condition of equipment and PPE.		10	3	7
	PC6. Ensure that all areas of the warehouse are clean and that equipment is in working order.	100	10	3	7
	PC7. Escalate receipt shortages and dealer/end customer claims to manager for timely closure along with the necessary inventory adjustments.		10	3	7
	PC8. Notify manager regarding any concerns faced during the day.		10	2	8
	PC9. Provide daily report to manager regarding condition of equipment, damage if any, delays, inability to meet an order, etc.		5	2	3
	PC10. Place orders for replacement items with management.		10	3	7
	PC11. Complete any forms as required by management.		10	3	7
		Total	100	30	70

– Do

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

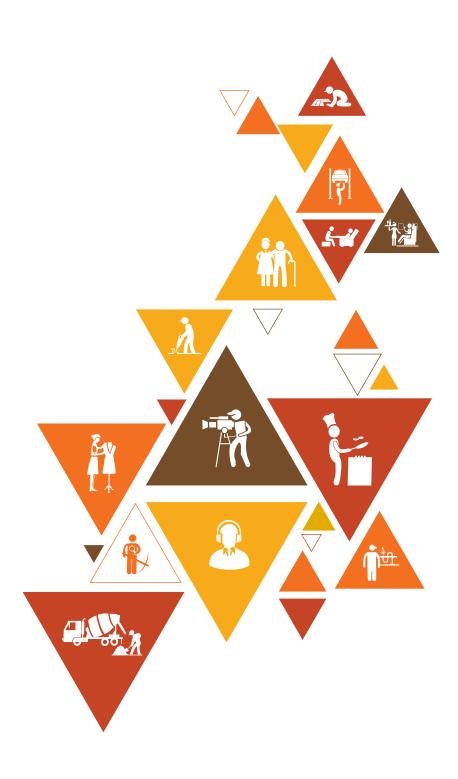
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