****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SALES**

**LEVEL-3**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the business sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Financial and sales sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Financial and sales sector, expert workers and all those who participated in the development of this curriculum.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.**

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Financial and sales sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Financial and Sales sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in business will acquire competencies that will enable them to perform their work more efficiently.

**Dr. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ACRONYMS

DS Distributed Sales

BUS Business

BC Basic Competency

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment and Certification Council

CR Core Competency

CU Curriculum

ICT Information Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

MoE Ministry of Education

OS Occupational Standard

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

BUS/CU/DS/BC/01/3/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# 

# COURSE OVERVIEW

Sales certificate Level 3 consists of competencies that an individual must achieve to carry out product sales. It entails demonstrating product knowledge, identifying target market, selling company product, maintaining merchandise display and maintaining customer relationship.

The units of competency comprising distributed sales certificate level 3 qualifications include the following:

**BASIC COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in hours** | **Credit Factor** |
| BUS/CU/DS/BC/01/3/A | Communication skills | 15 | 1.5 |
| BUS/CU/DS/BC/02/3/A | Numeracy skills | 15 | 1.5 |
| BUS/CU/DS/BC/03/3/A | Digital literacy | 20 | 2 |
| BUS/CU/DS/BC/04/3/A | Entrepreneurial skills | 40 | 4 |
| BUS/CU/DS/BC/05/3/A | Employability skills | 20 | 2 |
| BUS/CU/DS/BC/06/3/A | Environmental literacy | 15 | 1.5 |
| BUS/CU/DS/BC/07/3/A | Occupational safety and health practices | 15 | 1.5 |
| **TOTAL** | | **140** | **14** |

**CORE COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in hours** | **Credit Factor** |
| BUS/CU/DS/CR/01/3/A | Product knowledge | 20 | 2 |
| BUS/CU/DS/CR/02/3/A | Target market | 30 | 3 |
| BUS/CU/DS/CR/03/3/A | Product sales | 30 | 3 |
| BUS/CU/DS/CR/04/3/A | Merchandising | 20 | 2 |
| BUS/CU/DS/CR/05/3/A | Customer relationship | 20 | 2 |
|  | Industrial attachment | 300 | 30 |
| **Total** | | **420** | **42** |
| **Grand total** | | **560** | **5** |

The total duration of the course for an average trainee is 560 hours including 12 weeks of industrial attachment.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Primary Education (KCPE)

**Or**

1. Kenya Certificate of Secondary Education (KCSE) Grade E

**Or**

1. Equivalent qualification as determined by Kenya National Qualifications Authority (KNQA)

**Industrial attachment**

An individual enrolled in this course will undergo 12 weeks industrial attachment at established distribution and sales organization. An individual enrolled in one of the core units of learning will undergo 2 weeks industrial attachment.

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded national certificate of competency on demonstration of competence in a unit of competency. To be awarded Certificate in Sales Level 3, an individual must demonstrate competence in all the units of competency. These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# 

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/DS/BC/01/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Written tests * Oral questioning |
| 1. Speak English at a basic operational level | * English grammar   + Nouns, verbs, adjectives, adverbs, pronouns prepositions * English speaking   + Pronunciation   + Simple conversations * Taking verbal instructions * Reading and writing in English * Forms of expression in English | * Written tests * Oral * Role play |
| 1. Participate in workplace meetings and discussions | * Nature of workplace meetings * Meeting protocols * Workplace interactions | * Oral questioning * Written tests |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Written tests * Oral questioning |

**Suggested Methods of Instruction**

* Discussion
* Role play
* Brainstorming
* Viewing of related videos
* Role play

**Recommended Resources**

* Desktop computers/laptops
* Projectors
* Report writing templates
* Pens
* Notebooks

# NUMERACY SKILLS

**UNIT CODE:** BUS/CU/DS/BC/02/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Use whole numbers for work | * Whole numbers * Use of Zeros * Use of halves * Sizes * Grouping of numbers * Addition and subtraction of whole numbers * Numerical information, * Symbols | * Written tests * Assignments * Supervised exercises |
| 1. Locate, compare and use highly familiar measurement for work | * Measurements * Units of measurements and their use * Digital time am and pm * Calendars | * Written tests * Assignments * Supervised exercises |
| 1. Use highly familiar maps and diagrams for work | * + Use of Maps and * Diagrams simple * symbols and pictorial   + Giving simple oral directions to locate objects | * Oral * Assignments * Supervised exercises |
| 1. Identify and use some common 2D shapes for work | * + Two dimensional shapes   + Describe common objects in terms of size and shape   + Compare objects   + Group common objects based on shape, size, color and features | * Written tests * Assignments * Supervised exercises |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work | * + Simple tables   + Features of simple graphs and charts   + Numerical information in tables, graphs & charts | * Oral * Assignments * Supervised exercises |

**Suggested Methods of Instructions**

* Instructor led facilitation of theory.
* Practical demonstration of tasks by trainer
* Role play
* Discussion
* Demonstration by trainees and comments and corrections by trainers

**Recommended Resources**

* Common 2D shapes objects
* Calculator
* Basic measuring instruments
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** BUS/CU/DS/BC/03/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Definition of a computer * Functions of a computer * Components of a computer * Classification of computers * Computer software | * Written tests * Practice assignments |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation |
| 1. Apply computer software in solving tasks | * Operating systems * Word processing * Spread sheets * Data base | * Oral questioning * Practical |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Oral presentation * Written test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Assignments
* Viewing of related videos
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** BUS/CU/DS/BC/04/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 40 hours

**Unit description**

This unit describes the competencies required to demonstrate entrepreneurial competencies. It involves, developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small business.

**Summary of Learning Outcomes**

1. Develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Operate a small business
5. Grow a small business

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Develop entrepreneurial culture | * Definition of entrepreneur * Importance of entrepreneurship * Common terminologies in entrepreneurship * Entrepreneurship and employment creation * Formal and informal employment * Habits that promote entrepreneurial development * Cultural factors that inhibit entrepreneurship | * Individual/group assignments * Written tests * Oral |
| 1. Identify entrepreneurial opportunities | * Types, characteristics, qualities & role of entrepreneurs * SWOT analysis * Generating Business ideas * Business opportunities * Evaluation of business opportunities | * Individual/group assignments * Written tests * Oral questioning * Oral presentation |
| 1. Start a small business | * Factors to consider when starting a small business * Legal requirement for starting a small business * Procedure of starting a small business * The dos and don’ts of starting a small business * Challenges faced when starting a small business and mitigating factors * Launch of a small business | * Oral questioning * Individual/group assignments * Written tests |
| 1. Operate a small business | * Organizational structure of a small business * Managing small business finances * Book keeping * Business support services * Marketing for small businesses * Basic IT application in small business | * Individual/group assignments * Written tests |
| 1. Grow a small business | * Methods of growing/expanding a small business * Resources for growing small business * Small business growth plan * ICT and business growth | * Individual/group assignments * Written tests |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* assignments
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan template
* Laptop/ desktop computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** BUS/CU/DS/BC/05/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Accountability and responsibility * Good work habits * Self-awareness * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Resources utilization * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Cultural aspects of work * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Values and beliefs * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Harassment and mutual respect * Financial responsibility/accountability * Etiquette * Emerging issues in ethics | * Written tests * Oral questioning * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE**: BUS/CU/DS/BC/06/3/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Environmental Management and Coordination Act 1999 * Solid Waste Act * Storage of environmentally hazardous materials * Disposal of hazardous wastes * Types and uses of PPEs in line with environmental regulations * Occupational Safety and Health Act 2007 | * Written tests * Oral questions * Observation of work procedures |
| 1. Control environmental pollution | * Types of pollution * Environmental pollution control and management * Procedures for waste management | * Written tests * Oral questions * Observation of work procedures |
| 1. Demonstrate sustainable use of resource | * Types of resources * Sustainable resource use and management * Principles of 3Rs (Reduce, Reuse, Recycle) | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Instructor led facilitation theory
* Discussion
* Demonstration by trainer
* Assignments
* Field trip

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/DS/BC/07/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate safety and health practices

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to practice and promote safety and health at work. It entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements.

**Summary of Learning Outcomes**

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to apply workplace safety and health practices | * Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations * Benefits of implementing an occupational safety and health program * Safety requirements/ regulations of own work and of other workers * Workplace standards and procedures for incidents and emergencies * Prevention and Control Measures for accidents, injuries and sickness | * Oral tests * Written questions * Observation of work procedures |
| 1. Compliance with occupational safety and health Act | * Safety instructions and safety signs * Safe handling of tools, equipment and materials * Use of safe guards and safety devices * Reporting of hazards, incidents, injuries and sickness in the workplace | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Occupational safety and health standards
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Client/supplier instructions
* Organizational or external personnel
* Machine/equipment manufacturer’s specifications and instructions
* Quality standards

**CORE UNITS OF LEARNING**

# PRODUCT KNOWLEDGE

**UNIT CODE:** BUS/CU/DS/CR/01/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **identify company product**

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to demonstrate product knowledge**.** It involves demonstrating understanding of company profile, identifying company products demonstrate an understanding of competitor’s products and product benefits.

**Summary of Learning Outcomes**

1. Demonstrate understanding of company profile
2. Identify company products
3. Demonstrate understanding of competitor’s products
4. Demonstrate understanding of product benefits

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate understanding of company profile | * Introduction to company product * Meaning of company profile * Features of the company profile * Importance of the company profile | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Identifie company products | * Company product range * Product features * Characteristics of a product * Products Benefits * Product Compliments | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Demonstrate understanding of competitor’s products | * Introduction business competition * Identification of competitors products * Features of the competitor’s products * Sources of competitor’s information * Product comparison | * Written tests * Oral questioning * Observation * Assignments * Supervised exercises |
| 1. Demonstrate understanding of product benefits | * Product features * Product functions * product benefits | * Observation * Written tests * Oral questioning * Assignments |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Computers
* Internet connectivity
* Text books and journals
* Audio –visual equipment

# TARGET MARKET

**UNIT CODE:** BUS/CU/DS/CR/02/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **identify target market**

**Duration of Unit:** 30 hours

**Unit Description**

This unit specifies the competencies required to identify target market. It involves; carrying out market research, selecting product market, determining customer needs and promote product sales.

**Summary of Learning Outcomes**

1. Carry out market research
2. Segment product market
3. Classify customer needs
4. Promote product sales

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Carry out market research | * Introduction to market research * Importance of market research * Methods of market research * Uses of research information | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Segment product market | * Introduction to market segmentation * Principles of market segmentation * Segmentation criteria   + Segmentation process | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Classify customer needs | * Introduction to customer needs classification * Rationale of needs classification * Procedure for identifying customer needs * Information collecting Techniques * Matching customer needs and products | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Promote product sales | * Introduction to product promotion * Importance of promotion * Types of promotion * Tools of promotion | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Computers
* Internet connectivity
* Text books and journals
* Audio –visual equipment

# PRODUCT SALES

**UNIT CODE:** BUS/CU/DS/CR/03/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **sell company product**

**Duration of Unit:** 30 hours

**Unit Description**

This unit specifies the competencies required to **sell company product**. It involves demonstrate an understanding of company product, planning product sales, determining customer approach, determining customer needs, closing sale, handling customer expectations.

**Summary of Learning Outcomes**

1. Demonstrate understanding of company product
2. Plan product sales
3. Determine customer approach
4. Determine customer needs
5. Close sale
6. Handle customer expectations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate understanding of company product | * Introduction to company products * Product features * Product information * Product functions | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Plan product sales | * Introduction to sales planning * Objectives of planning * Route selections * Scheduling sales activities | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine customer approach | * Meaning of customer approach * Importance of customer approach   + Methods of customer approach | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine customer needs | * Customer needs identification * Importance of customer needs | * Written tests * Oral questioning * Observation * Assignments * Supervised exercises |
| 1. Close sale | * Meaning of sale close * Buying signals * Trial sale close * Sale close techniques | * Written tests * Oral questioning * Observation * Assignments * Supervised exercises |
| 1. Handle customer expectations | * Customer expectations * Customer objections * Methods of determining customer satisfaction * Feedback management | * Written tests * Oral questioning * Observation * Assignments * Supervised exercises |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Computers
* Internet connectivity
* Text books and journals
* Audio –visual equipment

# MERCHANDISING

**UNIT CODE:** BUS/CU/DS/CR/04/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: maintain merchandise display

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to maintain merchandise display.It involves arranging merchandise, preparing display labels and maintaining product display.

**Summary of Learning Outcomes**

1. Arrange merchandise
2. Prepare merchandise display labels
3. Maintain merchandise display

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Arrange merchandise | * Introduction to merchandising * Practices of merchandise arrangement * Product handling techniques * Merchandise rotation | * Observation * Written tests * Assignments * Supervised exercises |
| * + - 1. Prepare merchandise display labels | * Introduction to labelling * Categories of labelling * Labelling process * Bar-code * Labelling equipment | * Observation * Written tests * Assignments * Supervised exercises |
| * + - 1. Maintain merchandise display | * Principles of merchandise display * Merchandise replenishing * Maintaining display * Special merchandise promotion set and reset process * Customer assistance | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Computers
* Internet connectivity
* Text books and journals
* Audio –visual equipment

# CUSTOMER RELATIONSHIP

**UNIT CODE:** BUS/CU/DS/CR/05/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Maintain customer relationship**

**Duration of Unit: 20** hours

**Unit Description**

This unit specifies the competencies required to **maintain customer relationship**. It involves maintaining customer interaction records, determining customer loyalty, maintaining customer’s communication and handling customer feedback.

**Summary of Learning Outcomes**

1. Maintaining customer interaction records,
2. Determining customer loyalty,
3. Maintaining customer’s communication
4. Handling customer feedback.

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Maintain customer interaction records | * Introduction to customer records * Customer interaction process * Importance of customer details * Customer details analysis | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine customer loyalty | * Meaning of Customer loyalty. * Features of customer loyalty * Building customer loyalty * Importance of maintaining customer loyalty * Threats to customer loyalty | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Maintain customers communication | * Introduction to customer communication * Methods of communication * Communication feedback management | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Handle customer feedback | * Introduction to customer feedback * Procedures for receiving customer feedback * Customer feedback analysis * Managing customer feedback | * Written tests * Oral questioning * Observation * Assignments * Supervised exercises |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Computers
* Internet connectivity
* Text books and journals
* Audio –visual equipment