

## Qualification Pack



# Automotive Sales Executive

QP Code: ASC/Q1001

Version: 4.0

NSQF Level: 4

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## Qualification Pack

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### ASC/Q1001: Automotive Sales Executive

#### Brief Job Description

The individual primarily handles potential customer leads, presents value propositions for vehicles and manages vehicle retail sales.

#### Personal Attributes

The individual in this job must have good communication and interpersonal skills along with a pleasing personality. They must be patient with good listening ability.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [ASC/N9807: Organize work and resources](#)
2. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
3. [ASC/N1001: Handle leads generated from various sources](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Sales (Dealer)
<b>Occupation</b>	Vehicle Sales
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	0
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3322.1304

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<b>Minimum Educational Qualification &amp; Experience</b>	10th Class (+ 1 year ITI) OR 10th Class (pass) with 2 Years of experience of relevant experience OR 11th Class OR Certificate-NSQF (Automotive Showroom Host/Automotive Sales Assistant Level 3) with 2 Years of experience of relevant experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	25/11/2025
<b>NSQC Approval Date</b>	25/11/2021
<b>Version</b>	4.0
<b>Reference code on NQR</b>	2021/AUT/ASDC/04685
<b>NQR Version</b>	4

## Qualification Pack

### ASC/N9807: Organize work and resources

#### Description

This NOS unit is about implementing safety, planning work and adopting sustainable practices for optimising use of resources.

#### Scope

The scope covers the following :

- Maintain safe and secure working environment
- Health and hygiene
- Perform work as per quality standards
- Material/energy conservation practices

#### Elements and Performance Criteria

##### *Maintain safe and secure working environment*

To be competent, the user/individual on the job must be able to:

- PC1.** organise work as per organisation's current health, safety and security policies and procedures
- PC2.** report any breaches in health, safety and security policies and procedures to the designated person
- PC3.** identify any risks and hazards associated with work activities, their causes and prevention

##### *Health and hygiene*

To be competent, the user/individual on the job must be able to:

- PC4.** ensure workstation and equipment are regularly cleaned and sanitized
- PC5.** clean hands with soap, alcohol-based sanitizer regularly
- PC6.** wear and dispose PPEs regularly and appropriately
- PC7.** avoid contact with ill people and self-isolate in a similar situation
- PC8.** follow stress and anxiety management techniques

##### *Perform work as per quality standards*

To be competent, the user/individual on the job must be able to:

- PC9.** ensure that work requirements are accomplished within the specified timeline
- PC10.** ensure team goals are given preference over individual goals

##### *Material/energy conservation practices*

To be competent, the user/individual on the job must be able to:

- PC11.** identify ways to optimise usage of material and resources like stationary items, electricity and water in various tasks/activities/processes
- PC12.** check for spills/leakages around the workstation which may prove to be a potential risk especially around electrical sockets, power sources, computers etc.
- PC13.** check if the electronic appliances and peripherals are properly functioning and are turned off when not in use

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- PC14.** identify recyclable and non-recyclable waste generated at the showroom and segregate these into respective categories
- PC15.** deposit recyclable and reusable material at identified location in the showroom's store/back area

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation's procedures for health, safety, security and individual's role and responsibilities in this context
- KU2.** different medications used for relieving symptoms of basic ailment
- KU3.** organisation's emergency procedures for various situations and the importance of following the same
- KU4.** evacuation procedures for workers and visitors
- KU5.** how and when to report hazards as well as the responsibility for dealing with hazards
- KU6.** potential hazards, risks and threats based on the nature of work
- KU7.** efficient utilisation of material and water
- KU8.** common practices of conserving electricity and prevalent energy efficient devices
- KU9.** common sources of pollution and ways to minimize it
- KU10.** categorisation of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11.** usage of different colours of dustbins
- KU12.** waste management
- KU13.** significance of greening
- KU14.** organisation's policies to maintain personal health and hygiene at workplace

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read instructions/guidelines/Standard Operating Procedures(SOPs)
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** modify work practices to improve them
- GS4.** ask for clarifications about the job requirement from superior
- GS5.** work with supervisors/team members to carry out work related tasks
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** inform/report to concerned person in case of any problem
- GS8.** make timely decisions
- GS9.** be punctual, utilize time and manage workload efficiently
- GS10.** write in at least one language and complete written work with attention to detail
- GS11.** evaluate strategies to maintain, enhance or reduce the intensity of heightened emotional response



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**GS12.** use correct body language and etiquette for attending customers

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain safe and secure working environment</i>	<b>14</b>	<b>3</b>	-	<b>9</b>
<b>PC1.</b> organise work as per organisation's current health, safety and security policies and procedures	4	-	-	3
<b>PC2.</b> report any breaches in health, safety and security policies and procedures to the designated person	5	3	-	3
<b>PC3.</b> identify any risks and hazards associated with work activities, their causes and prevention	5	-	-	3
<i>Health and hygiene</i>	<b>9</b>	<b>6</b>	-	-
<b>PC4.</b> ensure workstation and equipment are regularly cleaned and sanitized	-	3	-	-
<b>PC5.</b> clean hands with soap, alcohol-based sanitizer regularly	-	3	-	-
<b>PC6.</b> wear and dispose PPEs regularly and appropriately	-	-	-	-
<b>PC7.</b> avoid contact with ill people and self-isolate in a similar situation	5	-	-	-
<b>PC8.</b> follow stress and anxiety management techniques	4	-	-	-
<i>Perform work as per quality standards</i>	<b>12</b>	<b>9</b>	-	<b>6</b>
<b>PC9.</b> ensure that work requirements are accomplished within the specified timeline	7	5	-	3
<b>PC10.</b> ensure team goals are given preference over individual goals	5	4	-	3
<i>Material/energy conservation practices</i>	<b>15</b>	<b>12</b>	-	<b>5</b>
<b>PC11.</b> identify ways to optimise usage of material and resources like stationary items, electricity and water in various tasks/activities/processes	5	4	-	3



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> check for spills/leakages around the workstation which may prove to be a potential risk especially around electrical sockets, power sources, computers etc.	5	4	-	2
<b>PC13.</b> check if the electronic appliances and peripherals are properly functioning and are turned off when not in use	5	4	-	-
<b>PC14.</b> identify recyclable and non-recyclable waste generated at the showroom and segregate these into respective categories	-	-	-	-
<b>PC15.</b> deposit recyclable and reusable material at identified location in the showroom's store/back area	-	-	-	-
<b>NOS Total</b>	<b>50</b>	<b>30</b>	<b>-</b>	<b>20</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ASC/N9807
<b>NOS Name</b>	Organize work and resources
<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/03/2026
<b>NSQC Clearance Date</b>	25/03/2021

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### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023

## Qualification Pack

### ASC/N1001: Handle leads generated from various sources

#### Description

This NOS is about handling sales leads generated from various sources and following up with potential customers to achieve vehicle sales and work in support with sales team lead

#### Scope

The scope covers the following :

- Handle sales leads
- Follow up on sales leads and deliver a sales pitch
- Process sales closure of all leads
- Perform after sales activities

#### Elements and Performance Criteria

##### *Handle sales leads*

To be competent, the user/individual on the job must be able to:

- PC1.** update oneself regarding the overall process of vehicle sales, target achievements, new schemes, new launches etc. by participating in daily briefings/meetings
- PC2.** handle potential leads generated through various sources like showroom walk-ins, telephonic enquiries, referrals, other marketing campaigns and ATL/BTL activities
- PC3.** adhere to the standard operating procedure (SOP) of OEM for a successful sales closure

##### *Follow up on sales leads and deliver a sales pitch*

To be competent, the user/individual on the job must be able to:

- PC4.** greet customers on sales floor and takes them through the entire vehicle buying process supported by established selling steps, selling policies and procedures
- PC5.** deliver a sales pitch highlighting Unique Selling Points (USPs) of the vehicle tailored to potential customer needs/requirements
- PC6.** explain details about the vehicle and its features, advantages, benefits (FAB), comparison with other vehicles by demonstration and physical operation of vehicle in showroom or via test drive/ride
- PC7.** manage a diverse range of customer retention campaigns and initiatives including preparation and presentation of vehicle sales delivery proposals for successfully executing sales
- PC8.** analyse and review the campaign outcomes in detail by using a variety of proprietary software applications and present them to the sales team lead for planning future activity

##### *Process sales closure of all leads*

To be competent, the user/individual on the job must be able to:

- PC9.** respond to all customer queries related to vehicle sales, price and dealership/promotional schemes (exchange, VAS, discounts etc.)
- PC10.** provide enriching customer experience by offering hassle-free and quick services related to the buying process, documentation and additional vehicle accessories purchases

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- PC11.** check availability of test drive cars and schedule test drives as per booked appointments by potential customers
- PC12.** provide a comparative analysis on competitor vehicles to explain product performance, application, current schemes finance, discounts, exchange, loyalty bonus etc.) and FABs to prospective customers describing all optional accessories available and responding to unfavorable comparisons of the vehicle
- PC13.** provide support to the customers in fulfilling all documentation required for purchase, registration and delivery of the vehicle
- PC14.** process customer orders in a timely manner, ensuring hassle free delivery and customer satisfaction
- PC15.** deliver the new vehicle to customer through established delivery process, ensuring that the customer understands the vehicle's operating features, warranty and service schedule

### *Perform after sales activities*

To be competent, the user/individual on the job must be able to:

- PC16.** record and track all deliveries through dealer management system (DMS) and follow up for new, repeat and referral business
- PC17.** forward any request for vehicle service and complaints or queries from customers to the concerned departments/managers
- PC18.** follow up on all post-delivery items including accessories request or requests made at the time of delivery to meet customer expectations
- PC19.** follow up with existing customers for service reminders and to promote other value-added services (loyalty program, exchange bonus, roadside assistance, annual maintenance package etc.)

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisational/professional code of ethics and practices to be followed during the sales process
- KU2.** various promotional activities such as roadshows, exhibitions, mall activities, exchange melas, canopy promotions, local contests, bank loan melas and organising promotional test-drives
- KU3.** SOPs of the organisation/dealership for responding to sales enquiries
- KU4.** how to handle telephonic queries including cold calls and providing information regarding vehicle variants, colour options and stock availability
- KU5.** details about the vehicle such as price, taxes and other add-ons such as promotions, discounts, offers available at the dealership
- KU6.** technical details and specifications of the competitor
- KU7.** working of vehicle shop floor configurator with all detailed specifications, addition of accessories, deletion of accessories and presentation of the final version of customised product
- KU8.** facilities of vehicle finance and insurance offered at the dealership
- KU9.** how to connect with Banks/NBFC's officials to obtain information on finance offers, new schemes, changes in policies, discounts and current rate of interest

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- KU10.** method to compute and arrive at final on-road cost of a vehicle
- KU11.** documentation required for customers and dealers to carry out sales procedures
- KU12.** how to coordinate with colleagues from stockyard to ensure vehicle PDI is done prior to delivery as per OEM norms

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read instructions/guidelines/procedures and sales scripts
- GS2.** communicate effectively using an appropriate body language/ tone
- GS3.** clarify doubts and seek suggestions from the concerned person
- GS4.** recognise a workplace problem and take suitable action
- GS5.** communicate effectively using terms, names, grades and other nomenclature pertaining to the automotive trade, features etc. at the workplace
- GS6.** write any work related information in English/regional language
- GS7.** analyse and apply the information gathered from observation, experience, reasoning or communication to act efficiently

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Handle sales leads</i>	<b>4</b>	<b>5</b>	-	<b>3</b>
<b>PC1.</b> update oneself regarding the overall process of vehicle sales, target achievements, new schemes, new launches etc. by participating in daily briefings/meetings	1	-	-	1
<b>PC2.</b> handle potential leads generated through various sources like showroom walk-ins, telephonic enquiries, referrals, other marketing campaigns and ATL/BTL activities	2	3	-	1
<b>PC3.</b> adhere to the standard operating procedure (SOP) of OEM for a successful sales closure	1	2	-	1
<i>Follow up on sales leads and deliver a sales pitch</i>	<b>10</b>	<b>16</b>	-	<b>6</b>
<b>PC4.</b> greet customers on sales floor and takes them through the entire vehicle buying process supported by established selling steps, selling policies and procedures	2	3	-	1
<b>PC5.</b> deliver a sales pitch highlighting Unique Selling Points (USPs) of the vehicle tailored to potential customer needs/requirements	2	3	-	1
<b>PC6.</b> explain details about the vehicle and its features, advantages, benefits (FAB), comparison with other vehicles by demonstration and physical operation of vehicle in showroom or via test drive/ride	2	4	-	1
<b>PC7.</b> manage a diverse range of customer retention campaigns and initiatives including preparation and presentation of vehicle sales delivery proposals for successfully executing sales	2	3	-	1
<b>PC8.</b> analyse and review the campaign outcomes in detail by using a variety of proprietary software applications and present them to the sales team lead for planning future activity	2	3	-	2
<i>Process sales closure of all leads</i>	<b>11</b>	<b>20</b>	-	<b>6</b>

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC9.</b> respond to all customer queries related to vehicle sales, price and dealership/promotional schemes (exchange, VAS, discounts etc.)	2	3	-	-
<b>PC10.</b> provide enriching customer experience by offering hassle-free and quick services related to the buying process, documentation and additional vehicle accessories purchases	1	2	-	1
<b>PC11.</b> check availability of test drive cars and schedule test drives as per booked appointments by potential customers	2	4	-	1
<b>PC12.</b> provide a comparative analysis on competitor vehicles to explain product performance, application, current schemes finance, discounts, exchange, loyalty bonus etc.) and FABs to prospective customers describing all optional accessories available and responding to unfavorable comparisons of the vehicle	2	5	-	2
<b>PC13.</b> provide support to the customers in fulfilling all documentation required for purchase, registration and delivery of the vehicle	1	2	-	1
<b>PC14.</b> process customer orders in a timely manner, ensuring hassle free delivery and customer satisfaction	1	1	-	-
<b>PC15.</b> deliver the new vehicle to customer through established delivery process, ensuring that the customer understands the vehicle's operating features, warranty and service schedule	2	3	-	1
<i>Perform after sales activities</i>	<b>5</b>	<b>9</b>	-	<b>5</b>
<b>PC16.</b> record and track all deliveries through dealer management system (DMS) and follow up for new, repeat and referral business	1	2	-	1
<b>PC17.</b> forward any request for vehicle service and complaints or queries from customers to the concerned departments/managers	1	2	-	2
<b>PC18.</b> follow up on all post-delivery items including accessories request or requests made at the time of delivery to meet customer expectations	1	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC19.</b> follow up with existing customers for service reminders and to promote other value-added services (loyalty program, exchange bonus, roadside assistance, annual maintenance package etc.)	2	3	-	2
<b>NOS Total</b>	<b>30</b>	<b>50</b>	-	<b>20</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ASC/N1001
<b>NOS Name</b>	Handle leads generated from various sources
<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Sales (Dealer)
<b>Occupation</b>	Vehicle Sales
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2025
<b>NSQC Clearance Date</b>	25/11/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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 the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Minimum Aggregate Passing % at QP Level : 70

## Qualification Pack

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ASC/N9807.Organize work and resources	50	30	-	20	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	15
ASC/N1001.Handle leads generated from various sources	30	50	-	20	100	75
<b>Total</b>	<b>100</b>	<b>110</b>	<b>0</b>	<b>0</b>	<b>250</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.