# Retail Team Leader
## SYLLABUS/ CURRICULUM

This Programme is aimed at training candidates for the job of "Retail Team Leader", in the "Retail" Sector/Industry and by the end of the program aims at building the following key competencies amongst the learner:

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| 1 | Organize the display of products at the store | 2 | Plan visual merchandising |
| 3 | Establish and satisfy customer needs | 4 | Process the sale of products |
| 5 | Maintain the availability of goods for sale to customers | 6 | Allocate and check work in your team |
| 7 | Monitor and solve customer service problems | 8 | Communicate effectively with stakeholders |
| 9 | Help maintain health and safety | 10 | Work effectively in a retail team |
| 11 | Work effectively in an organisation | | |

This course encompasses 11 / 11 NOS of "Retail Team Leader" - RAS/Q0105, Qualification Pack issued by RASCI.

| S.No | Module/Topic | Duration (hrs) | Key Learning Outcomes | NOS Code |
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| 1. | To organize the display of products at the store | | **Performance Criteria**<br>The learners will be able to:<br>• comply with health, safety and hygiene requirements and wear the correct<br>• personal protective clothing and equipment throughout the process.<br>• check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.<br>• assemble and check products and additional materials and prepare them for use.<br>• review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.<br>• prepare the display to ensure maximum appeal and to comply with product safety requirements.<br>• confirm requirements for labelling of products with the relevant people.<br>• confirm label information is correct and | RAS/N0146 |

<span style="color:gray">Curriculum Syllabus for Retail Team Leader</span>

conforms to legal and standard operational requirements, with the relevant people.
- position labels for products correctly.
- ensure that labels are legible, visible to customers, and securely positioned in the correct place.
- check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.
- transfer products safely to the display area according to instructions and specifications.
- arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.
- reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.
- monitor displays according to instructions and specifications.
- carry out any emergency cleaning procedures promptly when required.
- take prompt action to address any product or display related problem.

**Knowledge and Understanding Organizational Context**:
The learners will be able to apply knowledge of:
- controls involved in the display of products in a retail environment.
- ways to review the display area before assembling materials for the display and why that is important.
- ways to estimate the quantities and size of products to be used for display and why that is important.
- the importance of selecting specific products for display to suit specific objectives (e.g. promotional, appeal, seasonal).
- the principles of good displays.
- how to source product specifications and display information.
- basic knowledge of products offered for sale.
- how to position the labels with correct information and why that is important.
- the basic principles for good display and

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| | | | presentation of products.<br>• why displays may change as part of the maintenance process.<br>• how to recognise and report products that do not meet specification.<br>• the procedure for rejecting and isolating failed products.<br>• types of cleaning materials appropriate for display equipment and accessories, their purpose and how they work.<br>• the safe handling and application of cleaning materials for display equipment and accessories.<br>• how to access and interpret the cleaning schedule for display equipment and accessories.<br><br>**Technical Knowledge:**<br>The learner will be able to apply technical knowledge of:<br>• what accessories can and should be used for effective display.<br>• information about ingredients of products available for sale.<br>• importance of labelling.<br>• key features of legal and operational requirements for labelling.<br>• how to check labelling information against product specification and sales details.<br>• what are the contingencies for display equipment and accessory failure.<br>• how to use assembly and dismantling equipment safely. | |
| 2. | To plan visual merchandising | | **Performance Criteria**<br>The learners will be able to:<br>• identify the purpose, content and style of the display.<br>• identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.<br>• evaluate whether the place to put the display is likely to fulfil the design brief.<br>• create new and effective ways of improving the visual effect, within his/her limits of | RAS/N0139 |

| | | | design brief, company's visual design policies and authority. <br> • confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention. <br> • identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person. <br> • verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed. <br> • check the progress of deliveries and take suitable action if delays seem likely. <br> • update stock records to account for merchandise on display. <br><br> **Knowledge and Understanding Organizational Context**: <br> The learners will be able to apply knowledge of: <br> • role of displays in marketing, promotional and sales campaigns and activities. <br> • importance and content of the design brief. <br> • the company policies for visual design. <br> • the role of displays in marketing, promotional and sales campaigns and activities. <br> • how to use the design brief to identify what you need for the display. <br> • the merchandiser or buyer who needs to be consulted about merchandise and props. <br> • how stock records must be updated to account for merchandise on display. <br><br> **Technical Knowledge:** <br> The learner will be able to apply technical knowledge of: <br> • how to use the design brief to identify what you need for the display <br> • different approaches to designing displays for different types of merchandise, and why these are effective | |

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| | | | • how to evaluate the potential places to put the display so you meet the design brief.<br>• how to use the design brief to identify what you need for the display.<br>• different approaches to designing displays for different types of merchandise, and why these are effective.<br>• how light, colour, texture, shape and dimension combine to achieve the effects you need.<br>• how to assess the potential of places to put displays to meet the design brief.<br>• how to arrange delivery of merchandise and monitor the progress of deliveries. | |
| 3. | To establish and satisfy customer needs | | **Performance Criteria**<br>The learners will be able to:<br>• stay alert to, and make unobtrusive observations about customer choices and movements within the store.<br>• heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.<br>• help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.<br>• confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.<br>• extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.<br>• provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.<br>• enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.<br>• advise the customer, where allowed by store or business policy, to sample the product or | RAS/N0140 |

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| | | | supplies in the course of the purchase decision. <br><br> • maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas. <br><br> • ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process. <br><br> **Knowledge and Understanding Organizational Context**: <br> The learners will be able to apply knowledge of: <br><br> • appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment. <br><br> • measurement and calibration of the quantity and quality of product and supplies the customer wants. <br><br> • make near-appropriate judgments about different types of customers, their requirements, choices and preferences. <br><br> • help select the most appropriate products and supplies based on the knowledge of such judgments. <br><br> • provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer <br><br> • suggest alternative products and supplies when products the customer wants are out of stock <br><br> • suggest suitable products and supplies when the customer is undecided <br><br> • relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase <br><br> • individual preferences, choices and opinions of customers through proper attention, listening and conversing <br><br> • preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store | |

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|  |  |  | • provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited<br>• utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases<br>• provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases<br>• provide accurate information on store promotions on offer at the time of purchase to effect customer purchases<br>• make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies<br>• suit your mannerisms to extend a personalized purchase experience to the customer<br><br>**Technical Knowledge:**<br>The learner will be able to apply technical knowledge of:<br>• how to maintain brief, to-the-point, accurate and polite responses to customer queries.<br>• how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer.<br>• how to guide the customer with the right information and advice, when solicited.<br>• how to ensure customer comfort, and avoid customer discomfort, within store premises<br>• how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies.<br>• how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia.<br>• how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or have perished or |  |

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| | | | rendered inedible or non-consumable.<br>• what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision.<br>• what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant. | |
| 4. | To process the sale of products | | **Performance Criteria**<br>The learners will be able to:<br>• confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.<br>• confirm that customer is aware and agreeable to the modes of payment available at the department.<br>• process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.<br>• ensure safe handling and movement of product and supplies off the racks and through to billing counters.<br>• ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.<br>• ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.<br>• conclude dealing with customers with appropriate and prescribed mannerisms.<br><br>**Knowledge and Understanding Organizational Context:**<br>The learners will be able to apply knowledge of:<br>• prevalent offers and their commercial terms, including those associated with loyalty programs, as applicable on the billing system and what needs to be done if such details are not found on the billing systems.<br>• the appropriate mode of cash and loose cash handling, counting and settlements with the customers.<br>• provide appropriate people in the | RAS/N0147 |

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| | | | organisation with a variety of reports, as mandated, on sales, receipts and dispatches of products and supplies, payments, customer preferences and feedback<br>• efficiently conclude the customer purchase process with quick packing/wrapping of customers' orders and billing.<br>• carry out the billing inappropriate and payment processing steps with appropriate mannerisms to ensure customer satisfaction with the steps and minimal waiting times.<br><br>**Technical Knowledge:**<br>The learner will be able to apply technical knowledge of:<br>• the method(s) of processing payment or credit and ascertaining credit approval.<br>• the functioning of point of sale billing systems or traditional methods of raising a bill.<br>• the functioning of bar code scanners or any other means of product unit identification and the insertion of the product unit details into the billing details.<br>• what needs to be done when billing systems, bar code scanners or any other equipment at the sale and check-out counter is not operational.<br>• operate suitable devices and equipment such as bar code scanners, billing and payment processing systems and resolve problems with these devices, if any. | |
| 5. | To maintain the availability of goods for sale to customers | | **Performance Criteria**<br>The learners will be able to:<br>• confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority.<br>• clearly explain to staff the purpose of the display and any relevant requirements and standards.<br>• check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers.<br>• provide constructive feedback to staff on their performance.<br>• provide opportunities for staff to check they understand the requirements and standards of the display. | RAS/N0148 |

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| | | | <ul><li>check that the assembled display confirms to company requirements and standards.</li><li>obtain permission from the appropriate authority to modify or change the display.</li><li>monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.</li><li>keep complete, accurate and up-to-date records of displays.</li><li>identity what standards the display should meet.</li><li>check displays against all the relevant standards to decide how effective they are.</li><li>encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.</li><li>ask the right person for permission to make any changes that he/she cannot authorize himself/herself.</li><li>give staff clear instructions and encouragement so that they can make any</li><li>changes needed to the display.</li><li>take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed.</li><li>collect and record accurate information on price changes.</li><li>give accurate, up-to-date price information to the staff who need it.</li><li>regularly check price marking and promptly sort out any pricing problems.</li><li>make sure that stock replenishment plans are up-to-date and realistic.</li><li>deal with out of date or deteriorating stock in line with company policy and any relevant laws.</li><li>involve staff in spotting potential improvements to the way stock is organised and presented.</li><li>spot realistic and effective ways of improving how stock is organized and presented.</li><li>get permission from the right person, where necessary, to improve the way stock is organised and presented.</li><li>make sure that he/she maintains customer goodwill and staff morale while stock is being reorganized.</li></ul> | |

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| | | | **Knowledge and Understanding Organizational Context**: <br> The learners will be able to apply knowledge of: <br> • how different types of display help the store to reach its sales targets. <br> • the legal requirements for pricing goods foe sales. <br> • the company's standards for putting displays together, including standards for cleaning and preparations. <br> • the security, health and safety requirements and procedures relating to displaying goods. <br> • standards you should apply when assessing how effective displays are. <br> • who can authorize changes in the display. <br> • how to involve staff in assessing and changing displays. <br> • how to replenish and rotate stock and deal with sub-standard goods. <br> • why it is important to record price changes accurately. <br><br> **Technical Knowledge:** <br> The learner will be able to apply technical knowledge of: <br> • the customer's rights and the company's duties and responsibilities. <br> • how to check that the information in displays is accurate and legal. <br> • how to use different price marking methods and technologies. <br> • how can you position information so that it helps to promote sales. <br> • how the layout of the selling area affects sales. <br> • how to work out what type and quantity of resources you need to set up displays. <br> • how to brief staff in a way that encourages their involvement. <br> • how to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance. <br> • how to assess displays against the relevant standards. <br> • how to identify displays that are unsafe or not secure enough. | |

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| | | | • how to collect and record information about prices.<br>• how to check stock rotation and the quantity of goods on display.<br>• what can happen to stock that is not stored correctly or renewed as needed.<br>• how to check pricing and price marking, correct mistakes and change prices.<br>• how to correct displays that are unsafe or noncore enough. | |
| 6. | To allocate and check work in your team | | **Performance Criteria**<br>The learners will be able to:<br>• use information collected on the performance of team members in any formal appraisal of performance.<br>• recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.<br>• identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.<br>• monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.<br>• motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.<br>• support team members in identifying and dealing with problems and unforeseen events.<br>• check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.<br>• encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.<br>• recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.<br>• brief team members on the work they have | RAS/N0131 |

| | | | been allocated and the standard or level of expected performance.<br>• allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.<br>• plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.<br>• confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.<br><br>**Knowledge and Understanding Organizational Context**:<br>The learners will be able to apply knowledge of:<br>• different ways of communicating effectively with members of a team.<br>• the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.<br>• why it is important to allocate work across the team on a fair basis and how to do so.<br>• why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.<br>• the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.<br>• ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.<br>• effective ways of regularly and fairly checking the progress and quality of the work of team members.<br>• how to provide prompt and constructive feedback to team members.<br>• the additional support and/or resources which team members might require to help them | |

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| | | | complete their work and how to assist in providing this. | |
| | | | • why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively. | |
| | | | • how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated. | |
| | | | • why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members. | |
| | | | • the type of problems and unforeseen events that may occur and how to support team members in dealing with them.<br><br>**Technical Knowledge:**<br>The learner will be able to apply technical knowledge of: | |
| | | | • how to plan the work of a team, including how to identify any priorities or critical activities and the available resources. | |
| | | | • how to identify sustainable resources and ensure their effective use when planning the work of a team. | |
| | | | • how to identify and take due account of health and safety issues in the planning, allocation and checking of work. | |
| | | | • how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements. | |
| | | | • how to log information on the ongoing performance of team members and use this information for performance appraisal purposes. | |
| 7. | To monitor and solve customer service problems | | **Performance Criteria**<br>The learners will be able to:<br>• respond positively to customer service problems following organizational guidelines.<br>• solve customer service problems when you have sufficient authority. | RAS/N0150 |

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| | | | • work with others to solve customer service problems. <br> • keep customers informed of the actions being taken. <br> • checking if the customers are comfortable with the actions taken. <br> • solve problems with service system and procedures. <br> • inform coworkers of the steps taken to solve specific problems. <br> • identify repeated customer service problems. <br> • identify advantages and disadvantages of options for dealing with problems. <br> • select the best option, balancing customers' and organisational needs. <br> • obtain approval from sufficient authority to change guidelines to reduce a problem. <br> • action the agreed solution. <br> • keep customers positively involved in steps taken to solve problem. <br> • monitor and adjust changes made. <br><br> **Knowledge and Understanding Organizational Context**: <br> The learners will be able to apply knowledge of: <br> • organizational procedures and systems for dealing with customers problems. <br> • organizational procedures and systems for identifying repeated customers problems. <br> • how successful resolution of customer problems contribute to customer loyalty with the external customer and improve working relationships with service partners or internal customers. <br> • how to negotiate and reassure customers while their problems are being solved. | |
| 8. | To communicate effectively with stakeholders | | **Performance Criteria** <br> The learners will be able to: <br> • pass on written information only to those people authorised to receive it and within agreed timescales. <br> • keep the information in written documents as required by your organization. <br> • maintain the communication mediums in line your instructions and organisation's procedures. <br> • make sure the communication equipment you | RAS/N0145 |

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| | | | use is working properly, take corrective action as required.<br>• acknowledge incoming communication promptly and clearly, using appropriate terminology.<br>• pass on information to persons who require it within agreed timescales.<br>• check to ensure that the information you give is understood by the receivers.<br>• take prompt and effective action when there is difficulty in transmission or reception of information.<br>• accurately interpret and act upon instructions that you receive.<br>• make sure you get clarifications when you need to.<br>• consult with and help your team members to maximise efficiency in carrying out tasks.<br>• give instructions to others clearly, at a pace and in a manner that helps them to understand.<br>• listen actively and identify the most important things that customers are saying<br>• identify the most important things that customers are telling you.<br>• summarize information for customers.<br>• use appropriate body language when communicating with customers.<br>• read your customers' body language to help you understand their feelings and wishes.<br>• deal with customers in a respectful, helpful and professional way at all times.<br>• help to give good customer service by passing messages to colleagues.<br>• understand the roles and responsibilities of the different people you will be working with.<br>• agree and record arrangements for joint working that are appropriate and effective.<br>• agree to the information sharing timing, reasons and confidentiality.<br>• discuss on how and when the joint work will be monitored and reviewed.<br>• undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards.<br>• represent your agency's views and policies in | |

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| | | | a clear and constructive way.<br>• identify any tensions and issues in the joint working and seek to address them with the people involved.<br>• seek appropriate support when you are having difficulty working effectively with staff in other agencies.<br><br>**Knowledge and Understanding Organizational Context**:<br>The learners will be able to apply knowledge of:<br>• how to make sure information is correct and current.<br>• the different documents / report formats that you are required to keep.<br>• organization's procedures and policies for preparing and passing on written information.<br>• the limits of your authority and responsibility for passing on information.<br>• the regulations or policies that you should follow for using communications systems, including for private use.<br>• the terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.).<br>• who to ask if you need to clarify something, or ask questions about your work.<br>• how to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening.<br>• how to use and read body language effectively.<br>• how to use questions to check that you understand what customers are telling you.<br>• how to summarize and speak clearly.<br>• the relevant legislation, organizational policies and procedures that apply to joint working.<br>• the roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes.<br>• the principles and benefits of joint working between different stakeholders.<br>• the factors likely to hinder joint working.<br><br>**Technical Knowledge:** | |

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|  |  |  | The learner will be able to apply technical knowledge of: <br>• how to make sure your communication equipment is working properly and what to do if it isn't. <br>• what to do if there are problems in using communications equipment, and the location of alternatives that you could use. |  |
| 9. | To help maintain health and safety |  | **Performance Criteria** <br>The learners will be able to: <br>• follow company procedures and legal requirements for dealing with accidents and emergencies. <br>• speak and behave in a calm way while dealing with accidents and emergencies. <br>• report accidents and emergencies promptly, accurately and to the right person. <br>• recognise when evacuation procedures have been started and following company procedures for evacuation. <br>• follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same. <br>• promptly take the approved action to deal with risks if you are authorised to do so. <br>• if you do not have authority to deal with risks, report them promptly to the right person. <br>• use equipment and materials in line with the manufacturer's instructions. <br><br>**Knowledge and Understanding Organizational Context**: <br>The learners will be able to apply knowledge of: <br>• company procedures and legal requirements for dealing with accidents and emergencies. <br>• how reporting accidents and emergencies promotes health and safety. <br>• legal and company requirements for reporting accidents and emergencies. <br>• company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. <br>• health and safety requirements laid down by your company and by law. <br>• how to set a good example contributing to health and safety in the workplace. | RAS/N0122 |

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|  |  |  | • authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to. <br> • approved procedures for dealing with health and safety risks. <br> • how to find instructions for using equipment and materials. <br><br> **Technical Knowledge:** <br> The learner will be able to apply technical knowledge of: <br> • techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. <br> • emergency response techniques. <br> • how to use machinery and escape methods to have minimal loss to material and life. |  |
| 10. | To work effectively in a retail team |  | **Performance Criteria** <br> The learners will be able to: <br> • display courteous and helpful behaviour at all times. <br> • take opportunities to enhance the level of assistance offered to colleagues. <br> • meet all reasonable requests for assistance within acceptable workplace timeframes. <br> • complete allocated tasks as required. <br> • seek assistance when difficulties arise. <br> • use questioning techniques to clarify instructions or responsibilities. <br> • identify and display a non discriminatory attitude in all contacts with customers and other staff members. <br> • observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. <br> • follow personal hygiene procedures according to organisational policy and relevant legislation. <br> • interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. <br> • interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying. <br> • ask questions to seek and clarify workplace information. | RAS/N0137 |

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| | | | • plan and organise daily work routine within the scope of the job role.<br>• prioritise and complete tasks according to required timeframes.<br>• identify work and personal priorities and achieve a balance between competing priorities.<br><br>**Knowledge and Understanding Organizational Context**:<br>The learners will be able to apply knowledge of:<br>• the policies and procedures relating to the job role.<br>• the value system of the organisation.<br>• employee rights and obligations.<br>• the reporting hierarchy and escalation matrix.<br><br>**Technical Knowledge:**<br>The learner will be able to apply technical knowledge of:<br>• how to ask questions to identify and confirm requirements.<br>• how to follow routine instructions through clear and direct communication.<br>• how to use language and concepts appropriate to cultural differences.<br>• how to use and interpret non-verbal communication.<br>• the scope of information or materials required within the parameters of the job role.<br>• consequences of poor team participation on job outcomes.<br>• work health and safety requirements. | |
| 11. | To work effectively in an organisation | | **Performance Criteria**<br>The learners will be able to:<br>• share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.<br>• make realistic commitments to colleagues and do what has been promised.<br>• let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives.<br>• encourage and support colleagues when working conditions are difficult.<br>• encourage colleagues who are finding it difficult to work together to treat each other | RAS/N0138 |

| | | | Key Learning Outcomes | |
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| | | | fairly, politely and with respect. | |

- follow the company's health and safety procedures while working.
- discuss and agree with the right people goals that are relevant, realistic and clear.
- identify the knowledge and skills needed to achieve his/her goals.
- agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning.
- regularly check his/her progress and, when necessary, change the way of working.
- ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance.
- encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.
- notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.
- give clear, accurate and relevant information and advice relating to tasks and procedures.
- explain and demonstrate procedures clearly, accurately and in a logical sequence.
- encourage colleagues to ask questions if they don't understand the information and advice given to them.
- give colleagues opportunities to practise new skills, and give constructive feedback.
- check that health, safety and security are not compromised when helping others to learn.

**Knowledge and Understanding Organizational Context**:
The learners will be able to apply knowledge of:
- team's purpose, aims and targets.
- responsibility for contributing to the team's success.
- colleagues' roles and main responsibilities.
- the importance of sharing work fairly with colleagues.
- the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload.
- the importance of being a reliable team

| S.No | Module/Topic | Duration (hrs) | Key Learning Outcomes | NOS Code |
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| | | | member. | |
| | | | • factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control. | |
| | | | • the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues. | |
| | | | • the importance of good working relations, and techniques for removing tension between colleagues. | |
| | | | • the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. | |
| | | | • who can help set goals, help plan your learning, and give you feedback about your progress. | |
| | | | • how to identify the knowledge and skills he/she will need to achieve his/her goals. | |
| | | | • how to check his/her progress. | |
| | | | • how to adjust plans as needed to meet goals. | |
| | | | • how to ask for feedback on progress. | |
| | | | • how to respond positively. | |
| | | | • how to help others to learn in the workplace. | |
| | | | • how to work out what skills and knowledge he/she can usefully share with others. | |
| | | | • health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks. | |
| | Core Skills / Generic Skills | | | |
| 12. | Writing Skills | | On the job the individual needs to be able to:<br>• complete documentation accurately.<br>• write simple reports when required. | All 11 NOSs |
| 13. | Reading Skills | | On the job the individual needs to be able to:<br>• read information accurately.<br>• read and interpret data sheets | All 11 NOSs |
| 14. | Oral Communication (Listening and Speaking skills) | | On the job the individual needs to be able to:<br>• use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.<br>• carry out verbal instructions from other team members and supervisors. | All 11 NOSs |

Curriculum Syllabus for Retail Team Leader

RASCI
Retailers Association's
Skill Council of India

N·S·D·C
National
Skill Development
Corporation

| S.No | Module/Topic | Duration (hrs) | Key Learning Outcomes | NOS Code |
|------|--------------|----------------|-----------------------|----------|
| | | | • read and interpret simple workplace documents.<br>• complete simple written workplace forms and share work-related information with other team members. | |
| | Professional Skills | | | |
| 15. | Decision Making | | On the job the individual needs to be able to:<br>• make appropriate decisions regarding the responsibilities of the job role.<br>• select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures. | All 11 NOSs |
| 16. | Plan and Organise | | On the job the individual needs to be able to:<br>• follow store policies regarding work availability, rosters and work duties.<br>• work within the store culture by practicing inclusive behaviour.<br>• manage personal presentation, hygiene and time.<br>• prioritise and complete delegated tasks under instruction. | All 11 NOSs |
| 17. | Customer Centricity | | On the job the individual needs to be able to:<br>• work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others. | All 11 NOSs |
| 18. | Problem Solving | | On the job the individual needs to be able to:<br>• adapt to new situations, including changing workplace procedures.<br>• demonstrate sensitivity to customer needs and concerns.<br>• anticipate problems and act to avoid them where possible.<br>• respond to breakdowns and malfunction of equipment.<br>• respond to unsafe and hazardous working conditions.<br>• respond to security breaches.<br>• recognize and report faulty equipment and follow store workplace health and safety procedures. | All 11 NOSs |
| 19. | Analytical Thinking | | On the job the individual needs to be able to:<br>• solve problems in the context of a team | All 11 NOSs |

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|------|--------------|----------------|-----------------------|----------|
| | | | structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures. | |
| 20. | Critical Thinking | | On the job the individual needs to be able to:<br>• identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.<br>• accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures. | All 11 NOSs |

*(This syllabus/ curriculum has been approved by RASCI)*