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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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National
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Transforming the skill landscape



RASCI

Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

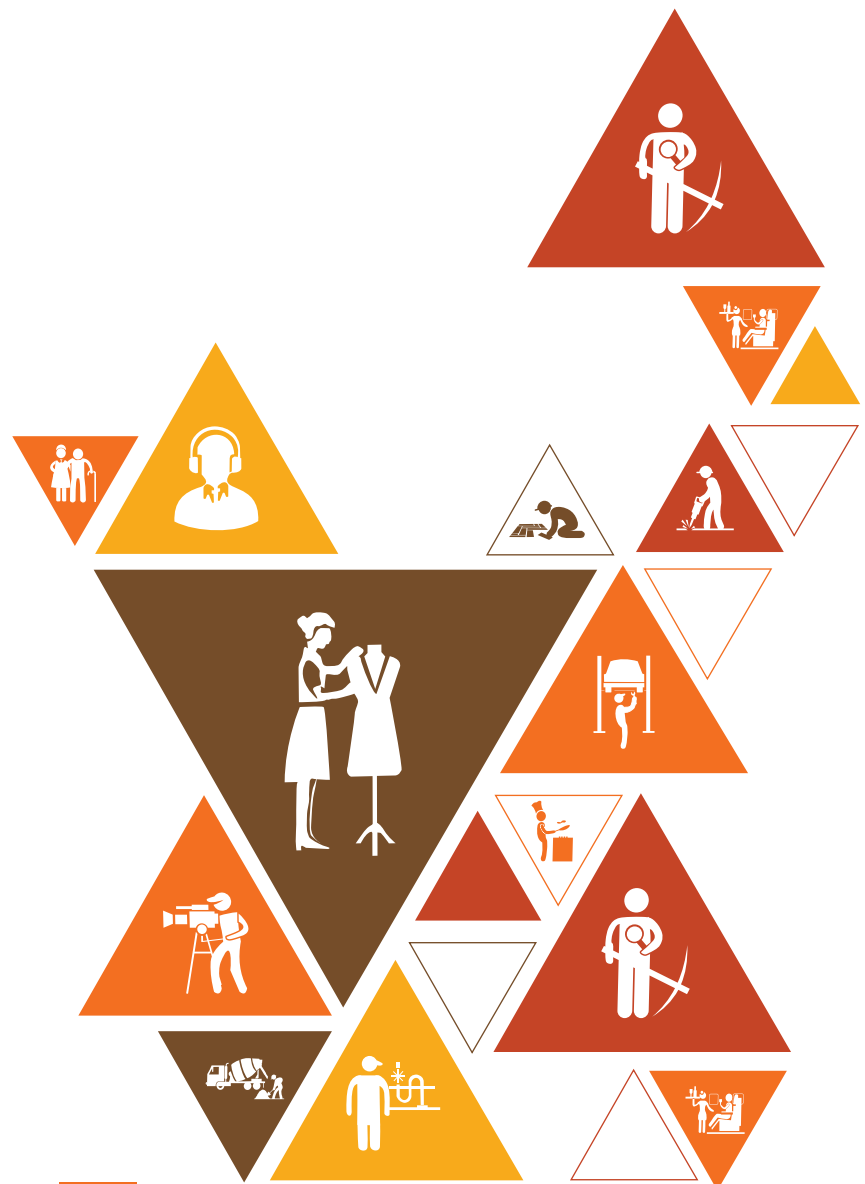
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NSQF level: 3

Retail Sales
Assistant



Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgements

The Retailers Association's Skill Council of India (RASCI) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this facilitator guide. The guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the development of the different modules in the facilitator guide. Wholehearted appreciation is also extended to all who provided peer review for these modules.

The preparation of this guide would not have been possible without the retail industry's support. Industry feedback has been extremely beneficial since inception to conclusion, and it is with the industry's guidance that we have tried to bridge the existing skill gaps in the industry. This facilitator guide is dedicated to the aspiring youth, who desire to achieve special skills that will be a lifelong asset for their future endeavours.

About this Guide

The facilitator guide (FG) for Retail Sales Assistant is primarily designed to facilitate skill development and training of people, who want to become professional Retail Sales Assistants in various retail stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Retailers Association's Skill Council of India (RASCI) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. RAS/N0105: To display stock to promote sales
2. RAS/N0106: To plan and prepare visual merchandising displays
3. RAS/N0107: To Dress Visual Merchandising Displays
4. RAS/N0108: To Dismantle and Store Visual Merchandising Displays
5. RAS/N0109: To Prepare Products for Sale
6. RAS/N0118: To promote Loyalty Schemes to Customers
7. RAS/N0119: To Keep the Store Secure
8. RAS/N0124: To Provide Information and Advice to Customers
9. DGT/VSQ/N0102: Employability Skills

Post this training, the participants will be able to perform tasks as professional Retail Sales Assistants. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Retail Skill Sector of our country.

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play




Learning Outcomes

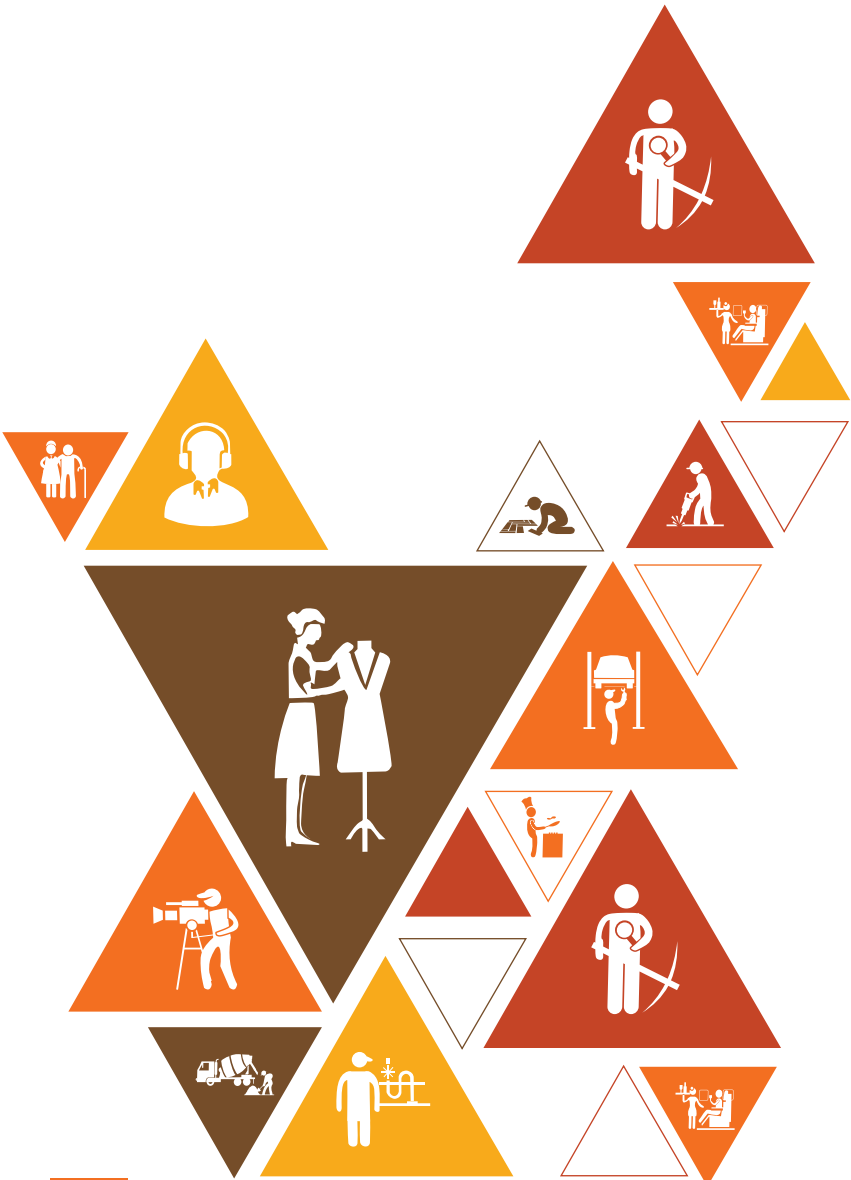
Table of Contents

S. No	Modules and Units	Page No
1.	Introduction to Retail (Additional Reading)	1
	Unit 1.1 - Introduction to Retail	3
	Unit 1.2 - Traditional and Modern Retail in India	7
	Unit 1.3 - Retail Formats	9
	Unit 1.4 - Modern Retailing and You	11
	Unit 1.5 - Retail Supply Chain	13
2.	Setting up Product Displays (RAS/N0105)	17
	Unit 2.1 - Displaying Products on the Shelf	19
	Unit 2.2 - Labelling the Product Displays	21
3.	Preparing Products for Sale (RAS/N0108 & RAS/N0109)	25
	Unit 3.1 - Fixtures Used in Preparing Products for Sale	27
	Unit 3.2 - Maintenance and Usage of Fixtures	29
	Unit 3.3 - Planogram	31
	Unit 3.4 - Putting Products for Sale	33
	Unit 3.5 - Putting Products Together for Sale	35
4.	Provide Information to Customers (RAS/N0124)	39
	Unit 4.1 - Qualities Required of a Trainee Associate and Various Customer Styles	41
5.	Resolving Customer Complaints (RAS/N0124)	45
	Unit 5.1 - Customer Complaint Handling Process	47
	Unit 5.2 - Customer Complaint Handling Process (contd.)	49
	Unit 5.3 - Modes and Sources of Customer Complaints	51
6.	Promoting Loyalty Memberships (RAS/N0118)	55
	Unit 6.1 - Loyalty Scheme Basics	57
	Unit 6.2 - Building Loyalty Memberships	59



S. No	Modules and Units	Page No
7.	Maintaining Store Security (RAS/N0119)	63
	Unit 7.1 - Loss Prevention	65
	Unit 7.2 - Store Security	67
8.	Visual Merchandising (RAS/N0106 & RAS/N0107)	71
	Unit 8.1 - Introduction to Visual Merchandising	73
	Unit 8.2 - Introduction to Visual Merchandising Displays	75
	Unit 8.3 - Planning Visual Merchandising Displays	78
	Unit 8.4 - Role of the Design Brief	80
	Unit 8.5 - Principles to Set up Visual Merchandising Displays	82
	Unit 8.6 - Dressing up Visual Merchandising Displays	84
	Unit 8.7 - Health and Safety in Displays	86
9.	Employability Skills (DGT/VSQ/N0102) (60 Hrs.)	89
	Employability Skills is available at the following location :	
	https://www.skillindiadigital.gov.in/content/list	
	Scan the QR code below to access the ebook	
		
10.	Annexures	91
	Annexure I: Training Delivery Plan	92
	Annexure II: Assessment Criteria	112
	Annexure III: List of QR Codes Used in PHB	120







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1. Introduction to Retail

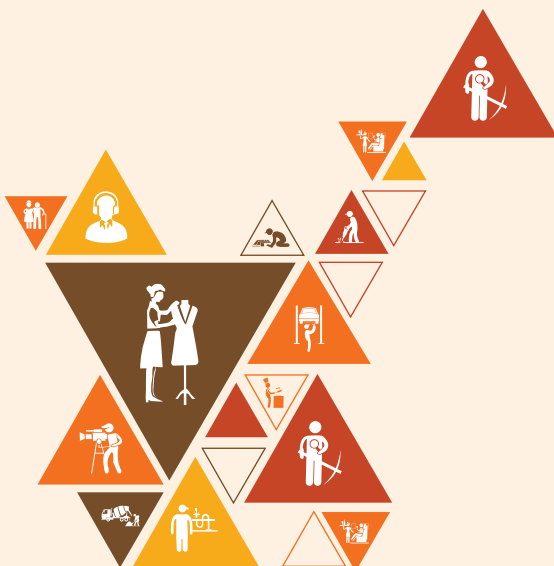
Unit 1.1 - Introduction to Retail

Unit 1.2 - Traditional and Modern Retail in India

Unit 1.3 - Retail Formats

Unit 1.4 - Modern Retailing and You

Unit 1.5 - Retail Supply Chain



Additional
Reading

Key Learning Outcomes



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

1. State the meaning of retail.
2. Identify the difference between the traditional and modern retail sectors.
3. Identify the traditional forms of retailing in India.
4. Identify the features of retail formats.
5. Identify the departments and functions in a modern retailing operation.
6. Identify the components involved in the retail supply chain.

Unit 1.1: Introduction to Retail

Unit Objectives

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

1. State the meaning of retail.
2. List the features and components of retail.
3. Identify the stages in the growth of the retail sector.
4. Discuss the reasons for the growth of Retail in India.
5. Differentiate between the traditional and modern retail sectors.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

Do

- Start by welcoming all the trainees to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program on Retail Trainee Associate
- Introduce yourself briefly to the participants, your name and your role in the training program
- Explain the rules of the game you are going to play as an “Ice Breaker”.

Note

- Please ensure that while the introduction activity, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., in the classroom. This will encourage participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Say

Before we start the training, let us spend some time introducing ourselves and knowing each other. We shall play a game.

Each of us will tell the class their name, hometown, hobbies and special quality about themselves, starting with the 1st letter of their name. I will start with mine.

Activity

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Remember to:

- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	N.A.

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note

Discuss about the duties of a Retail Sales Assistant, their scope of work and their required qualities.

Say

Good morning, and welcome to the “Retail Sales Assistant” training program. Today we shall learn about the needs and importance of Retail in India.

Ask

Ask the trainees the following questions:

- Does anybody know what the meaning of retail is?
- Have you heard about the barter system?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Meanings of Retail, retailing and retailer
- Features of retailing
- Key components of a retail store
- Growth of Retail Sector
- Barter system
- Organised retail and unorganised retail
- Traditional and modern retail sector

Say

Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

Activity

- Conduct a group discussion on the changing retail landscape in India
- Ask the students to specify observable changes in the retail sector in recent times
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the impact of globalisation on the retail sector

Activity	Duration	Resources used
Group Discussion	25 minutes	Participant handbook, pen, writing pad, whiteboard, flip-chart, markers, laptop, overhead projector, laser pointer

Say

Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another activity.

Activity

- In this activity, you will divide the class into two groups.
- The trainees will have to provide a broad explanation of the following topics.
 - Growth of Retail Sector
 - Traditional and modern retail sector
- The trainees must present their answers rich in information.
- You will take 30 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 60 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	60 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, etc.

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do

- Keep the ambience constructive and positive
- Share your inputs with the trainees and encourage them to talk further.

Notes for Facilitation

- Ask the trainees if they have any question
- Encourage other trainees to answer queries and boost peer learning in the class
- Answer all the doubts raised by the trainees in the class

Unit 1.2: Traditional and Modern Retail in India

Unit Objectives

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

1. Describe the traditional retail scene in India.
2. Describe the emerging modern forms of retailing in India.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the traditional retail scene in India and the emerging modern forms of re-tailing in India.

Say

Good morning and welcome back to this training program, "Retail Sales Assistant". Today we shall learn about the traditional retail scene in India and emerging modern forms of retailing in India.

Ask

Ask the trainees the following questions:

- What are the different traditional forms of retailing in India?
- What are the types of markets in the emerging retail trends in India?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Traditional forms of retailing in India
 - Kirana/mom-and-pop stores
 - Weekly bazaars/markets
 - Wholesale markets/mandis
 - Hawkers

- The emerging retail scene in India
 - Malls
 - Non-store retailing

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into two groups
- The first group will make a list and elaborate on the traditional forms of retailing in India
- The other group will make a list of the markets elaborating on the emerging retail scene in India
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation

- Inquire if the trainees are aware of the size and significance of the retail sector in India
- Try to gauge if they understand the national policy for retail sector employees
- Explain the emerging trends and growth drivers of the retail sector

Unit 1.3: Retail Formats

Unit Objectives

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

1. List the different retail formats.
2. Summaries the key features of various retail formats.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will identify the different retail formats and their key features.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we shall learn about the different retail formats and their key features of those.

Ask

Ask the trainees the following questions:

- What are the different types of retail formats?
- What are the features of the different types of retail formats?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Retail format
- Types of retail formats
 - Standalone stores
 - Department stores
 - Discount stores
 - Speciality stores

- Convenience stores
- Supermarkets
- Premium store/Lifestyle stores
- Hypermarkets
- Malls

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the types of retail formats
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Trainee As-sociate to comply with the organisational guidelines.

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, wide screen or laptop, over-head screen, projector, internet connection, etc.

Do

- Answer all questions raised by the trainees
- Encourage teamwork and participation
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Ensure that all the trainees participate in the group discussion
- Maintain a cordial and helpful environment in the classroom
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 1.4: Modern Retailing and You

Unit Objectives

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

1. List the departments and functions in a modern retailing operation.
2. Outline the structure of and roles in a front-end store operation.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the processes of identifying departments and functions in a modern retailing operation, the structure of and roles in a front-end store operation, the roles and responsibilities of an associate, the associate's interaction with other departments, challenges faced by an associate at the workplace.

Say

Good morning and welcome to this training program, "Retail Sales Assistant". Today we shall learn about the modern retailing areas and the operations administered in these areas.

Ask

Ask the trainees the following questions:

- What are the different departments in modern retailing?
- What are the challenges in the associate's role?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Departments in modern retailing
 - Merchandising
 - Warehousing
 - Finance

- Projects
- Marketing
- Human resources
- Structure and roles in a store
- Associate—interaction with other departments
- Challenges in associate's role

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into two groups
- The first group will make a list of departments in modern retailing
- The other group will make a list of the roles in a store
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

Do

- Ensure that every trainee participates in the activity session
- Show the students the organisational structure of the organisation you are currently working with

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class

Unit 1.5: Retail Supply Chain

Unit Objectives

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

1. State the meaning of supply and retail supply chain.
2. Identify the elements of a typical supply chain.
3. List the features of a supply chain.
4. Identify the factors that influence supply chain management.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the meaning of supply and retail supply chain, identify the elements of a typical supply chain, list the features of a supply chain, and identify the factors that influence supply chain management.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we shall learn about the retail supply chain

Ask

Ask the trainees the following questions:

- What are the features of the supply chain?
- What are the factors that influence the retail supply chain?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- A typical retail supply chain
- Features of a supply chain
- Supply chain management

- Factors that influence retail supply chain
 - Technology-based systems have raised the level of effectiveness
 - The last vital link—you
 - The store staff is the last vital link in the retail supply chain

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the features of a supply chain
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Sales Assistant to comply with the organisational guidelines.

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, wide screen or laptop, over-head screen, projector, internet connection, etc.

Do

- Ask the students to raise questions regarding any confusion
- Ensure active participation of each student

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

MCQ

1. Retailing
2. Barter system
3. Kirana/mom-and-pop stores
4. Direct selling
5. Store Operations Assistant

Descriptive

1. Refer UNIT 1.3: Retail Formats
Topic - Types of retail formats
2. Refer UNIT 1.4: Modern Retailing and You
Topic - 1.4.1 Departments in Modern Retailing
3. Refer UNIT 1.5: Retail Supply Chain
Topic - 1.5.1 Meaning and Importance
4. Refer UNIT 1.5: Retail Supply Chain
Topic - 1.5.2 Factors that Influence Retail Supply Chain
5. Refer UNIT 1.4: Modern Retailing and You
Structure and roles in a store

Scan the QR codes or click on the link to watch the related videos



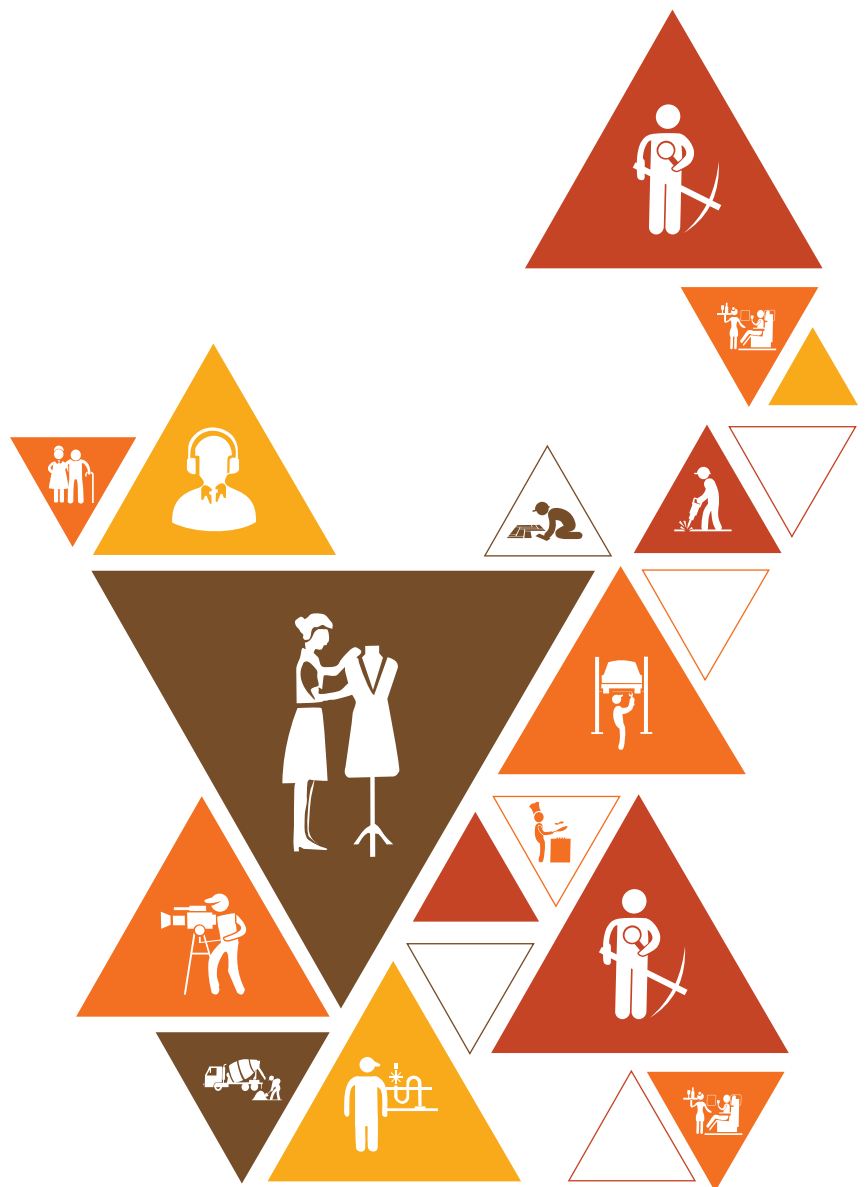
www.youtube.com/watch?v=Gm-agMsfu0s&t=40s

English phrases for sales person



<https://www.youtube.com/watch?v=xOkRogadXqk>

Types of Retail Formats





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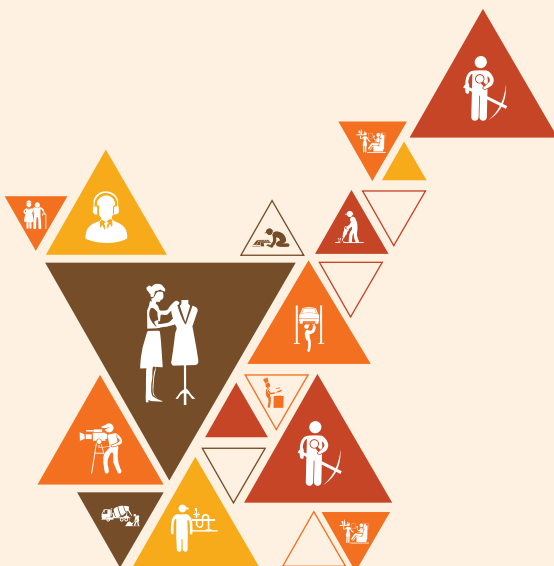
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2. Setting up Product Displays

Unit 2.1 - Displaying Products on the Shelf

Unit 2.2 - Labelling the Product Displays



RAS/N0105

Key Learning Outcomes



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

1. Explain the role of product displays in promoting sales
2. Identify the need for checking potential health and safety issues before setting up and dismantling displays
3. List the legal requirements for labelling products in a display
4. Demonstrate the process of setting up, labelling, and dismantling the product displays at the retail store

Unit 2.1: Displaying Products on the Shelf

Unit Objectives

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

1. State the role of a trainee associate in arranging the deliveries of merchandise for display
2. Discuss the significance of horizontal and vertical selling
3. Describe the elements of sizing
4. Identify the importance of facing
5. Identify the importance of levelling down and bringing front
6. Identify the importance of hang sell

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about setting up product displays.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we shall learn about setting up product displays.

Ask

Ask the trainees the following questions:

- What do you understand by delivery?
- Is arranging products important in a retail store?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Role of a Trainee Associate in arranging the deliveries of merchandise for display
 - Horizontal display
 - Vertical display

- Sizing
- Facing
- Levelling
- Importance of hang sell

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into three groups
- The first group will make a list of the purpose of the Horizontal v/s vertical display
- The second group will make a list of the key benefits of each type of display
- Each group will get a chart paper where they will write their answers
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

Do

- Guide the trainees in understanding the various guidelines for display
- Supervise the entire process while trainees arrange the products based on these guidelines

Notes for Facilitation

- Supervise the entire process while trainees are learning the application of the tools provided to apply various display techniques
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 2.2: Labelling the Product Displays

Unit Objectives

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

1. Identify the purpose and contents of the Shelf edge label (SEL)
2. List the SEL rules followed in a display
3. Explain how to change SEL in a display
4. List the SEL printing rules
5. State the legal requirements which apply to pricing and ticketing

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about labelling the product displays.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we shall learn about labelling the product displays.

Ask

Ask the trainees the following questions:

- What do you understand by Shelf edge label (SEL)?
- What is the importance of labelling?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Shelf edge label (SEL)
 - Changing SEL for new displays
 - Legal requirements which apply to pricing and ticketing

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- This is a group activity
- Divide the class into two groups
- Conduct a chart paper presentation on Each group should identify and explain the components of SEL
- Each group will get a chart paper where they will write their answers
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	60 minutes	Participant handbook, laptop, overhead screen, projector, internet connection, chart paper, sketch pens, ruler, etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Horizontal display
2. Self Edge Label
3. Hand Held Terminal
4. Unit of Measure
5. Shelf Edge Ticket

Answer the following:

1. UNIT 2.1: Displaying Products on the Shelf
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display
Topic - Level down and bring to front
2. UNIT 2.1: Displaying Products on the Shelf
2.2.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display
Topic - Facing
3. UNIT 2.1: Displaying Products on the Shelf
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display
Topic – Sizing
4. UNIT 2.1: Displaying Products on the Shelf
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display
Topic – Horizontal Display
5. UNIT 2.1: Displaying Products on the Shelf
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display
Topic – Role of the Trainee Associate

Scan the QR codes or click on the link to watch the related videos



www.youtube.com/watch?v=xGCLzclR7E

What is point of sale display



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3. Preparing Products for Sale

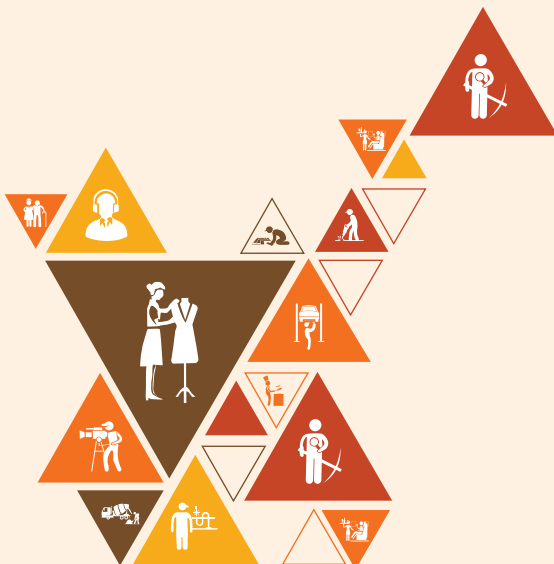
Unit 3.1 - Fixtures Used in Preparing Products for Sale

Unit 3.2 - Maintenance and Usage of Fixtures

Unit 3.3 - Planogram

Unit 3.4 - Putting Products for Sale

Unit 3.5 - Putting Products Together for Sale



RAS/N0108 &
RAS/N0109

Key Learning Outcomes



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

1. Identify the role of different fixtures at the store in preparing products for sale
2. Outline the role of associates in setting up, maintaining and dismantling the fixtures
3. Identify the role of planogram in preparing products for sale
4. Prepare products for sale by following the display quality standards and procedures

Unit 3.1: Fixtures Used in Preparing Products for Sale

Unit Objectives

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

1. State the role and importance of fixtures
2. List the different types of display fixtures and their purpose

Resources to be Used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools.

Note

In this unit, we will discuss the fixtures used to prepare products for sale.

Ask

Ask the trainees the following questions:

- What is the importance of fixtures?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Importance of fixtures
 - Role of fixtures in a display
 - Floor fixtures—gondolas
 - Floor fixtures—browsers
 - Floor fixtures—racks, shelves, tables and counters
 - Perimeter/wall fixture
 - Slat fixture
 - Peg hooks
 - Fixture attachments used for stacking—shelves

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into two groups
- Each group will make a list of the different types of fixtures
- Each group will get a chart paper where they will write their answers
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

Do

- Ensure that all the trainees participate in the chart paper activity
- Help the students to understand the need for the activity

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 3.2: Maintenance and Usage of Fixtures

Unit Objectives

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

1. List the usage of different fixtures in displays
2. State the importance of dismantling the displays
3. List the measures to ensure that parts of displays are not damaged while dismantling
4. Assess the need to make adjustments and improvements to displays
5. Follow the process of storing the dismantled displays
6. Outline the process for items of display that need repair
7. Generate reports after dismantling and storing the display materials

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the maintenance and usage of fixtures.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we will discuss about the maintenance and usage of fixtures.

Ask

Ask the trainees the following questions:

- What is the use of fixtures in retail?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Using fixtures for displays
 - Reasons for dismantling a display
 - Adjustments and improvements to display fixtures

- Measures for preventing damage while dismantling displays
- Storing the dismantled displays
- Fixtures that need repair
- Reports to be prepared after dismantling and storing the display materials

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the impact of not repairing faulty fixtures
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Sales Assistant to comply with the organisational guidelines

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Conduct a doubt clarification session, if needed
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

Unit 3.3: Planogram

Unit Objectives

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

1. State the meaning of the planogram
2. Describe the need for a planogram
3. Show how to implement a planogram
4. List the key components of a planogram
5. State the role of a trainee associate in implementing a planogram
6. Justify the usage of a planogram to prepare and implement displays
7. List the planogram implementation checklist
8. List some common problems faced during implementation
9. Outline the features of a sample planogram

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about planograms.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we will discuss about planogram.

Ask

Ask the trainees the following questions:

- What is the use of planogram in retail?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Planogram
 - Purpose of a planogram
 - Implementing a planogram
- Role of a Trainee Associate in implementing a planogram
- Key components of a planogram
- Preparing for a planogram implementation
- Planogram implementation checklist
- Post implementation of planogram process

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is an individual activity
- Ask the trainees to create a sample planogram
- Ask them to measure each of the fixtures, the Depth and width of each shelf or rack section, the number of shelves or racks and spacing between shelves or racks, or the space needed for hanging items
- Instruct them to decide exactly where to put each item
- Finally, assist in drawing your planogram

Activity	Duration	Resources used
Creating a planogram	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, measuring tape, chart paper, ruler, sketch pens, etc.

Do

- Ensure that all the trainees participate in the activity
- Discuss about the planogram software available in on the market

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

Unit 3.4: Putting Products for Sale

Unit Objectives

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

1. List the methods to identify the products the Trainee Associate is responsible for preparing for sale
2. List the key quality standards to be followed while putting the products for sale
3. Implement the methods used to check the condition of products on display
4. Follow the methods to put the products together and place them after they are assembled
5. Show how to deal with products that are damaged
6. Identify the process of managing waste

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss how to put products for sale.

Say

good morning and welcome back to this training program, "Retail Sales Assistant". today we will discuss about putting products for sale.

Ask

Ask the trainees the following questions:

- Have you heard about FIFO and FEFO systems?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Methods to identify the products to prepare for the sale
 - Key quality standards to be followed while putting the products for sale
 - Methods to check the condition of products on display
 - Food articles

- Methods to put the products together and place them after they are assembled
- Dealing with products that are damaged
- Managing waste

Say

Let us participate in an extempore to explore the unit a little more.

Activity

- This is an individual activity
- Prepare multiple paper chits and mention different waste management techniques on the same
- Ask each trainee to pick and chit and deliver a short speech on the same
- Allow them 1 min of time to think and prepare the speech
- Repeat this activity with all the trainees

Activity	Duration	Resources used
Extempore	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, etc.

Do

- Ensure that all the trainees participate in the activity
- Encourage teamwork and active participation

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

Unit 3.5: Putting Products Together for Sale

Unit Objectives

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

1. Identify the tools used to put the products together
2. Outline the process of managing the sales floor
3. Identify the process to be followed whenever there is any difficulty in putting the products together
4. Justify the reporting hierarchy for sorting out problems associated with a display of merchandise
5. Follow the method to get rid of the waste and unwanted packaging material
6. State the role of trainee associates in updating stock records to account for merchandise on display
7. Prepare reports after arranging the products meant for sale

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss how to put together products for sale.

Say

good morning and welcome back to this training program, "Retail Sales Assistant". today we will discuss about putting together products for sale.

Ask

Ask the trainees the following questions:

- What are the hard tools used to put together products for sale?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Tools used to put products together
 - Document tools
 - Hard tools

- Handling difficulty in putting products together
- Reporting hierarchy for sorting problems
- Getting rid of waste and unwanted packing material
- Updating stock records
- Reports to be prepared after arranging for the sale

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion on updating stock records
- Ask the participants what they have learnt from this exercise
- Close the discussion by summarising key takeaways

Activity	Duration	Resources used
Group Discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, etc.

Do

- Ensure that all the trainees participate in the activity
- Encourage participants to ask relevant questions

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Maintain a cordial and positive environment in the classroom
- Discuss proper communication techniques in group discussion

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Stock Keeping Units
2. Browser
3. T-Bar
4. Nesting tables
5. Stopping rods

Answer the following:

1. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale
3.1.1 Importance of Fixtures
Topic - Role of fixtures in a display
2. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale
3.1.1 Importance of Fixtures
Topic – Browser
3. Refer UNIT 3.3: Planogram
3.3.1 Planogram
Topic - Purpose of a planogram
4. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale
3.1.1 Importance of Fixtures
Topic - Peg hooks
5. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale
3.1.1 Importance of Fixtures
Topic - Fixtures

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<https://www.youtube.com/watch?v=Zq0nEkrJ5rg>

What is a planogram



www.youtube.com/watch?v=FXHD4VPWkrk

How to be a successful sales person



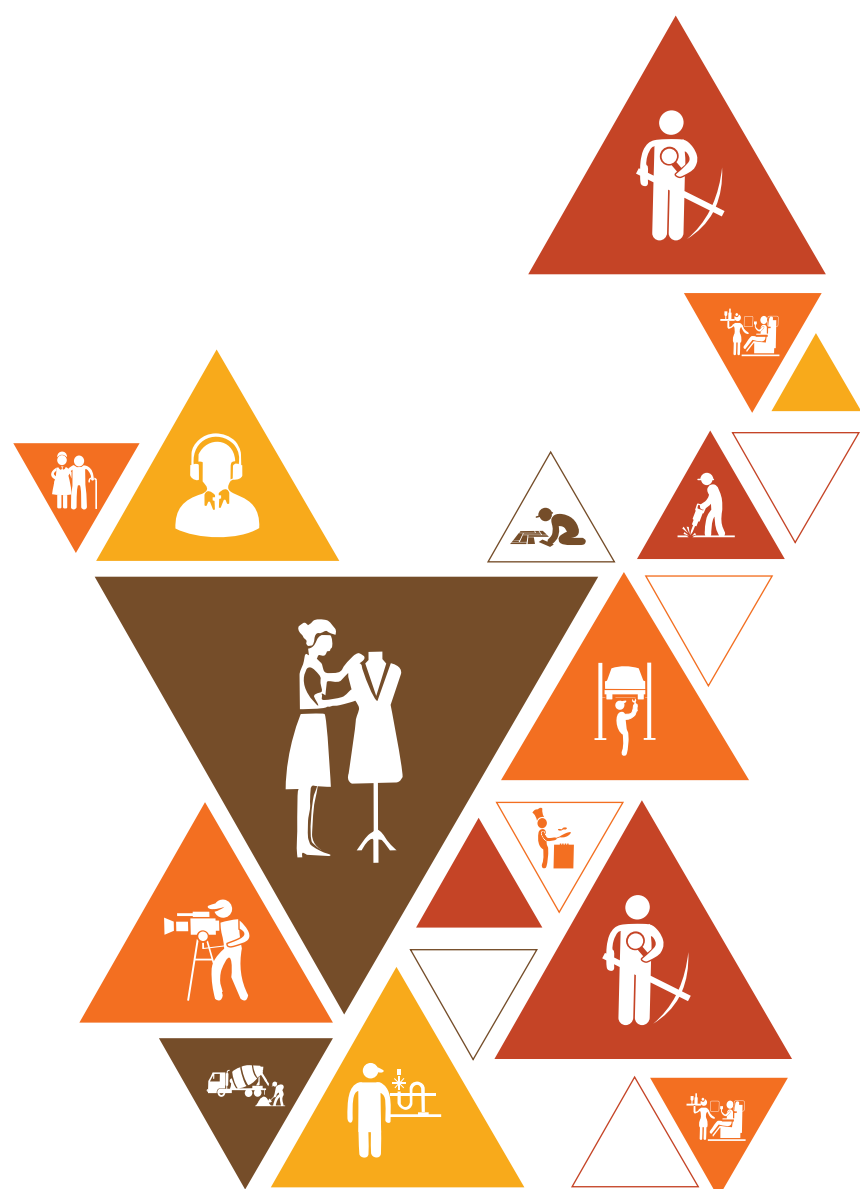
www.youtube.com/watch?v=IQsbFaNZLm4

How to make sales effective



www.youtube.com/watch?v=JT1bc8q5Dw0

How to upsell





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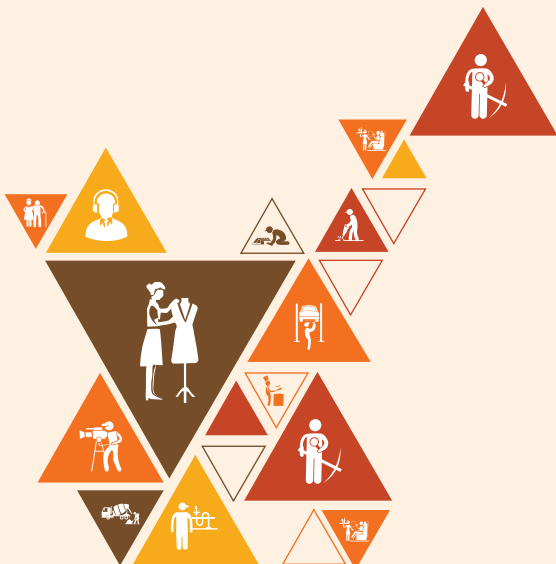


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4. Provide Information to Customers

Unit 4.1 - Qualities Required of a Trainee Associate and Various
Customer Styles



RAS/N0124

Key Learning Outcomes



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

1. Identify the need to impress upon the customers by creating a positive image in their mind
2. Explain the need to identify customer requirements and provide relevant information to them
3. Identify customer needs and provide relevant information on products and services to them
4. Follow the best practices of grooming and presentation of self at the workplace

Unit 4.1: Qualities Required of a Trainee Associate and Various Customer Styles

Unit Objectives

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

1. Know the qualities of a Retail Sales Assistant
2. Identify the customer styles—characteristics, and preferences
3. Respond appropriately to different customer styles

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss the qualities required of a trainee associate and various customer styles.

Say

Good morning and welcome back to this training program, “Retail Sales Assistant”. Today we shall learn about the qualities required of a trainee associate and various customer styles.

Ask

Ask the trainees the following questions:

- How to determine customer response?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Customer styles—Defensive
- Customer styles—Indecisive
- Other customer styles
- Appropriate customer responses

Say

Let us participate in a role-play to understand the grievance handling.

Activity

- This session will be a role-play activity
- Take the trainees to a spacious room/ open space
- Divide the class into groups where the trainees make demonstrations of a store
- The trainee will demonstrate the correct process of handling proper store
- Assign a hypothetical situation of identifying and checking the price of products with respect to discounts and offers on each product
- Allot 10-15 minutes for each team to complete the task
- You will inspect the work of each group
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers, tools and products as per industry standards, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Highly motivated by self- pride
2. Understanding the need of the customer fast
3. Facial expression
4. Speech intonation
5. Watching for early signs for closure

Answer the following:

1. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles
4.1.1 Customer Styles-Defensive
Topic - Appropriate responses
2. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles
4.1.1 Customer Styles-Defensive
3. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles
4.1.1 Customer Styles-Defensive
Topic – Defensive
4. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles
4.1.1 Customer Styles-Defensive
Topic – Sociable
5. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles
4.1.1 Customer Styles-Defensive
Topic - Decisive

Scan the QR codes or click on the link to watch the related videos



www.youtube.com/watch?v=rt6QXdKafRQ&t=46s

How to greet customers



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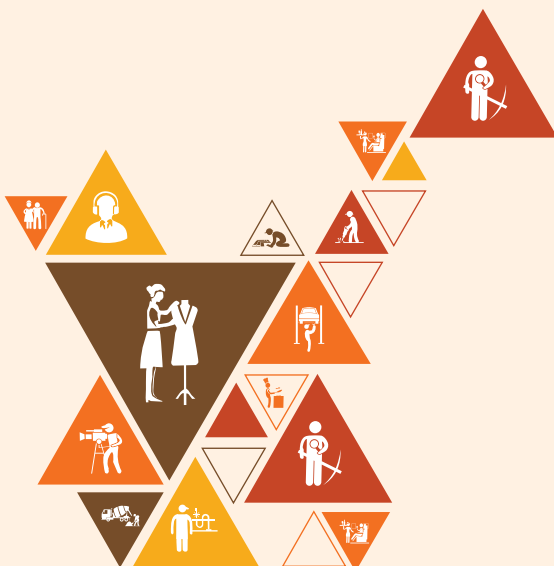
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5. Resolving Customer Complaints

Unit 5.1 - Customer Complaint Handling Process

Unit 5.2 - Customer Complaint Handling Process (contd.)

Unit 5.3 - Modes and Sources of Customer Complaints



RAS/N0124

Key Learning Outcomes



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

1. Explain the importance of resolving customer complaints
2. Identify the modes and sources of customer complaints
3. Solve customer complaints in line with the sample standard operating practices

Unit 5.1: Customer Complaint Handling Process

Unit Objectives

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

1. Identify the steps involved in the customer complaint handling process
2. Identify the organisation standards for timelines in responding to customer questions and requests for information
3. Identify the aspects of meet and greet
4. Identify when and why to probe

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss ways of handling customer complaints.

Say

Good morning and welcome back to this training program, "Retail Sales Assistant". Today we will learn about ways of handling customer complaints.

Ask

Ask the trainees the following questions:

- What is the impact of not handling customer complaints properly?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Service
 - Request
 - Complaint
 - Feedback

- Complaint handling process
- Responding to customer's complaints, requests or feedback
- Types of complaints and examples
- Tracking customer complaints

Say

Let us participate in a role-play to understand this unit better.

Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as a sales associate
- Ask the customers to complain about the product or pricing or anything else related to the product
- Observe how the sales associate handles the complaints
- Repeat the activity with all the trainees

Activity	Duration	Resources used
Role-play	30 minutes	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers, tools and products as per industry standards, etc.

Do

- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 5.2: Customer Complaint Handling Process (contd.)

Unit Objectives

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

1. State the importance of listening to customer complaints
2. Discuss the importance of apologising and acknowledging while handling customer complaints
3. Identify the proper tone and intonation to be followed when handling customer complaints
4. Understand how to provide solutions and escalate

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss the customer complaint handling process.

Ask

Ask the trainees the following questions:

- What is the meaning of customer service?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Handling Complaints—Non-verbal Communication
 - Active listening
 - Body language
 - Personal space
- Handling complaints—verbal communication
 - Clarity of speech
 - Calm and neutral
 - Confident
 - Empathetic tone
 - Non-aggressive

- Apologise and acknowledge
- Providing solutions
- Escalating issues

Say

Let us participate in a role-play to understand this unit better.

Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as a sales associate
- Ask the customers to lodge product-related complaints or billing-related issues
- Ask the sales associate to apologise and acknowledge the issue
- Observe how the sales associate handles the complaints
- Ask them to escalate the issue to the supervisor if the customers are unsatisfied or angry
- Repeat the activity with all the trainees

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

Unit 5.3: Modes and Sources of Customer Complaints

Unit Objectives

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

1. Identify the different modes and sources of complaints
2. Identify the ways to respond to different modes and sources of complaints
3. Follow-up for complaints
4. Identify the methods to escalate the problems that cannot be solved
5. Identify when to refuse to accept returned goods
6. Identify the different needs of different customers

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the modes and sources of customer complaints.

Ask

Ask the trainees the following questions:

- Which one is more difficult to handle – Telephonic complaint or Face to face complaint?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Sources of Customer Complaints
- Modes of customer complaints
 - Face-to-face complaints
 - Telephonic complaints
 - Written complaints
 - Follow-up complaints
- Ways to deal with different kinds of customer complaints
- Customers returning products

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance
- In this activity, you will give two topics to the trainees
- The first topic in this session will be different types of customer complaints
- The second topic on which the trainees will prepare their extempore will be reasons why customers return products
- You will randomly pick up trainees and separate them into two groups
- Ensure that the trainees are equal in number
- Allot the trainees 2 minutes to prepare the topic that you will give them
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes
- The trainee with a simple explanation but rich in content will be appreciated with accolades

Activity	Duration	Resources used
Extempore	60 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in the activity

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Service Level Agreement
2. Turn-Around-Time
3. Listening
4. Anger
5. Company service policy guidelines

Answer the following:

1. Refer UNIT 5.1: Customer Complaint Handling Process Service
Topic - Complaint handling process
2. Refer UNIT 5.1: Customer Complaint Handling Process Service
Second step—listen and understand
3. Refer UNIT 5.1: Customer Complaint Handling Process Service
Topic – Request
4. Refer UNIT 5.1: Customer Complaint Handling Process Service
Topic - Complaint handling process
5. Refer UNIT 5.1: Customer Complaint Handling Process Service
Topic -Probing

Scan the QR codes or click on the link to watch the related videos



www.bakercommunications.com/sales-training-videos.htm

Sales Training



www.youtube.com/watch?v=zld-wm_fnEc

How to deal with aggressive customers



www.youtube.com/watch?v=LVTZ_jIS-qH4

How to retain customer



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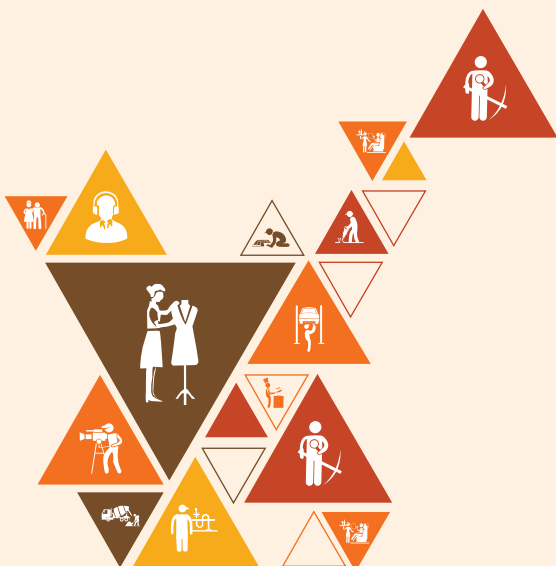
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6. Promoting Loyalty Memberships

Unit 6.1 - Loyalty Scheme Basics

Unit 6.2 - Building Loyalty Memberships



RAS/N0118

Key Learning Outcomes



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

1. Explain the need for Loyalty schemes in a retail store
2. Identify the methods of promoting loyalty schemes
3. Build customer loyalty memberships by enrolling them into loyalty schemes

Unit 6.1: Loyalty Scheme Basics

Unit Objectives

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

1. Describe the features and benefits of the company's loyalty scheme
2. Describe the financial benefit accrued by a customer through loyalty schemes
3. Describe how the loyalty schemes help in achieving the financial objectives of the organisation
4. List the key offers available to customers under loyalty schemes
5. Identify the source of information from where the Trainee Associate can state the features and benefits of a loyalty scheme

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about loyalty schemes.

Say

Good morning and welcome back to this training program, "Retail Sales Assistant". Today we shall learn about loyalty schemes.

Ask

Ask the trainees the following questions:

- What are loyalty schemes?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Loyalty Programmes
 - Purpose of loyalty programmes
 - Features and benefits of a loyalty programme
 - Financial benefits for customers

- Financial benefits to the organisation
- Key offers under loyalty programmes
- Source of information and statistics

Say

Let us participate in an activity to understand this unit better.

Activity

- Conduct a group discussion on the different types of loyalty programmes
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising key points

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Share your inputs and insight to encourage the trainees and add to what they talk about
- Ensure that all trainees participate in the class

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Unit 6.2: Building Loyalty Memberships

Unit Objectives

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

1. Describe the usage of the probing technique to gain information about customers and their interest in joining the scheme
2. Describe the method of handling objections of customers in relation to loyalty schemes
3. Describe the closing techniques that can be applied to gain customer's commitment to join the loyalty schemes
4. Describe the structure of the loyalty scheme enrolment forms
5. Describe the documentation process involved in the enrolment of a customer in a loyalty scheme

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss the probing technique, methods of handling objections in relation to loyalty schemes.

Ask

Ask the trainees the following questions:

- What is probing?
- What do you understand by objection handling?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Probing
- Handling Objections
- Closing
- Structure of the loyalty scheme form and documentation process
- Documentation process requirements for enrolment into the loyalty scheme

Say

Let us participate in a role-play activity to understand this unit better.

Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as sales associates
- Instruct the sales associate to ask probing questions to understand the customer's needs
- Also, ask the sales associate to pitch relevant loyalty program

Activity	Duration	Resources used
Role-play	40 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Do

- Conduct a doubt clarification session, if needed
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants

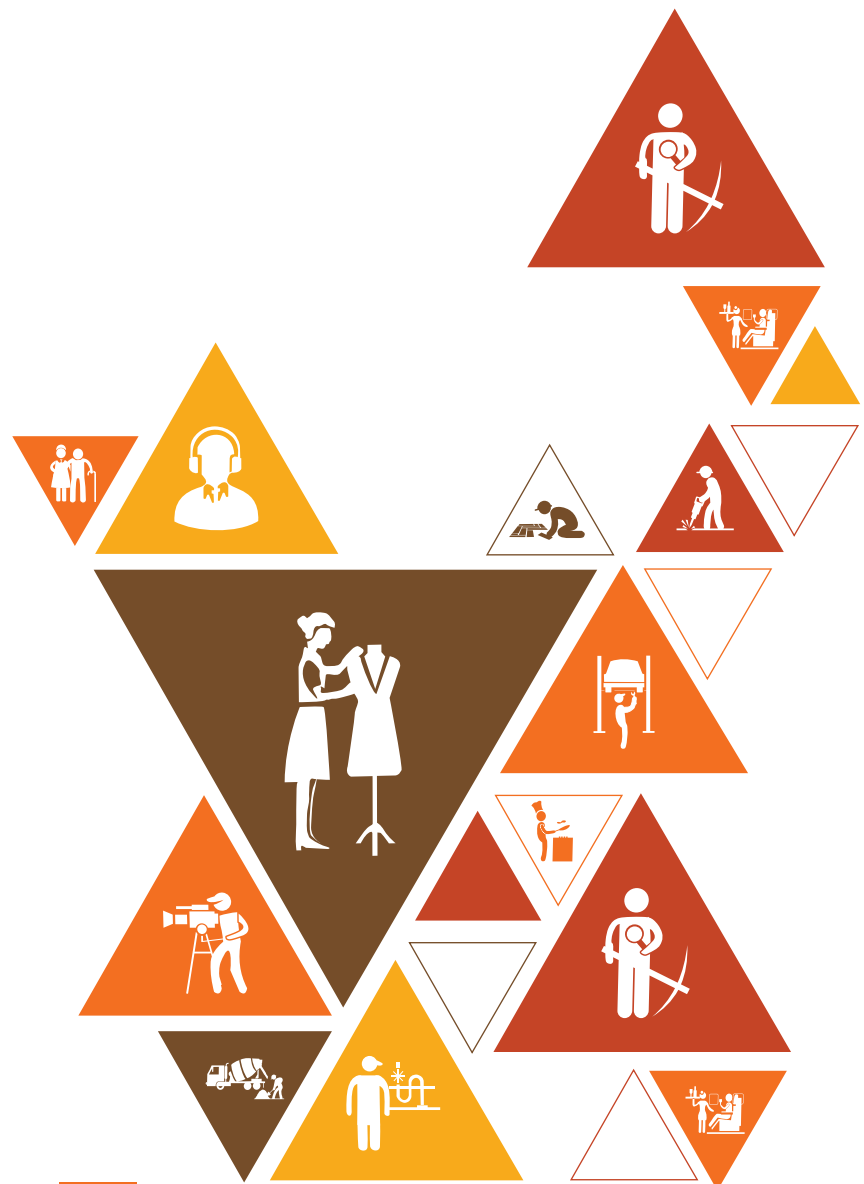
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Loyalty programmes
2. 0.2%
3. 2012
4. Frequently Asked Questions
5. Probing technique

Answer the following:

1. Refer UNIT 6.2: Building Loyalty Memberships
6.2.1 Probing
Topic - Structure of the loyalty scheme form and documentation process
2. Refer UNIT 6.2: Building Loyalty Memberships
6.2.1 Probing
Topic - Structure of the loyalty scheme form and documentation process
3. Refer UNIT 6.2: Building Loyalty Memberships
6.2.1 Probing
Topic – Handling objections
4. Refer UNIT 6.1: Loyalty Scheme Basics
6.1.1 Loyalty Programmes
Topic - Loyalty programmes—source of information
5. Refer UNIT 6.1: Loyalty Scheme Basics
6.1.1 Loyalty Programmes
Topic - Key offers under loyalty programmes





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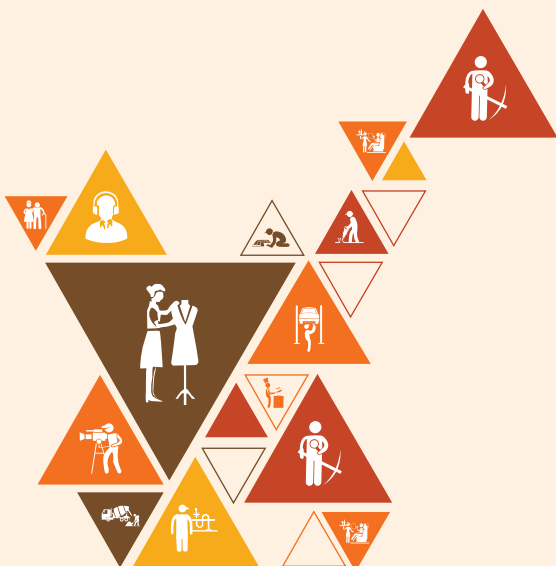
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7. Maintaining Store Security

Unit 7.1 - Loss Prevention

Unit 7.2 - Store Security



RAS/N0119

Key Learning Outcomes



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

1. Outline the various types of security risks at the store
2. Identify and report the security risks to the concerned higher authorities
3. Select appropriate methods to handle the security risks that fall within the purview of self-authority
4. List the impact of not following statutory guidelines with respect to store safety and security

Unit 7.1: Loss Prevention

Unit Objectives

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

1. State the meaning of loss prevention
2. Identify the importance of loss prevention
3. Describe the terms 'shoplifting' and 'kleptomania'
4. Describe the types of losses and prevention measures

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about loss prevention.

Ask

Ask the trainees the following questions:

- What do you mean by "Loss Prevention"?
- What can be the consequences of poor security at a retail store?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Meaning of Loss Prevention
 - Shoplifting and kleptomania
- Types of losses and preventive measures
- Controlling known loss
- Unknown loss (shrinkage)
- Managing shrink—critical areas

Say

Let us participate in an activity to understand this unit better.

Activity

- Take the trainees for a visit to the nearby shopping mall or supermarket
- Ask them to observe the store operations with respect to the following:
 - Ways of managing compliance with store security policies
 - Methods of conducting team training on ways of handling emergencies
 - Implementing security measures during emergency situations
 - Inspecting security features for loopholes
 - Helping the store staff select effective security measures
 - Compliance with the store's security policy
 - Ways of preventing employee theft
 - Common signs hinting at theft by employees
 - Importance of stock-taking and external audits at the store
 - Disaster management plan at the store
 - Risk management policies at the store

Activity	Duration	Resources used
Industry visit	5 hours	Participant handbook, pen, notebook, centre i.d. cards

Do

- Ensure that every trainee participates in the industry visit
- Instruct the trainees to maintain decorum throughout the visit
- Inform the trainees, beforehand, that they would wear formals for the visit

Notes for Facilitation

- Answer all the doubts raised by the trainees during the visit
- Make sure that no trainee goes for the visit without the centre I.D. card
- Ask the trainees to prepare individual reports on the visit outcomes and submit them to you

Unit 7.2: Store Security

Unit Objectives

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

1. List the types of security risks that can arise in your workplace
2. Identify the authority and responsibility while dealing with security risks, including legal rights and duties
3. Explain the approved procedure and techniques for protecting personal safety when security risks arise

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about store security.

Ask

Ask the trainees the following questions:

- What are the probable risks for a retail store?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Type of security risks and reporting
- Tips for managing security risks
- Authority and responsibility
- Company policy, procedures and techniques
- Different types of Electronic Article Surveillance (EAS)

Say

Let us participate in an activity to understand this unit better.

Activity

Provide the students with a hypothetical situation as below:

- This is an individual activity
- Using the projector/screen, show different types of Electronic Article Surveillance (EAS) equipment
- Pick random trainees to trainees and ask them to identify each piece of equipment and also state their usage
- Appreciate each correct answer and pass the question to another trainee in case of an incorrect answer
- You can use the below pictures for the activity



Activity	Duration	Resources used
Identifying various Electronic Article Surveillance (EAS) equipment	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

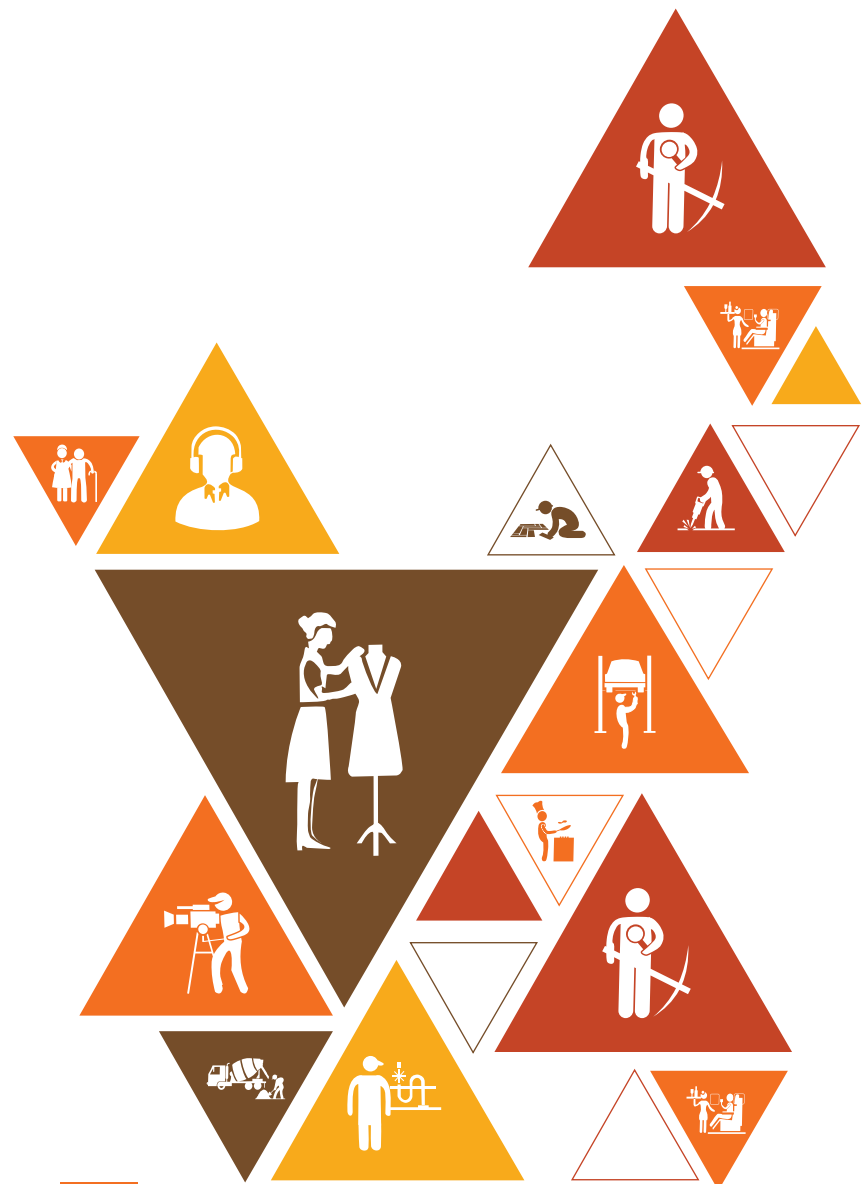
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Loss prevention
2. Known loss
3. Unknown loss
4. Expensive/high value goods
5. Point of Sale

Answer the following:

1. Refer UNIT 7.1: Loss Prevention
7.1.1 Meaning of Loss Prevention
Topic - Unknown loss
2. Refer UNIT 7.1: Loss Prevention
7.1.1 Meaning of Loss Prevention
Topic - Known loss actions
3. Refer UNIT 7.1: Loss Prevention
7.1.1 Meaning of Loss Prevention
Topic - Types of losses and preventive measures
4. Refer UNIT 7.1: Loss Prevention
7.1.1 Meaning of Loss Prevention
Topic - Shoplifting: loss facts
5. Refer UNIT 7.1: Loss Prevention
7.1.1 Meaning of Loss Prevention
Topic - Kleptomania





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8. Visual Merchandising

Unit 8.1 - Introduction to Visual Merchandising

Unit 8.2 - Introduction to Visual Merchandising Displays

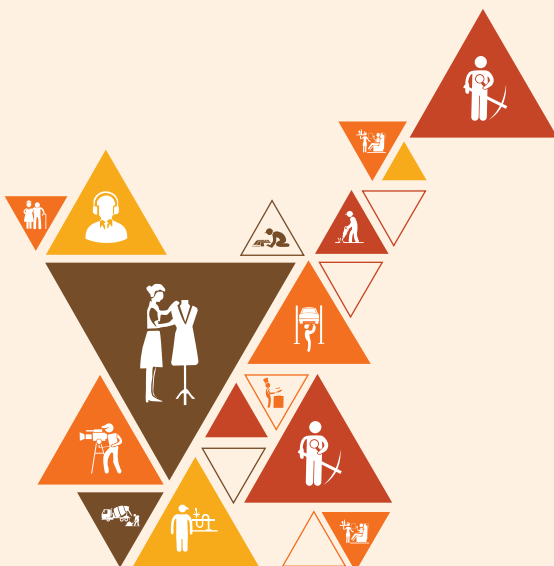
Unit 8.3 - Planning Visual Merchandising Displays

Unit 8.4 - Role of the Design Brief

Unit 8.5 - Principles to Set up Visual Merchandising Displays

Unit 8.6 - Dressing up Visual Merchandising Displays

Unit 8.7 - Health and Safety in Displays



RAS/N0106 &
RAS/N0107

Key Learning Outcomes



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

1. Explain the importance of visual merchandising in promoting the sale of products
2. Identify the role of the design brief in setting up Visual Merchandising displays
3. Outline the different methods of setting up Visual Merchandising displays
4. Interpret design brief, source merchandise and props for setting up Visual Merchandising displays
5. Prepare a plan to dress up visual merchandising displays as per the design brief
6. Prepare Visual Merchandising displays to attract customers and promote the sale of products

Unit 8.1: Introduction to Visual Merchandising

Unit Objectives

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

1. State the meaning and importance of visual merchandising (V.M.)
2. Identify the factors influencing V.M.
3. Outline the features of a good display
4. Discuss the staff responsibilities toward V.M.
5. Identify the business impact of V.M.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about visual merchandising.

Ask

Ask the trainees the following questions:

- What do you understand by visual merchandising?
- What can be the consequences of poor visual merchandising at a retail store?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Visual Merchandising
 - Factors influencing visual merchandising
 - Features of a good display
- Staff responsibilities toward visual merchandising
- Business impacts

Say

Let us participate in a group discussion to understand this unit better.

Activity

- This activity should be performed on an individual basis
- List a few common stores policies
- Ask random trainees to explain the meaning and importance of each policy
- Describe all the policies in detail when all the trainees have answered
- Close the activity by summarising key takeaways

Activity	Duration	Resources used
Brief on store	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Offer /Policy Signage

Do

- Ensure that all the trainees participate in the discussion on store policies session
- Guide the trainees in understanding all the store policies and guidelines and how to abide by them
- Answer all questions raised by the trainees

Notes for Facilitation

- Encourage active participation
- Use references from different sources for a better explanation

Unit 8.2: Introduction to Visual Merchandising Displays

Unit Objectives

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

1. Identify the different methods of designing displays for different types of merchandise
2. Compare the different purposes of displays and their use in visual merchandising
3. Assess the key methods of choosing and combining dimension, shape, colour, texture and lighting to create the visual effect
4. List the advantages and benefits of different methods of designing the displays
5. Show how light, colour, texture, shape and dimension combine to achieve the effects

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about visual merchandising displays.

Ask

Ask the trainees the following questions:

- What is the significance of colour blocking?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Methods of designing displays for different types of merchandise
 - Brand campaigns
 - Thematic display
 - Colour blocking
 - Window display
 - Creating and achieving visual effects

Say

Let us participate in a group discussion to understand this unit better.

Activity

- This activity should be performed on an individual basis
- Describe the situation that they are the visual merchandiser of a famous coffee shop
- Provide each trainee with a sample requisition form
- Explain to the trainees how to fill up the form
- Instruct each trainee to fill out the form themselves

Activity	Duration	Resources used
Filling up the requisition form	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Offer /Policy Signage

Visual Merchandise Supplies Requisition Form				
Vendor Name:				
Requested By:				
Delivery Location:				
Sl. No.	Display Props	Quantity (No.)	Price (Rs.)	
1.	Mannequins	x		
2.	Shelves	x		
3.	Gondolas	x		
4.	Hangers	x		
5.	Cabinets	x		
6.	Display tables	x		
7.	Hangers	x		
8.	Signages	x		
9.	Foldable shelves	x		
10.	Plinths	x		
Signatures:				
1.	Visual Merchandiser			
2.	Lead Visual Merchandiser			
Date of Order Placed:		Date of Delivery:		

Fig. 8.2.1: Requisition form

Do 

- Ensure that all the trainees participate in the filling up the requisition form session
- Guide the trainees in filling up the requisition form
- Help the trainees understand the importance of providing correct information while filling up forms
- Answer all questions raised by the trainees

Notes for Facilitation 

- Guide the trainees in understanding the common store policies and guidelines of the retail industry
- Explain the process of communicating effectively with vendors
- Answer all the doubts raised by the trainees in the class

Unit 8.3: Planning Visual Merchandising Displays

Unit Objectives

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

1. Identify the different purposes of displays and their use in visual merchandising
2. List the advantages and benefits of different methods of designing the displays
3. Justify the need to make adjustments and improvements to displays
4. Explain the methods of evaluating the visual effects of the display
5. Apply the dressing techniques for different types of merchandise

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss how to plan visual merchandising displays.

Ask

Ask the trainees the following questions:

- What is the use of visual merchandising?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Different purposes of displays and their use in visual merchandising
- Advantages and benefits of different methods of display
- Methods of evaluating the visual effect

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Divide the trainees into groups of 5
- Provide each group with – Products for display (mix of apparel, accessories, consumer durables, food/grocery products etc.), shelves for stacking products, gondolas, tables, mannequins (full/half bust), hangers, fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.
- Suggest each group a different theme (both local festivals and seasonal)
- Demonstrate and explain the process of setting up the store based on each theme
- Explain to each group how to implement the theme into the decoration of the store visuals
- Now instruct the groups to perform these techniques on their own
- After completion of the task of each group, ask them to interchange the materials with the other groups, so all the groups get to chance to learn the method of decoration of all the themes
- Supervise the entire process

Activity	Duration	Resources used
Setting up the store based on merchandising themes	3 hours	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparel, accessories, consumer durables, food/grocery products etc.), Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Hangers, Fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.

Do

- Ensure that all the trainees participate in the setting up of the store based on merchandising themes session
- Guide the trainees in setting up the store based on merchandising themes
- Explain the importance of such processes
- Supervise the entire process while trainees are setting up the store based on different merchandising themes
- Encourage teamwork and participation

Notes for Facilitation

- Guide the trainees in identifying the props for a specific theme
- Demonstrate and describe to the trainees the proper method of setting up a store based on themes
- Demonstrate and discuss the various guidelines for theme coordination
- Give proper instructions on how to create visually appealing displays
- Ensure safety while putting up displays

Unit 8.4: Role of the Design Brief

Unit Objectives

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

1. State the importance of the design brief
2. Describe the contents of the design brief
3. Follow the method to interpret the design brief to arrange a display
4. Describe the process of finalising potential places to put the displays as per the design brief

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the role of the design brief.

Ask

Ask the trainees the following questions:

- What is a design brief?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Importance of Design Brief
 - Contents of a design brief
 - Interpreting design brief
 - Process of finalising potential places to put the displays
- Impulse counters at the POS

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Distribute a hand-out to each of the trainees describing the following situation
 - “Suppose you are the visual merchandiser of a supermarket. Each of you, now write down a few design ideas that come to your mind when you hear the word ‘Holi’
- Instruct each trainee to note down a few design ideas for decorating a supermarket on the Holi theme
- Ask the trainees to exchange their sheets with the trainee sitting beside them once all of them have finished writing down the steps
- Instruct each trainee to review the newly acquired sheet and find out the shortcomings in the designs and note them down wherever necessary
- Now ask the trainees to give back the sheets to their original owner
- Instruct the trainees to go through the feedback on the designs
 - Now ask the trainees to be the best judge and analyse whether they need to implement these suggestions in their designs
- Ask them to write down the reasons they feel that they need to implement or not
- If yes, ask them to identify the reasons why their designs are not meeting the standards
- Go through the final answers of all the trainees and provide suggestions wherever necessary

Activity	Duration	Resources used
Creating design ideas	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the session
- Guide the trainees in identifying the shortcomings in the design ideas
- Help the trainees in judging whether the feedbacks provided are necessary or not

Notes for Facilitation

- Describe to the trainees how to identify the correct design ideas based on a certain theme
- Discuss how to review the ideas of other’s work
- Teach the trainees to be the best judge and identify whether a certain suggestion is required
- Help the trainees identify the reasons for not meeting standards based on the feedback provided

Unit 8.5: Principles to Set up Visual Merchandising Displays

Unit Objectives

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

1. List the different types of merchandise groupings done in a display
2. Describe the features of symmetrical balance and the triangle principle
3. Describe the features a focal point within a display
4. Describe the concepts of optical centre, rectangular, radial, repetitive, rhythm, group and harmony
5. State the role of displays in marketing, promotional and sales campaign activities
6. Show how attractive displays help in achieving add-on sales
7. Identify the selling features of merchandise to be used in displays

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the principles of setting up visual merchandising displays.

Ask

Ask the trainees the following questions:

- What is the role of displays in marketing, promotional and sales campaigns?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Different types of merchandise groupings
 - Symmetrical balance
 - Triangle principle
 - Focal points
 - Creating focal points
- Other merchandise groupings
- Role of displays in marketing, promotional, sales campaign and activities
- Displays aid in achieving add-on sales
- Selling feature of merchandise used in displays

Say

Let us participate in a group discussion to understand this unit better.

Activity

- This activity should be performed on an individual basis
- Instruct each trainee to note down the resources they think are necessary for executing the theme – “Poila Baishak”, i.e., Bengali New Year
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Discuss the correct resources necessary for the identified theme

Activity	Duration	Resources used
Identification of resources	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Guide the trainees in analysing the given situation and identify the correct measures to be taken
- Answer all questions raised by the trainees

Notes for Facilitation

- Encourage active participation
- Explain to the trainees the benefits of healthy and harmonious relationships
- Describe the benefits of productive working relationships

Unit 8.6: Dressing up Visual Merchandising Displays

Unit Objectives

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

1. Identify the significance of lighting in displaying merchandise
2. List the different types of lights used
3. Identify the methods of lighting used in displays
4. Demonstrate how to use different types, directions and levels of light to create an atmosphere
5. Identify the locations on floors and ceilings where the display is done
6. Discuss the role of lighting window displays in the enhancement of visual effects
7. State the role of Props, prototypes, dressings and fixtures in creating visual effects
8. Apply the methods used to dress up mannequins, busts and other props
9. Describe the dressing techniques for different types of merchandise
10. Identify the key elements of merchandise and props on which consultation of merchandiser or buyer is sought

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about dressing up visual merchandising displays.

Ask

Ask the trainees the following questions:

- What is the significance of lighting in visual merchandising?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Lighting
 - Methods of using lighting
 - Different directions and levels of light
 - Floor and ceiling

- Window displays in the enhancement of visual effects
- Role of props, prototypes, dressings and fixtures
- Mannequins—a type of prop
 - Dressing up mannequins, busts and other props
- Consultation with merchandise or buyer

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Divide the trainees into groups of 5 each
- Provide each group with - Products for display (mix of apparel, accessories, etc.), and Mannequins (Full/ Half Bust)
- Demonstrate and explain the guidelines for accessorising the mannequins and using them appropriately
- Instruct each group to deck up the mannequins with the resources supplied to them
- Supervise the entire process

Activity	Duration	Resources used
Using a mannequin	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparel, accessories, etc.), Mannequins (Full/Half Bust)

Do

- Ensure that all the trainees participate in the proper usage of a mannequin session
- Guide the trainees in setting up the apparel and accessories on the mannequins
- Ensure safety so that no damage is caused to the props
- Make sure that no trainee gets hurt during mannequin setup

Notes for Facilitation

- Encourage teamwork and active participation
- Help the trainees understand the guidelines for mannequin display
- Guide the trainees in conducting checks for damages to props and tools
- Discuss the implication of maintaining uniformity

Unit 8.7: Health and Safety in Displays

Unit Objectives

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

1. List the key health and safety guidelines for displays
2. List the safety measures to be taken when putting products together for sale
3. Identify the dangers and risks to health, safety and security in relation to storage facilities and stored items
4. Outline the process of reporting dangers and risks to the concerned
5. Describe the techniques for cleaning display sites and parts safely and thoroughly
6. Identify safe and approved cleaning materials and equipment to use

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the health and safety of displays.

Ask

Ask the trainees the following questions:

- What are the safety measures when putting products together for sale?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Health and Safety Guidelines for Displays
 - Safety measures when putting products together for sale
 - Dangers and risks to health, safety and security during storage
 - Dangers and risks and reporting them
 - Techniques for cleaning display sites
 - Safe and approved cleaning materials
 - Safe and approved cleaning equipment

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Divide the trainees into groups of 5 each
- Provide each group with products for display (mix of apparel, accessories, etc.), shelves for stacking products, gondolas, tables, mannequins (full/half bust), danglers, wobblers, hangers, fixtures, banners, POS display (led light box), signage board
- Demonstrate and explain the process of conducting checks for damages to props
- Discuss the steps of ensuring the upkeep of tools and props
- Instruct each group to perform these checks on their own on the props provided to them
- Supervise the entire process

Activity	Duration	Resources used
Conducting checks for damages to props	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparel, accessories, etc.), Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/Half Bust), Danglers, Wobblers, Hangers, Fixtures, Banners, POS Display (LED Light box), Signage Board

Do

- Ensure that all the trainees participate in conducting checks for damages to the props session
- Guide the trainees in identifying the different types of damage while conducting checks of props and tools
- Help the trainees in gaining an understanding of the importance of conducting checks and maintenance of props and tools

Notes for Facilitation

- Ensure safety so that no damage is caused to the props
- Make sure that no trainee gets hurt during props setup
- Ensure that all the trainees answer every question listed in the participant handbook

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Colour blocks
2. VIBGYOR
3. Designing brief
4. Fixturing
5. Rhythm

Answer the following:

1. Refer UNIT 8.5: Principles to set up visual merchandising displays
8.5.1 Different Types of Merchandise Groupings
Topic - Role of displays in marketing, promotional, sales campaign and activities
2. Refer UNIT 8.6: Dressing up visual merchandising displays
8.6.1 Lighting
Topic - Role of lighting
3. Refer UNIT 8.6: Dressing up visual merchandising displays
8.6.1 Lighting
Topic - Mannequins—type of prop
4. Refer UNIT 8.6: Dressing up visual merchandising displays
8.6.1 Lighting
Topic - Elements of merchandise and props
5. Refer UNIT 8.7: Health and safety in displays
8.7.1 Health and Safety Guidelines for Displays
Topic - Safety measures when putting products together for sale

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=6edj2Vvz3OU>

What is Visual merchandising



<https://www.youtube.com/watch?v=-d5jx5pwMdg>

Merchandising principles



<https://www.youtube.com/watch?v=2DhQ35UJj2Y>

Merchandising themes



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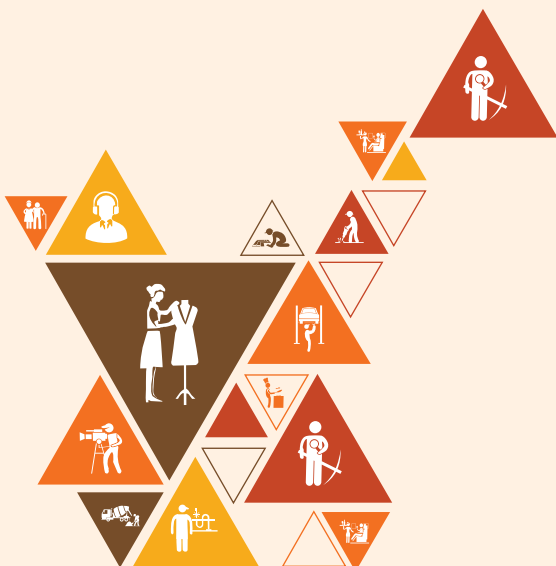
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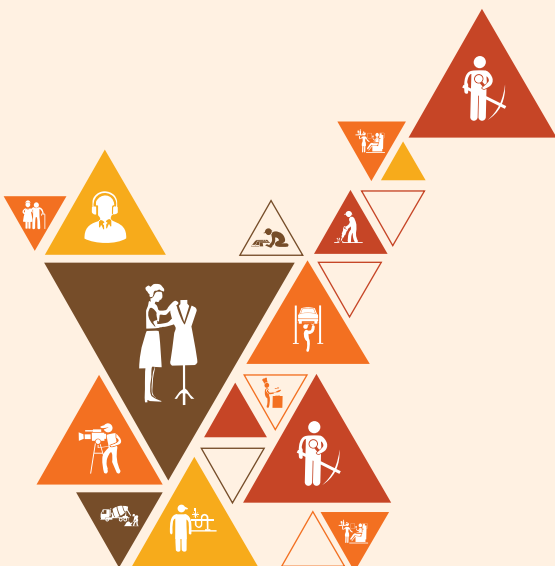


10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Retail Sales Assistant		
Qualification Pack Name & Ref. ID	Retail Sales Assistant, RAS/Q0103		
Version No.	4.0	Version Update Date	22/10/2024
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Display stock to promote sales 2. Prepare visual merchandising displays 3. Dress visual merchandising displays 4. Dismantle and store visual merchandising displays 5. Prepare products for sale 6. Promote loyalty schemes to customers 7. Keep the store secure 8. Provide Information and Advice to Customers 9. Employability Skills 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
1	Introduction to Retail	Exploring the Indian Retailing Landscape	<ul style="list-style-type: none"> • Outline the current scenario of the retailing sector in India. • List the factors that lead to growth of retailing sector in India. • Compare traditional and modern retail sector in India. • Discuss the roles and responsibilities of Retail Sales associate. • Illustrate different retail formats. • Describe the role of various departments and functions in a modern retailing operation. • Discuss about supply chain management. 	Bridge Module (Self Study)	Additional Learning	Additional Learning	0 Theory 00 : 00 Practical 00 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
2	Setting up product displays	Display areas and goods in a retail store	<ul style="list-style-type: none"> Analyze the requirements for creating a display based on stock availability, space availability, display position, and dates. Assess the suitability of the display area in terms of size and promptly communicate any issues. 	RAS/ N0105 PC1, PC2, PC3, PC4, KU2	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such	8 Theory 03 : 00 Practical 05 : 00
		Display areas and goods in a retail store (Contd..)	<ul style="list-style-type: none"> Collect and inspect materials, equipment, and stock required for the display, ensuring they are clean, safe, and in proper working condition. Adhere to company procedures for clearing, cleaning, and preparing the display area prior to its use. 				8 Theory 03 : 00 Practical 05 : 00
		Effective Display Setup and Maintenance	<ul style="list-style-type: none"> Safely set up and dismantle displays according to plans and within designated timeframes. Thoroughly inspect and ensure the cleanliness, tidiness, and safety of the display. 	RAS/ N0105 PC5, PC6, PC7, PC8, KU2, KU4			8 Theory 03 : 00 Practical 05 : 00
		Effective Display Setup and Maintenance (Contd..)	<ul style="list-style-type: none"> Verify and maintain appropriate levels of stock for the display. Properly clean, store equipment, and dispose of waste in a safe and timely manner. 				8 Theory 03 : 00 Practical 05 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Label displays of stock in a retail store	<ul style="list-style-type: none"> Verify the requirements for labelling stock accurately. Ensure the clarity, accuracy, and legality of information on labels before commencing the labelling process. Promptly report any required changes to the information on labels. 	RAS/ N0105 PC9, PC10, PC11, PC12, PC13, PC14, KU3		as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	8 Theory 04 : 00 Practical 04 : 00
		Label displays of stock in a retail store (Contd..)	<ul style="list-style-type: none"> Attach the appropriate labels to the respective products correctly. Position labels securely and prominently for clear visibility by customers. Successfully complete the labelling process within the specified timeframe. 				8 Theory 04 : 00 Practical 04 : 00
		Label displays of stock in a retail store (Contd..)					2 Theory 00 : 00 Practical 02 : 00
3	Preparing Products for Sale	Dismantling and Returning Displays Safely	<ul style="list-style-type: none"> Safely dismantle displays according to established guidelines and procedures. Protect display parts from damage during the dismantling process. 	RAS/ N0108 PC1, PC2, PC3, KU1, KU2, KU3, KU8	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/	7 Theory 03 : 00 Practical 04 : 00
		Dismantling and Returning Displays Safely (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Dismantling and Returning Displays Safely (Contd..)	<ul style="list-style-type: none"> Promptly return dismantled display parts to their appropriate places, ensuring they are in a saleable condition. 				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Organi- zation of Displayed Items	<ul style="list-style-type: none"> Accurately calculate the required storage space for display items. Identify and utilize suitable protective packaging and security measures for stored items. 	RAS/ N0108 PC6, PC7, PC8, PC9, KU5, KU7		Standees for product categories and offers (Different Types), Calcula- tor, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash draw- er, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad- on accesso- ries such as mobile handsets with ear phones etc.) with barcode, specifica- tions, price tags, VM elements	7 Theory 03 : 00 Practical 04 : 00
		Organi- zation of Displayed Items (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Organi- zation of Displayed Items (Contd..)	<ul style="list-style-type: none"> Store items in appropriate locations with clear and accurate labels. Maintain accurate and up- to-date records of items stored. 				7 Theory 03 : 00 Practical 04 : 00
		Organi- zation of Displayed Items (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Mainte- nance and Safety of Storage	<ul style="list-style-type: none"> Identify damaged items, missing items, and potential health and safety risks in storage areas. Promptly report any identified issues to the appropriate person. 	RAS/ N0108 PC10, PC11, KU12			7 Theory 03 : 00 Practical 04 : 00
		Mainte- nance and Safety of Storage (Contd..)	<ul style="list-style-type: none"> Regularly check storage facilities for cleanliness, safety, security, and restricted access to authorized personnel only. 				7 Theory 03 : 00 Practical 04 : 00
		Mainte- nance and Safety of Storage (Contd..)					7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Cleaning and Waste Management	<ul style="list-style-type: none"> Dispose of unwanted materials safely, adhering to relevant regulations and record- keeping requirements. Clean display sites and parts using approved cleaning materials and equipment, following established safety guidelines. 	RAS/ N0108 PC4, PC5, KU11, KU15			7 Theory 03 : 00 Practical 04 : 00
		Product Assembly and Packaging Management	<ul style="list-style-type: none"> Verify the presence of all expected items and parts in the package through thorough inspection. Dispose of unwanted packaging materials safely and appropriately to manage waste. 	RAS/ N0109 PC1, PC2, PC3, PC4, KU3, KU9		Signage Board; Of- fer /Policy Signage), Shopping Basket/ Shopping Cart, Dum- my Fire Extinguish- ers	7 Theory 03 : 00 Practical 04 : 00
		Product Assembly and Packaging Management (Contd..)	<ul style="list-style-type: none"> Procure the necessary tools required for assembling products. Apply safe work methods and adhere to manufacturers' instructions when assembling products. 				7 Theory 04 : 00 Practical 03 : 00
		Product Assembly and Inspection	<ul style="list-style-type: none"> Verify the correct assembly of products and ensure their safety for use. Seek appropriate assistance from designated individuals when encountering challenges in product assembly. 	RAS/ N0109 PC5, PC6, PC7, PC8, KU5, KU8			7 Theory 04 : 00 Practical 03 : 00
		Product Assembly and In- section (Contd..)	<ul style="list-style-type: none"> Regularly inspect displayed products to ensure they are in a satisfactory condition. Promptly remove damaged products from display and adhere to company procedures for handling them. 				6 Theory 04 : 00 Practical 02 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
4	Provide Information to Customers	Effective Communication and Customer Support	<ul style="list-style-type: none"> • Demonstrate prompt and polite acknowledgment of customers' requests for information and advice. • Identify and assess customers' needs for information and advice. • Communicate information and advice to customers effectively, using clear and understandable language. • Provide relevant, complete, accurate, and up-to-date information and advice to customers. • Politely check with customers to ensure that the information and advice provided meets their needs. • Identify alternative solutions and ways to assist the customer when the initial information and advice are not satisfactory. • Refer requests for information or advice to the appropriate person when unable to assist the customer. 	RAS/ N0124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU1, KU2, KU4, KU6	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	1 Theory 00:30 Practical 00:30

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
	Complaint Handling and Problem Resolution		<ul style="list-style-type: none"> Identify the nature of a complaint based on information obtained from customers. Clearly and accurately acknowledge the complaint and apologize to the customer. Follow legal requirements and company policies and procedures for handling complaints. Promptly refer complaints beyond one's responsibility to the appropriate person and explain the referral procedure to the customer. Engage in a discussion with the customer to explore and agree on options for resolving the problem. Take action to implement the agreed-upon solution with the customer. Collaborate with others, including the customer, to ensure that any promises made in resolving the problem are fulfilled. Keep the customer fully informed about the progress and actions taken to resolve the problem. 	RAS/ N0124 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, KU2, KU11, KU12		<p>Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box);</p> <p>Signage Board; Offer/Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers</p>	<p>1</p> <p>Theory 00:30</p> <p>Practical 00:30</p>
			<ul style="list-style-type: none"> Check with the customer to ensure that the problem has been resolved to their satisfaction. Provide clear reasons to the customer when the problem has not been resolved to their satisfaction. 				

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Customer Service Excellence	<ul style="list-style-type: none"> • Demonstrate adherence to the organization's standards of appearance and behavior consistently. • Welcome customers respectfully and with a friendly demeanor. • Engage in effective communication with customers to foster a sense of value and respect. • Identify and verify customers' expectations accurately. • Provide courteous and helpful assistance to customers at all times. • Keep customers informed and reassured regarding relevant information. • Adapt behavior appropriately to effectively respond to varying customer behavior. • Respond promptly to customers seeking assistance. • Evaluate and select the most suitable communication method for effective customer interaction. • Ensure thorough understanding of customers' expectations through effective communication. • Respond promptly and positively to customers' questions and comments. • Allow customers sufficient time to consider responses and provide further clarification when necessary. • Efficiently locate information that meets customers' needs. • Deliver comprehensive information about the organization's services or products to customers. • Recognize and address any complexity in information, ensuring customers' full comprehension. • Effectively explain reasons to customers when their needs or expectations cannot be met. 	RAS/ N0124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU1, KU2, KU3, KU4			1.30 Theory 00 : 30 Practical 01 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
5	Resolving customer complaints	Effective Communication and Customer Support	<ul style="list-style-type: none"> Demonstrate prompt and polite acknowledgment of customers' requests for information and advice. Identify and assess customers' needs for information and advice. Communicate information and advice to customers effectively, using clear and understandable language. Provide relevant, complete, accurate, and up-to-date information and advice to customers. Politely check with customers to ensure that the information and advice provided meets their needs. 	RAS/ N0124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU1, KU2, KU4, KU6	Classroom lecture/ PowePoint Presentation/ Question & Answer and Group Discussion	<p>LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types),</p> <p>Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, price tags, VM elements (Mannequins - Full/ Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer / Policy Signage), Shopping Basket/</p>	<p>1.30</p> <p>Theory 00:30</p> <p>Practical 01:00</p>
			<ul style="list-style-type: none"> Refer requests for information or advice to the appropriate person when unable to assist the customer. Refer requests for information or advice to the appropriate person when unable to assist the customer. 				

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Complaint Handling and Problem Resolution	<ul style="list-style-type: none"> Identify the nature of a complaint based on information obtained from customers. Clearly and accurately acknowledge the complaint and apologize to the customer. Follow legal requirements and company policies and procedures for handling complaints. Promptly refer complaints beyond one's responsibility to the appropriate person and explain the referral procedure to the customer. Engage in a discussion with the customer to explore and agree on options for resolving the problem. Take action to implement the agreed-upon solution with the customer. Collaborate with others, including the customer, to ensure that any promises made in resolving the problem are fulfilled. Keep the customer fully informed about the progress and actions taken to resolve the problem. Check with the customer to ensure that the problem has been resolved to their satisfaction. 	RAS/ N0124 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, KU2, KU11, KU12			2 Theory 01 : 00 Practical 01 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
			<ul style="list-style-type: none"> Provide clear reasons to the customer when the problem has not been resolved to their satisfaction. 			Shopping Cart, Dum- my Fire Extinguishers	
		Customer Service Excellence	<ul style="list-style-type: none"> Demonstrate adherence to the organization's standards of appearance and behavior consistently. Welcome customers respectfully and with a friendly demeanor. Engage in effective communication with customers to foster a sense of value and respect. Identify and verify customers' expectations accurately. Provide courteous and helpful assistance to customers at all times. Keep customers informed and reassured regarding relevant information. Adapt behavior appropriately to effectively respond to varying customer behavior. Respond promptly to customers seeking assistance. Evaluate and select the most suitable communication method for effective customer interaction. Ensure thorough understanding of customers' expectations through effective communication. Respond promptly and positively to customers' questions and comments. 	RAS/ NO124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU1, KU2, KU3, KU4			2 Theory 01 : 00 Practical 01 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
			<ul style="list-style-type: none"> Allow customers sufficient time to consider responses and provide further clarification when necessary. Efficiently locate information that meets customers' needs. Deliver comprehensive information about the organization's services or products to customers. Recognize and address any complexity in information, ensuring customers' full comprehension. Effectively explain reasons to customers when their needs or expectations cannot be met. 				
6	Pro-moting loyalty memberships	Cus-tomer Engage-ment Tactics	<ul style="list-style-type: none"> Proactively inquire about customers' membership status and interest in joining the loyalty scheme. Clearly and accurately articulate the benefits of joining the scheme to customers, including any current special offers. 	RAS/ N0118 PC1, PC2, PC3, PC4, PC5, KU2, KU3, KU5	Classroom lecture/ Power-Point Pre-sentation/ Question & Answer and Group Discussion	LCD Projec- tor, Laptop/ Com-puter with inter-net, White Board, Flip Chart, Markers, Trainer Chair & Table, Demon- stration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calcula- tor, Stock Almirah,	6 Theory 03 : 00 Practical 03 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Customer Engagement Tactics (Contd..)	<ul style="list-style-type: none"> Respond positively and address any questions or objections raised by the customer. Provide relevant information to assist customers in making an informed decision about joining the scheme. Interact with customers politely and in a manner that fosters goodwill. 				6 Theory 03 : 00 Practical 03 : 00
		Effective Customer Engagement for Scheme Enrollment	<ul style="list-style-type: none"> Accurately recognize customer interest in joining the scheme. Proactively invite interested customers to sign up for the scheme. Collaboratively complete the membership application with the customer, accurately capturing the provided information. 	RAS/ N0118 PC6, PC7, PC8, PC9, PC10, PC11, KU7, KU8, KU11		Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	6 Theory 02 : 00 Practical 04 : 00
			<ul style="list-style-type: none"> Provide customers with tangible proof of their membership. Verify the accuracy of customer details on the membership documentation through effective communication. Offer application forms to customers who express interest in the scheme but are not ready to join immediately. 				6 Theory 02 : 00 Practical 04 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
7	Maintaining store security	Security Risk Awareness and Reporting	<ul style="list-style-type: none"> Detect and accurately identify security risks within the environment. Adhere to company procedures for promptly reporting identified security risks. 	RAS/ N0119 PC1, PC2, KU3, KU5	Classroom lecture/ Power-Point Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such	4 Theory 02 : 00 Practical 02 : 00
		Security Risk Awareness and Prevention	<ul style="list-style-type: none"> Promptly and accurately report security risks to the appropriate personnel. Adhere to company procedures to effectively prevent security risks during work. Identify potential instances of stolen stock and promptly notify the relevant individuals. 	RAS/ N0119 PC3, PC4, PC5, KU7, KU9			5 Theory 02 : 00 Practical 03 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
8	Visual Merchandising	Display Planning and Design	<ul style="list-style-type: none"> Identify the purpose, content, and style of the display. Identify the equipment, materials, merchandise, and props needed for the display installation and establish completion dates. Evaluate the suitability of the designated location for fulfilling the design brief. 	RAS/ N0106 PC1, PC2, PC3, KU1, KU3	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Manne-	8 Theory 04 : 00 Practical 04 : 00
		Enhancing Visual Impact and Merchandise Selection	<ul style="list-style-type: none"> Propose innovative ideas to enhance the visual effect within the given design brief and company's visual design policies. Evaluate and validate the alignment of merchandise and props' features with the design brief to ensure customer attention. Identify alternative merchandise and props in situations where specified ones are unavailable or unsuitable, and obtain approval from the appropriate authority. 	RAS/ N0106 PC4, PC5, PC6, KU2, KU5			8 Theory 04 : 00 Practical 04 : 00
		Logistics and Re-cord-Keeping for Display Execution	<ul style="list-style-type: none"> Confirm delivery arrangements for merchandise and props with relevant personnel, allowing adequate time for timely installation. Monitor delivery progress and implement necessary actions to address potential delays. Maintain accurate stock records to account for displayed merchandise. 	RAS/ N0106 PC 7, PC8, PC9, KU7, KU10			8 Theory 04 : 00 Practical 04 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Display Design and Visual Effect	<ul style="list-style-type: none"> Utilize the design brief to accurately identify the focal points of a display. Choose suitable shapes, colors, and groupings that align with the purpose and style of the display. Develop displays that effectively achieve the desired visual effect while adhering to the company's visual design policy. 	RAS/N0107 PC1, PC2, PC3, PC4, KU2, KU6			8 Theory 04 : 00 Practical 04 : 00
		Display Design and Visual Effect (Contd..)	<ul style="list-style-type: none"> Strategically position merchandise, graphics, and signs to maximize sales impact. 				7 Theory 03 : 00 Practical 04 : 00
		Ensuring Compliance and Safety	<ul style="list-style-type: none"> Verify the alignment of lighting installation with the design brief. Ensure compliance with health and safety guidelines and legal requirements in the finished display. 	RAS/N0107 PC5, PC6, PC7, PC8, KU1, KU4, KU10		POS Display (LED Light-box); Signage Board; Offer / Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory 03 : 00 Practical 04 : 00
		Ensuring Compliance and Safety (Contd..)	<ul style="list-style-type: none"> Strategically position merchandise, graphics, and signs to attract customer attention and convey essential information. Group merchandise appropriately based on the display's purpose, style, selling features, and desired visual effect. 				7 Theory 03 : 00 Practical 04 : 00
		Maintaining Display Integrity and Security	<ul style="list-style-type: none"> Install lighting according to the lighting requirements for the display. Evaluate the suitability of all display components for the intended purpose and ensure compliance with requirements. Assess the accessibility of the display and ensure compliance with safety and security standards. Identify and mitigate safety and security risks associated with the display. 	RAS/N0107 PC9, PC10, PC11, PC12, KU6, KU8, KU9			7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Evaluating and Enhancing Displays	<ul style="list-style-type: none"> Evaluate the appearance of the display from various customer approaches. Foster a collaborative environment by encouraging colleagues to provide constructive feedback on the display. Implement authorized adjustments promptly to achieve the desired visual effect and ensure the display's safety and security. 	RAS/N0107 PC13, PC14, PC15, PC16, PC17, KU14, KU18, KU20, KU21			7 Theory 03 : 00 Practical 04 : 00
		Evaluating and Enhancing Displays (Contd..)	<ul style="list-style-type: none"> Regularly assess the visual impact and effectiveness of the display. Promptly report any issues or risks beyond one's responsibility to the appropriate person. 				7 Theory 03 : 00 Practical 04 : 00
9.	Employability Skills	Introduction to Employability Skills	<ul style="list-style-type: none"> Discuss the Employability Skills required for jobs in various industries List different learning and employability related GOI and private portals and their usage 	DGT/VSQ/ N0102	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	01:30 Theory 00:30 Practical 01:00
		Constitutional values - Citizenship	<ul style="list-style-type: none"> Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen Show how to practice different environmentally sustainable practices. 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	01:30 Theory 00:30 Practical 01:00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> Discuss the importance of relevant 21st century skills. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc., in personal or professional life. Describe the benefits of continuous learning. 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	02:30 Theory 01:00 Practical 01:30
		Basic English Skills Duration	<ul style="list-style-type: none"> Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone Read and interpret text written in basic English Write a short note/paragraph/letter/e-mail using basic English 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	10:00 Theory 04:00 Practical 06:00
		Career Development & Goal Setting	<ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	02:00 Theory 01:00 Practical 01:00
		Communication Skills	<ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. Explain the importance of active listening for effective communication Discuss the significance of working collaboratively with others in a team 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Diversity & Inclusion	<ul style="list-style-type: none"> • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • Discuss the significance of escalating sexual harassment issues as per the POSH act. 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	02:30 Theory 01:00 Practical 01:30
		Financial and Legal Literacy Duration	<ul style="list-style-type: none"> • Outline the importance of selecting the right financial institution, product, and service • Demonstrate how to carry out offline and online financial transactions safely and securely • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00
		Essential Digital Skills	<ul style="list-style-type: none"> • Describe the role of digital technology in today's life • Demonstrate how to operate digital devices and use the associated applications and features safely and securely • Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely • Create sample word documents, excel sheets and presentations using basic features • utilise virtual collaboration tools to work effectively 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	10:00 Theory 04:00 Practical 06:00

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Entrepreneurship	<ul style="list-style-type: none"> Explain the types of entrepreneurship and enterprises Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per the requirement Create a sample business plan for the selected business opportunity 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	07:00 Theory 03:00 Practical 04:00
		Customer Service	<ul style="list-style-type: none"> Describe the significance of analysing different types and needs of customers Explain the significance of identifying customer needs and responding to them in a professional manner. Discuss the significance of maintaining hygiene and dressing appropriately 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00
		Getting Ready for apprenticeship & Jobs	<ul style="list-style-type: none"> Create a professional Curriculum Vitae (CV) Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals, respectively Discuss the significance of maintaining hygiene and confidence during an interview Perform a mock interview List the steps for searching and registering for apprenticeship opportunities 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	08:00 Theory 03:00 Practical 05:00
Total Duration							Theory: 144: 00
On Job Training							Practical: 186 : 00
Total Duration							60:00
Total Duration							Th+ Pr + OJT+ ES: 390 : 00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Sales Assistant	
Job Role	Retail Sales Assistant
Qualification Pack	RAS/Q0103 V4.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2.	Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3.	SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4.	Individual NCVET recognised assessment agencies will prepare the theory and practical question papers
5.	The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6.	Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
8.	To pass the Qualification Pack assessment, every trainee should score a minimum of 50% aggregate passing percentage recommended at QP Level.
9.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
10.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0105: Display stock to promote sales	<i>Prepare display areas and goods in a retail store</i>	15	15
	PC1. identify the need for the display in relation to stock, space, position of the display and dates.	5	5
	PC2. check that the display area is the right size and report any concerns promptly.	2.5	2.5
	PC3. gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order.	5	5

	PC4. follow company procedures for clearing, cleaning and preparing the display area before use.	2.5	2.5
	<i>Set up and dismantle displays in a retail store</i>	15	15
	PC5. set up and dismantle the display safely, in line with plans and within the time allowed.	5	5
	PC6. check that the display is clean, tidy and safe for use.	2.5	2.5
	PC7. check that the display has the levels of stock needed.	5	5
	PC8. clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.	2.5	2.5
	<i>Label displays of stock in a retail store</i>	20	20
	PC9. check requirements for labelling stock.	5	5
	PC10. check information on the label is clear, accurate and legal before starting to label stock.	2.5	2.5
	PC11. report promptly any information on labels that may need changing.	2.5	2.5
	PC12. attach the right labels to the right products.	2.5	2.5
	PC13. position labels so that they are securely fastened and customers can see them clearly.	5	5
	PC14. complete labelling within the time allowed.	2.5	2.5
	NOS Total	50	50
RAS/N0106: Prepare visual merchandising displays	<i>Interpret design briefs for retail displays</i>	22.5	22.5
	PC1. identify the purpose, content and style of the display.	5	5
	PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.	5	5
	PC3. evaluate whether the place to put the display is likely to fulfil the design brief.	5	5
	PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority.	7.5	7.5
	<i>Get hold of merchandise and props to be featured in retail displays</i>	27.5	27.5
	PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.	5	5

	PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.	5	5
	PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.	7.5	7.5
	PC8. check the progress of deliveries and take suitable action if delays seem likely.	5	5
	PC9. update stock records to account for merchandise on display.	5	5
	NOS Total	50	50
RAS/N0107: Dress Visual Merchandising Displays	<i>Dress in-store displays based on guidelines</i>	20	20
	PC1. use the design brief to identify the focal points of the display.	5	5
	PC2. choose shapes, colours and groupings that are suited to the purpose and style of the display.	2.5	2.5
	PC3. create displays that achieve the required visual effect and are consistent with the companys visual design policy.	2.5	2.5
	PC4. position merchandise, graphics and signs in ways that promote sales.	2.5	2.5
	PC5. check that lighting is installed in line with the design brief.	2.5	2.5
	PC6. check that the finished display meets health and safety guidelines and legal requirements.	5	5
	<i>Dress window displays based on guidelines</i>	7.5	7.5
	PC7. position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.	2.5	2.5
	PC8. group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.	2.5	2.5
	PC9. make sure that lighting is installed in line with lighting requirements.	2.5	2.5
	<i>Evaluate and improve retail displays</i>	22.5	22.5
	PC10. check that all the parts of the display are suitable for the purpose of the display and meet requirements.	2.5	2.5
	PC11. check that the display meets requirements for easy access, safety and security.	2.5	2.5
PC12. identify safety and security risks to the display and choose suitable ways of reducing risks.	2.5	2.5	
PC13. consider how the display looks from all the directions from which customers will approach it.	2.5	2.5	
PC14. encourage colleagues to provide constructive comments about the display.	2.5	2.5	







	PC15. promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.	2.5	2.5
	PC16. regularly check the displays visual effect.	2.5	2.5
	PC17. promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.	5	5
	NOS Total	50	50
RAS/N0108: Dismantle and Store Visual Merchandising Displays	<i>Dismantle retail displays</i>	22.5	22.5
	PC1. dismantle displays safely.	2.5	2.5
	PC2. protect the parts of the display from being damaged during dismantling.	5	5
	PC3. return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.	5	5
	PC4. get rid of unwanted materials safely and keep accurate records of this if needed.	5	5
	PC5. clean display sites and parts using safe and approved cleaning materials and equipment.	5	5
	<i>Store equipment, props and graphics for retail displays</i>	27.5	27.5
	PC6. work out accurately the storage space required.	5	5
	PC7. identify the protective packaging he/she needs and the security measures that need to be in place.	5	5
	PC8. store items in suitable places and with clear and accurate labels.	2.5	2.5
	PC9. keep accurate and up-to-date records of items in storage.	5	5
	PC10. identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.	5	5
	PC11. check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.	5	5
	NOS Total	50	50
RAS/N0109: Prepare Products for Sale	<i>Prepare products for selling to customers</i>	50	50
	PC1. check that all expected items and parts of the product are in the package.	5	5
	PC2. remove all unwanted packaging and safely get rid of waste.	5	5
	PC3. gather the tools he/she needs for putting products together.	5	5
	PC4. use safe work methods and follow manufacturers instructions when putting products together.	5	5
	PC5. check that products have been assembled correctly and can be used safely.	10	10
	PC6. ask the right person for help when products are proving difficult to put together.	7.5	7.5
	PC7. check regularly that products on display are in a satisfactory condition.	5	5






	PC8. promptly remove damaged products from display and follow company procedures for dealing with them.	7.5	7.5
	NOS Total	50	50
RAS/N0118: Promote Loyalty Schemes to Customers	<i>Explain to customers the features and benefits of the loyalty scheme</i>	20	20
	PC1. take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	5	5
	PC2. explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.	5	5
	PC3. respond positively to any questions or objections that the customer raises.	5	5
	PC4. provide relevant information to the customer to help them decide whether to join the scheme.	2.5	2.5
	PC5. treat the customer politely at all times and in a way that promotes goodwill.	2.5	2.5
	<i>Gain customer commitment to the loyalty scheme</i>	30	30
	PC6. recognise accurately when customers are interested in joining the scheme.	5	5
	PC7. take opportunities to ask customers who are showing signs of interest to sign up for the scheme.	5	5
	PC8. fill in the membership application accurately with the customer, using the information they provide.	5	5
	PC9. give the customer proof of their membership.	5	5
	PC10. check with the customer that their details, as shown on the membership documentation, are correct.	5	5
	PC11. give application forms to customers who show interest but are not willing to join the scheme then and there.	5	5
	NOS Total	50	50
RAS/N0119: Maintain Store Security	<i>Identify and report security risks</i>	50	50
	PC1. notice and correctly identify security risks.	10	10
	PC2. follow company procedures for reporting security risks.	10	10
	PC3. report security risks to the right people promptly and accurately.	10	10
	PC4. follow company procedures for preventing security risks while working.	10	10
	PC5. notice where stock may have been stolen and tell the right person about it.	10	10
	NOS Total	50	50




RAS/N0124: To Provide Information and Advice to Customers	<i>Provide information and advice to meet the needs of customers</i>	32.5	32.5
	PC1. acknowledge promptly and politely customers requests for information and advice.	5	5
	PC2. identify the customers needs for information and advice.	5	5
	PC3. communicate information and advice to customers in ways they can understand.	5	5
	PC4. provide relevant, complete, accurate and up-to-date information and advice to customers.	5	5
	PC5. check politely that the information and advice provided meets the customers needs.	5	5
	PC6. find other ways to help the customer when the information and advice given is not satisfactory.	5	5
	PC7. refer requests for information or advice to the right person when he/she cannot help the customer.	2.5	2.5
	Help customers sort out complaints	17.5	17.5
	PC8. identify the nature of the complaint from information obtained from customers.	5	5
	PC9. acknowledge the complaint clearly and accurately and apologise to the customer.	2.5	2.5
	PC10. follow legal requirements and company policies and procedures for dealing with complaints.	5	5
	PC11. promptly refer compliants to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them.	5	5
	<i>Take action to resolve customer service problems</i>	-	-
	PC12. discuss and agree the options for solving the problem with your customer.	-	-
	PC13. take action to implement the option agreed with your customer.	-	-
	PC14. work with others and your customer to make sure that any promises related to solving the problem are kept.	-	-
PC15. keep your customer fully informed about what is happening to resolve problem.	-	-	
PC16. check with your customer to make sure the problem has been resolved to their satisfaction.	-	-	
PC17. give clear reasons to your customer when the problem has not been resolved to their satisfaction.	-	-	
NOS Total	50	50	
DGT/VSQ/N0102:	<i>Introduction to Employability Skills</i>	-	1
Employability Skills (60 Hours)	PC1. identify employability skills required for jobs in various industries	-	-
	PC2. identify and explore learning and employability portals	-	-
	Constitutional values – Citizenship	1	1

PC3. recognize the significance of constitutional values, including civic rights and duties, citizen-ship, responsibility towards society etc. and per-sonal values and ethics such as honesty, integri-ty, caring and respecting others, etc.	-	-
PC4. follow environmentally sustainable practices	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4
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 con-tin-uous learning etc. in personal and professional life	-	-
<i>Basic English Skills</i>	2	3
PC7. use basic English for everyday conversa-tion in different contexts, in person and over the telephone		-
PC8. read and understand routine infor-mation, notes, instruc-tions, mails, letters etc. written in English		-
PC9. write short messages, notes, letters, e-mails etc. in English		-
<i>Career Development & Goal Setting</i>	1	2
PC10. understand the difference between job and career		-
PC11. prepare a career development plan with short- and long-term goals, based on ap-titude		-
<i>Communication Skills</i>	2	2
PC12. follow verbal and non-verbal communica-tion etiquette and active listening techniques in various settings		-
PC13. work collaboratively with others in a team		-
<i>Diversity & Inclusion</i>	1	2
PC14. communicate and behave appropriately with all genders and PwD		-
PC15. escalate any issues related to sexual har-assment at workplace according to POSH Act		-
<i>Financial and Legal Literacy</i>	2	3
PC16. select financial institutions, products and services as per requirement		-
PC17. carry out offline and online financial trans-actions, 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		-
<i>Essential Digital Skills</i>	3	4
PC20. operate digital devices and carry out basic internet oper-ations securely and safely		-
PC21. use e- mail and social media platforms and virtual collab-oration tools to work effectively		-

PC22. use basic features of word processor, spreadsheets, and presentations		-
<i>Entrepreneurship</i>	2	3
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for po-tential 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 po-tential business opportunity	-	-
<i>Customer Service</i>	1	2
PC26. identify different types of customers		-
PC27. identify and respond to customer requests and needs in a professional manner.		-
PC28. follow appropriate hygiene and grooming standards		-
<i>Getting ready for apprenticeship & Jobs</i>	2	3
PC29. create a professional Curriculum vitae (Ré-sumé)	-	-
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	-	-
NOS Total	20	30

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
1 - Introduction to Retail	Unit 1.1 - Introduction to Retail	1.1.1 Retail	15	www.youtube.com/watch?v=Gm-agMsfu0s&t=40s	 English phrases for sales person
	UNIT 1.3: Retail Formats	1.3.1 Retail Format	15	https://www.youtube.com/watch?v=xOkRogadXqk	 Types of Retail Formats
2 - Setting up Product Displays	Unit 2.1 - Displaying Products on the Shelf	2.1.1 Role of a Trainee Associate in arranging the deliveries of merchandise for display	23	www.youtube.com/watch?v=x-GCLzclR7E	 What is point of sale display
3 - Preparing Products for Sale	Unit 3.3: Planogram	3.3.1 Planogram	37	https://www.youtube.com/watch?v=Zq0nEkrJ5rg	 What is a planogram
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	37	www.youtube.com/watch?v=IQsbFaNZLm4	 How to make sales effective
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	37	www.youtube.com/watch?v=FXHD4VPWkrk	 How to be a successful sales person

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	37	www.youtube.com/watch?v=-JT1bc8q5Dw0	 How to upsell
4 - Provide Information to Customers	Unit 4.1 - Qualities Required of a Trainee Associate and Various Customer Styles	4.1.1 Customer styles—Defensive	43	www.youtube.com/watch?v=rt6QXdKafRQ&t=46s	 How to greet customers
5 - Resolving Customer Complaints	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	53	www.youtube.com/watch?v=zldwm__fnEc	 How to deal with aggressive customers
	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	53	www.youtube.com/watch?v=LVTZ_jISqH4	 How to retain customer
	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	53	www.bakercommunications.com/sales-training-videos.htm	 Sales Training

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
8 - Visual Merchandising	Unit 8.1 - Introduction to Visual Merchandising	8.1.1 Visual Merchandising	88	https://www.youtube.com/watch?v=6edj2Vvz3OU	 What is Visual merchandising
	Unit 8.2 - Introduction to visual merchandising displays	8.2.1 Methods of Designing Displays for Different Types of Merchandise	88	https://www.youtube.com/watch?v=-d5jx5pwMdg	 Merchandising principles
	Unit 8.3 - Planning visual merchandising displays	8.3.1 Different Purposes of Displays and Their Use in Visual Merchandising	88	https://www.youtube.com/watch?v=2DhQ35UJj2Y	 Merchandising themes

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GOVERNMENT OF INDIA
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Retailers Association's
Skill Council of India

Address: Retailers Association's Skill Council of India
703-704 Sagar Tech Plaza - A, Andheri-Kurla Road, Sakinaka Junction,
Sakinaka, Andheri (E), Mumbai-400 072

Email: info@rasci.in

Web: www.rasci.in

Phone: +91-22-40058210-5

Price: