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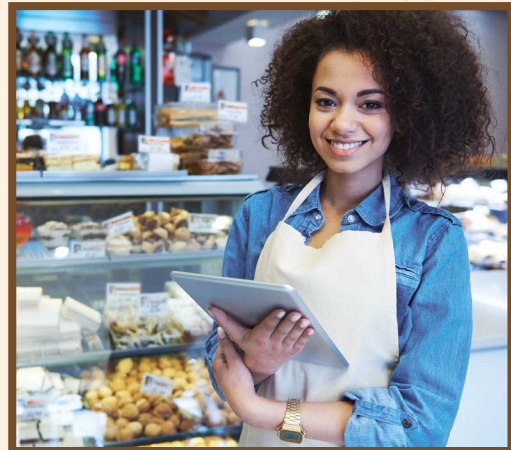
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RASCI

Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Reference ID: RAS/Q0105, Version 3.0
NSQF level: 4.5

Retail Team Leader

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Retailers Association's Skill Council of India

703-704 Sagar Tech Plaza - A, Andheri-Kurla Road,
Sakinaka Junction, Sakinaka, Andheri (E), Mumbai-400 072

Phone: +91-22-40058210-5

Email: info@rasci.in

Website: www.rasci.in

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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 facilitator guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the preparation 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 guidebook 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 their 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 is designed for the Trainers to enable training for a specific job role and enhance the quality of executing the training program. This particular Facilitator Guide is designed for enabling the training program for the job role of “ Retail Team Leader “ in the Retail Sector.

This course is aligned to Qualification Pack, Retail Team Leader, Reference ID: RAS/Q0105.

This Qualification pack is developed by Retail Sector Skills Council of India. This course encompasses all 10 National Occupational Standards (NOS).

Each unit starts with learning objectives, followed by relevant activities and corresponding training methodology. Upon successful completion of this course, the participant will be able to:

1. RAS/N0146: Organize the display of products at the store
2. RAS/N0139: Plan visual merchandising
3. RAS/N0140: Establish and satisfy customer needs
4. RAS/N0147: Process the sale of products
5. RAS/N0148: Maintain the availability of goods for sale to customers
6. RAS/N0150: Monitor and solve customer service problems
7. RAS/N0131: Supervise and Support Front line Team Members
8. RAS/N0164: Utilise AI tools in Store Operations
9. RAS/N0231: Deliver customer service in online mode - v2
- 10.DGT/VSQ/N0102: Employability Skills (60 Hours)

Besides, it has been endeavored to follow the facilitator guide guidelines prescribed by the National Skill Development Corporation.

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 - Retail Formats in Modern Retailing	7
	Unit 1.3 - Retail Supply Chain	10
	Unit 1.4 - Roles and Responsibilities of a Retail Team Leader	13
2.	Organize the display of products at the store (RAS/N0146)	17
	Unit 2.1 - Preparing and Arranging Product Display	19
	Unit 2.2 - Maintain the Product Displays	24
3.	Plan Visual Merchandising (RAS/N0139)	28
	Unit 3.1 - Planning Visual Merchandising Displays	30
4.	Establish and meet customer needs (RAS/N0140)	36
	Unit 4.1 - Establishing Customer Needs	38
	Unit 4.2 - Understanding Customer Expectations	41
	Unit 4.3 - Meeting Customer Expectations	49
5.	Process sale of products (RAS/N0147)	61
	Unit 5.1 - Sales Operation Processes	63
	Unit 5.2 - Billing Processes	66
6.	Maintain Availability of Goods for Sale to Customers (RAS/N0148)	72
	Unit 6.1 - Organize Staff to Display Goods for Retail Sale	74
	Unit 6.2 - Evaluating Effectiveness of Displays	77
	Unit 6.3 - Maintain the Required Quantity and Quality of Goods on Display	80



S.No	Modules and Units	Page No
7.	Monitor and resolve customer service problems (RAS/N0150)	86
	Unit 7.1 - Monitoring and Resolving Customer Service Problems	88
8.	Manage performance of the team (RAS/N0131)	96
	Unit 8.1 - Performance Standards of the Team	98
	Unit 8.2 - Gaining Co-Operation of Own Team	101
	Unit 8.3 - Best Practices to Maintain the Standards of Performance	104
9.	Use AI tools in Store Operations (RAS/N0164)	109
	Unit 9.1 - Role and Integration of AI in Retail Operations	111
	Unit 9.2 - Benefits and Impact of AI	114
10.	Deliver Customer Service in Online Mode (RAS/N0231)	118
	Unit 10.1 Providing Online Customer Service	120
11.	Employability Skills (DGT/VSQ/N0103) (60 Hrs)	127
	Employability Skills is available at the following location :	
	https://www.skillindiadigital.gov.in/content/list	
	Scan the QR code below to access the ebook	
		
12.	Annexures	129





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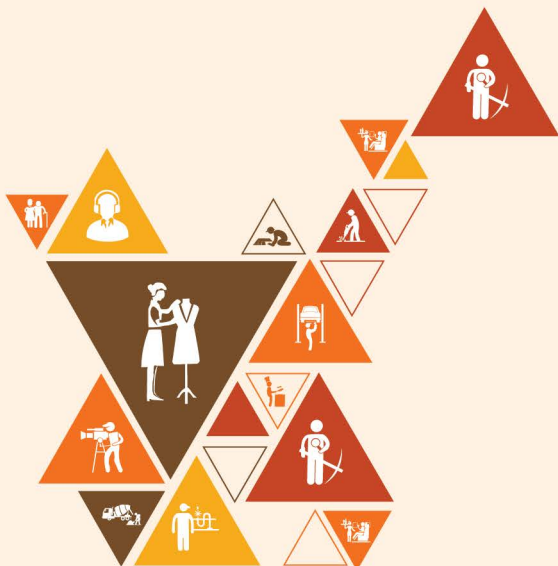
1. Introduction to Retail

Unit 1.1 - Introduction to Retail

Unit 1.2 - Retail Formats in Modern Retailing

Unit 1.3 - Retail Supply Chain

Unit 1.4 - Roles and Responsibilities of a Retail Team Leader



Additional Reading

Key Learning Outcomes



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

1. State the meaning of retail
2. Identify the difference between the traditional and modern retail sector
3. Identify the traditional and emerging modern forms of retailing in India
4. Identify the features of retail formats
5. List the departments and functions in a modern retail operation
6. Identify the components involved in retail supply chain
7. State the roles and responsibilities of a retail team leader
8. List the essential qualities of a good retail team leader

Unit 1.1 Introduction to Retail

Unit Objectives

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

1. State the meaning of retail
2. List the features and components of retail
3. Discuss the reasons for the growth of retail in India
4. Differentiate between the traditional and modern retail sector
5. Describe the emerging modern forms of retailing in India

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say

- Start the class by saying, “This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a “Retail Team Leader”, in the “Retail” Sector/Industry.”
- Talk about the Qualification Pack (QP), and the National Occupational Standards (NOS).
- List the compulsory NOSs to the QP “Retail Team Leader”.
- Say, “Before we start the program let’s play a small game”.

Group Activity

Objective	The purpose of this activity is to connect with the course mates
Materials required	Book (for passing)
Steps/procedure	<ol style="list-style-type: none"> 1. Welcome the new participants by giving their own introduction 2. Make the participants stand in a circle, close enough to the person on each side of them so that they can pass the book quickly. 3. Say 'Stop' when it is least expected. At that time, the participant holding the book introduces himself/herself while saying his/her name and a little additional information such as favourite hobbies, where they stay, their favourite subject, etc. 4. The winner of the game should stand and introduce himself/herself at the end of the game. 5. At last, thank the participants for their participation.
Conclusion / what has been achieved	This activity helps the participants to know each other and allows them to feel comfortable.

Explain

- Explain the following topics:
 - o Retail
 - o Features of Retailing and Key Components of a Retail Store
 - o Growth of Retailing Sector
 - o Traditional Forms of Retailing in India
 - o The Modern Retail Scene in India

Say

- “Let us proceed with an activity to help participants understand the key factors driving the growth of the retail sector and how trends in technology, consumer behavior, and market dynamics are shaping the industry.”

Activity

Objective	The purpose of this activity is to help participants understand the key factors driving the growth of the retail sector and how trends in technology, consumer behavior, and market dynamics are shaping the industry.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handouts with statistics on retail sector growth • Internet-enabled device (optional) for research

Steps/procedure	<ol style="list-style-type: none"> 1. Begin by introducing the concept of the retail sector and its importance to the global economy, emphasizing the growth trends over the past decade. 2. Discuss key drivers of growth in retail, including technological advancements (e.g., e-commerce, mobile shopping), changing consumer preferences, globalization, and economic factors. 3. Present data or charts showing growth trends in different retail formats (e.g., online retail, physical stores, omnichannel models). 4. Divide participants into small groups and assign each group a specific factor contributing to retail growth (e.g., e-commerce, social media marketing, sustainability, changing demographics). 5. Instruct each group to research and identify how their assigned factor has impacted the growth of the retail sector, providing examples and trends. 6. Have each group present their findings and discuss how these factors are likely to shape the future of retail. 7. Facilitate a group discussion on the challenges and opportunities that come with these growth trends, such as the need for digital transformation, supply chain adaptations, and customer experience improvements. 8. Summarize the key takeaways about the factors influencing retail growth and how businesses can adapt to capitalize on these trends.
Conclusion / what has been achieved	This activity enables participants to gain an in-depth understanding of the factors driving the growth of the retail sector and how businesses can adapt to take advantage of these trends.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define retail.
- Who is a retailer?
- What is the barter system?
- Define direct selling.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 1.2 Role of Retailer in Retail Sector

Unit Objectives

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

1. List the different retail formats
2. Summaries the key features of retail formats
3. List the departments and functions in a modern retailing operation
4. Outline the structure of and roles in a front-end store operation

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let us understand and learn about the role of retailer in retail sector.”

Do

- Conduct an activity to help participants understand different types of retail formats and their unique features and benefits.

Activity

Objective	The purpose of this activity is to help participants understand different types of retail formats and their unique features and benefits.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handouts with information on retail formats (e.g., supermarkets, department stores, e-commerce, etc.) • Internet-enabled device (optional) for group research
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by introducing the concept of retail formats and why they are important in meeting diverse consumer needs. 2. Provide a brief explanation of key retail formats such as supermarkets, hypermarkets, convenience stores, specialty stores, department stores, e-commerce, and omnichannel retail. 3. Divide participants into small groups and assign each group one retail format to focus on. 4. Instruct each group to identify the characteristics, advantages, and examples of their assigned format. 5. Have each group create a short presentation or chart summarizing their findings. 6. Invite each group to present their retail format to the class, highlighting real-world examples and consumer trends related to it. 7. Facilitate a discussion comparing the strengths and limitations of each format and how they cater to different customer segments. 8. Summarize the activity by emphasizing how businesses choose retail formats based on their target audience, location, and competitive strategy.
Conclusion / What has been achieved	This activity will help participants understand different retail formats and how they are designed to meet diverse customer needs.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Explain

- Explain the following topics:
 - o Retail Format- Refer to PH Table.1.2.1
 - o Types of Retail Formats
 - o Departments in Modern Retailing
 - o Structure and Roles in a Store– Refer to PH Fig.1.2.1

Ask

- Define department stores.
- Who supports the store manager?
- Can you give examples of standalone stores?
- What are the roles of the HR department?
- Why is coordination important in retail?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 1.3 Retail Supply Chain

Unit Objectives

At the end of this unit, the trainee 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. Explain the factors that influence supply chain management

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s learn and understand the meaning of supply and retail supply chains, identify their key elements and features, and explore the factors that influence effective supply chain management.”
- “Supply—The quantity of something (products and services) that are available in the market.”

Do

- Conduct an activity to help participants identify and understand the key factors that impact the retail supply chain and their importance in ensuring efficiency and customer satisfaction.

Activity

Objective	The purpose of this activity is to help participants identify and understand the key factors that impact the retail supply chain and their importance in ensuring efficiency and customer satisfaction.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handouts with a list of supply chain factors (e.g., inventory management, transportation, supplier relationships, demand forecasting, technology, etc.) • Case studies or scenarios illustrating supply chain challenges • Pens and paper for group work
Steps/procedure	<ol style="list-style-type: none"> 1. Start with a brief introduction to the retail supply chain and its role in ensuring smooth product availability. 2. Highlight key factors such as demand forecasting, inventory management, supplier relationships, transportation logistics, technology integration, and customer expectations. 3. Divide participants into small groups and assign each group one or two supply chain factors to analyze. 4. Provide handouts and case studies that explain these factors and their influence on retail operations. 5. Ask each group to identify potential challenges related to their assigned factor and propose practical solutions to overcome them. 6. Have each group present their findings to the class, focusing on real-world examples or hypothetical scenarios. 7. Facilitate a discussion on how these factors interconnect and influence overall supply chain performance. 8. Conclude the session by summarizing the importance of a well-coordinated supply chain in achieving retail success.
Conclusion / What has been achieved	This activity will help participants develop a foundational understanding of the factors influencing retail supply chains and their impact on operational efficiency and customer satisfaction.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Explain

- Explain the following topics:
 - o Meaning and Importance
 - o A Typical Retail Supply Chain
 - o Features of a Supply Chain
 - o Supply Chain Management- Refer to PH Fig.1.3.1
 - o Factors that Influence Retail Supply Chain

Ask

- Define supply.
- What is an SKU in retail?
- How does communication impact the retail supply chain?
- Why is cross-functional coordination important in a supply chain?
- How does technology support the retail supply chain?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 1.4 Roles and Responsibilities of a Retail Team Leader

Unit Objectives

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

1. Discuss the roles and responsibilities of a Retail Team Leader
2. List the qualities of a good/effective team leader

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s discuss the roles and responsibilities of a retail team leader and explore the qualities that make a team leader effective.”

Do

- Conduct an activity to help participants understand the key roles and responsibilities of a retail team leader in ensuring smooth operations and motivating the team.

Activity

Objective	The purpose of this activity is to help participants identify and understand the key factors that impact the retail supply chain and their importance in ensuring efficiency and customer satisfaction.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Handouts with a list of roles and responsibilities of a retail team leader • Scenario cards with challenges a team leader might face • Pens or pencils
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by introducing the role of a retail team leader and its importance in the day-to-day operations of a retail store. 2. Provide a brief explanation of key responsibilities such as team management, training and development, performance monitoring, stock control, customer service, and conflict resolution. 3. Divide participants into small groups and assign each group a responsibility (e.g., team motivation, handling customer complaints, managing inventory, etc.). 4. Ask each group to discuss their assigned responsibility in detail, identify challenges, and propose solutions or strategies. 5. Provide scenario cards depicting various challenges a team leader might face (e.g., managing underperforming staff, resolving customer complaints, maintaining stock levels during high demand, etc.). 6. Have each group choose a scenario and role-play how a team leader would respond in that situation. 7. After each role-play, facilitate a group discussion on the strategies used and how these actions align with the team leader's responsibilities. 8. Conclude the activity by summarizing the key roles of a retail team leader and the importance of leadership in driving store success.
Conclusion / What has been achieved	This activity will help participants understand the key roles and responsibilities of a retail team leader and how effective leadership enhances overall store performance and team cohesion.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Explain

- Explain the following topics:
 - o Roles and Responsibilities of Retail Team leader
 - o Qualities of Good/Effective Retail Team Leader- Refer to PH Fig.1.4.1

Ask

- What is the primary role of a retail team leader in daily operations?
- How does a retail team leader contribute to store appearance and visual displays?
- What are the store operations duties of a retail team leader?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple-choice Questions:**
 1. Retailier
 2. Barter
 3. Multi Brand Outlet
 4. Store Manager
 5. Services
 - **Answer the following questions:**
 1. **Illustrate the organizational structure of a retail store.**
Hint: Refer to 1.2.3 in the participant handbook
 2. **Explain different types of retail formats.**
Hint: Refer to 1.2.1 in the participant handbook
 3. **Outline the modern retail scene in India.**
Hint: Refer to 1.2.2 in the participant handbook
 4. **What are the traditional forms of retailing?**
Hint: Refer to 1.1.3 in the participant handbook
 5. **Explain the barter system.**
Hint: Refer to 1.1.2 in the participant handbook

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



www.youtube.com/watch?v=Gm-agMsfu0s&t=11s

English phrases for retail sales person



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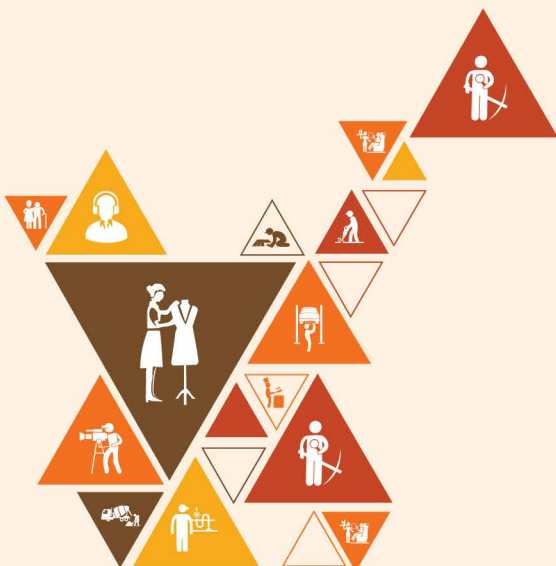
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2. Organize the display of products at the store

Unit 2.1 - Preparing and Arranging Product Display

Unit 2.2 - Maintain the Product Displays



RAS/N0146

Key Learning Outcomes



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

1. List the role of different elements that help in creating an attractive product display
2. Explain the methods of selecting appropriate products to suit the display types
3. Explain the importance of labelling and its relation to legal and operational standards
4. Explain the importance of maintaining the standards of the product display throughout on the shelf

Unit 2.1 Preparing and Arranging Product Display

Unit Objectives

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

1. Outline the principles of good product displays
2. List the roles of team leader in preparing and arranging the products for display
3. Explain the importance of product knowledge in creating good product displays
4. Explain the importance of reviewing the display area before assembling materials for the display
5. List the steps to review the display area before assembling materials for the display
6. List the methods used to source information on products and types of display
7. Explain the practices and principles of product presentation
8. List the statutory and legal guidelines for labelling the products on shelf
9. List the consequences of not adhering to guidelines on Shelf Edge Labelling (SEL)
10. Explain the methods to estimate the quantities and types of products required to suit a display type
11. List the health, safety, and hygiene measures that need to be followed while preparing for product display

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say

- Start the class by saying, “This unit will help you to understand the principles of good product displays, the team leader’s role in preparation, and the importance of product knowledge.”
- “We’ll also discuss the steps involved in reviewing display areas, sourcing product information, following statutory guidelines, estimating product quantities, and ensuring health, safety, and hygiene during product presentation.”

Explain



- Explain the following topics:
 - o Principles of Good Product Displays
 - o Role of a Retail Team Leader in Preparing and Arranging Products for Display
 - o Role of Product Knowledge in Creating Good Product Displays
 - o The Importance and Steps of Reviewing Display Area Before Assembling Materials for the Display– Refer to PH Fig.2.1.1
 - o Methods to Source Information on Products and Type of Display
 - o Practices and Principles of Product Presentation
 - o Horizontal Vs Vertical Selling- Refer to PH Fig.2.1.2 and fig.2.2.3
 - o Sizing and Facing – Refer to PH Fig.2.2.3 and Fig.2.2.4
 - o Levelling Down and Bring to Front and Hang Sell- Refer to PH Fig.2.2.6

Do



- To conduct an activity to help participants understand how a retail team leader ensures proper product display to attract customers and maintain store aesthetics.

Activity



Objective	The purpose of this activity is to help participants understand how a retail team leader ensures proper product display to attract customers and maintain store aesthetics.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Example product display guidelines or store layout plans • Props or images of products for display (e.g., posters, boxes, dummy items) • Pens and paper
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by explaining the importance of product display in retail, including customer engagement and sales impact. 2. Briefly outline the role of a retail team leader in planning, preparing, and arranging products for display. Highlight responsibilities like ensuring cleanliness, maintaining stock levels, and following visual merchandising standards. 3. Divide participants into small groups and provide each group with a scenario (e.g., preparing a seasonal display, organizing products in a sale section, or creating a feature wall for new arrivals). 4. Ask each group to discuss and draft a plan for arranging products in their given scenario, considering layout, aesthetics, and accessibility. 5. Have the groups present their plans and explain how they would involve their team in executing the display setup. 6. Facilitate a discussion on how a team leader ensures the display aligns with brand guidelines and appeals to the target customer base. 7. Conclude with tips on maintaining displays, such as regular checks for stock replenishment and cleanliness.
Conclusion / What has been achieved	This activity will help participants learn the critical role of a retail team leader in planning and maintaining attractive and functional product displays, which directly influence customer experience and sales.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why should shortcomings of a product be communicated honestly?
- How can product knowledge be developed?
- Define shelf life.
- Why is product display important in retail?
- What is a Planogram?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Labelling the products on shelf- Refer to PH Fig.2.2.7
 - o Rules to Positioning the Shelf Edge Label and Changing SEL For New Displays
 - o Printing rules– Refer to PH Fig.2.2.8
 - o What is a Shelf Talker? and What is a Promotional Display? – Refer to PH Fig.2.2.9 and Fig.2.2.9
 - o Guidelines for Shelf Edge Labelling (SEL)
 - o Consequences of Not Adhering Guidelines on Labelling
 - o The Methods to Estimate the Quantities and Types of Products Required to Suit a Display Type
 - o Key Components of The Planogram and Implementation of the Planogram
 - o The Health, Safety, and Hygiene Measures That Need to Be Followed While Preparing for Product Display

Say

- “Let’s start with an activity to familiarize participants with the best practices for creating and placing shelf edge labels (SEL) to enhance product visibility and provide accurate information to customers.”

Activity

Objective	The purpose of this activity is to familiarize participants with the best practices for creating and placing shelf edge labels (SEL) to enhance product visibility and provide accurate information to customers.
Materials required	<ul style="list-style-type: none"> • Example shelf edge labels (printed or digital) • Markers and pens • Sample product information (e.g., prices, barcodes, product descriptions) • Whiteboard or flip chart • Blank sheets of paper or templates for designing SEL
Steps/procedure	<ol style="list-style-type: none"> 1. Introduce the concept of Shelf Edge Labelling (SEL) and its importance in retail, such as improving customer experience and ensuring pricing accuracy. 2. Explain the key components of an effective SEL, including clear pricing, product descriptions, barcodes, and promotional information. 3. Show examples of good and poor SEL practices and discuss the impact on customer perception and sales. 4. Divide participants into small groups and provide them with sample product information. 5. Ask each group to design a mock shelf edge label for one or two products using the provided templates or blank sheets. 6. Have the groups present their designs and explain how they meet the guidelines for clarity, readability, and accuracy. 7. Conclude by discussing the importance of maintaining and updating SEL regularly to reflect accurate pricing and promotions.
Conclusion / What has been achieved	This activity will help participants understand the importance of well-designed SEL and the guidelines for creating effective labels to enhance the shopping experience and support retail operations.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What are promotional displays?
- Why is a planogram important?
- How is the correctness of SELs maintained?
- What is the first step in implementing a planogram?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 2.2 Maintain the Product Displays

Unit Objectives

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

1. Explain the practices that need to be followed to maintain the displays
2. List the most common problems that occur while arranging the display and the solutions to address them
3. List the elements of display that need monitoring
4. List the situations when the emergency cleaning procedures need to be followed
5. State the reasons for change in product displays as part of the maintenance process

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- “In today’s session, we will explore practices for maintaining displays, identify common display problems along with their solutions, and determine which elements require regular monitoring. Additionally, we will discuss when emergency cleaning procedures are necessary and the importance of regularly updating product displays for maintenance.”

Explain

- Explain the following topics:
 - o Practices that need to be Followed to Maintain the Displays
 - o The Most Common Problems That Occur While Arranging the Display
 - o The Situations When the Emergency Cleaning Procedures Need to be Followed
 - o Reasons for Change in Product Displays

Do

- Conduct an activity to help participants identify common challenges in setting up retail displays and brainstorm effective solutions.

Activity

Objective	The purpose of this activity is to help participants identify common challenges in setting up retail displays and brainstorm effective solutions.
Materials required	<ul style="list-style-type: none"> • Mock products (or printed images of products) • Sample shelves or display areas (can be a table or a simulated shelf) • Sticky notes • Markers and pens • Whiteboard or flip chart
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by discussing the importance of well-arranged displays in attracting customers and boosting sales. 2. Highlight common problems such as overcrowding, lack of product variety, poor visibility, incorrect labeling, and insufficient lighting. 3. Divide participants into small groups and assign each group a display area and a set of mock products. 4. Ask each group to set up a display while keeping potential problems in mind. 5. Once displays are ready, have other groups evaluate them and identify issues (e.g., overcrowding, misaligned products). 6. Ask the group responsible for the display to explain their setup and propose improvements based on the feedback received. 7. Conclude with a group discussion on best practices for avoiding common display problems, emphasizing customer convenience, aesthetics, and brand consistency.
Conclusion / What has been achieved	This activity will help participants recognize and address common issues in arranging retail displays and implement strategies for creating visually appealing and effective layouts.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why should shelves not be overfilled?
- How should expired or unsuitable products be handled?
- What steps are taken to fill gaps in product displays?
- How are dry spills handled?
- Why is adherence to FIFO/FEFO important?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 2.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple-choice Questions:**
 1. First Expire First Out
 2. Timeline till the product can be sold (before expiry of the product)
 3. Stock Keeping Unit
 4. Sizing
 5. All of the above
 - **Answer the following questions:**
 1. **Describe the key components of a Planogram.**
Hint: Refer to 2.1.10 in the participant handbook
 2. **List the most common problems that occur while arranging the display.**
Hint: Refer to 2.2.2 in the participant handbook
 3. **What is a Shelf Talker?**
Hint: Refer to 2.1.7 in the participant handbook

4. Discuss the significance of rotation of the products on display.

Hint: Refer to 2.2.1 in the participant handbook

5. Explain the rules to positioning the Shelf Edge Label (SEL).

Hint: Refer to 2.1.7 in the participant handbook

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



www.youtube.com/watch?v=W1hYBxMuTug&t=8s

Organising product display in store



www.youtube.com/watch?v=7Ls47gOpNOA

Rotation of stock



www.youtube.com/watch?v=Cy54yxLE2EK

Interior Design Ideas For Retail Shop In India



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3. Plan Visual Merchandising

Unit 3.1 - Planning Visual Merchandising Displays



RAS/N0139

Key Learning Outcomes



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

1. Interpret design briefs for retail displays
2. Outline the new and effective ways of improving the visual effect
3. Identify how to procure merchandise and props to be featured in retail displays

Unit 3.1 Planning Visual Merchandising Displays

Unit Objectives

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

1. Explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities
2. List the principles of visual merchandising
3. Explain the importance of the elements within the design brief
4. List the steps of using the design brief to identify what components are required to create a visual merchandising display
5. Explain the best practices for evaluating the potential places to put the display to meet the brief design specifications
6. Explain the different approaches to designing displays for different types of merchandise and why these are effective
7. Explain the role of light, colour, texture, shape, and dimension to achieve an effective display
8. Outline the process to procure merchandise for setting up visual merchandising display

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s embark on a journey to understand the role of visual merchandising displays in campaigns, principles of visual merchandising, and the significance of design briefs. We’ll explore steps to create displays, best placement practices, approaches for different merchandise, and the role of elements like light, color, and texture in achieving impactful displays.”

Explain

- Explain the following topics:
 - o The Role of Visual Merchandising Display
 - o Role of displays in marketing, promotional, sales campaign and activities
 - o The Principles of Visual Merchandising
 - o The Importance of the Elements within the Design Brief
 - o Contents of design brief
 - o Interpreting Design Briefs

Do

- Conduct an activity to help participants understand the importance of displays in retail marketing and sales campaigns, and how to leverage them for promotions and customer engagement.

Activity

Objective	The purpose of this activity is to help participants understand the importance of displays in retail marketing and sales campaigns, and how to leverage them for promotions and customer engagement.
Materials required	<ul style="list-style-type: none"> • Examples of different types of retail displays (e.g., product display racks, promotional banners, digital screens) • Markers and pens • Whiteboard or flip chart • Printed examples of product promotions or advertisements
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by introducing the various types of displays used in retail marketing, such as product displays, promotional racks, digital signage, and seasonal setups. 2. Discuss the role of displays in attracting customer attention, creating brand awareness, and promoting specific products or sales events. 3. Present examples of successful display campaigns, highlighting how displays were aligned with marketing goals, promotional offers, or sales strategies. 4. Divide participants into small groups and ask them to create a display plan for a new product launch or seasonal sale using the provided materials. 5. Each group should consider key aspects of the display: layout, product placement, color scheme, and the incorporation of promotional messaging or special offers. 6. After each group presents their display plan, encourage the larger group to provide feedback on how the displays could be improved or optimized for better customer engagement. 7. Discuss the impact of well-planned displays on driving sales, improving customer experience, and supporting brand messaging in both physical and online retail environments.
Conclusion / What has been achieved	This activity will help participants better understand how displays serve as powerful tools in marketing, promotions, and sales campaigns, providing insights into creating effective displays that encourage customer action.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What factors determine the right product display?
- How does customer profile and location affect the display style?
- Who should be consulted during the preparation and evaluation of visual merchandising?
- Why is the design brief important in visual merchandising?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Evaluating the Potential Places to Put the Display to Meet the Brief Design Specifications
 - o Approaches to Designing Displays for Different Types of Merchandise and Why these are Effective
 - o Symmetrical balance- Refer to PH Fig.3.1.1
 - o Triangle principle– Refer to PH Fig.3.1.2 and Fig.3.1.3
 - o Other merchandise groupings- Refer to PH Fig.3.1.4- Fig.3.1.8
 - o The Role of Light, Colour, Texture, Shape, and Dimension to Achieve an Effective Display – Refer to PH Fig.3.1.9
 - o Process to Procure Merchandise for Setting up Visual Merchandising Display

Say

- “Let us now engage in an activity to establish the importance of preparing the display area in the minds of the learners.”

Activity

Objective	The purpose of this activity is to establish the importance of preparing the display area in the minds of the learners.
Materials required	<ul style="list-style-type: none"> • Food and apparel, consumer durables, IT and mobile products, audio, video equipment, participant handbook, etc.
Steps/procedure	<ol style="list-style-type: none"> 1. Divide the class into three or four groups depending on the size of the class. Give each group the mentioned materials needed. 2. Ask learners to list the key cleaning requirements of the display area for their category. 3. Ask them to prepare a list of items required for the specific displays. 4. Ask them to list the utility of every item listed by them during the displaying. 5. Ask every group to present their findings to the class.
Conclusion / What has been achieved	This activity helps participants in explaining the importance of preparing the display area in the minds of the learners.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define end caps.
- What is the principle of symmetrical balance in displays?
- Where should displays be placed in a store?
- How can customer traffic be measured at a T-junction in the store?
- What should be studied to decide potential places for displays?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 3.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple-choice questions.**
 1. All of the above
 2. Aisle
 3. All of the above
 4. Silent Salesman
 5. All of the above
 - **Answer the following questions.**
 1. **What is Visual Merchandising?**
Hint: Refer to PH section 3.1.1
 2. **List the principles of Visual Merchandising.**
Hint: Refer to PH section 3.1.2
 3. **What is a Design Brief?**
Hint: Refer to PH section 3.1.3
 4. **Elaborate the process to procure merchandise for setting up visual merchandising display.**
Hint: Refer to PH section 3.1.8
 5. **What do you understand by pyramid display?**
Hint: Refer to PH section 3.1.6

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



www.youtube.com/watch?v=-d5jx5pwMdg

Merchandising principles



www.youtube.com/watch?v=2DhQ35UJj2Y

Merchandising themes



www.youtube.com/watch?v=6edj2Vvz3OU

What is Visual merchandising?



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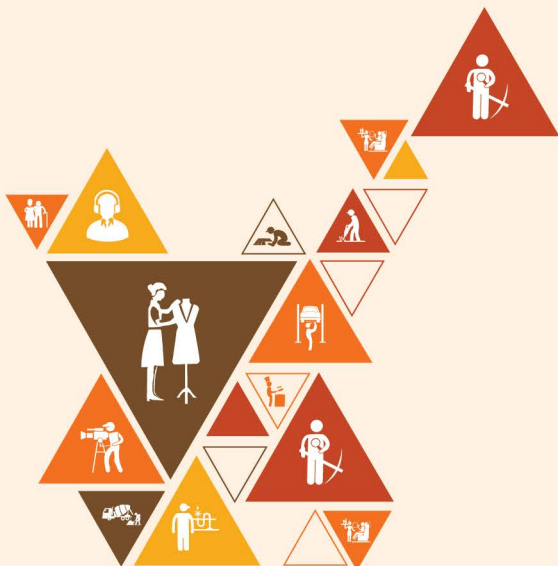


4. Establish and meet customer needs

Unit 4.1 - Establishing Customer Needs

Unit 4.2 - Understanding Customer Expectations

Unit 4.3 - Meeting Customer Expectations



RAS/N0140

Key Learning Outcomes



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

1. Demonstrate the techniques that help in establishing customer needs
2. Demonstrate the methods for providing suitable solutions/ suggestions to the customer.
3. Use suitable techniques to close a sale and fulfil customer orders
4. Identify the different behaviours of the customer and adapt suitable mannerisms
5. Identify techniques to meet customer expectations

Unit 4.1 Establishing Customer Needs

Unit Objectives

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

1. Explain the importance of identifying customer needs before suggesting a solution
2. Discuss the characteristics of different types of customers along with their requirements, choices, and preferences
3. Discuss the types of behaviour and mannerisms that need to be exhibited for different types of customers
4. Discuss the best practices followed while engaging with a customer in an unobtrusive and non-overbearing to affect customer purchases.
5. List the steps of the sales process
6. Explain the elements of the sales process and its role in meeting the needs of the customer the needs of the customers
7. List the health, safety and hygiene practices that need to be followed while interacting with the customers

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- “Let us understand the importance of identifying customer needs before suggesting solutions.”
- “We will explore the characteristics and preferences of different customers and examine their behaviors and best practices for engagement. Additionally, we will cover the steps and elements of the sales process, along with the health, safety, and hygiene practices to follow when interacting with customers.”
- “Knowingly or unknowingly, everyone follows a buying pattern. First the need for the product is recognized. Then the options are evaluated by visiting different stores /evaluating different versions/ brands of the product.”

Explain

- Explain the following topics:
 - o The Importance of Identifying Customer Needs -Refer to PH Fig.4.1.1
 - o The Characteristics of Different Types of Customers along with their Requirements, Choices, and Preferences
 - o Type of Behaviour and Mannerisms that need to Be Exhibited for Each Type of Customer
 - o Engaging with a Customer in an Unobtrusive and Non-overbearing to Affect Customer Purchases
 - o Steps of The Sales Process Along with Its Significance

Say

- “Let us now engage in an activity to help participants identify and understand the characteristics of various customer types and tailor their approach to meet their specific needs.”

Activity

Objective	The purpose of this activity is to help participants identify and understand the characteristics of various customer types and tailor their approach to meet their specific needs.
Materials required	<ul style="list-style-type: none"> • Printed customer profiles or role cards • Markers and pens • Whiteboard or flip chart • Notebooks for notes
Steps/procedure	<ol style="list-style-type: none"> 1. Start with a brief discussion on the importance of understanding customer characteristics, including demographics, buying behavior, and preferences. 2. Introduce common customer types, such as bargain hunters, brand loyalists, impulsive buyers, and detailed researchers. 3. Divide participants into small groups and provide each group with a customer profile or role card describing a specific customer type, including their needs and preferences. 4. Ask each group to brainstorm and list strategies for engaging with their assigned customer type effectively. For example, offering discounts to bargain hunters or emphasizing quality for brand loyalists. 5. Have each group present their findings and recommendations to the larger group. 6. Facilitate a discussion to compare and contrast the strategies, highlighting how understanding customer types can lead to improved sales and customer satisfaction. 7. Summarize by emphasizing the importance of tailoring marketing and sales approaches to meet the diverse needs of customers.
Conclusion / What has been achieved	This activity will help participants understand different customer types and learn practical ways to cater to their requirements, choices, and preferences to enhance customer satisfaction and loyalty.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can defensive customers be handled?
- What are the steps in the retail sales process?
- Why do customers hesitate to make a purchase decision?
- What starts the buying cycle?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 4.2 Understanding Customer Expectations

Unit Objectives

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

1. List the elements of the sales process
2. Explain the importance of welcoming and greeting the customer
3. Explain the importance of identifying customer needs
4. Explain the ways in which solutions can be proposed based on customer requirements
5. Identify the methods to overcome sales objections and recognise buying signals
6. Discuss the importance of closing the sale
7. Explain the importance of suggesting additional products
8. State the importance of enrolling customer in loyalty programmes

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Discuss the important topics from the previous two modules.

Say

- Start the class by saying, “This unit will help you understand the key elements of the sales process, including the importance of welcoming customers, identifying their needs, proposing solutions, overcoming objections, and recognizing buying signals. We’ll also discuss the significance of closing the sale, suggesting additional products, and enrolling customers in loyalty programs.”

Do

- To conduct an activity to help participants practice and refine their customer greeting skills in various retail settings, ensuring a positive and welcoming experience for customers.

Activity

Objective	The purpose of this activity is to help participants practice and refine their customer greeting skills in various retail settings, ensuring a positive and welcoming experience for customers.
Materials required	<ul style="list-style-type: none"> Printed role-play scenarios Name tags for participants to wear during the activity (optional) A small setup for each interaction point (e.g., table for till, designated areas for the floor, service desk, entrance)
Steps/procedure	<ol style="list-style-type: none"> Divide participants into pairs. Assign roles within each pair: one as the customer and the other as the customer service representative (CSR). Provide each pair with a scenario to act out: <ul style="list-style-type: none"> At the till: CSR greets the customer, ensures the checkout process is smooth, and thanks them for shopping. On the store floor: CSR assists the customer with inquiries about products and provides a friendly greeting. At the customer service desk: CSR handles customer queries or complaints while maintaining a welcoming demeanor. At the store entrance: CSR greets customers as they enter the store and offers any required assistance. Each pair alternates roles so everyone experiences both perspectives. Encourage participants to incorporate elements like tone of voice, body language, and professionalism. After the role-play, gather participants to discuss: <ul style="list-style-type: none"> What worked well during the interactions. Challenges faced in greeting and assisting customers. How to adapt greetings for different customer attitudes and situations. Conclude by discussing the key takeaways for ensuring positive customer interactions through appropriate greetings.
Conclusion / What has been achieved	This activity will help participants develop confidence and skills in effectively greeting and interacting with customers in various retail settings, leading to better customer experiences and improved customer service quality.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Explain

- Explain the following topics:
 - o Elements of Sales Process
 - o Welcome & Greet– Refer to PH Fig.4.2.1
 - o Welcome & Greet - Non – Verbal Components
 - o Type of Greetings

Ask

- What is the first step in customer interaction?
- How should you acknowledge a customer from more than 5 feet away?
- What is the FAB selling technique?
- Why should a salesperson avoid being pushy?
- How can upselling be effectively implemented?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Engage with Customers to Identify their Needs
 - o Open-ended questions
 - o Closed-ended questions
 - o Reflective questions

Say

- “Let us now engage in an activity to help participants understand and practice using different types of questions (closed, open, and reflective) to identify customer needs and gather relevant information in sales.”

Activity

Objective	The purpose of this activity is to help participants understand and practice using different types of questions (closed, open, and reflective) to identify customer needs and gather relevant information in sales.
Materials required	<ul style="list-style-type: none"> • Pen and paper • Whiteboard or flip chart (optional)
Steps/procedure	<ol style="list-style-type: none"> 1. Explain the importance of asking the right type of questions in sales conversations to understand customer needs effectively. 2. Define the three types of questions: <ul style="list-style-type: none"> • Closed questions – questions that can be answered with a simple “yes” or “no” (e.g., “Do you need this product in blue?”). <ul style="list-style-type: none"> o Are you looking for a specific size in this product? o Do you prefer products that are eco-friendly? o Is there a particular brand you’re interested in? • Open questions – questions that require more detailed answers and allow the customer to explain (e.g., “What features are you looking for in this product?”). <ul style="list-style-type: none"> o What specific features are important to you when choosing this product? o How do you typically use this type of product in your daily routine? o Can you tell me about your past experiences with similar products? • Reflective questions – questions that reflect the customer’s previous statements, encouraging them to think deeper (e.g., “You mentioned that you’re looking for something easy to use. Can you tell me more about your preferences?”). <ul style="list-style-type: none"> o You mentioned you’re looking for something affordable. What’s your budget for this product? o You’ve said that durability is a key factor for you. How important is longevity compared to design? 3. Ask participants to individually list at least 6 examples of each type of question. Ensure they create questions that would be relevant in a sales scenario. 4. After everyone has written their questions, invite participants to share some examples. 5. Discuss how each type of question can be used effectively in identifying customer needs while avoiding irrelevant or intrusive questions. 6. Emphasize that asking the right questions helps in providing the best solution for the customer without causing irritation.
Conclusion / What has been achieved	This activity will help participants learn how to use closed, open, and reflective questions to identify customer needs and proceed effectively with the sales process, ensuring customer satisfaction.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can we identify the customer's precise requirements?
- Define close-ended questions.
- Why should one avoid starting with closed-ended questions?
- How do reflective questions clarify customer needs?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the following topics:
 - o Propose Solutions to the Customer
 - o Features, Advantages and Benefits
 - o Suggest Solutions - F A B Model
 - o Proposing Solutions - Steps in Presenting a Solution
 - o When to Offer Benefits
 - o Up Selling and What is up selling?
 - o Few Techniques to upsell

Do

- To conduct an activity to help participants practice engaging with customers in different retail scenarios, identify their needs through appropriate questions, and suggest solutions based on the FAB (Features, Advantages, Benefits) model.

Activity

Objective	The purpose of this activity is to help participants practice engaging with customers in different retail scenarios, identify their needs through appropriate questions, and suggest solutions based on the FAB (Features, Advantages, Benefits) model.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Pens or pencils
Steps/procedure	<ol style="list-style-type: none"> 1. Pairing Up: <ul style="list-style-type: none"> • Get into pairs. One person will be the Customer and the other will be the Salesperson/Team Leader. • You will practice different shopping scenarios in each role, alternating between Customer and Salesperson.

2. Scenarios:
 - Scenario 1: Browsing for men’s formal wear
 - Scenario 2: Buying shoes
 - Scenario 3: Buying jewelry items
 - Scenario 4: Buying luggage merchandise
3. Need Identification:
 - The Salesperson/Team Leader should ask appropriate questions to understand the customer’s specific needs. Some sample questions could include:
 - What occasion are you shopping for today?
 - Do you have a particular style or color in mind?
 - What is your preferred fit or material?
 - Are you looking for comfort or a more formal style?
 - What features are important to you in this product?
 - Focus on gathering relevant details that help identify customer preferences.
4. Suggestions Based on the FAB Model:
 - After identifying the customer’s needs, the Salesperson/Team Leader should use the FAB model to suggest a product. The FAB model involves:
 - Features: What are the specific attributes of the product?
 - Advantages: Why is this feature useful? What makes it stand out from others?
 - Benefits: How does this feature benefit the customer personally? How does it address their needs or desires?
5. Example Scenario:
 - Customer: Browsing for men’s formal wear.
 - Salesperson: “What type of formal event are you attending, and do you have a specific color or fit in mind?”
 - Customer: “I’m attending a wedding, and I’m looking for something in navy blue, slim fit.”
 - Salesperson: (FAB Model) “This navy-blue suit is perfect for weddings. The slim fit design creates a modern, sharp look. The fabric is lightweight but durable, which ensures you’ll stay comfortable all day. Plus, the deep navy color complements most formal occasions and photographs well.”
6. Switching Roles:
 - After completing each scenario, switch roles so that both participants can practice from the other perspective.
 - Make sure each scenario is fully explored, and each participant gets the opportunity to practice both need identification and suggesting solutions.
7. Reflection:
 - After completing the roleplay, discuss:
 - How did the salesperson identify the customer’s needs?
 - Were the solutions suggested appropriate to the customer’s preferences?
 - How did the customer feel after the interaction (in terms of understanding the product and making a decision)?
8. Scenarios Breakdown for Roleplay:
 - a) Browsing for Men’s Formal Wear:
 - Customer: Looking for a suit for an upcoming formal event (e.g., wedding, business meeting).
 - Salesperson: Ask about the occasion, preferred style (modern/classic), size, and fabric/material preferences.

	<p>9. Buying Shoes:</p> <ul style="list-style-type: none"> • Customer: Needs shoes for a casual or formal occasion. • Salesperson: Ask about the purpose (casual/dress shoes), preferred style, material, size, comfort, and any specific brands or features they like. <p>10. Buying Jewelry Items:</p> <ul style="list-style-type: none"> • Customer: Looking for a gift or personal jewelry (necklaces, rings, bracelets). • Salesperson: Inquire about the occasion (birthday, anniversary, personal), preferred material (gold, silver, platinum), style, and the customer's budget. <p>11. Buying Luggage Merchandise:</p> <ul style="list-style-type: none"> • Customer: In need of luggage for travel. • Salesperson: Ask about the destination, type of travel (business, vacation), size preference, and features they might need (wheels, compartments, durability). <p>12. Example of the FAB Model in Action:</p> <ul style="list-style-type: none"> • Scenario: Buying Shoes <ul style="list-style-type: none"> • Customer: "I need comfortable shoes for everyday use." • Salesperson: "These shoes are designed with cushioned insoles, providing comfort all day long. The soles are designed for durability, reducing wear and tear. Plus, the breathable fabric ensures your feet stay cool and dry throughout the day."
Conclusion / What has been achieved	This activity will help participants practice effective customer interactions, enhance their sales skills, and become comfortable with both need identification and solution-based selling using the FAB model.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What is the first step in customer interaction?
- How should you acknowledge a customer from more than 5 feet away?
- What is the FAB selling technique?
- Why should a salesperson avoid being pushy?
- How can upselling be effectively implemented?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 4.3 Meeting Customer Expectations

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Identify the methods to overcome sales objections and recognise buying signals
2. Discuss the importance of closing the sale
3. Explain the importance of suggesting additional products
4. State the importance of enrolling customer in loyalty programmes

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- “In today’s session, let’s delve into methods for overcoming sales objections and recognizing buying signals, the importance of closing the sale, suggesting additional products, and enrolling customers in loyalty programs to foster long-term relationships.”

Explain

- Explain the following topics:
 - o Anticipate and Overcome Objections
 - o Anticipating objections
 - o What is an objection? and why does an objection arise?
 - o How to handle objections? and view the objection as a question
 - o Respond to the objection with a question and how to overcome objections
 - o Anticipate & overcome objections
 - o The First type of objection is misconception and the second type of objection is scepticism
 - o The third type of objection is complaint and the fourth type of objection is drawback

Do

- To conduct an activity to help participants practice anticipating and overcoming customer objections in various sales scenarios, enhancing the ability of the salesperson to handle challenges effectively and close sales

Activity

Objective	The purpose of this activity is to help participants practice anticipating and overcoming customer objections in various sales scenarios, enhancing the ability of the salesperson to handle challenges effectively and close sales.
Materials required	<ul style="list-style-type: none"> Scenario cards with challenging customer situations (e.g., product return, delayed service, pricing dispute) Notepads and pens for feedback A timer for managing roleplay duration
Steps/procedure	<ol style="list-style-type: none"> Pairing Up: <ul style="list-style-type: none"> Get into pairs. One person will play the Customer and the other will be the Salesperson/Team Leader. Customer will pretend to be shopping for the following items: <ul style="list-style-type: none"> Buying a Trouser Buying a Watch Buying Running Shoes Salesperson/Team Leader will be responsible for overcoming objections raised by the customer. Objection Handling: <ul style="list-style-type: none"> In each scenario, the Salesperson/Team Leader must anticipate and respond to objections from the customer. Some common objections may include: <ul style="list-style-type: none"> Price Concerns: "It's too expensive," "I saw it cheaper somewhere else." Quality Concerns: "I'm not sure if this will last," "It looks too delicate." Need-Based Objections: "I don't really need this right now," "I'm just browsing." Decision-Making Delays: "I'll think about it," "I need to ask someone else." The Salesperson/Team Leader should employ strategies to overcome these objections, such as: <ul style="list-style-type: none"> Reassuring the customer with product features and benefits. Offering alternatives or discounts if appropriate. Asking questions to uncover the real reason behind the objection. Emphasizing value over price. Offering guarantees or return policies to reduce perceived risk. Scenarios to Roleplay: <ul style="list-style-type: none"> Scenario 1: Buying a Trouser <ul style="list-style-type: none"> Customer Objection Example: "I'm not sure about the fit; it seems too tight around the waist."

	<ul style="list-style-type: none"> • Salesperson/Team Leader Response Example: “I understand how important a comfortable fit is. These trousers come with an adjustable waistband, and we also offer a fitting service to ensure they’re just right for you. Plus, our return policy allows for exchanges if it doesn’t meet your expectations.” • Scenario 2: Buying a Watch <ul style="list-style-type: none"> • Customer Objection Example: “This watch looks too expensive for my budget.” • Salesperson/Team Leader Response Example: “I understand the need for a budget-friendly option. This watch offers great value considering the high-quality materials and craftsmanship. Plus, it has a two-year warranty, so you’re assured of its longevity. We also have a few similar models at a lower price point that may interest you.” • Scenario 3: Buying Running Shoes <ul style="list-style-type: none"> • Customer Objection Example: “These running shoes feel a bit stiff, I’m not sure they’re comfortable enough for long runs.” • Salesperson/Team Leader Response Example: “I completely understand. These shoes are designed for durability and support, but they need a little time to break in. If you’d like, we also have a 30-day trial period where you can try them out, and if they don’t feel comfortable, we’ll exchange them for a different pair.” <p>4. Role Reversal:</p> <ul style="list-style-type: none"> • After completing a scenario, switch roles so that each participant can practice both handling objections as a Salesperson and voicing objections as a customer. • Use this time to refine your responses and experiment with different techniques to overcome objections. <p>5. Feedback and Reflection:</p> <ul style="list-style-type: none"> • After completing the roleplay, discuss the following: <ul style="list-style-type: none"> • How effectively did the salesperson handle the objections? • What strategies worked well in addressing the customer’s concerns? • Was there any difficulty in overcoming objections? If so, what could be done differently next time? • Reflect on how this exercise can be applied in real customer interactions.
Conclusion / What has been achieved	This activity will help participants to practice handling real-world objections while building confidence and improving their communication skills and how to address customer concerns effectively, salespeople can increase their chances of closing the sale and providing a positive customer experience.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define objection.
- How should a salesperson view an objection?
- What is a trust objection?
- How to handle a misconception objection?
- What is a skepticism objection?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Identify Buying Signals
 - o Verbal Buying Signals
 - o Non-Verbal Buying Signals
 - o Importance of Buying Signals - Consequence of ignoring the buying signals
 - o Close the Sale
 - o Persuading techniques

Say

- “Let us now engage in an activity to practice effective sales closing techniques and enhance persuasion skills to successfully convert a customer interaction into a sale.”

Activity

Objective	The purpose of this activity is to practice effective sales closing techniques and enhance persuasion skills to successfully convert a customer interaction into a sale.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Pens or pencils
Steps/procedure	<ol style="list-style-type: none"> 1. Pairing Up: <ul style="list-style-type: none"> • Get into pairs. One person will be the Customer and the other will be the Salesperson/Team Leader. • Customer will pretend to be shopping for the following items: <ul style="list-style-type: none"> • Buying a shirt • Buying a women’s western outfit

2. Role of the Salesperson/Team Leader:
 - The Salesperson/Team Leader should use closing techniques to persuade the customer to make a commitment to purchase.
 - The salesperson should focus on:
 - Highlighting the Benefits of the product.
 - Offering Solutions to the customer's concerns or hesitations.
 - Creating a Sense of Urgency (limited-time offers, discounts, etc.).
 - Closing Techniques like assumptive close, alternative close, and direct close.
3. Customer's Role:
 - As a customer, pretend to show interest but also express common doubts or hesitations, such as:
 - "I'm not sure if this shirt will fit well."
 - "I'm still thinking about whether I need this outfit."
 - "I don't know if it's worth the price."
4. Example of Closing Techniques:
 - Assumptive Close: "It looks great on you! Let's go ahead and get that packed for you, shall we?"
 - Alternative Close: "Would you prefer this shirt in blue or white? Both look fantastic!"
 - Direct Close: "It's a great choice, and this is the last one left in your size, so I'd recommend grabbing it today."
5. Scenarios to Roleplay:
 - Scenario 1: Buying a Shirt
 - Customer Objection Example: "I'm not sure about the fit. It seems a little loose."
 - Salesperson/Team Leader Response Example: "I understand your concern about the fit. This shirt is designed with a relaxed cut to ensure comfort throughout the day. If you prefer a more tailored look, we also have a size down that you could try. I'm confident you'll find it just right. What do you think about going with this size today?"
 - Scenario 2: Buying a Women's Western Outfit:
 - Customer Objection Example: "I don't know if this outfit is really worth the price."
 - Salesperson/Team Leader Response Example: "This outfit is made from high-quality materials that will last you for years. Plus, it's versatile—you can wear it both casually or for a more formal setting. Right now, we have a 15% discount on all western wear, which is a great offer. How about we go ahead and take advantage of that today?"
6. Role Reversal:
 - After completing a scenario, switch roles so that each participant can practice both closing the sale as a Salesperson and posing objections as a customer.
 - Use this time to refine your responses and experiment with different closing techniques
7. Feedback and Reflection:
 - After completing the roleplay, discuss the following.
 - How effective was the closing technique used?
 - Did the salesperson successfully address the customer's concerns?
 - How did the customer feel about the interactions? Did the salesperson make them feel comfortable to commit to the sale?
 - Reflect on how this exercise can be applied in real customer interactions.

Conclusion / What has been achieved

This activity will help participants practice handling customer objections, using various closing techniques, building confidence in sales by actively engaging in customer and salesperson roles, and understanding how to use persuasive language and timing to close the sale effectively.

Tips 

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 

- What are the two types of signals that buyers give when they want to purchase?
- How do buyers typically show interest in a product?
- Why is it important to recognize verbal and non-verbal buying signals?
- Can you provide examples of closing techniques?
- What is a key to successful closing in sales?

Notes for Facilitation 

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain 

- Explain the following topics:
 - Suggest Additional Merchandise
 - Techniques to suggest additional products

Do 

- To conduct an activity to help participants practice upselling and cross-selling techniques where the salesperson suggests and persuades the customer to consider additional products, enhancing the

Activity

Objective	The purpose of this activity is to help participants practice upselling and cross-selling techniques where the salesperson suggests and persuades the customer to consider additional products, enhancing the customer's shopping experience and increasing the total sale.
Materials required	<ul style="list-style-type: none"> • Scenario cards with challenging customer situations (e.g., product return, delayed service, pricing dispute) • Notepads and pens for feedback • A timer for managing roleplay duration
Steps/procedure	<ol style="list-style-type: none"> 1. Pairing Up: <ul style="list-style-type: none"> • Get into pairs. One person will play the Customer and the other will be the Salesperson/Team Leader. • Customer will pretend to be shopping for the following items: <ul style="list-style-type: none"> • Buying a shirt • Buying a women's western outfit • Or any other item you choose based on your scenario (feel free to add items like shoes, accessories, etc.) 2. Role of the Salesperson/Team Leader: <ul style="list-style-type: none"> • The Salesperson/Team Leader should suggest additional or complementary products to the customer. These could include. <ul style="list-style-type: none"> • Accessories (such as belts, ties, jewelry) • Matching shoes or bags • Items related to the customer's current purchase. • The salesperson should aim to add value by: <ul style="list-style-type: none"> • Highlighting the benefits of the additional products. • Creating a connection between the initial item and the suggested product. • Using suggestive language such as: <ul style="list-style-type: none"> • "This item would go really well with the shirt you are choosing." • "Would you like to pair your outfit with this lovely accessory?" • "Since you are buying this shirt, I think you'll love this jacket for cooler days." 3. Customer's Role: <ul style="list-style-type: none"> • As the Customer, pretend to be interested in your selected item but stay open to the suggestions from the salesperson. You can express questions or concerns to test the salesperson's ability to address them, for example: <ul style="list-style-type: none"> • "I'm not sure if I need a jacket to go with this shirt." • "Do I really need an accessory with this outfit?" • You can also show hesitation or need clarification on how the suggested items would enhance your original purchase. 4. Examples of Suggestive Selling: <ul style="list-style-type: none"> • Scenario 1: Buying a Shirt <ul style="list-style-type: none"> • Customer: "I'm just looking for a nice shirt for work." • Salesperson: "This shirt is a great choice! If you like, we also have a matching tie that would really complete the look. It's a popular combination for professionals, and it adds that perfect touch of style. Would you like to see it?" • Scenario 2: Buying a Women's Western Outfit <ul style="list-style-type: none"> • Customer: "I'm looking for something chic for a night out."

	<ul style="list-style-type: none"> • Salesperson: “This western outfit is fantastic! It’s perfect for a night out. You know, we have some lovely matching boots that would look amazing with this. Would you like to check them out as well?” • Scenario 3: Buying Shoes <ul style="list-style-type: none"> • Customer: “I’m just getting these shoes for casual wear.” • Salesperson: “These shoes are a great choice for everyday wear. By the way, we have some amazing insoles that would add extra comfort if you’re planning on wearing them all day. Would you like me to grab a pair for you to try?” <p>5. Role Reversal:</p> <ul style="list-style-type: none"> • After completing a scenario, switch roles so that each participant has the chance to practice both suggestive selling as a Salesperson and reacting as a customer to these suggestions. • Use this time to refine your approach, language, and overall technique. <p>6. Practice Different Scenarios:</p> <ul style="list-style-type: none"> • You can use various shopping situations: <ul style="list-style-type: none"> • Scenario 1: Buying casual wear (e.g., shirts, jeans). • Scenario 2: Buying evening wear or accessories. • Scenario 3: Buying shoes or bags. • Scenario 4: Shopping for home goods or electronics. <p>7. In each case, the Salesperson should aim to add complementary items that fit the customer’s needs and preferences.</p> <p>8. Feedback and Reflection:</p> <ul style="list-style-type: none"> • After completing the roleplay, discuss the following: <ul style="list-style-type: none"> • How effective were the suggestions made by the salesperson? • Did the salesperson make the additional products feel valuable and relevant to the customer’s needs? • Was the customer persuaded to purchase additional items? Why or why not? • Reflect on how you can apply these techniques in real-world retail environments.
Conclusion / What has been achieved	This activity will help participants practice upselling and cross-selling techniques in a non-pushy, helpful manner by suggesting relevant additional products the salesperson can increase sales while enhancing the customer’s shopping experience.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define cross selling.
- What are the advantages of cross selling?
- What is the objective of cross selling?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Facilitate Billing
 - o Suggest Enrolment into Loyalty Schemes/Memberships

Say

- “Let us now engage in an activity to practice suggesting the benefits of enrolling customers into a loyalty program. The salesperson or team leader should effectively communicate the advantages of the program to encourage customer sign-ups and enhance customer retention.”

Activity

Objective	The purpose of this activity is to practice suggesting the benefits of enrolling customers into a loyalty program. The salesperson or team leader should effectively communicate the advantages of the program to encourage customer sign-ups and enhance customer retention.
Materials required	<ul style="list-style-type: none"> • Scenario cards with customer situations (e.g., product return, delayed service, pricing dispute) • Notepads and pens for feedback • A timer for managing roleplay duration
Steps/procedure	<ol style="list-style-type: none"> 1. Pairing Up: <ul style="list-style-type: none"> • Get into pairs. One person will be the Customer and the other will be the Team Leader. 2. Roles: <ul style="list-style-type: none"> • Customer: Pretend to be a customer shopping for various products. • Team Leader: You are responsible for explaining the benefits of enrolling in the store’s Loyalty Program and persuading the customer to sign up. 3. Scenarios: The Customer can pretend to be buying various items, and the Team Leader will introduce the loyalty program at the appropriate moment. Here are a few example scenarios to help guide the roleplay: <ul style="list-style-type: none"> • Scenario 1: A customer is purchasing clothes and doesn’t have a loyalty program card. <ul style="list-style-type: none"> • Team Leader: “Before you check out, I wanted to let you know about our Loyalty Program. If you sign up today, you’ll start earning points for every purchase. You can redeem these points for discounts on future purchases. Plus, we send special offers to our loyal customers. Would you like me to sign you up for this program today?”

- Scenario 2: A customer is buying multiple items, and the Team Leader sees an opportunity to mention the loyalty program.
 - Team Leader: “It looks like you’re buying a few items today! Have you heard about our Loyalty Program? You can get exclusive discounts, birthday rewards, and early access to sales. It’s free to join and really easy to sign up. Would you like me to help you with that?”
 - Scenario 3: A customer has previously shopped with the store, but they haven’t signed up for the loyalty program yet.
 - Team Leader: “I see that you’ve been a regular customer with us, thank you! Did you know that by joining our Loyalty Program, you’ll receive extra benefits like rewards points, personalized offers, and access to special events? It’s free to enroll, and I can sign you up right now. Would you like to do that?”
4. Customer’s Role: As the Customer, ask questions or express any hesitations regarding the loyalty program. For example:
 - “What kind of rewards do I get with the program?”
 - “Is there an annual fee for signing up?”
 - “How long do I have to wait before I can redeem points?”
 - “What if I don’t shop here frequently?”
 - Your role is to act as a typical customer, expressing realistic concerns or interest in the program, while being open to hearing about the benefits.
 5. Suggested Approaches for Team Leader:
 - Focus on the value the program brings to the customer.
 - Make sure to personalize the offer based on the customer’s shopping behavior.
 - Use clear, concise language to explain the program’s benefits.
 - Emphasize no cost to join, and the easy sign-up process.
 Example phrases to use:
 - “By signing up today, you’ll earn points towards your next purchase.”
 - “With our Loyalty Program, you’ll enjoy exclusive offers only available to members.”
 - “You’ll get a special birthday reward as well!”
 6. Alternate Roles: After completing one scenario, switch roles so that each participant has the chance to practice both explaining the loyalty program as the Team Leader and reacting as a customer.
 7. Practice Different Scenarios:
 - Scenario 1: Customer buys everyday essentials (e.g., groceries, clothing), and the team leader introduces the loyalty program.
 - Scenario 2: Customer is a frequent buyer who hasn’t signed up for the loyalty program yet, and the team leader encourages them to join.
 - Scenario 3: Customer buys a high-ticket item, and the team leader explains the long-term benefits of loyalty.
 8. Feedback and Reflection:
 - After the role play, discuss:
 - Was the approach of the team leader effective in explaining the loyalty program’s benefits?
 - What additional information or incentives could have been offered to increase the likelihood of customer sign-up?
 - How comfortable were both the team leader and the customer during the role play?
 - Reflect on how to improve the communication skills and fine-tune the pitch for different customer types.

Conclusion / What has been achieved

This activity will help participants enroll customers in a loyalty program by focusing on highlighting its benefits, addressing customer concerns, and making the sign-up process easy and inviting, and participants can gain valuable insights into how to tailor their pitch to different customer needs, ultimately improving sales and customer retention.

Tips 

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 

- How can you make the customer more comfortable in the queue?
- Why did retail loyalty programs evolve?
- What benefits does a Loyalty Program offer to customers?
- What should you do when leaving the customer?

Notes for Facilitation 

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize 

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 4.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. This sunglass has got UV protection
 2. Aisle
 3. Up Selling
 4. Objections arise due to foolishness of the customer
 5. All of the above
 - **Answer the following questions:**
 1. **What are the behavioral indicators of angry/irate customers?**
Hint: Refer to PH section 4.1.3
 2. **List the elements of sales process.**
Hint: Refer to PH section 4.2.1
 3. **What is up selling?**
Hint: Refer to PH section 4.2.4
 4. **Illustrate the fab model.**
Hint: Refer to PH section 4.2.4
 5. **Who are “difficult customers”?**
Hint: Refer to PH section 4.1.2



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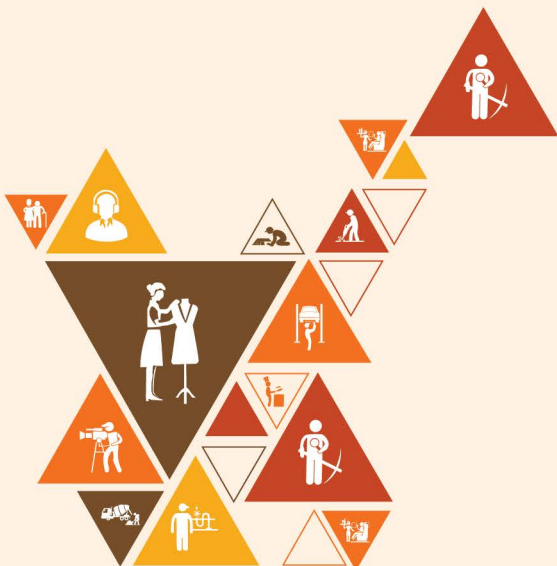
Transforming the skill landscape



5. Process sale of products

Unit 5.1 - Sales Operation Processes

Unit 5.2 - Billing Processes



RAS/N0147

Key Learning Outcomes



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

1. Explain the process of processing sales transaction on the billing systems
2. Discuss the role of team leader in processing sales transactions
3. Explain the significance of POS operations in processing sales transactions
4. Discuss the role of team leader in situations of exceptions at the billing counter
5. Demonstrate the steps of engaging with customers and facilitating billing products on the POS

Unit 5.1 Sales Operation Processes

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Identify the process that needs to be followed when the details of offers and promotions or loyalty programs are not updated in the billing systems
2. List the roles of team leader with respect to finance at the store
3. List the reports that need to be prepared and furnished to the store management on a regular basis
4. Discuss the significance of each report that needs to be furnished to the store management
5. List the steps to efficiently conclude the customer purchase process with quick packing/ wrapping of customers' orders and billing

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's delve into understanding the key processes for handling offers, loyalty programs, and financial roles at the store. We will discuss reporting requirements, the importance of these reports, and the efficient steps for concluding customer purchases, ensuring smooth billing and packing procedures."
- "Whenever a product that is scanned and a wrong price appears at the cash counter, the cashier will generally call the team leader for a price check in the system. This leads to inconvenience to the customer."

Explain



- Explain the following topics:
 - o Process Followed when Offers and Promotions or Loyalty Programs are not Updated in the Billing Systems
 - o Retail Financial Duties
 - o Reports and their Significance

Do



- To conduct an activity to help participants understand the basic retail financial duties, such as managing cash registers, handling transactions, and ensuring financial accuracy in retail operations.

Activity



Objective	The purpose of this activity is to help participants understand the basic retail financial duties, such as managing cash registers, handling transactions, and ensuring financial accuracy in retail operations.
Materials required	<ul style="list-style-type: none"> • Presentation slides highlighting key retail financial duties • Examples of retail financial documents (receipt, invoice, balance sheet) • Pens or markers • Whiteboard or flip chart (optional)
Steps/procedure	<ol style="list-style-type: none"> 1. Introduce the topic of retail financial duties, explaining the importance of accurate financial management in retail operations. 2. Present key concepts such as handling cash, managing registers, processing transactions, and ensuring financial accuracy. 3. Share examples of common retail financial documents, such as receipts and invoices. 4. Divide participants into small groups and assign them a task: either to simulate a transaction (handling cash and giving change) or to review a sample invoice. 5. Instruct each group to discuss the steps involved in completing the task and identify potential challenges in retail financial duties. 6. After 5-7 minutes, invite each group to share their experience with the larger group and provide solutions for handling financial challenges. 7. Facilitate a short discussion on the importance of accuracy, honesty, and responsibility in retail financial duties. 8. Wrap up the activity by highlighting the significance of these duties in ensuring smooth operations and building customer trust.
Conclusion / What has been achieved	This activity will help participants gain a basic understanding of retail financial duties, including cash handling, transaction processing, and maintaining financial accuracy, which are essential for effective retail operations.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why is it important for the team leader to periodically verify pricing?
- What are the steps to check and update the price in the system?
- What do inventory reports help determine?
- What should be done with incorrect shelf edge labels?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 5.2 Billing Processes

Unit Objectives

At the end of the unit, the trainee will be able to:

1. List the steps of carrying out billing appropriately at the POS counter or on a handheld terminal
2. Discuss the method(s) of processing payment or credit and ascertaining credit approval
3. Distinguish between traditional and modern methods of payments
4. List the uses of bar code scanners or any other means of product unit identification
5. Identify the process of handling billing operations whenever the POS/ Billing systems are not functioning
6. Discuss the commonly occurring errors on the billing systems and resolutions
7. Demonstrate the steps of engaging with customers and facilitating billing products on the POS/ Handheld terminal

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “ Let’s explore the essential steps for carrying out billing at the POS or handheld terminal, including payment processing, credit approval, and resolving system errors. We’ll also cover the differences between traditional and modern payment methods, the use of barcode scanners, and handling billing when systems fail.”

Explain

- Explain the following topics:
 - The Steps of Carrying Out Billing Appropriately at the POS Counter or on a Handheld Terminal– Refer to PH Fig.5.2.1
 - Parts of POS Machine
 - The Method(s) Of Processing Payment or Credit and Ascertaining Credit Approval
 - Split payments and layaway
 - Traditional vs Modern Payment Process

Do

- To conduct an activity to help participants understand the differences between traditional and modern payment methods, focusing on their impact on convenience, security, and accessibility.

Activity

Objective	The purpose of this activity is to help participants understand the differences between traditional and modern payment methods, focusing on their impact on convenience, security, and accessibility.
Materials required	<ul style="list-style-type: none"> • Presentation slides highlighting the traditional and modern payment methods • A list of pros and cons for each method • Whiteboard or flip chart • Markers
Steps/procedure	<ol style="list-style-type: none"> 1. Introduce the topic of payment processes, explaining the importance of understanding both traditional and modern methods. 2. Present slides comparing traditional (cash, cheques) and modern (digital wallets, card payments, UPI) payment methods. 3. Discuss the pros and cons of each method, highlighting aspects like convenience, security, and accessibility. 4. Divide participants into two groups: one will represent traditional payments, the other modern payments. 5. Provide each group with a list of pros and cons for their assigned payment method. 6. Ask the groups to discuss and come up with examples of situations where each payment method is preferred. 7. Encourage each group to share their examples and the key benefits of their assigned payment method. 8. After group presentations, facilitate a discussion on the overall advantages of modern payment systems over traditional ones. 9. Highlight the growing trend of digital payment methods and their role in modernizing economies. 10. Summarize the key takeaways: understanding when to use each method and the importance of evolving with technological advancements in payment systems.
Conclusion / What has been achieved	This activity will help participants appreciate the differences between traditional and modern payment methods, enabling them to make informed decisions about their payment choices and adapt to modern financial practices.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define Point of Sales (POS).
- How does the cashier proceed after telling the total amount?
- What are the two methods for credit transactions?
- Can a retailer charge more than MRP?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o The Process of Handling Billing Operations whenever the POS/ Billing Systems are not Functioning- Refer to PH Fig.5.2.2
 - o Uses of Barcode Scanners or any other means of Product Unit Identification
 - o Commonly Occurring Errors on the Billing Systems and Measures to Resolve them
 - o Card processing problems and Store Gift Cards – Issues and Resolution

Say

- “Let us proceed with an activity to enable participants to understand a scenario: A lady has come to buy 2kg of apples from the vegetable section of your store, and she is not familiar with the retail buying process.”

Activity

Objective	The purpose of this activity is to enable participants to understand a scenario: A lady has come to buy 2kg of apples from the vegetable section of your store, and she is not familiar with the retail buying process.
Materials required	<ul style="list-style-type: none"> • Whiteboard or flip chart • Markers • Example scenario of 2 kg of apples from the vegetable section of the retail store
Steps/procedure	<ol style="list-style-type: none"> 1. Step 1: <ul style="list-style-type: none"> o Greet and welcome the customer: Approach the customer with a smile and greet her warmly. Example: “Good morning, welcome to our store! How can I assist you today?” 2. Step 2: <ul style="list-style-type: none"> o Scan the barcode of products purchased by the customer: After the customer mentions her choice (2kg apples), locate the apples and scan the barcode on the packaging or product tag using the POS scanner. 3. Step 3: <ul style="list-style-type: none"> o Tell the total amount of the purchased items to the customer: Once the items are scanned, the POS system will calculate the total. Inform the customer: “The total for 2kg of apples comes to [X amount].” 4. Step 4: <ul style="list-style-type: none"> o Ask the payment mode from the customer: Politely ask how she prefers to pay. Example: “How would you like to pay? We accept cash, credit, or debit card.” 5. Step 5: <ul style="list-style-type: none"> o Customer pays the amount by cash money, credit, or debit card: Depending on the choice of payment, wait for the customer to hand over the money or card. 6. Step 6: <ul style="list-style-type: none"> o Swipe the card (if applicable) on the card swiper and receive the money: If the customer uses a card, take the card, swipe it on the terminal, and confirm the payment. If it’s cash, count the money and give the change. 7. Step 7: <ul style="list-style-type: none"> o Provide the bill of the received payment to the customer: After the transaction is completed, print the receipt from the POS machine and hand it to the customer with a polite statement: “Here is your receipt for the purchase.” 8. Step 8: <ul style="list-style-type: none"> o Thank the customer: Thank the customer for their purchase and invite them back. Example: “Thank you for shopping with us! We hope to see you again soon”.
Conclusion / What has been achieved	This activity will ensure participants understand that the customer feels welcomed, informed, and comfortable throughout the purchasing process.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How should manual bills be numbered?
- What should the cashier give to customers as a receipt for sales?
- What do electronic scales measure?
- How should hardware issues be resolved?
- How can user errors cause problems at the cashpoint?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. Point of Sale
 2. Retailers can charge GST over and above the MRP
 3. All of the above
 4. Inventory Report
 5. Electronic Weighing Machine

- **Answer the following questions:**

1. **What is Layaway?**

Hint: Refer to PH section 5.2.2

2. **What is Maximum Retail Price (MRP)?**

Hint: Refer to PH section 5.2.3

3. **List the commonly occurring errors on the billing systems.**

Hint: Refer to PH section 5.2.1

4. **What is a gift card?**

Hint: Refer to PH section 5.2.6

5. **State the use of bar code scanner at the retail outlet.**

Hint: Refer to PH section 5.2.5



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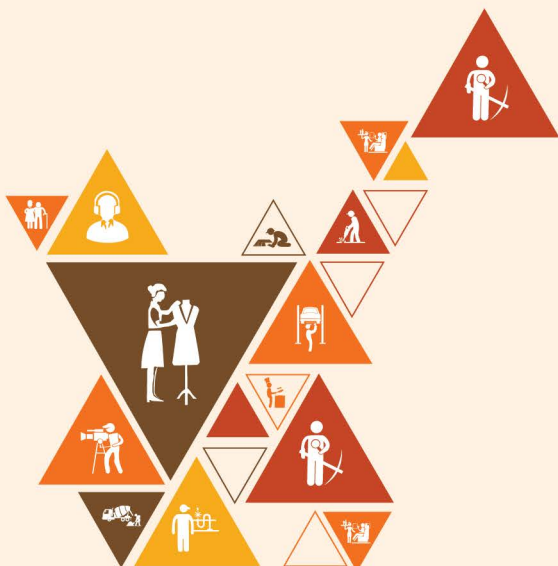


6. Maintain Availability of Goods for Sale to Customers

Unit 6.1 - Organize Staff to Display Goods for Retail Sale

Unit 6.2 - Evaluating Effectiveness of Displays

Unit 6.3 - Maintain the Required Quantity and Quality of Goods on Display



RAS/N0148

Key Learning Outcomes



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

1. Show how to organize staff to display the goods in the store for sale
2. Explain how the display of goods can promote sales
3. Discuss the legal and organizational requirements for displaying goods
4. Explain the importance of evaluating the effectiveness of displays
5. List the operational practices to maintain the required quantity and quality of goods on display

Unit 6.1 Organize Staff to Display Goods for Retail Sale

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Explain the need for a store to always maintain the required level of stocks
2. Explain the need to maintain the adequate stock levels for sale
3. Explain the role of a team leader in guiding the staff to display the goods for sale
4. Explain the importance of giving constructive feedback to staff on their performance

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “In today’s session, let’s delve into the importance of maintaining optimal stock levels to ensure product availability and smooth sales. We’ll also discuss the team leader’s role in guiding staff to display products effectively and the value of providing constructive feedback to enhance staff performance.”

Explain

- Explain the following topics:
 - o Need for a Store to always Maintain the Required Level of Stocks
 - o Terminologies
 - o Need to Maintain the Adequate Stock Levels for Sale
 - o Perpetual inventory (PI) / Stock count activity/ Full stock inventory
 - o Determination of current, required and shortfall in stock using the system
 - o Movement of stocks from the back store and Safe handling of stocks and equipment
 - o Date rotation (FIFO/ FEFO) and Supervise replenishment and spot fills along with labeling
 - o Importance of Constructive Feedback to the Staff
 - o Types of feedback and how to receive feedback
 - o Tips for receiving feedback and tips for giving feedback

Say

- “Let us now participate in an activity to help participants understand the importance of feedback in team development and individual growth.”

Activity

Objective	The purpose of this activity is to help participants understand the importance of feedback in team development and individual growth.
Materials required	<ul style="list-style-type: none"> • Printed handouts with feedback scenarios • Pens or markers • Whiteboard or flip chart (optional)
Steps/procedure	<ol style="list-style-type: none"> 1. Begin with a brief introduction on the concept of feedback and its importance in team development and personal growth. 2. Share the three key points about feedback: <ul style="list-style-type: none"> • Feedback is essential to team development. • Feedback ensures individuals are aware of the impact of their work. • Feedback helps team members remove performance barriers and achieve career aspirations. 3. Divide participants into small groups and provide each group with printed scenarios describing workplace situations where feedback is needed. 4. Instruct the groups to identify the type of feedback needed for each scenario and explain why it is essential. 5. Ask one representative from each group to share their analysis with the class. 6. Facilitate a discussion on how feedback can positively impact team dynamics and individual performance. 7. Conclude the activity by emphasizing the role of constructive feedback in fostering a collaborative and growth-oriented environment.
Conclusion / What has been achieved	This activity will help participants recognize the value of feedback, understand its various forms, and learn how it supports team and personal development.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define SKU.
- Why is seasonal stock planning necessary?
- Why are frequent checks done for fast sellers?
- What are high shrinkage stocks?
- What is the lead time's role in stock management?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 6.2 Evaluating Effectiveness of Displays

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Explain the legal and organizational needs for displaying descriptions and prices of goods
2. Explain the standards of the organizations for putting displays together, including standards for cleaning and preparation
3. Explain the safety, security, and health procedures and requirements relating to displaying goods
4. State customers' legal rights in link to the goods' display
5. Explain the significance of dealing promptly with any risks to security or health and safety that arise when evaluating displays
6. Prepare a checklist to evaluate the effectiveness of displays in relation to the intended purpose and legal requirements, and standards

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's cover the legal and organizational requirements for displaying product descriptions and prices, the standards for creating effective displays, and the safety and health procedures involved."
- "We'll also discuss customers' legal rights regarding displays and the importance of promptly addressing risks, followed by preparing a checklist to evaluate display effectiveness."

Explain 

- Explain the following topics:
 - o The Organizational and Legal Requirements for Displaying Descriptions and Prices of Goods -Refer to PH Fig.6.2.1- Fig.6.2.3
 - o The Organization’s Standards for Putting Displays Together, Including Standards for Cleaning and Preparation
 - o The Safety, Security, and Health Procedures and Requirements Relating to Displaying Goods Requirement for maintaining the security
 - o Administrative procedures for displaying the products
 - o Customers’ Legal Rights in Link to The Good’s Display
 - o The Importance of Dealing Promptly with Any Risks to Security or Health and Safety That Arise When Evaluating Displays
 - o A Checklist to Evaluate Effectiveness of Displays in Relation to Intended Purpose and Legal Requirements and Standards

Say 

- “Let us now participate in an activity to help participants understand the importance of following organizational policies and legal regulations when displaying product illustrations and prices.”

Activity 

Objective	The purpose of this activity is to help participants understand the importance of following organizational policies and legal regulations when displaying product illustrations and prices.
Materials required	<ul style="list-style-type: none"> • Sample product illustrations with prices • A printed list of legal and organizational guidelines for product display • Whiteboard or flip chart • Markers
Steps/procedure	<ol style="list-style-type: none"> 1. Begin with an introduction to the importance of accurate and compliant product display in an organization. 2. Discuss the two key aspects: <ul style="list-style-type: none"> • Organizational needs, such as maintaining brand consistency, ensuring clarity, and adhering to internal pricing policies. • Legal requirements, such as compliance with consumer protection laws, truth in advertising, and proper labeling standards. 3. Provide participants with sample product illustrations that include pricing details. 4. Divide participants into small groups and ask each group to evaluate the samples based on organizational and legal requirements. 5. Instruct each group to identify potential issues in the illustrations, such as missing disclaimers, incorrect prices, or misleading visuals. 6. Invite the groups to present their findings and suggest ways to improve the product displays to meet both organizational and legal standards. 7. Conclude with a discussion on the consequences of non-compliance and the benefits of adhering to guidelines.

Conclusion / What has been achieved	This activity will help participants understand how to balance organizational and legal needs while displaying product illustrations and prices, ensuring transparency and compliance.
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Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What is the chosen language for labelling in India?
- Where should food stocks be placed in relation to soaps and detergents?
- What can happen if a store fails to comply with safety rules?
- What additional labelling details are required for packaged food goods?
- What hazards can signages and displays pose?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 6.3 Maintain the Required Quantity and Quality of Goods on Display

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Discuss the impact of different types of display in achieving sales targets
2. Explain the significance of the information positioned within displays in promoting the sale
3. Discuss the impact of the layout of the selling area on the sale of products
4. Discuss the importance of checking pricing and price marking, correcting mistakes and changing prices
5. Explain the importance of stock replenishment
6. Explain the importance of rotating the stocks on display

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s explore how different types of displays impact sales, the role of information within displays in promoting products, and the influence of layout on sales performance. We’ll also discuss the importance of accurate pricing, stock replenishment, and rotating stocks to ensure effective displays.”
- “Visual displays in high customer traffic areas where the products get noticed by shoppers leads to purchases. Displays promote your merchandise and help customers make buying decisions.”

Explain

- Explain the following topics:
 - o The Impact of Different Types of Display in Achieving Sales Targets
 - o Significance of the Information Positioned within Displays in Promoting the Sale
 - o What Does POP Mean? - Refer to PH Fig.6.3.1
 - o Purpose of POP and The Impact of The Layout of The Selling Area on the Sale of Products- Refer to PH Fig.6.3.2- Fig.6.3.5
 - o Setting up a store based on merchandising theme
 - o The Importance of Checking Pricing and Price Marking, Correcting Mistakes and Changing Prices
 - o Need for updating pricelists and Relaying the Relevant Information
 - o Why should it be relayed?
 - o Example, Price Marking, and Power Pricing- Refer to PH Fig.6.3.6

Do

- To conduct an activity to understand the trending strategies to increase sales in a retail store.

Activity

Objective	The purpose of this activity is to understand the trending strategies to increase sales in a retail store.
Materials required	<ul style="list-style-type: none"> • Internet, newspaper reports, notebook, participant handbook, pen/ pencil, etc
Steps/procedure	<ol style="list-style-type: none"> 1. The students are required to do a survey on the famous retail operating brands. 2. They need to collect data regarding their latest strategies in order to increase their sales. 3. After the research, they need to create a report mentioning every retail organization, the trending strategies they are following and also the comparison of their growth from the previous years. 4. The trainer requires to evaluate their report and mark them accordingly.
Conclusion / What has been achieved	This activity will help participants in understanding the trending strategies to increase sales in a retail store.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How do displays increase sales?
- What is the significance of POP?
- What factors influence the layout of the selling area?
- Why should price updates be relayed to the accounts department?
- Why is price marking necessary?
- What is power pricing?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o The Importance of Stock Replenishment- Refer to PH Fig.6.3.7
 - o Steps of replenishing stock
 - o The Importance of Rotating the Stocks on Display
 - o Out-of-date Stock

Say

- “Let us now participate in an activity to help participants understand the significance of stock replenishment in maintaining smooth operations, avoiding stockouts, and ensuring customer satisfaction.”

Activity

Objective	The purpose of this activity is to help participants understand the significance of stock replenishment in maintaining smooth operations, avoiding stockouts, and ensuring customer satisfaction.
Materials required	<ul style="list-style-type: none"> • A simple inventory list of products with varying stock levels • Markers • Whiteboard or flip chart (optional) • Handouts with examples of stock replenishment scenarios
Steps/procedure	<ol style="list-style-type: none"> 1. Start with a brief explanation of what stock replenishment is and its importance in inventory management. 2. Highlight the key points, such as: <ul style="list-style-type: none"> • Preventing stockouts and overstocking • Meeting customer demand • Improving sales and revenue 3. Divide participants into small groups and provide each group with a sample inventory list showing low, adequate, and surplus stock levels. 4. Ask each group to identify which items need replenishment and prioritize them based on customer demand and stock levels. 5. Discuss their decisions as a class and encourage participants to share their reasoning. 6. Facilitate a short discussion on the impact of effective stock replenishment on business performance and customer satisfaction. 7. Conclude the activity by summarizing best practices for timely stock replenishment.
Conclusion / What has been achieved	This activity will provide participants understand the importance of timely stock replenishment and develop basic skills in analyzing inventory levels to ensure operational efficiency.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why is stock replenishment important in retail management?
- What is the process of stock rotation?
- What steps are included in checking stock rotation?
- Why is removing out-of-date stock crucial?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 6.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. Stock which is below the desired stock level but not enough to trigger re-ordering
 2. All of the above
 3. Point of Purchase
 4. Battery-Operated Pallet Trucks
 5. A situation when stock is not available in the store
 - **Answer the following questions:**
 1. **What is Power Pricing?**
Hint: Refer to PH section 6.3.3
 2. **What is Perpetual inventory (PI)?**
Hint: Refer to PH section 6.1.3
 3. **How do displays increase sales?**
Hint: Refer to PH section 6.3.1
 4. **What is constructive feedback?**
Hint: Refer to PH section 6.1.4
 5. **Why is stock rotation important?**
Hint: Refer to PH section 6.3.4

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



www.youtube.com/watch?v=r7FoV4XoAaw

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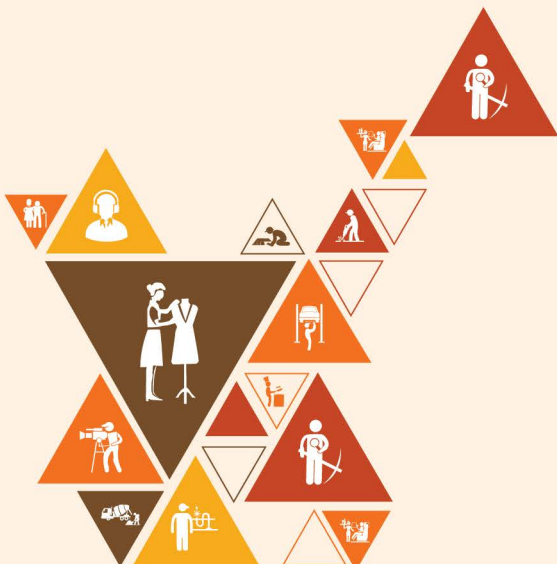
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7. Monitor and resolve customer service problems

Unit 7.1 Monitoring and Resolving Customer Service Problems



RAS/N0150

Key Learning Outcomes



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

1. Describe the different types of customer service problems
2. Report and analyse actions taken to resolve service problems
3. Analyse the impact of successfully resolved customer service problems

Unit 7.1 Monitoring and Resolving Customer Service Problems

Unit Objectives

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

1. Discuss the causes and overarching resolutions for customer service problems
2. Discuss the ways in which specific customer service problems can be resolved
3. Identify how to report on analysing actions taken
4. Discuss the resolutions for the issues that lead to repeated customer service problems
5. Explain the importance of monitoring changes and analysing the impact of successfully resolved customer service problems

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “ Let’s dive into the causes and resolutions of customer service problems, explore ways to resolve specific issues, and the process for reporting actions taken.”
- “Later, we will also discuss addressing recurring problems and the importance of monitoring changes to evaluate the impact of successfully resolved issues.”
- “Let us study in detail.”

Explain

- Explain the following topics:
 - o Understanding Customer Service Problems: Organisational Procedure and System

Ask

- What are organizational procedures? Mention some steps of organizational procedure while dealing with customer problems?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Do

- Conduct a class activity to help participants learn how to initiate a professional and empathetic conversation with a customer to address their problems effectively.

Activity

Objective	The purpose of this activity is to help participants learn how to initiate a professional and empathetic conversation with a customer to address their problems effectively.
Materials required	<ul style="list-style-type: none"> • Role-play scenario cards with common customer problems • Pens or markers • A checklist of key communication tips
Steps/procedure	<ol style="list-style-type: none"> 1. Begin with a short introduction on the importance of customer service and effective communication in problem-solving. 2. Share key points about starting a conversation, such as: <ul style="list-style-type: none"> • Greeting the customer warmly • Showing genuine concern • Using open-ended questions to understand the issue 3. Divide participants into pairs: one plays the customer, and the other plays the store representative. 4. Provide each “customer” with a role-play card describing a problem (e.g., a damaged product, a billing error, or a missing item). 5. Instruct the “representative” to start the conversation, greet the customer, and ask questions to understand the problem better. 6. After each role-play, encourage participants to give feedback on the approach used by the “representative.” 7. Discuss as a group the importance of empathy, active listening, and clarity in such conversations. 8. Highlight phrases to use, such as: <ul style="list-style-type: none"> • “Good morning! How can I assist you today?” • “I’m sorry to hear that. Let me understand the issue so we can resolve it.” • “Can you please share more details about what happened?”

Conclusion / What has been achieved

This activity helps participants practice initiating professional and empathetic conversations, equipping them to handle customer problems effectively.

Tips 

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 

- What is the first step in addressing customer service problems?
- Why is it important to solve customer issues?
- How do organizational policies and procedures help?
- When should you apologize to a customer?
- How can future customer service problems be prevented?

Notes for Facilitation 

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate 

- Elaborate on the following topics:
 - o Solving Customer Service Problems
 - o Case Study

Ask 

- A customer has complained that the representatives do not listen carefully to what the client needs. How can this problem be resolved?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Say

- “Let’s proceed with another activity to help participants identify the causes of long response times and propose actionable solutions to improve efficiency and customer satisfaction.”

Activity

Objective	The purpose of this activity is to help participants identify the causes of long response times and propose actionable solutions to improve efficiency and customer satisfaction.
Materials required	<ul style="list-style-type: none"> • A case study or scenario describing long response times • Whiteboard or flip chart • Markers • Sticky notes for brainstorming
Steps/procedure	<ol style="list-style-type: none"> 1. Begin with an introduction explaining the impact of long response times on customer experience and business performance. 2. Share a brief case study or scenario where customers faced delays in response, such as delayed emails, long call hold times, or unprocessed queries. 3. Divide participants into small groups and provide each group with the case study. 4. Instruct the groups to brainstorm potential causes for the delays (e.g., understaffing, poor communication, lack of automation, etc.) and write them on sticky notes. 5. Ask each group to categorize their causes into actionable areas (e.g., staffing, process improvements, technology). 6. Encourage the groups to propose practical solutions for each cause, such as: <ul style="list-style-type: none"> • Increasing staffing during peak hours • Using automated response systems • Training staff to handle queries more efficiently • Establishing clear response time benchmarks. 7. Have each group present their solutions to the class. 8. Facilitate a discussion on the feasibility and impact of the proposed solutions.
Conclusion / What has been achieved	This activity helps participants develop problem-solving skills, understand the root causes of long response times, and propose practical solutions to enhance customer service efficiency.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why is it important to know customer problems before finding a solution?
- What assurance should be given to a dissatisfied customer?
- How to address a lack of customer centricity?
- Why should service agents be empowered?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the following topics:
 - o Informing and Analysing Actions Taken

Ask

- A customer has approached you with a problem that is not mentioned in your company policy. How can you ensure to solve the problem in such a situation?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Do

- Conduct a class activity to help participants understand how retail stores handle problems they cannot fix and evaluate the effectiveness of the alternative solutions offered.

Activity

Objective	The purpose of this activity is to help participants understand how retail stores handle problems they cannot fix and evaluate the effectiveness of the alternative solutions offered.
Materials required	<ul style="list-style-type: none"> • Observation checklist (to note down alternative solutions, customer service quality, and potential long-term usefulness) • Pens or markers • Handouts with evaluation criteria
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by discussing the importance of offering alternative solutions in situations where direct resolutions are not possible. 2. Assign participants to visit a retail store (individually or in small groups) and observe or inquire about their practices. 3. Provide participants with an observation checklist including: <ul style="list-style-type: none"> • Type of problem faced by the customer • Alternative solutions offered (e.g., refunds, exchanges, third-party services, future discounts) • Customer response to the solution • Staff behavior and approach. 4. Ask participants to evaluate whether the alternatives offered are practical and beneficial in the long run (e.g., maintaining customer loyalty, resolving future issues). 5. After the visit, gather participants to share their findings and discuss common practices observed across stores. 6. Facilitate a group discussion to identify best practices and areas for improvement in providing alternative solutions
Conclusion / What has been achieved	This activity helps participants develop a deeper understanding of customer service strategies and assess the long-term impact of alternative solutions on customer satisfaction and loyalty.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How to address rude behavior by customer service representatives?
- Why is it important to know customer problems before finding a solution?
- What skills are necessary for handling customer problems effectively?
- Why should service agents be empowered?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Resolving Repeated Customer Service Problems
 - o Monitoring Changes and Analyzing the Impact of Successfully Resolved Customer Service

Ask

- How should customers be kept informed during problem resolution?
- What is an example of a better closing line in customer service?
- How should feedback channels be managed?
- Why is continuous coaching important for agents?
- What are common issues faced in customer service?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 7.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. Attentiveness
 2. All of the above
 3. Maximum Retail Price
 4. All of the above
 5. All of the above
 - **Answer the following questions:**
 1. **How to do service recovery when an irate customer comes with a product or service complaint?**
Hint: Refer to PH section 7.1.2
 2. **How to decide an action based on customer service problems?**
Hint: Refer to PH section 7.1.3
 3. **How to monitor changes and analyse impact of successfully resolved customer service problems?**
Hint: Refer to PH section 7.1.5
 4. **How to resolve repeated customer service problems?**
Hint: Refer to PH section 7.1.4
 5. **What should a Retail Team Leader do when customer service representatives are rude to the clients?**
Hint: Refer to PH section 7.1.2

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



www.youtube.com/watch?v=yVGkxd-tmAE&t=112s

Ways to say no to the customers and offer alternatives



www.youtube.com/watch?v=LITZ_jISqH4

How to retain customer?



www.youtube.com/watch?v=zldwm__fnEc

How to deal with aggressive customers?



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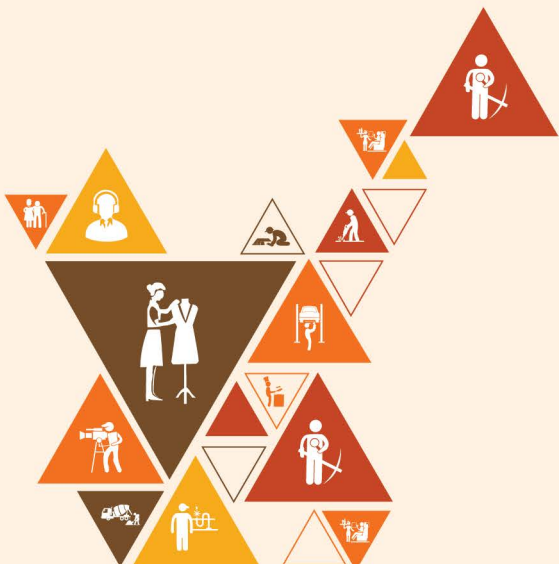
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8. Manage performance of the team

Unit 8.1 - Performance Standards of the Team

Unit 8.2 - Gaining Co-Operation of Own Team

Unit 8.3 - Best Practices to Maintain the Standards of Performance



RAS/N0131

Key Learning Outcomes



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

1. Explain the standards of performance required of own retail team
2. Explain how to gain the co-operation of own retail team
3. Explain the best practices to maintain the standards of performance of own retail team

Unit 8.1 Performance Standards of the Team

Unit Objectives

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

1. Explain team leader responsibilities in relation to:
 - a. health as well as safety
 - b. equality, diversity, and inclusion
 - c. security
 - d. staffing levels
 - e. absence reporting
 - f. timekeeping
 - g. personal appearance
 - h. handling customer complaints
2. Explain the importance of setting an example to team members by always following organizational procedures and policies

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “In today’s session, we will “ dive into the team leader’s responsibilities including health and safety, equality, diversity, inclusion, security, staffing levels, absence reporting, timekeeping, personal appearance, and handling customer complaints.”
- “We’ll also emphasize the importance of leading by example and consistently following organizational procedures and policies.”

Explain

- Explain the following topics:
 - o Responsibilities of a Team Leader
 - o Factors Impacting Staff Scheduling
 - o How staffing schedule is generated
 - o Inputs to Volume and Constraints on Schedule
 - o Reviewing the Schedule and Editing and Auditing the Schedule
 - o Importance of Setting an Example to Team Members by Always Following Organization Procedures and Policies

Do

- Conduct an activity to help participants identify and understand the key responsibilities of a team leader and how these responsibilities contribute to team success.

Activity

Objective	The purpose of this activity is to help participants identify and understand the key responsibilities of a team leader and how these responsibilities contribute to team success.
Materials required	<ul style="list-style-type: none"> • Flashcards with various team leader responsibilities (e.g., communication, delegation, motivation, conflict resolution) • Whiteboard or flip chart • Markers
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by explaining the role of a team leader and the importance of their responsibilities in guiding and supporting their team. 2. Divide participants into small groups and provide each group with a set of flashcards listing various responsibilities of a team leader. Instruct each group to: <ul style="list-style-type: none"> • Categorize the responsibilities into broader themes, such as communication, team development, and problem-solving. • Discuss real-life examples where these responsibilities are crucial. 3. Encourage participants to prioritize the responsibilities based on their importance and justify their choices. 4. Ask each group to present their categories and examples to the class. 5. Facilitate a discussion on how these responsibilities can be effectively managed by a team leader.
Conclusion / What has been achieved	This activity helps participants recognize the diverse responsibilities of a team leader and their impact on fostering a productive and harmonious team environment.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What is the role of a team leader in health and safety?
- What are the steps for handling customer complaints?
- What are the grooming standards for retail employees?
- Why is equality, diversity, and inclusion important for a team leader?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 8.2 Gaining Co-Operation of Own Team

Unit Objectives

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

1. Discuss the challenges involved in managing the teams
2. Explain how clear communication helps teams to work effectively
3. Explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining the confidentiality
4. Explain the importance of treating all team members fairly

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let us gain knowledge and learn about the challenges of managing teams, the role of clear communication in fostering effective teamwork, and the significance of being an approachable and trustworthy team leader. We’ll also discuss the importance of maintaining confidentiality and treating all team members fairly.”
- “Management of the performance is a continuous communication between a subordinate team member and immediate superior.”

Explain

- Explain the following topics:
 - o Challenges Involved in Managing Teams
 - o Few solutions to mitigate the challenges
 - o Clear Communication Helping Team Members to Task Effectively
 - o Importance for a Team Leader to be Approachable and Trustworthy, Including the Importance of Maintaining Confidentiality
 - o Importance of Treating all Team Members Fairly

Do

- Conduct an activity to help participants understand the importance of clear communication in enabling team members to complete tasks efficiently and collaborate effectively.

Activity

Objective	The purpose of this activity is to help participants understand the importance of clear communication in enabling team members to complete tasks efficiently and collaborate effectively.
Materials required	<ul style="list-style-type: none"> • A list of common team tasks (e.g., preparing a report, organizing an event, developing a project) • Whiteboard or flip chart • Markers • Timer or stopwatch
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by discussing the significance of clear communication in team settings, focusing on how it helps ensure tasks are completed on time and to the required standard. 2. Explain the basic principles of clear communication: simplicity, clarity, and feedback. 3. Divide participants into small groups and assign each group a task from the list provided. Each group must plan how to communicate the task and its requirements to other team members, considering things like: <ul style="list-style-type: none"> • Defining roles and responsibilities • Setting clear goals and deadlines • Providing regular feedback and updates. 4. After 10 minutes, ask each group to present their communication plan to the class. 5. Facilitate a class discussion on the effectiveness of each plan, focusing on clarity, understanding, and how well each plan helps team members carry out their tasks. 6. Conclude the activity by emphasizing the role of effective communication in task management and teamwork.
Conclusion / What has been achieved	This activity helps participants understand the value of clear communication in task delegation and teamwork, providing them with practical examples of how to apply it in real-world settings.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What is the role of communication in team performance management?
- How can fairness be ensured in the workplace?
- What benefits do shared goals bring to a team?
- How can trust be built within a team?
- What is an effective way to address performance issues?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 8.3 Best Practices to Maintain the Standards of Performance

Unit Objectives

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

1. Discuss the importance of managing the morale of own team as a team leader
2. Identify the different methods to maintain the high morale of the team members
3. Discuss the significance of team performance and contribution to the overall success of the business.
4. Explain the benefits of team building
5. Discuss the importance of coaching and providing constructive feedback to maintain the performance standards of a team
6. Identify the different techniques of coaching and provide constructive feedback to the team members
7. Describe the methods of identification and resolution of conflict within a team

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “In this unit, we’ll explore entrepreneurial thinking, its perspectives, and the process of obtaining relevant certifications. Additionally, we will discuss the benefits of attending workshops, seminars, and networking with successful business owners to foster business growth.”

Explain

- Explain the following topics:
 - o Importance of Managing the Morale of Own Team as a Team Leader
 - o Significance of Team Performance and Contribution to the Overall Success of the Business
 - o Benefits of Team Building
 - o The Importance and Different Techniques of Coaching and Providing Constructive Feedback to Maintain Performance Standards of a Team
 - o What is coaching? and why coaching?
 - o Who can coach my team and why?
 - o Skills required to coach and how do I coach my team member? - Refer to PH Fig.9.3.1
 - o Providing Constructive Feedback and Guidelines to give feedback

Do

- Conduct an activity to help participants understand the various benefits of team building and how it can improve team performance, morale, and collaboration.

Activity

Objective	The purpose of this activity is to help participants understand the various benefits of team building and how it can improve team performance, morale, and collaboration.
Materials required	<ul style="list-style-type: none"> • A list of common teams building activities (e.g., icebreakers, problem-solving tasks, group challenges) • Whiteboard or flip chart • Markers • Sticky notes
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by explaining what team building is and why it is essential for enhancing teamwork, trust, and communication within a group. 2. Share the main benefits of team building, such as: <ul style="list-style-type: none"> • Improved collaboration • Increased morale and motivation • Better problem-solving abilities • Enhanced trust and communication • Greater innovation and creativity. 3. Divide participants into small groups. Provide each group with a list of team-building activities. 4. Ask each group to choose an activity from the list and discuss how it could benefit the team. They should focus on which specific team-building benefits the activity would improve (e.g., communication, trust, collaboration). 5. After 10 minutes, ask each group to present their chosen activity and the benefits they identified. 6. Facilitate a class discussion on how different activities can address specific team challenges and improve overall performance. 7. Encourage participants to share their experiences of team building in the workplace or school and how it helped them work better together.

Conclusion / What has been achieved

This activity will help participants recognize the value of team building and provide them with practical examples of how to implement team-building activities to enhance team performance and cohesion.

Tips 

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 

- What is the first step toward improving morale in a business?
- Define quadrant A in performance issues.
- Why is coaching necessary?
- What skills are required for coaching?

Notes for Facilitation 

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate 

- Elaborate on the following topics:
 - o The Methods of Identification and Resolution of Conflict Within a Team
 - o Importance of conflict resolution
 - o Types of team conflicts
 - o The ways to resolve team conflicts

Ask 

- Why is conflict resolution important for team success?
- What are the types of team conflicts?
- What is the importance of resolving team conflicts?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 8.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. All of the above
 2. All of the above
 3. All of the above
 4. All of the above
 5. All of the above
 - **Answer the following questions:**
 1. **How to do scheduling of staff?**
Hint: Refer to PH section 8.1.1
 2. **State the importance of personal appearance in Retail industry.**
Hint: Refer to PH section 8.1.1
 3. **List the factors that impact staff scheduling.**
Hint: Refer to PH section 8.1.1
 4. **What are the benefits of team building?**
Hint: Refer to PH section 8.3.4
 5. **How can team conflicts can be resolved?**
Hint: Refer to PH section 8.3.6



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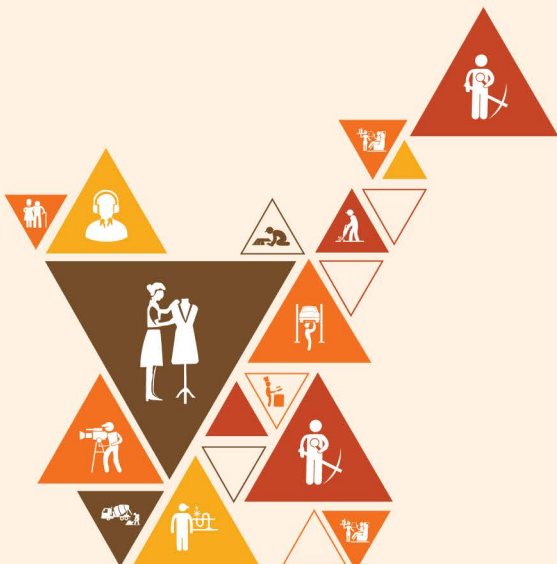
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9. Use AI tools in Store Operations

Unit 9.1 - Role and Integration of AI in Retail Operations

Unit 9.2 - Benefits and Impact of AI



RAS/N0164

Key Learning Outcomes



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

1. Communicate and Collaborate with IT and operations teams to smoothly implement and integrate AI solutions
2. Effectively manage AI-driven chatbots and virtual assistants to improve customer service quality and responsiveness
3. Conduct training sessions for store staff on the basics of AI to ensure proficient use of these technologies
4. Explain the impact of using AI in retail environment

Unit 9.1 Role and Integration of AI in Retail Operations

Unit Objectives

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

1. Explain the Role of AI in Retail Operations
2. Explain the importance of working together with the IT and operations teams to integrate AI Solutions
3. Explain the use of AI chatbots and virtual assistants in providing personalized customer support and recommendations

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s explore the role of AI in retail operations, highlighting its impact on efficiency and customer engagement. We’ll discuss the importance of collaborating with IT and operations teams to integrate AI solutions, and how AI chatbots and virtual assistants enhance personalized customer support and recommendations.”

Explain

- Explain the following topics:
 - o The Role of AI in Retail Operations- Refer to PH Fig.9.1 and Fig.9.2
 - o Utilization of AI in Various Retail Operations- Refer to PH Table.9.1
 - o Examples of AI in Retail Operations
 - o Integration of AI in Retail Operations
 - o Importance of Working Together with IT and Operations Teams to Integrate AI Solutions- Refer to PH Fig.9.4
 - o AI Chatbots and Virtual Assistants – Refer to PH Fig.9.5
 - o Types of AI Chatbots and Virtual Assistants- Refer to PH Table.9.2
 - o Use of AI Chatbots and Virtual Assistants in Providing Personalized Customer Support and Recommendations

Do

- Conduct an activity to help participants understand the functions and benefits of AI chatbots and virtual assistants, and how they can improve customer service and business operations.

Activity

Objective	The purpose of this activity is to help participants understand the functions and benefits of AI chatbots and virtual assistants, and how they can improve customer service and business operations.
Materials required	<ul style="list-style-type: none"> • Access to a chatbot or virtual assistant (e.g., a demo version of a popular chatbot or virtual assistant like Google Assistant, Siri, or a business-related chatbot) • Whiteboard or flip chart • Markers • Paper and pens
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by explaining what AI chatbots and virtual assistants are, and how they are used in various industries to improve efficiency, customer service, and productivity. 2. Discuss examples of common applications, such as customer support, scheduling, and answering frequently asked questions. 3. Demonstrate a simple interaction with a chatbot or virtual assistant (e.g., ask a question or request a task to be performed). 4. Divide participants into small groups. Assign each group a specific use case where AI chatbots or virtual assistants can be applied, such as: <ul style="list-style-type: none"> • Handling customer inquiries • Managing appointments and reminders • Assisting with e-commerce transactions. 5. Instruct the groups to brainstorm how a chatbot or virtual assistant could improve the task they were assigned. They should consider how it could save time, improve accuracy, or enhance user experience. 6. After 10 minutes, ask each group to present their use case and proposed improvements using AI chatbots or virtual assistants. 7. Facilitate a discussion on the potential advantages and limitations of AI chatbots and virtual assistants in different industries.

Conclusion / What has been achieved

This activity will help participants understand the capabilities of AI chatbots and virtual assistants, and their potential to improve business processes and enhance customer experience.

Tips 

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 

- Which AI technologies are essential for retail AI integration?
- How does AI enhance customer service?
- What is rule-based chatbots?
- How do AI chatbots handle FAQs?
- How do virtual shopping assistants enhance e-commerce?
- Why is data important for AI systems in retail?

Notes for Facilitation 

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize 

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 9.2 Benefits and Impact of AI

Unit Objectives

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

1. State the benefits of reporting actionable insights to improve customer service
2. State the importance of training staff on basics of AI tools to enhance customer service and satisfaction
3. Explain the significance of measuring the impact of AI on sales, customer satisfaction, and operational efficiency

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s discuss the benefits of reporting actionable insights to improve customer service, the importance of training staff on AI tools to enhance service and satisfaction, and the significance of measuring AI’s impact on sales, customer satisfaction, and operational efficiency.”

Explain

- Explain the following topics:
 - o Benefits of Reporting Actionable Insights- Refer to PH Fig.9.6
 - o Insights Reports Creation- Refer to PH Fig.9.7
 - o Importance of Training Staff on Basics of AI Tools- Refer to PH Fig.9.8
 - o Ethical AI Use and Data Privacy
 - o Benefits of Ethical AI Practices and Best Practices for Maintaining Customer Trust While Using AI- Refer to PH Fig. 9.9 and Fig.9.10
 - o Techniques for Securing Customer Data- Refer to PH Table.9.3

Do

- Conduct an activity to help participants understand why it is important to train staff on the basics of AI tools and how it can improve productivity, decision-making, and business outcomes.

Activity

Objective	The purpose of this activity is to help participants understand why it is important to train staff on the basics of AI tools and how it can improve productivity, decision-making, and business outcomes.
Materials required	<ul style="list-style-type: none"> • Handouts on basic AI tools (e.g., AI-based productivity tools, chatbots, machine learning software) • Whiteboard or flip chart • Markers • Paper and pens
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by explaining what AI tools are and their increasing role in improving workplace efficiency, productivity, and decision-making. 2. Share key points about the importance of training staff on AI basics, such as: <ul style="list-style-type: none"> • Empowering employees to use AI tools effectively. • Improving workflow and automation. • Reducing human error. • Enhancing the speed of decision-making and customer service. 3. Discuss examples of AI tools that are commonly used in various industries (e.g., CRM software, AI chatbots, data analysis tools). 4. Divide participants into small groups. Assign each group one industry (e.g., retail, healthcare, finance, education). 5. Ask each group to discuss how AI tools are used in their assigned industry and how training staff on these tools would benefit the organization. They should also consider challenges that may arise due to lack of training. 6. After 10 minutes, ask each group to present their ideas to the class. 7. Facilitate a discussion on how businesses can develop effective training programs to upskill staff on AI tools, and the importance of ongoing learning in this area.
Conclusion / What has been achieved	This activity will help participants recognize the critical role of AI tools in modern businesses and understand the importance of training staff to ensure effective use of these technologies for better outcomes.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How does AI contribute to innovation and adaptability in retail?
- What operational efficiencies can AI bring to retail businesses?
- Why is it important to tailor reports for different audiences in retail?
- How do actionable insights improve employee performance in retail?
- What are the advantages of reporting actionable insights in retail operation?
- What impact does improved customer satisfaction have in retail?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Future AI Applications- Refer to PH Table.9.4
 - o Significance of Measuring the Impact of AI
 - o Key Metrics for Post-Implementation Analysis- Refer to PH Table.9.5
 - o Case Studies of Successful AI Implementations in Retail- Refer to PH Table.9.6

Ask

- What is the benefit of transparent AI practices?
- How can AI impact sales?
- What does high inventory turnover indicate?
- How can retailers use voice assistants in stores?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

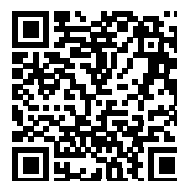
1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 9.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. Artificial Intelligence
 2. Enhanced customer experience and efficiency
 3. Natural Language Processing (NLP)
 4. Virtual assistants provide broader support, including scheduling and personalized recommendations
 5. Making data-driven decisions to enhance customer experiences and drive sales growth
 - **Answer the following questions:**
 1. **Explain the role of AI in retail operations.**
Hint: Refer to PH section 9.1.1
 2. **Explain the importance of integrating AI solutions with it and operations teams.**
Hint: Refer to PH section 9.1.4
 3. **What is the main difference between AI chatbots and virtual assistants?**
Hint: Refer to PH section 9.1.6
 4. **What are the benefits of reporting actionable insights?**
Hint: Refer to PH section 9.2.1
 5. **Explain the importance of training staff on the basics of AI tools.**
Hint: Refer to PH section 9.2.3

Scan the QR codes or click on the link for the e-books



<https://youtu.be/f9V87NftLBA?si=A6wj6-n69xIWJmpe>

9.1.1 The Role of AI in Retail Operations



<https://youtu.be/u-THOQB3rBI?si=iq5S1jHH5DEIRt1C>

9.2.1 Benefits of Reporting Actionable Insights



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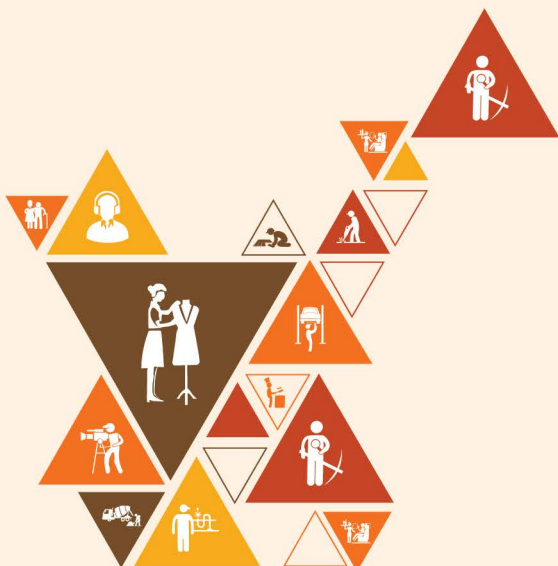
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10. Deliver Customer Service in Online Mode

Unit 10.1 Providing Online Customer Service



RAS/N0231

Key Learning Outcomes



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

1. Explain the key elements of providing service to the customers in online mode
2. Show how to provide service to the customers in online mode

Unit 10.1 Providing Online Customer Service

Unit Objectives

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

1. Discuss key the considerations with respect to statutory compliances related to online customer service provisions
2. Describe the key aspects of standards followed by organisations in providing online services to customer
3. Discuss the characteristics of acceptable online communication styles and techniques related to written communication
4. Explain the reasons for customer problems, complaints and dissatisfaction in an online retail environment
5. Outline the best practices of providing online refunds and product exchanges to the customers
6. Discuss the rudiments of techniques used to identify and resolve customer service problems whilst building customer loyalty in online retail environment
7. Explain the role and impact of customer feedback in an online retail environment

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- “Let’s embark on a journey to explore statutory compliances related to online customer service, key standards followed by organizations in providing online services, and effective written communication techniques. We’ll also discuss common reasons for customer complaints, best practices for refunds and exchanges, methods for resolving service issues while building loyalty, and the role of customer feedback in online retail.”

Explain

- Explain the following topics:
 - o Statutory Compliances Considerations Related to Online Customer Service Provisions– Refer to PH Fig.10.1
 - o Key Aspects of Standards Followed by Organisations in Providing Online Services to Customers- Refer to PH Fig.10.2
 - o Characteristics of Acceptable Online Communication Styles and Techniques Related to Written Communication- Refer to PH Fig.10.3
 - o Reasons for Customer Problems, Complaints and Dissatisfaction in an Online Retail Environment
 - o Best Practices for Providing Online Refunds and Product Exchanges to Customers– Refer to PH Fig.10.4
 - o Rudiments of Techniques Used to Identify and Resolve Customer Service Problems Whilst Building Customer Loyalty in an Online Retail Environment– Refer to PH Fig.10.5
 - o Role and Impact of Customer Feedback in an Online Retail Environment– Refer to PH Fig.10.6

Do

- Conduct an activity to help participants understand the role and impact of customer feedback in an online retail environment, and how it can drive improvements in customer service, product offerings, and overall business strategy.

Activity

Objective	The purpose of this activity is to help participants understand the role and impact of customer feedback in an online retail environment, and how it can drive improvements in customer service, product offerings, and overall business strategy.
Materials required	<ul style="list-style-type: none"> • Examples of customer feedback (reviews, surveys, social media comments) • Whiteboard or flip chart • Markers • Paper and pens
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by discussing the importance of customer feedback in online retail, emphasizing how it helps businesses understand customer needs, improve products, and enhance service. 2. Share examples of different types of customer feedback in an online environment, such as: <ul style="list-style-type: none"> • Product reviews • Customer satisfaction surveys • Social media comments and ratings • Direct customer emails or complaints. 3. Divide participants into small groups. Provide each group with a different scenario based on customer feedback in an online retail environment (e.g., negative product reviews, suggestions for improvement, high ratings and compliments). 4. Ask each group to analyze their scenario and discuss the impact of the feedback on the business. They should consider the following:

	<ul style="list-style-type: none"> • How should the company respond? • How can the feedback help improve customer service or products? • What actions can be taken to address customer concerns? <p>5. After 10 minutes, have each group present their analysis to the class.</p> <p>6. Facilitate a discussion on the importance of responding to customer feedback and how it can build brand loyalty, improve customer retention, and enhance product offerings.</p>
Conclusion / What has been achieved	This activity will help participants understand the critical role of customer feedback in online retail environments and its impact on improving business operations, customer satisfaction, and product quality.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can businesses ensure effective resolution of customer service problems?
- What are best practices for online refunds and exchanges?
- What is the purpose of the Information Technology (IT) Act, 2000 and IT Rules, 2011?
- How has the rise of e-commerce in India affected consumer rights and grievance redressal?
- What are some common reasons for customer dissatisfaction in online retail?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - o Emerging Technologies in Online Customer Service- Refer to PH Fig.10.7- Fig.10.9
 - o Omnichannel Customer Service Strategies
 - o Metrics and KPIs for Measuring Customer Service Effectiveness
 - o Advanced Handling of Customer Grievances
 - o Cultural and Regional Sensitivity
 - o Key Aspects of Cultural and Regional Sensitivity
 - o Proactive Customer Service- Refer to PH Table.10.1
 - o Training Modules for Customer Service Representatives- Refer to PH Fig.10.10

Say

- “Let us proceed with an activity to help participants explore emerging technologies that are revolutionizing online customer service, and understand how these technologies improve customer experience and business efficiency.”

Activity

Objective	The purpose of this activity is to help participants explore emerging technologies that are revolutionizing online customer service, and understand how these technologies improve customer experience and business efficiency.
Materials required	<ul style="list-style-type: none"> • A list of emerging technologies in online customer service (e.g., AI chatbots, virtual assistants, automated ticketing systems, augmented reality, predictive analytics) • Whiteboard or flip chart • Markers • Paper and pens
Steps/procedure	<ol style="list-style-type: none"> 1. Begin by discussing the importance of online customer service and the role that emerging technologies play in enhancing customer experience. 2. Introduce a few examples of emerging technologies, such as: <ul style="list-style-type: none"> • AI-powered chatbots for 24/7 customer support • Virtual assistants for handling customer queries • Automated ticketing systems for quicker issue resolution • Augmented reality for product demos • Predictive analytics for personalized recommendations. 3. Divide participants into small groups and assign each group one of the technologies mentioned. 4. Instruct each group to discuss how their assigned technology can improve the online customer service experience. They should consider factors like speed, efficiency, personalization, and customer satisfaction. 5. After 10 minutes, have each group present their findings to the class.

	<ol style="list-style-type: none"> 6. Facilitate a discussion about the potential challenges and limitations of adopting these emerging technologies (e.g., cost, technical issues, training needs). 7. Ask participants to brainstorm other emerging technologies that could be used in online customer service.
Conclusion / What has been achieved	This activity will help participants understand the latest technologies shaping online customer service and their potential to improve the customer experience and business outcomes.

Tips



- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask



- What does First Response Time (FRT) indicate?
- Why is addressing religious sensitivities important in retail customer service?
- Define Customer Satisfaction Score (CSAT).
- Why is seamless payment integration important for customers?
- What is the function of AI-powered chatbots in online customer service?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain



- Explain the following topics:
 - o Success Stories of Companies Excelling in Online Customer Service
 - o Analysis of Customer Service Failures
 - o Sustainability and Ethical Practices
 - o Compliance with Legal Acts

Ask

- How does Zomato handle delivery delays?
- What is Amazon India's customer service benchmark?
- Why is consistency in referencing legal acts important in online customer service?
- How can retailers engage customers in sustainable practices?
- How did Paytm fail in grievance redressal?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 10.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - **Multiple choice questions:**
 1. Assisting customers throughout their association with the brand
 2. Addressing and resolving customer concerns efficiently
 3. Right to Discounts
 4. Digital Personal Data Protection Act, 2023
 5. 30 days
 - **Answer the following questions:**
 1. What are the common standards businesses adhere to when offering online customer services?
Hint: Refer to PH section 10.1.2
 2. How can businesses collect actionable customer feedback in an online setting?
Hint: Refer to PH section 10.1.7
 3. What are some key statutory compliances businesses must follow for online customer service?
Hint: Refer to PH section 10.1.1

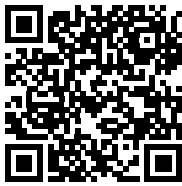
4. Why is it important to minimize delays in refund and exchange procedures?

Hint: Refer to PH section 10.1.5

5. How can businesses address frequent customer complaints effectively?

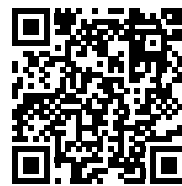
Hint: Refer to PH section 10.1.4

Scan the QR codes or click on the link for the e-books



<https://www.youtube.com/watch?v=1VGFbxMcmY4>

Key Aspects of Standards Followed by Organisations in Providing Online Services to Customers



<https://www.youtube.com/watch?v=EwPU2IVonpM>

Reasons for Customer Problems, Complaints and Dissatisfaction in an Online Retail Environment



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

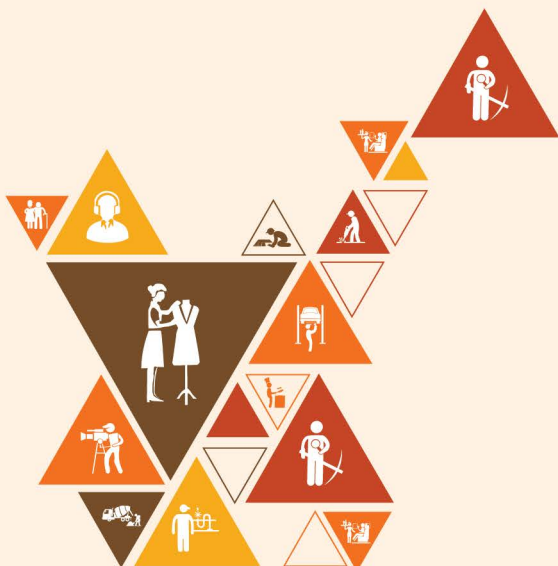


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11. Employability Skills



(DGT/VSQ/N0102)

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& ENTREPRENEURSHIP



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Transforming the skill landscape

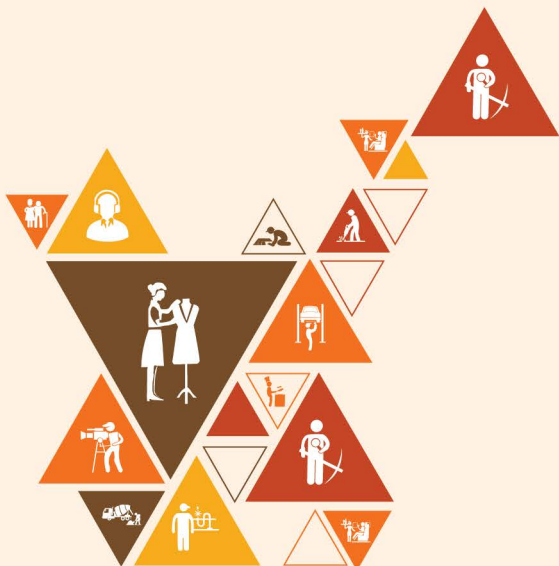


12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: QR Code (s)



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Retail Team Leader		
Qualification Pack Name & Ref. ID	RAS/Q0105		
Version No.	3.0	Version Update Date	22-10-2024
Pre-requisites to Training (if any)	No licensing or statutory approvals required for the training		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Organise display of products at the store 2. Plan visual merchandising 3. Establish and meet customer needs 4. Process sale of products 5. Maintain the availability of goods for sale to customers 6. Monitor and resolve customer service problems 7. Supervise and Support Frontline Team Members 8. Use AI tools in Store Operations 9. Deliver customer service in online mode 10. Employability Skills 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to Retail	Introduction to Retail	<ul style="list-style-type: none"> • State the meaning of retail • List the features and components of retail • Discuss the reasons for the growth of retail in India • Differentiate between the traditional and modern retail sector • Describe the emerging modern forms of retailing in India 	Bridge Module (self -Learning)	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)
		Retail Formats in Modern Retailing	<ul style="list-style-type: none"> List the different retail formats Summarises the key features of retail formats List the departments and functions in a modern retailing operation Outline the structure of and roles in a front-end store operation 		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
		Retail Supply Chain	<ul style="list-style-type: none"> State the meaning of supply and retail supply chain Identify the elements of a typical supply chain List the features of a supply chain Explain the factors that influence supply chain management 		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
		Roles and Responsibilities of a Retail Team Leader	<ul style="list-style-type: none"> Discuss the roles and responsibilities of a Retail Team Leader List the qualities of a good/effective team leader 		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
2	Organize the display of products at the store	Prepaing and Arranging Product Display	<ul style="list-style-type: none"> Outline the principles of good product displays List the roles of team leader in preparing and arranging the products for display Explain the importance of product knowledge in creating good product displays Explain the importance of reviewing the display area before assembling materials for the display 	RAS/ N0146	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal	7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Preparing and Arranging Product Display (Contd..)	<ul style="list-style-type: none"> List the steps to review the display area before assembling materials for the display List the methods used to source information on products and types of display Explain the practices and principles of product presentation List the statutory and legal guidelines for labelling the products on shelf 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	(Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on Accessories such as mobile hand-sets 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, Customer Feedback Forms, Billing Dummy Software, UV light fake note	7 Theory 03 : 00 Practical 04 : 00
		Preparing and Arranging Product Display (Contd..)	<ul style="list-style-type: none"> List the consequences of not adhering to guidelines on Shelf Edge Labelling (SEL) Explain the methods to estimate the quantities and types of products required to suit a display type List the health, safety, and hygiene measures that need to be followed while preparing for product display 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/ EMI Offers, Role-play and relevant situation briefs	6 Theory 02 : 00 Practical 04 : 00
		Maintain the Product Displays	<ul style="list-style-type: none"> Explain the practices that need to be followed to maintain the displays. List the most common problems that occur while arranging the display and the solutions to address them List the elements of display that need monitoring List the situations when the emergency cleaning procedures need to be followed State the reasons for change in product displays as part of the maintenance process 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion		5 Theory 02 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)	
3.	Plan visual merchandising	Plan visual merchandising	<ul style="list-style-type: none"> Explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities 	RAS/N0139	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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 as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM	8 Theory 04 : 00 Practical 04 : 00	
		Planning Visual Merchandising Displays (Contd..)	<ul style="list-style-type: none"> List the principles of visual merchandising 				7 Theory 03 : 00 Practical 04 : 00	
		Planning Visual Merchandising Displays (Contd..)	<ul style="list-style-type: none"> Explain the importance of the elements within the design brief List the steps of using the design brief to identify what components are required to create a visual merchandising display 				7 Theory 03 : 00 Practical 04 : 00	
		Planning Visual Merchandising Displays (Contd..)					7 Theory 03 : 00 Practical 04 : 00	
		Planning Visual Merchandising Displays (Contd..)	<ul style="list-style-type: none"> Explain the best practices for evaluating the potential places to put the display to meet the brief design specifications 				RAS/N0139	7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)	<ul style="list-style-type: none"> Explain the different approaches to designing displays for different types of merchandise and why these are effective 					7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Planning Visual Merchandising Displays (Contd..)	<ul style="list-style-type: none"> Explain the role of light, colour, texture, shape, and dimension to achieve an effective display Outline the process to procure merchandise for setting up visual merchandising display 			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, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options- such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, sample design brief sheets, sample store layout sheets, Roleplay and relevant situation briefs	7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)		5 Theory 03 : 00 Practical 02 : 00			

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
4.	Establish and meet customer needs	Establishing Customer Needs	<ul style="list-style-type: none"> Explain the importance of identifying customer needs before suggesting a solution. Discuss the characteristics of different types of customers along with their requirements, choices, and preferences 	RAS/ N0140	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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 as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM	8 Theory 04 : 00 Practical 04 : 00
		Establishing Customer Needs (Contd..)	<ul style="list-style-type: none"> Discuss the types of behaviour and mannerisms that need to be exhibited for different types of customers Discuss the best practices followed while engaging with a customer in an unobtrusive and non-overbearing to affect customer purchases 				7 Theory 03 : 00 Practical 04 : 00
		Establishing Customer Needs (Contd..)	<ul style="list-style-type: none"> List the steps of the sales process Explain the elements of the sales process and its role in meeting the needs of the customer the needs of the customers 				7 Theory 03 : 00 Practical 04 : 00
		Establishing Customer Needs (Contd..)	<ul style="list-style-type: none"> List the health, safety and hygiene practices that need to be followed while interacting with the customers 				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Understanding Customer Expectations	<ul style="list-style-type: none"> List the elements of the sales process Explain the importance of welcoming and greeting the customer 	RAS/ N0140		elements (Mannequins- Full/ Half Bust, Dancers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart,	7 Theory 03 : 00 Practical 04 : 00
		Understanding Customer Expectations (Contd..)	<ul style="list-style-type: none"> Explain the importance of identifying customer needs Explain the ways in which solutions can be proposed based on customer requirements 			Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, sample design brief sheets, sample store layout sheets, Roleplay and relevant situation briefs	7 Theory 03 : 00 Practical 04 : 00
		Understanding Customer Expectations (Contd..)	<ul style="list-style-type: none"> Identify the methods to overcome sales objections and recognise buying signals Discuss the importance of closing the sale Explain the importance of suggesting additional products State the importance of enrolling customer in loyalty programmes 				7 Theory 03 : 00 Practical 04 : 00
		Meeting Customer Expectations	<ul style="list-style-type: none"> Identify the methods to overcome sales objections and recognise buying signals Discuss the importance of closing the sale Explain the importance of suggesting additional products State the importance of enrolling customer in loyalty programmes 				5 Theory 03 : 00 Practical 02 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
5.	Process the sale of products	Sales Operation Processes	<ul style="list-style-type: none"> Identify the process that needs to be followed when the details of offers and promotions or loyalty programs are not updated in the billing systems List the roles of team leader with respect to finance at the store List the reports that need to be prepared and furnished to the store management on a regular basis 	RAS/ N0147	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of	7 Theory 03 : 00 Practical 04 : 00
		Sales Operation Processes (Contd..)	<ul style="list-style-type: none"> Discuss the significance of each report that needs to be furnished to the store management List the steps to efficiently conclude the customer purchase process with quick packing/ wrapping of customers' orders and billing 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products	7 Theory 03 : 00 Practical 04 : 00
		Billing Processes	<ul style="list-style-type: none"> List the steps of carrying out billing appropriately at the POS counter or on a handheld terminal Discuss the method(s) of processing payment or credit and ascertaining credit approval Distinguish between traditional and modern methods of payments List the uses of bar code scanners or any other means of product unit identification 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	(Products with ad -on Accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM	6 Theory 02 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Billing Processes (Contd..)	<ul style="list-style-type: none"> Identify the process of handling billing operations whenever the POS/ Billing systems are not functioning Discuss the commonly occurring errors on the billing systems and resolutions Demonstrate the steps of engaging with customers and facilitating billing products on the POS/ Handheld terminal 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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, Customer Feedback Forms, Billing Dummy Software, UV light fake note Detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, Roleplay and relevant situation briefs	5 Theory 02 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
6.	Maintain availability of goods for sale to customers	Organize Staff to Display Goods for Retail Sale	<ul style="list-style-type: none"> Explain the need for a store to always maintain the required level of stocks Explain the need to maintain the adequate stock levels for sale Explain the role of a team leader in guiding the staff to display the goods for sale 	RAS/N0148	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers	8 Theory 04 : 00 Practical 04 : 00
		Organize Staff to Display Goods for Retail Sale (Contd..)	<ul style="list-style-type: none"> Explain the importance of giving constructive feedback to staff on their performance 				7 Theory 03 : 00 Practical 04 : 00
		Evaluating Effectiveness of Displays	<ul style="list-style-type: none"> Explain the legal and organizational needs for displaying descriptions and prices of goods Explain the standards of the organizations for putting displays together, including standards for cleaning and preparation 				7 Theory 03 : 00 Practical 04 : 00
		Evaluating Effectiveness of Displays (Contd..)	<ul style="list-style-type: none"> Explain the safety, security, and health procedures and requirements relating 	RAS/N0148		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, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer / Policy	7 Theory 03 : 00 Practical 04 : 00
		Evaluating Effectiveness of Displays (Contd..)	<ul style="list-style-type: none"> to displaying goods State customers' legal rights in link to the goods' display Explain the significance of dealing promptly with any risks to security or health and safety that arise when evaluating displays 				7 Theory 03 : 00 Practical 04 : 00
		Evaluating Effectiveness of Displays (Contd..)	<ul style="list-style-type: none"> Prepare a checklist to evaluate the effectiveness of displays in relation to the intended purpose and legal requirements, and standards 				6 Theory 03 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Maintain the Required Quantity and Quality of Goods on Display	<ul style="list-style-type: none"> Discuss the impact of different types of display in achieving sales targets Explain the significance of the information positioned within displays in promoting the sale Discuss the impact of the layout of the selling area on the sale of products 	RAS/ N0148		Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note	4 Theory 02 : 00 Practical 02 : 00
		Maintain the Required Quantity and Quality of Goods on Display (Contd..)	<ul style="list-style-type: none"> Discuss the importance of checking pricing and price marking, correcting mistakes and changing prices Explain the importance of stock replenishment Explain the importance of rotating the stocks on display 			detecting-machine, Posterss-showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, sample design brief sheets, sample store layout sheets, Roleplay and relevant situation briefs	4 Theory 02 : 00 Practical 02 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
7.	Monitor and resolve customer service problems	Monitoring and Resolving Customer Service Problems	<ul style="list-style-type: none"> Discuss the causes and overarching resolutions for customer service problems 	RAS/ N0150	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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 as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins- Full/ Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer / Policy Signage),	8 Theory 04 : 00 Practical 04 : 00
		Monitoring and Resolving Customer Service Problems (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Monitoring and Resolving Customer Service Problems (Contd..)	<ul style="list-style-type: none"> Discuss the ways in which specific customer service problems can be resolved 				7 Theory 03 : 00 Practical 04 : 00
		Monitoring and Resolving Customer Service Problems (Contd..)		7 Theory 03 : 00 Practical 04 : 00			
		Monitoring and Resolving Customer Service Problems (Contd..)	<ul style="list-style-type: none"> Identify how to report on analysing actions taken 	RAS/ N0150			7 Theory 03 : 00 Practical 04 : 00
		Monitoring and Resolving Customer Service Problems (Contd..)					6 Theory 03 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Monitoring and Resolving Customer Service Problems (Contd..)	<ul style="list-style-type: none"> Discuss the resolutions for the issues that lead to repeated customer service problems 			Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting-machine, Postersshowing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, sample design brief sheets, sample store layout sheets, Roleplay and relevant situation briefs	4 Theory 02 : 00 Practical 02 : 00
		Monitoring and Resolving Customer Service Problems (Contd..)	<ul style="list-style-type: none"> Explain the importance of monitoring changes and analysing the impact of successfully resolved customer service problems 				4 Theory 02 : 00 Practical 02 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
8.	Manage performance of the team	Performance Standards of the Team	<ul style="list-style-type: none"> Explain team leader responsibilities in relation to: <ol style="list-style-type: none"> health as well as safety equality, diversity, and inclusion security staffing levels absence reporting timekeeping personal appearance handling customer complaints Explain the importance of setting an example to team members by always following organizational procedures and policies 	RAS/ N0131	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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 as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins- Full/ Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board;	8 Theory 04 : 00 Practical 04 : 00
		Performance Standards of the Team (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Gaining Co-Operation of Own Team	<ul style="list-style-type: none"> Discuss the challenges involved in managing the teams Explain how clear communication helps teams to work effectively 				7 Theory 03 : 00 Practical 04 : 00
		Gaining Co-Operation of Own Team (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Gaining Co-Operation of Own Team (Contd..)	<ul style="list-style-type: none"> Explain why it is important for a team leader to be approachable and trustworthy, including the importance of maintaining the confidentiality Explain the importance of treating all team members fairly 	RAS/ N0131			7 Theory 03 : 00 Practical 04 : 00
		Gaining Co-Operation of Own Team (Contd..)					6 Theory 03 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Best Practices to Maintain the Standards of Performance	<ul style="list-style-type: none"> • Discuss the importance of managing the morale of own team as a team leader • Identify the different methods to maintain the high morale of the team members • Discuss the significance of team performance and contribution to the overall success of the business • Explain the benefits of team building 			Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting-machine,	4 Theory 02 : 00 Practical 02 : 00
		Best Practices to Maintain the Standards of Performance (Contd..)	<ul style="list-style-type: none"> • Discuss the importance of coaching and providing constructive feedback to maintain the performance standards of a team • Identify the different techniques of coaching and provide constructive feedback to the team Members • Describe the methods of identification and resolution of conflict within a team 			Postersshowing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers, sample design brief sheets, sample store layout sheets, Roleplay and relevant situation briefs	4 Theory 02 : 00 Practical 02 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
9.	Use AI tools in Store Operations	Role and Integration of AI in Retail Operations	<ul style="list-style-type: none"> Explain the Role of AI in Retail Operations Explain the importance of working together with the IT and operations teams to integrate AI Solutions 	RAS/ N0164	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	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	7 Theory 03 : 00 Practical 04 : 00
		Role and Integration of AI in Retail Operations (Contd..)	<ul style="list-style-type: none"> Explain the use of AI chatbots and virtual assistants in providing personalized customer support and recommendations 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	7 Theory 03 : 00 Practical 04 : 00	
		Benefits and Impact of AI	<ul style="list-style-type: none"> State the benefits of reporting actionable insights to improve customer service State the importance of training staff on basics of AI tools to enhance customer service and satisfaction 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	6 Theory 03 : 00 Practical 03 : 00	
		Benefits and Impact of AI (Contd..)	<ul style="list-style-type: none"> Explain the significance of measuring the impact of AI on sales, customer satisfaction, and operational efficiency 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	5 Theory 02 : 00 Practical 03 : 00	

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
						Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note Detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/ EMI Offers, Roleplay and relevant situation briefs	

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
10.	Deliver customer service in online mode	Providing Online Customer Service	<ul style="list-style-type: none"> Discuss key the considerations with respect to statutory compliances related to online customer service provisions Describe the key aspects of standards followed by organisations in providing online services to customer 	RAS/ N0231	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock	7 Theory 03 : 00 Practical 04 : 00
		Providing Online Customer Service (Contd..)	<ul style="list-style-type: none"> Discuss the characteristics of acceptable online communication styles and techniques related to written communication Explain the reasons for customer problems, complaints and dissatisfaction in an online retail environment 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card	7 Theory 03 : 00 Practical 04 : 00
					Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	swiping machine), Dummy Products (Products with ad -on Accessories such as mobile handsets with ear	6 Theory 02 : 00 Practical 04 : 00
		Benefits and Impact of AI (Contd..)	<ul style="list-style-type: none"> Explain the significance of measuring the impact of AI on sales, customer satisfaction, and operational efficiency 		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	phones etc.) with barcode, specifications, price tags, VM elements (Mannequins- Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer / Policy Signage),	5 Theory 02 : 00 Practical 03 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
						Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note Detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers , Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/ EMI Offers, Roleplay and relevant situation briefs	

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
11.	Employability Skills	Introduction to Employability Skills	<ol style="list-style-type: none"> 1. Discuss the Employability Skills required for jobs in various industries. 2. List different learning and employability related GOI and private portals and their usage. 	DGT/VSQ/ N0102	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 1.5 P: 0
		Constitutional values - Citizenship	<ol style="list-style-type: none"> 1. 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. 2. Show how to practice different environmentally sustainable practices. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 1.5 P: 0
		Becoming a Professional in the 21st Century	<ol style="list-style-type: none"> 1. Discuss importance of relevant 21st century skills. 2. 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. 3. Describe the benefits of continuous learning. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2.5 P: 0

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Basic English Skills	<ol 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 understand text written in basic English. Write a short note/ paragraph / letter/e -mail using correct basic English. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 10 P: 0
		Career Development & Goal Setting	<ol style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2 P: 0
		Communication Skills	<ol 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. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Diversity & Inclusion	<ol style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD. Discuss the significance of escalating sexual harassment issues as per POSH act. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2.5 P: 0

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Financial and Legal Literacy	<ol style="list-style-type: none"> 1. Outline the importance of selecting the right financial institution, product, and service. 2. Demonstrate how to carry out offline and online financial transactions, safely and securely. 3. List the common components of salary and compute income, expenditure, taxes, investments etc. 4. Discuss the legal rights, laws, and aids. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Essential Digital Skills	<ol style="list-style-type: none"> 1. Describe the role of digital technology in today's life. 2. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. 3. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. 4. Create sample word documents, excel sheets and presentations using basic features. 5. Utilize virtual collaboration tools to work effectively. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 10 P: 0

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/ Aids	Duration (hours)
		Entrepreneurship	<ol style="list-style-type: none"> 1. Explain the types of entrepreneurship and enterprises. 2. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. 3. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. 4. Create a sample business plan, for the selected business opportunity. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 7 P: 0
		Customer Service	<ol style="list-style-type: none"> 1. Describe the significance of analyzing different types and needs of customers. 2. Explain the significance of identifying customer needs and responding to them in a professional manner. 3. Discuss the significance of maintaining hygiene and dressing appropriately. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Getting Ready for Apprenticeship & Jobs	<ol style="list-style-type: none"> 1. Create a professional Curriculum Vitae (CV). 2. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. 3. Discuss the significance of maintaining hygiene and confidence during an interview. 4. Perform a mock interview. 5. List the steps for searching and registering for apprenticeship opportunities. 		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 8 P: 0

Total (In Hours)	Theory Practical On the Job Training	184
		236
		60
	*Grand Total (in Hours)	Th + Pr+OJT+ ES 480 hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Cashier	
Job Role	Retail Team Leader
Qualification Pack	RAS/Q0105, V3.0
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.	The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.
8.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
9.	To pass the Qualification Pack assessment, every trainee should score a minimum of 70% aggregate passing percentage recommended at QP Level.
10.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
11.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
RAS/N0146: Organize the display of products at the store	Prepare to display products	15	15	-	-
	PC1. comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.	2.5	2.5	-	-
	PC2. check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.	2.5	2.5	-	-
	PC3. assemble and check products and additional materials and prepare them for use.	2.5	2.5	-	-
	PC4. review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.	5	5	-	-
	PC5. prepare the display to ensure maximum appeal and to comply with product safety requirements	2.5	2.5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Label displays of products	12.5	12.5	-	-
	PC6. confirm requirements for labelling of products with the relevant people.	2.5	2.5	-	-
	PC7. confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.	2.5	2.5	-	-
	PC8. position labels for products correctly.	5	5	-	-
	PC9. ensure that labels are legible, visible to customers, and securely positioned in the correct place.	2.5	2.5	-	-
	Arrange and maintain products for display	22.5	22.5	-	-
	PC10. check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.	2.5	2.5	-	-
	PC11. transfer products safely to the display area according to instructions and specifications	2.5	2.5	-	-
	PC12. arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC13. reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.	2.5	2.5	-	-
	PC14. monitor displays according to instructions and specifications.	5	5	-	-
	PC15. carry out any emergency cleaning procedures promptly when required.	2.5	2.5	-	-
	PC16. take prompt action to address any product or display related problem.	2.5	2.5	-	-
	NOS Total	50	50	-	-
RAS/N0139: Plan visual merchandising	Interpret design briefs for retail displays	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	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Get hold of merchandise and props to be featured in retail displays	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.	7.5	7.5	-	-
	PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.	5	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/N0140: Establish and satisfy customer needs	Establish customer needs	20	20	-	-
	PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.	5	5	-	-
	PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC3. help customers identify the product or supplies they wish to purchase and direct/ accompany them to the exact store location where the specific product or supplies are stocked/displayed.	5	5	-	-
	PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.	5	5	-	-
	Satisfy customer needs	30	30	-	-
	PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.	5	5	-	-
	PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.	5	5	-	-
	PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.	5	5	-	-
	PC8. advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.	5	5	-	-
	PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC10. ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.	5	5	-	-
	NOS Total	50	50	-	-
RAS/N0147: Process the sale of products	Processing the sale of products	50	50	-	-
	PC1. confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.	7.5	7.5	-	-
	PC2. confirm that customer is aware and agreeable to the modes of payment available at the department	7.5	7.5	-	-
	PC3. process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.	7.5	7.5	-	-
	PC4. ensure safe handling and movement of product and supplies off the racks and through to billing counters.	7.5	7.5	-	-
	PC5. ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.	7.5	7.5	-	-
	PC6. ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC7. conclude dealing with customers with appropriate and prescribed mannerisms.	7.5	7.5	-	-
	NOS Total	50	50	-	-
RAS/N0148: Maintain the availability of goods for sale to customers	Organise staff to display goods for retail sale	18	18	-	-
	PC1. confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority.	2	2	-	-
	PC2. clearly explain to staff the purpose of the display and any relevant requirements and standards.	2	2	-	-
	PC3. check that staff prepare the display area and put the display together in away that causes the least inconvenience to customers.	2	2	-	-
	PC4. provide constructive feedback to staff on their performance.	2	2	-	-
	PC5. provide opportunities for staff to check they understand the requirements and standards of the display.	2	2	-	-
	PC6. check that the assembled display confirms to company requirements and standards	2	2	-	-
	PC7. obtain permission from the appropriate authority to modify or change the display.	2	2	-	-
	PC8. monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.	2	2	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC9. keep complete, accurate and up-to-date records of displays.	2	2	-	-
	Assess how effective displays are in retail environment	14	14	-	-
	PC10. identify what standards the display should meet.	2	2	-	-
	PC11. check displays against all the relevant standards to decide how effective they are.	2	2	-	-
	PC12. encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.	2	2	-	-
	PC13. ask the right person for permission to make any changes that he/she cannot authorize himself/herself.	2	2	-	-
	PC14. give staff clear instructions and encouragement so that they can make any changes needed to the display.	2	2	-	-
	PC15. take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed. Keep products available and maintain their quality in a retail environment	2	2	-	-
	PC16. collect and record accurate information on price changes.	2	2	-	-
	Keep products available and maintain their quality in a retail environment	18	18	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC17. give accurate, up-to-date price information to the staff who need it.	2	2	-	-
	PC18. regularly check price marking and promptly sort out any pricing problems.	2	2	-	-
	PC19. make sure that stock replenishment plans are up-to-date and realistic.	2	2	-	-
	PC20. deal with out of date or deteriorating stock in line with company policy and any relevant laws.	2	2	-	-
	PC21. involve staff in spotting potential improvements to the way stock is organised and presented.	2	2	-	-
	PC22. spot realistic and effective ways of improving how stock is organised and presented.	4	4	-	-
	PC23. get permission from the right person, where necessary, to improve the way stock is organised and presented.	2	2	-	-
	PC24. make sure that he/she maintains customer goodwill and staff morale while stock is being reorganized.	2	2	-	-
	NOS Total	50	50	-	-
RAS/N0150: Monitor and solve customer service problems	Solve immediate customer service problems	25	25	-	-
	PC1. respond positively to customer service problems following organisational guidelines.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC2. solve customer service problems when you have sufficient authority.	2.5	2.5	-	-
	PC3. work with others to solve customer service problems.	5	5	-	-
	PC4. keep customers informed of the actions being taken.	2.5	2.5	-	-
	PC5. checking if the customers are comfortable with the actions taken.	2.5	2.5	-	-
	PC6. solve problems with service system and procedures.	5	5	-	-
	PC7. inform co workers of the steps taken to solve specific problems	2.5	2.5	-	-
	Identify repeated customer service problems and solving them	10	10	-	-
	PC8. identify repeated customer service problems.	5	5	-	-
	PC9. identify advantages and disadvantages of options for dealing with problems.	2.5	2.5	-	-
	PC10. select the best option,-balancing customers and organisational needs.	2.5	2.5	-	-
	Take action to avoid the repetition of customer service problems	15	15	-	-
	PC11. obtain approval from sufficient authority to change guidelines to reduce a problem.	5	5	-	-
	PC12. action the agreed solution.	2.5	2.5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC13. keep customers positively involved in steps taken to solve problem.	5	5	-	-
	PC14. monitor and adjust changes made.	2.5	2.5	-	-
	NOS Total	50	50	-	-
RAS/N0131: Supervise and Support Front line Team Members	Allocate and check work in your team	50	50	-	-
	PC1. use information collected on the performance of team members in any formal appraisal of performance.	5	5	-	-
	PC2. recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.	5	5	-	-
	PC3. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.	2.5	2.5	-	-
	PC4. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.	2.5	2.5	-	-
	PC5. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.	5	5	-	-
	PC6. support team members in identifying and dealing with problems and unforeseen events.	2.5	2.5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC7. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.	5	5	-	-
	PC8. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.	5	5	-	-
	PC9. recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.	2.5	2.5	-	-
	PC10. brief team members on the work they have been allocated and the standard or level of expected performance.	5	5	-	-
	PC11. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.	2.5	2.5	-	-
	PC12. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.	2.5	2.5	-	-
	PC13. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.	5	5	-	-
	NOS Total	50	50	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
RAS/N0164: Utilise AI tools in Store Operations	PC1. Collaborate with IT and operations teams to ensure seamless deployment of AI solutions	7	7	-	-
	PC2. Report actionable insights to improve customer experience and increase sales	8	8	-	-
	PC3. Use AI-driven chatbots and virtual assistants to enhance customer service	9	9	-	-
	PC4. Utilize AI devices to create personalized shopping experiences (e.g., smart mirrors, interactive displays)	9	9	-	-
	PC5. Train store staff on basics of AI in customer service and engagement tools	8	8	-	-
	PC6. Report on the impact of AI on sales, customer satisfaction, and operational efficiency	9	9	-	-
	NOS Total	50	50	-	-
RAS/N0231: Deliver customer service in online mode - v2		50	50	-	-
	PC1. Follow organisational protocols to communicate with customers using digital communication tools	3	3	-	-
	PC2. Use appropriate styles and methods of communication within turnaround time specified in operating procedures of organisation	4	4	-	-
	PC3. Assess customer requirements for products and services and ensure that the customer demands are met within the limits of organizational policies and procedures	3	3	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC4. Improve customer experience within the authority and responsibilities of self	3	3	-	-
	PC5. Use opportunities to promote customer loyalty during online interaction with customers	4	4	-	-
	PC6. Seek customer feedback, testimonials, and referrals during online interaction with the customers	4	4	-	-
	PC7. Use appropriate writing etiquettes when communicating with customers on email.	4	4	-	-
	PC8. Communicate recommendations to improve online customer service standards to relevant stakeholders within the organisation	4	4	-	-
	PC9. Identify the problems of the customers and provide support to resolve them	3	3	-	-
	PC10. Take appropriate action to avoid escalation of customer service problems within the online service standards of organisation	3	3	-	-
	PC11. Respond to the customers online on the complaints raised by them in alignment with online customer service standards of the organisation	3	3	-	-
	PC12. Identify complex customer service problems and refer them to relevant personnel	3	3	-	-
	PC13. Follow professional etiquettes while interacting with the customer online	3	3	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC14. Take appropriate actions in alignment	3	3	-	-
	PC15. Refer recurring and potential customer service problems to relevant personnel within the organisation to avoid recurrence and customer dissatisfaction	3	3	-	-
	NOS Total	50	50	-	-
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	-	-
	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, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	3	3	-	-
	Basic English Skills	2	2	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-






Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Diversity & Inclusion	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	3	4	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	2	3	-	-







Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	Financial and Legal PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity Literacy	-	-	-	-
	Customer Service	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	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-





Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30		

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
Chapter 1 -	UNIT 1.2: Traditional and Modern Retail in India	1.2.1 Traditional Forms of Retailing in India	16	www.youtube.com/watch?v=Gm-agMs-fu0s&t=11s	 <p>English phrases for retail sales person</p>
Chapter 2 -	UNIT 2.1: Prepare to Display Products	2.1.1 Principles of Good Product Displays	27	www.youtube.com/watch?v=W1hYBxMu-Tug&t=8s	 <p>Organising product display in store</p>
	UNIT 2.2: Labeling the Product Displays	2.2.1 Importance of Labeling the Product on the Shelf	27	www.youtube.com/watch?v=7Ls47gOpNOA	 <p>Rotation of stock</p>
	UNIT 2.3: Arranging the Product Displays	2.3.1 The Basic Principles for Good Display and Presentation of Products	27	www.youtube.com/watch?v=-Cy54yxLE2EK	 <p>Interior Design Ideas For Retail Shop In India</p>
Chapter 3 -	UNIT 3.1: Interpreting Design Brief	3.1.1 The Role of Visual Merchandising Display	35	www.youtube.com/watch?v=-d5jx5pwMdg	 <p>Merchandising principles</p>

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
	UNIT 3.2: Procuring Merchandise and Props to Create a Display	3.2.1 The Practices Followed to Ensure Merchandise and Props Shown	35	www.youtube.com/watch?v=2DhQ35UJj2Y	 Merchandising themes
	UNIT 3.2: Procuring Merchandise and Props to Create a Display	3.2.3 The Importance of Updating Stock Records to Account for Merchandise on Display	35	www.youtube.com/watch?v=6edj2Vvz3OU	 What is Visual merchandising?
Chapter 6 -	UNIT 6.1: Organize Staff to Display Goods for Retail Sale	6.1.1 Type and Quantity of Resources Needed to Set Up Displays	85	www.youtube.com/watch?v=r7FoV4XoAaw	 RFID in fashion
Chapter 7 -	UNIT 7.1: Monitoring and Resolving Customer Service Problems	7.1.1 Common Procedures and Systems for Dealing with Customer Service Problems	95	www.youtube.com/watch?v=yVGkxd-tmAE&t=112s	 Ways to say no to the customers and offer alternatives
	UNIT 7.2: Resolutions to Immediate Customer Service Problems	7.2.1 The Nature of Immediate Customer Services Problems	95	www.youtube.com/watch?v=LVTZ_jISqH4	 How to retain customer?
	UNIT 7.3: Repeated Customer Service Problems	7.3.1 The Nature of Repeated Customer Services Problems	95	www.youtube.com/watch?v=zldwm__fnEc	 How to deal with aggressive customers?

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
Chapter - 9	Unit 9.1 Role and Integration of AI in Retail Operations	9.1.1 The Role of AI in Retail Operations	117	https://youtu.be/f9V87NftL-BA?si=A6wj6-n69xIWJmpe	
	Unit 9.2: Benefits and Impact of AI	9.2.1 Benefits of Reporting Actionable Insights	117	https://youtu.be/u-THO-QB3rBI?si=iq5S1jHH5DEIRt1C	
Chapter - 10	Unit 10.1 - Providing Online Customer Service	10.1.1 Statutory Compliances Considerations Related to Online Customer Service Provisions	126	https://www.youtube.com/watch?v=1VGFbxMcmY4	
		10.1.2 Key Aspects of Standards Followed by Organisations in Providing Online Services to Customers	126	https://www.youtube.com/watch?v=EwPU2lVonpM	

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Email: info@rasci.in

Web: www.rasci.in

Phone: +91-22-40058210-5

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