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Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Reference ID: RAS/Q0109, Version 2.0
NSQF level: 4

Retail Sales Executive



Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

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

About this book

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 to enable the training program for the job role of “ Retail Sales Executive” in the retail sector.

This course is aligned with the Qualification Pack, Retail Sales Executive, and Reference ID: RAS/Q0109.

This qualification pack was developed by the Retailers Association’s Skill Council of India (RASCI). This course encompasses all 20 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:

RAS/N0115: To process payments

RAS/N0111: To follow point-of-sale procedures for age-restricted products

RAS/N0116: To process cash and credit transactions

RAS/N0117: To process returned goods

RAS/N0113: To process part exchange sale transactions

RAS/N0110: To service cash point / POS

RAS/N0126: To help customers choose right products

RAS/N0125: To demonstrate products to customers

RAS/N0128: To maximise sales of goods & services

RAS/N0129: To provide personalised sales & post-sales service support

RAS/N0127: To provide specialist support to customers facilitating purchases

RAS/N0114: To process credit applications for purchases

RAS/N0133: To organise the delivery of reliable service

RAS/N0132: To resolve customer concerns

RAS/N0135: To monitor and solve service concerns

RAS/N0136: To promote continuous improvement in service

RAS/N0120: To help keep the store secure

RAS/N0121: To Maintain Health and Safety

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

RAS/N0112: To process customer orders for goods

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

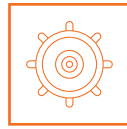
Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



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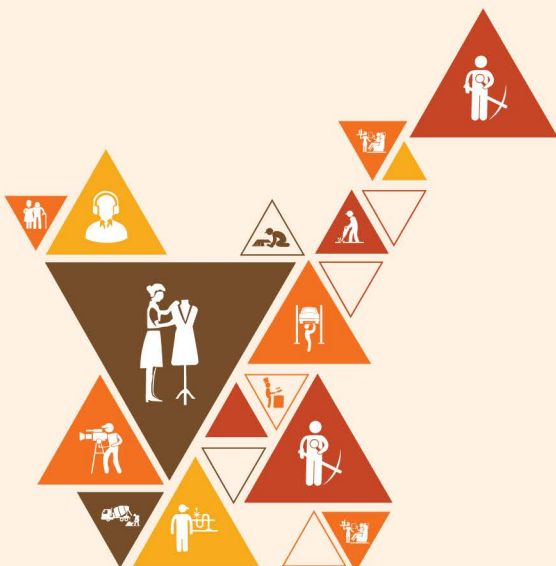
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1 . Introduction

Unit 1.1 Retail Sector in India

Unit 1.2 Roles and Responsibilities of a Retail Sales Executive in the
Retail Industry: An Overview



Bridge Module

Key Learning Outcomes

1. Outline the evolution of retail in India
2. List the roles and responsibilities of a Retail Sales Executive

Unit 1: Introduction to the concept of retail

Unit Objectives

1. State the meaning of retail
2. Outline the current scenario of the retailing sector in India
3. List the factors that lead to the growth of the retail sector in India
4. Illustrate different forms of retail marketing
5. State the significance of marketing in Retail

Say

- My name is _____ and I will be your trainer for this session.
- Thank you all for your participation.
- Please take your respective seats.

Notes for Facilitation

- Add more details when introducing yourself, such as your experience, your native place, your education, your hobbies etc.

Resources to be Used

- Paper Slips
- An Empty Box

Activity

Objectives:

- Conduct a general activity.
- Know each other.

Do

Write sentence in advance on paper slips. You can use the following sentences or create your own, as required:

- I have never...
- I love it when...
- I love to...
- I think I have the best...
- I would never...
- My idea of beauty is...
- The best thing I ever did as a child is...
- The best way for me to relax is...
- The best way to save...
- The biggest and best...
- The funniest thing that ever happened to me was...
- The lowest...
- The most important decision I ever made in my life was...
- The most unbelievable thing...
- The thing that makes me laugh is...
- There is nothing I enjoy more than...
- I find it funny when...
- My biggest achievement in life is...

Tips

- Make sure that there is at least one slip for each participant. You can repeat the starter statements if required.
- Fold all slips and put them in an empty box.
- Have each participant pull a slip from the box.
- Ask each participant to start their introduction with the starter statement they have received.
- Give an example if required.
- Ask the participants to provide several additional sentences of information that coincides with or completes their sentence starter.
- Following the sentence starter, ask them to introduce themselves, including their name, experience, and origin.

Notes for Facilitation

- Encourage shy participants to provide information about themselves by prompting them with questions related to the starter statement

Say

Thank you for your participation and I appreciate your efforts.

- Now that we all know each other, let's move on to knowing the objective of this module.
- I would request you all to participate and ask questions whenever you are in doubt.
- Let's make this session as interactive as we can.
- I encourage you to gain maximum from this program.

Notes for Facilitation

- Start the session only when the entire class is settled down.

Unit 1.2 Roles and Responsibilities of a Retail Sale Executive in the Retail Industry: An Overview

Unit Objectives

1. Discuss the roles and responsibilities of a Retail Sales Executive
2. Identify the components involved in the retail supply chain

Notes for Facilitation

- Ask the participants about the expectations from the course.
- Invite participants to participate. List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.
- Start with a positive and happy note.

Ask

- Ask the participants what they know about the term 'retail'.
- Ask the participants what they know about the retail sector in India.

Notes for Facilitation

- Ask the aforementioned questions randomly to 3-4 participants in the class.
- Once the participants are finished talking about their pre-knowledge, reiterate the points.
- Explain the term 'retail'.
- Provide an example of a mobile store explaining the concept

Say 

- The word 'retail' refers to the process of selling consumer goods or services to customers.
- Products can be sold through multiple channels, like malls, departmental stores and e-commerce sites.
- For example, a mobile store selling the handset is the retailer and the commodity being sold is the product.
- Retailers purchase goods in bulk quantities (large numbers) and sell these to the end-users, the customers.

Ask 

- Ask the participants if they know what retailers do

Notes for Facilitation 

- List the responses from participants on the whiteboard.
- Try to categorise the valid responses into categories.
- Explain the various activities performed by retailers

Say 

- Buying and Merchandising of Products
- Warehousing and Storing Products
- Selling and Promoting Products
- Visual Merchandising
- Customer Service Management

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise the meaning of Retail.
- Summarise the essence of Retailing.

Do

On the basis of experience, ask 1-2 participants to explain the job role of a Retail Sales Specialist cum Cashier in a retail store. If someone is experienced in the field, ask him/her to explain what their role has been or is, so far.

Notes for Facilitation

- Ask the aforementioned questions randomly to 3-4 participants in the class.
- Once the participants are finished talking about their pre-knowledge, reiterate the points.
- Explain the term 'Retail'.
- I want to purchase a mobile phone. Where should I go for this? What does this place or places look like? What are they called? Where do they get the mobile phones from and how?

Say

- The word 'Retail' refers to the process of selling consumer goods or services to customers.
- Products can be sold through multiple channels, like malls, departmental stores and e-commerce sites.
- For example, a mobile store selling the handset is the retailer and the commodity being sold is the product.
- Retailers purchase goods in bulk quantities (large numbers) and sell these to the end-users, the customers

Ask

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- Explain the term 'Retail'.
- Provide an example of a mobile store explaining the concept.

Say

- The word 'Retail' refers to the process of selling consumer goods or services to customers.
- Products can be sold through multiple channels, like malls, departmental stores and e-commerce sites.
- For example, a mobile store selling the handset is the retailer and the commodity being sold is the product.
- Retailers purchase goods in bulk quantities (large numbers) and sell these to the end-users, the customers

Action Oriented Learning:

- AOL – Classroom Discussion & Presentation. (Girish's Dilemma)
- After concluding the introduction module and briefly discussing the program curriculum, ask the participants to point out the two most critical functions in the retail sector. Give them 5 minutes to think about the different functions.
- Now tell them that Girish wants to open a supermarket and is looking for investors to kick start his dream project. During an investor meeting Girish is asked to choose two of the following functions that he would focus the most on when opening the supermarket.
 1. Finance (Account, billing etc.)
 2. Marketing (Advertisements, promotions etc.)
 3. Customer Service (Processing orders, returns, Customer Satisfaction etc.)
 4. Inventory Management (Storage, Stock levels etc.)
 5. Teamwork
 6. Safety (Health & Safety at workplace)
- While all the functions listed above are critical to business, ask them to have a discussion around them and come to a consensus and pick two most critical functions according to them if they were Girish.
- Once done, divide the classroom in 2 groups, assign one function to each team and ask them to create a

presentation using chart papers and markers to signify the importance of the function assigned to them. Give them 30 minutes to do the same. Once their presentations are ready, ask them to come forward and present the same points to the remaining participants.

6-Step Approach:

1. Check prior knowledge (Giving participants 5 minutes time to think of different functions towards the beginning of the activity)
2. Real World Situation (Girish's Dilemma)
3. Facilitate discussion and research by trainees (Discussion and Chart Paper activity)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas, and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

At this point, the instructor can also tell the participants that most of the points covered by them during the activity will be covered during different modules and units in upcoming days, which will set the foundation of self-learning.



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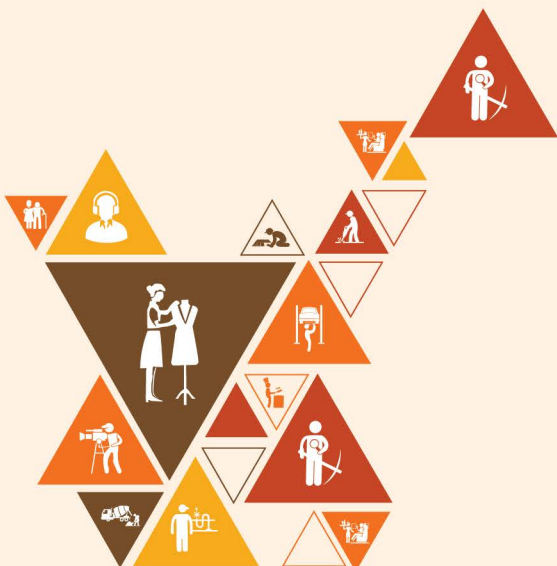


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2 . Cashier Services

- Unit 2.1 (a) Processing Payments
- Unit 2.1 (b) Point of Sale Procedure for Age-Restricted Products
- Unit 2.2 Processing Cash and Credit Transactions
- Unit 2.3 (a) Processing Returned Goods
- Unit 2.3 (b) Processing Part Exchange Sale Transactions
- Unit 2.4 Processing Customer Orders
- Unit 2.5 Service Cash Point



RAS/N0115 RAS/N0111
RAS/N0116 RAS/N0117
RAS/N0113 RAS/N0112
RAS/N0110

Key Learning Outcomes

1. Describe the steps involved in payment process
2. Identify age restricted products
3. Demonstrate the process to deal with underaged customers when they seek to purchase age restricted products
4. Explain the processing of cash and credit transaction
5. Describe the Cashier's role in Exchange or return of goods
6. Follow company policies for return, replacement, and refund
7. Provide service at Point of Sale in a Store
8. Identify customers need for products
9. Explain the significance of processing customer Orders for goods
10. Manage cash points/point of sale
11. Identify and resolve expected and unexpected problems in routine cash point operations
12. Follow security procedures at cash points
13. Follow Basic etiquettes associated with customer handling
14. Identify ways to build Relationships with Internal and External Customers

Unit 2.1 (a) Processing Payments

Unit Objectives

1. List the elements that help in building a positive image of self and the organization in the minds of the customers
2. Explain the importance of responding appropriately to customers
3. Describe the standards for appearance and behavior in creating a positive image of self
4. Explain the significance of building relationships with internal and external customers
5. Describe the components involved in payment process
6. Compare between traditional and modern payment process
7. Discuss ways to resolve customer concerns related to the pricing of products

Ask

- Ask the participants whether they have heard about the word 'organization'.
- Ask the participants what is an organization.

Say

- An organisation is a group of people who work together towards the same goals, and often interact with other people outside the organisation, including customers.
- According to business dictionary.com, an organisation can be defined as “a social unit of people that is structured and managed to meet a need or to pursue collective goals.”

Notes for Facilitation

- Give some examples of other organisations. Include some examples of organisations in Retail Sector

Do

- Explain the importance of employee behaviour and attitude to the participants.
- Ask the participants to share their own experiences of bad/good behaviour from the employees of an organization.
- Let them explain how they felt on both the occasions.

Explain

- Why it is important for the retail sales specialist to conduct themselves well and present a smart, pleasant, and well-groomed self to the customers. Also, stress the fact that in today's competitive world, these are things that give an edge to the organization to survive in the market.
- One sure shot way to create a positive impression in the customer's mind is by showing respect. Generally, we talk of greeting a customer, smiling; being helpful and patient with all types of customers. All this is possible if you respect your customer.

What Is Respect?

- Responsiveness
- Educate
- Solution Focused
- Professionalism
- Empathy
- Courtesy
- Team Work

Say

- The word etiquette means manners. Good manners can always make a person more successful in everything he does. Do you agree?
- All of us like talking to some people, visiting them or inviting them to our houses.
- Etiquette is an unwritten code, followed by a society. Etiquette is nothing but how we treat one another.
- As a sales associate, you should:
- Never Interrupt Your Clients
- Be a Likeable Sales Assistant
- Keep Personal Problems Off the Floor
- Never Chat on the Selling Floor
- Never Allow your Cell Phone to interrupt your Day- to- day Work

Notes for Facilitation

- You may ask the participants to share their experiences of good and bad manners exhibited by sales assistants in malls, corner stores or departmental stores.

Say

- When I stand in the class and talk to you, am I conveying information to you? When a baby cries because he is hungry, is he conveying a message to his mother? You write a letter to your grandfather telling him that you are going to spend the summer vacation with him.
- What is common to all the above examples?
- A message or information is getting transmitted from one person to another. We call this communication.
- When a customer walks into your store, you have to convey to that person that he/she is welcome, that you are ready to serve him/her and also that the store values him/her making a visit to the store.

Do

- Explain the ways of communication which a sales associate should follow while interacting with customers

Say

- While communicating with customers, a sales associate should:
 - Use simple language
 - Use a suitable medium or language to convey the message
 - Wisely choose the length, simplicity, and relevance of sentences used in the communication
 - These will help the sales associate and the customer understand each other's perceptions and requirements easily.

Activity

Image Antakshari

Say 

- So far, we have talked about creating a positive image about the organization through the sales assistant's behaviour and communication. Let's now do an activity around it

Action Oriented Learning (Discussion):

- Ravi, a person working with a marketing firm comes into your retail store to buy a laptop. During your conversation with him he talks about other retail stores that are offering the same or better deals. You also realise that Ravi is finding it hard to decide what laptop he should buy. As a Retail Sales Specialist, discuss how you would talk to Ravi so he feels confident about buying the laptop from your store, also discuss the step you would take to help him decide the laptop he should buy.

Ask 

- Ask the participants whether it is enough for a store to have only great products?

Say 

- Customers want more than just the product or service that is offered-they also want to be treated well.

Do 

- Explain the guidelines that a sales associate should follow while dealing with customers

Say 

- The way in which walk-in customers are greeted by frontline employees leave a huge impact on bottom line.
- In order to ensure that customers keep coming back to store for buying follow the given below tips to greet customers:
 - Smile with your greeting
 - Stop what you are doing
 - Show, don't tell
 - Dress professionally

Say

- Active listening is a way of listening and responding to another person in such a way that it improves mutual understanding.
- Customer Service and listening have to go hand in hand.

Do

- Explain the major elements of listening skills

Say

- Any communication is a 50-50 responsibility on the two people who are communicating. Listening is a very important skill.

Do

- Explain the major advantages of listening.

Say

- Whatever profession we are in, we have occasions when we have to explain difficult concepts to people around us. A retail sales associate is no different.

Notes for Facilitation

- With the help of an example, explain the concept of explaining and Interpreting Complex Information to Customers
- You may also ask the participants to refer the example given in the participant guide.

Explain

We are in a marketplace where many companies are offering the same kind of products and services. High quality customer service generates customer loyalty. One mistake in customer service can be more damaging than ten good interactions. In order to do all this, you should know your customer, so that you can adapt your behaviour according to the type of customer who walks into your store.

- The Friendly Customer
- The Knowledgeable Customer
- The Tough Customer
- The Angry Customer
- The Internal Customer
- External Customer

Say

- Your retail store may be a very renowned one and may have prestigious customers. But what really matters is how the store maintains its relations with the customers. It is better to have a moderately skilled team maintaining a great relationship with the customer than a
- highly skilled team maintaining a lukewarm relationship with the customers. Some of the ways to update the customer include:
 - E-newsletter
 - Social Media
 - Business Communications
 - Personal Communications
 - Lunch or coffee
 - Phone Calls
 - Surveys

Ask

- Ask the participants what they understand by customer courtesy?

Say 

- Some tips to show and maintain courtesy towards customers are listed as below:
- Always treat customers as the ultimate boss.
- Listen patiently. This will help in identifying the customers' problem properly and enable prompt customer service.
- Identify the emotional attachment a customer has with his/her purchased product.
- Always have a good understanding regarding the product or business transaction and convey the same to the customer.
- Always stay focused while solving customer problems.
- Apologise instantly if there is any delay in services, due to some unavoidable reason.
- Welcome customer feedback, whether it is positive or negative, with equal response.

Do 

- Ask the participants what they will do as a sales associate to maintain courtesy towards customers.
- Once they have finished, explain the ways that will help them in maintaining courtesy towards customers.
- Ask if they have any further doubts

Notes for Facilitation 

- You may ask the participants to go through the example of phrases given in the participant handbook

Say 

- By solutions we do not always mean discounts, loans, or reduction sale. In order to provide the best possible solutions to a customer, you have to think like him/her, understand his/her perceptions; to do this, you have to ask the right questions.
- Differentiate customers and know them individually in order to find appropriate solution for them.
- The real magic lies in how you stay in touch and what else you can do to get that relationship closer to producing revenue for you.

Say

- When customers order products from the store, they eagerly wait for the product to arrive. But for some reasons the deliveries may get delayed.
- In such situations, what is the role of a sales associate? Customers are able to accept delays provided they are informed at the appropriate time and in an appropriate manner by the store.
- Communicate Early and Often.
- Take Responsibility.
- Offer a Plan to Get Back on Track.
- Be Realistic.
- Communicate Personally.
- It is often best to communicate about negative concerns via phone or in person rather than through email. Addressing the issue personally communicates respect and assures your client that he/she is valuable as a customer.

Ask

- Ask the participants the meaning of external and internal customers.
- Ask the participants the difference between external and internal customers

Explain

- An external customer is an individual who enters the store and buys merchandise. Internal customers are members of an organization who depends on the assistance of one another to accomplish their job responsibilities.
- There exists a direct link between the internal customers and external customers in terms of quality of goods or services received by them. The internal customers at any level are equally responsible for delivering great product or service. The internal customers could be anyone such as the receptionist, the warehouse manager or the call centre representative or anyone else who is part of supply chain

Say

- Timely help does not necessarily mean “on the spot” resolution; it just means a timely response that sets a proper expectation for follow-up and resolution. Unnecessary delay takes the charm out of doing business with your store.

Say

- There is a major difference between sales on the street or in an exhibition and a reputed retail store.
- In the former case, it is just a transaction between the seller and buyer. But in a retail store, what we are looking for is an enduring relationship.
- Regular follow-up with customers for feedback keeps you updated about the perception, awareness and drawbacks of your organisation, and the services provided.
- One can call up the customer or communicate with him/her through mail or newsletters.
- If you have just resolved a complaint from a customer, you must call up to ask if the gadget/ appliance is working well.

Do

- Explain few commonly used methods of taking feedback from customers.
- Ask the participants to go through the tips for solving customer problems given in the participant guide

Say

- A sales assistant's communication skills at all levels should be good. He/she should be able to speak well, write well, read well and listen well in order to be able to carry out his/her responsibilities.
- Whether it is taking down a message from a manager, writing a report or updating the customer database, a sales associate should have good reading and writing skills.

Say

- All businesses have a customer database, whether it is a computerised or a piece of paper with names and details written on.
- When creating the database, it is important to remember that it must be easy to add and update files.
- The store is legally responsible for ensuring that any data that is stored is accurate and up to date.
- To protect the database, whoever is in charge, should take frequent backups. These backups should then be labelled clearly and stored in a safe location, so that if an error does occur the store does not lose all the data.
- To fill the database the store will need to collect customer data; this is best done when customers begin using your business. Examples include: name, date of birth, contact information and their likes and interests.
- A database is of no use unless it is used effectively. Periodic reviews of the database to know in how many ways the database was used by the store for improvement of business needs to be done.

Action Oriented Learning(Activity):

Kartik bought a Juicer from your retail store which stopped working after a few days. He brings back the machine to the retail store and you inform him on the steps you would take from your end to get the machine either repaired or exchanged.

You request Kartik to give you 2 days' time to update him on the status of the repair/exchange, however you do not hear back from the service centre within two days. On the third day you get an update from the service centre that the machine cannot be repaired and has to be exchanged but it is currently out of stock and would not be available for at-least 15 more days.

Discuss in detail the steps a Retail Sales Associate should take in the given situations:

1. When he/she does not get an update from the service centre in time
2. Handling the conversation when he/she has to update an irate customer that the machine won't be available for 15 days

Ask



- As the participants how a cashier should identify current discounts and special offers

Say



- For this, he/she needs to calculate the prices to be paid by customers after deducting discounts from the maximum retail price (MRP) as mentioned on product labels.
- A cashier can easily identify the price of products by maintaining a proper list of them. Product prices can be maintained manually by recording the prices in a price register or electronically with the help of computers.

AOL – Discussion & Presentation (Rajesh’s Initiative)

Rajesh is a young bright student who is pursuing B.Com from Delhi. Due to his father’s ill health he has to quit his education mid-way and return to the small town where his father lives and runs a mid-size grocery store. Rajesh starts helping his father at the store and soon realizes that the only transactions that happen at the store are cash transactions. Few customers who do not have handy cash return without buying from the store. What attempts can Rajesh make to make his father’s business more progressive with respect to payment options available at the store. Also, point out the challenges that he could face while implementing these changes in a small town and technology requirements.

Facilitate a group discussion in the classroom and ask the participants to create a chart paper presentation on the initiatives Rajesh can take, the challenges he could face and technology requirements.

6-Step Approach:

1. Check prior knowledge (Ask participants what would they do if they needed to buy something urgently but did not have cash available with them at the time.)
2. Real World Situation (Rajesh’s Initiative)
3. Facilitate discussion and research by trainees (Discussion and Chart Paper activity)
4. Support trainees with guidance, feedback, information sources and suggestions (In-structor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Con-clude the activity impressing on the important points covered by the participants and add any of his own if needed)

This activity will enable the participants to self-learn the Traditional vs Modern payment processes and discuss about the technology needed to support them (Network, CRM, Computer, Bar code scanners etc.)

Do



- After the AOL activity point out the major advantages of traditional vs modern methods of payment

Explain



- Explain to the participants how GST is included in the Maximum Retail Price of the product, also mention the attempts the Govt of India has made on various mediums to educate the public of the same.

Ask



- Ask the participants how a cashier should identify current discounts and special offers

Say 

- Ask the participants about the various equipment that can help the cashier to identify the cost of a merchandise or a product
- Notes for facilitation:
- Take time to get all the inputs from participants on different equipment/ways to determine the price of a product. Cover any of the following if they were missed out by the participants:
- Price Tags & Price Stickers
- Barcode Scanner
- Touch screen computer
- Electronic scale

UNIT 2.1 (b) Point of Sale Procedure for Age-Restricted Products

Unit Objectives

1. Define and Identify age-restricted products
2. Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures
3. List the standard policies and procedures for asking proof of age while selling such products
4. State the impact of selling age-restricted products to under-aged customers

Ask

- Ask the participants what they know about age-restricted products.

AOL – Classroom Discussion and Presentation (Praveen’s Stand)

Praveen joins an elite supermarket in Mumbai as a Retail Sales Specialist and goes about his job very well. Due to dearth of staff during a festive season he’s asked to cover for a colleague working in the wine shop of the supermarket. He is approached by a customer who appears to be in his late teens and wants to buy a bottle liquor. Discuss the measures Praveen should take before making the sale.

Ask participants to create a presentation on chart paper of all the age restricted products they can think of along with age restrictions. Also ask them to point out the accidents/situations selling age restricted products to under age people could lead to.

6-Step Approach:

1. Check prior knowledge (Ask participants what they understand by Age Restricted Products)
2. Real World Situation (Praveen’s Stand)
3. Facilitate discussion and research by trainees (Discussion and Chart Paper activity)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Say

- Because of health issues, the selling of a wide range of products to underage customers is illegal.
- These are called age-restricted products and the term 'underage sales' is commonly used to describe their illegal supply to underage people. If an age-restricted product is sold to an underage person, both the retailer and the person who sold the age-restricted product in the shop will be considered guilty of the offence.

Explain

Explain the following age-restricted products:

- Cigarettes and other tobacco products
- Fireworks
- Alcohol
- Knives and other items with blades
- Glues and solvents
- Butane cigarette lighter refills
- Spray paint!

Explain the role of a cashier in selling these products:

- Apart from the retailer, it is also the duty and responsibility of the cashier to manage the sale of age-restricted products.
- The cashier should ask for the proof of age from the customer before the billing is done for such age-restricted products.

Say

For authentication and verification: A customer can provide the following as proof of age-

- a) Aadhar Card
- b) Passport
- c) Driving license
- d) Any other identity card that is certified for the use of a given country

Notes for Facilitation

- Encourage participants to actively think of documents that can be used as proof of age and the importance of authenticating the proof properly

Ask

- Why is it important to refuse the sale of an age restricted product to an underage person?

Explain

- Explain the importance of being watchful while selling age restricted products to avoid accidents or mishappening

Ask

- Ask the participants what methods they will use for preventing young people from illegally purchasing age restricted products

Notes for Facilitation

- If required, initiate a discussion on this topic.
- Note the key discussion points on a flipchart and then introduce the methods for preventing young people from illegally purchasing age-restricted products.

Ask

Explain the following methods:

- Always insist for an age proof.
- Record the incident of refusing a sale in the Refusal Book.
- Receive regular training and support for staff.
- Avoid confrontations with the customer.
- Explain the following suggestions for avoiding confrontations:
- Wherever suitable, one should stay behind the business counter or bar, as this can act as a good safety barrier.
- Installing CCTV cameras can discourage troublemakers and CCTV footings can be used as evidence when any incident takes place.
- •Keeping age-restricted goods, like tobacco, alcohol, solvents, and knives behind the counter and away from the
- self-service areas can also act as a deterrent for the troublemakers.

Ask

- Ask the participants what they will do to refuse sale of age-restricted products

Say

- The retailer/cashier should be very polite but firm. He/she should avoid getting into an argument and should clearly explain to the customer why he/she is refusing the sale. He/she should seek assistance from his/her colleagues or superiors, if necessary

Tips

- If, at any time, you are facing problems with an underage sale, you should contact the Council's licensing team or the local police for advice and help. Contact details of these organisations should be readily available at the store.

Role play

- Ask two participants to come forward for a role play on refusing sale of age-restricted products.
- Ask one of the participants to play the role of a cashier.
- Ask the other participant to play the role of a customer.
- Tell that the customer has purchased something from the store, for which he/she is underage.
- Tell the cashier to politely refuse the sale of the product.
- Provide feedback at the end of the role play on what could have been better or if any step has been missed.
- If the time allows, conduct the same role play with another pair of participants.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize ways of preventing illegal sales of age-restricted products.
- Summarize how to refuse sale of age-restricted products.

Unit 2.2 Processing Cash and Credit Transactions

Unit Objectives

1. Describe the role of cashier in processing cash and credit transaction
2. List the various modes of payments
3. Explain the process and procedures for handling cash

Ask

- Ask the participants if they understand the difference between cash and credit transactions. What do they understand with Direct and Credit transactions?

Do

- Note the key points of the responses on a flipchart and introduce cash and credit transactions.

Say

- When you purchase a product from a shop, you need to pay a certain amount of money or physical currency to the shopkeeper as a price for the product. This physical currency or money that you give to the shopkeeper (or any party) to purchase or undertake any transaction is called cash.
- Sometimes customers have an option to pay the entire amount or a part of the amount at a later period depending on the terms and conditions of the store. These transactions are called credit transactions.

Ask

- Ask the participants if they understand the difference between cash and credit transactions. What do they understand with Direct and Credit transactions?

Explain

- Explain the modes of payment:
- Cash Credit
- Cards – Debit and Credit cards Vouchers and coupons
- Online cash payments- pay cards, Net banking, UPI, E-wallet, Gift cards

Ask

- Ask the participants if they know about customer rights and obligations regarding credit.

Elaborate

- Elaborate on participants responses and mention the following points:

Rights of Customers Regarding Credit

- To ask for the availability of a credit facility during the purchase of a particular product.
- To select the number of instalments/credit duration in which the product price is to be paid. To receive accurate information from the seller.

Obligation of Customers Regarding Credit

- To provide accurate information, such as name and address to the seller during the purchase of goods on credit.
- To make payments on time.

Rights of Retailers Regarding Credit

- To receive accurate information, such as name and address from the customer during the purchase of goods on credit.
- To receive payments on time

Obligation of Retailers Regarding Credit

- To provide accurate credit-related information to the customer.
- To allow the customer to select from a number of instalments/credit duration for the payment of product price (within the purview of retailer's terms and conditions).

Say

- In order to ensure the accuracy of payments received from customers, a cashier should concentrate on the following points:
- Checking whether customers have given right amount of money Checking for counterfeit money
- Checking the credit limit of the credit card of customer

Do

- Mention why it is important or a retailer to give due emphasis on identifying and sorting out problems and queries of customers.

Say

- Identifying and sorting out customer problems leads to:
- Improved customer satisfaction Enhanced sales
- Increased public image Competitive advantage

Do

- Explain what should be done if a cashier is unable to solve the problems of a customer.

Say

- When a cashier is unable to solve the problems of a customer, it is usually escalated to the next higher-level person. Handing over problems to a higher level leads to:
- Better solution to the problem Reduction in conflicts at lower levels Increased customer trust
- Positive public image

Tips

- When a customer makes payment after purchasing products from a retail store, the cashier reconciles the cash receipt in the register with that of the products sold.

Resources to be Used

- Participant handbook Pencil

Activity

- Ask the participants to refer to their participant handbooks for the first activity of module 8. Ask them to look at the pictures and tick the picture that they think is not a mode of payment at cash points.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.

Summarize

- Summarise the meaning of cash and credit transactions.
- Summarise the modes of payment.
- Summarise the rights and obligations of customers and retailers regarding credit.
- Summarise how to sort out customer problem.

Ask

- Ask the participants to differentiate between Direct and Credit transactions with examples

Say

- Direct payment transactions are the immediate settlement of payment.
- Credit payments is a business transaction which does not involve exchange of cash at the time of occurrence of the transaction and the payment of the transaction is executed at a later date

Notes for Facilitation

- Give examples of such transactions that happen across different types of stores in India like Supermarkets, Pharmacy, Consumer Electronics etc.

Ask

- Ask the participants if they have heard the terms “Split credit transactions” and “Layaway”

Elaborate

- After getting the response from the participants explain and elaborate “Split credit transactions” and “Layaway”

Notes for Facilitation

- Explain how extra payment and credit options enhance customer experience and also help the Retail Sales Specialist to close the sale

AOL – Classroom Discussion and Presentation (Parul's Expertise)

- Parul joins a big consumer electronics store as a retail sales specialist cum cashier. A customer comes to the billing counter and tell her that he wants to buy a fridge which costs INR 50,000/- However he only has INR 40,000/-. He asks Parul to check if there are some offers and promotions that he can get on the same fridge. Assess the situation from Parul's end and describe what all options can Parul offer to the customer.
- Encourage the participants to figure out the multiple options Parul has to offer to the customer. As an expert sales specialist Parul can offer the following options:
 1. Credit Facility for the remaining amount
 2. Using another payment option to pay for the deficit
 3. Look at other cheaper alternatives
 4. Finding if any promotions can be applied on the desired product
 5. Check exchange offers (If the customer has an old fridge)

On the white board, ask participants to come forward and explain the best options Parul can give to the customer.

Unit 2.3 (a) Processing Returned Goods

Unit Objectives

1. List the reasons customers might have for returning goods
2. Describe the steps involved in processing of returned goods
3. Explain the exchange policy offered by the store
4. Describe the process to work out the exchange value of the item accurately as per company guidelines

Ask

- Ask the participants if they have ever settled their credit limits with a bank or retailer.

Say

- Retailers can set up the credit limit of their customers to build a long-term relationship.
- The retailer should have a formal policy and some guidelines. Initially, the retailer can offer a lower credit limit for each customer.
- The credit limit may be increased once the relationship is built and both the parties have reached a comfort level of understanding.

Explain

- Explain the importance of ensuring that the customers have not exceeded their credit limits and the payments are up-to-date.

Say

- Checking customer accounts at regular intervals helps in:
- Identifying pending payments
- Identifying vulnerable customers
- Reducing bad debts
- Increasing profitability

Say

In order to control or limit overdue payments, it is advisable for a cashier to consider the following points:

- Checking the credit-worthiness of customers.
- Informing customers about the payment terms.
- Offering discounts to customers who make their payment on time.
- Taking actions if customers fail to make payments despite repeated request.

Explain

Explain the following reasons of overdue payment:

- Loss of source of income due to unemployment
- Illness of the borrower
- Customer's inability to track his/her payables
- Increase in the expenses of the borrower
- Not willing to make payment

Role Play

- Ask two participants to come forward for a role play on accepting a payment from a customer.
- Ask one of the participants to play the role of a cashier.
- Ask the other two participants to play the role of a customer.
- Tell that the customer has purchased something from the store and is ready to make the payment at the cash point using a credit card.
- Tell the cashier to follow the entire process of checking and accepting the payment.
- Provide feedback at the end of the role play on what could have been better or if any step has been missed.
- If the time allows, conduct the same role play with another pair of participants.

Ask

- A Supermarket opens at 7 AM and closes at 10 PM, it has 10 (POS) Billing Counters, 12 retail sales specialist, 2 store managers and 1 finance manager. To effectively run the daily operations, how many cashiers does the store need to ensure at least 8 billing counters are working throughout the operating hours of the store, taking into account that every cashier does an 8-hour shift. Also create a flow chart depicting the flow of cash from the customer to the retail stores bank account.
- Divide the class in two groups and ask them to create a presentation and flow chart of the activity. The winning team gets a prize (Chocolates)

- Solution – The store should ideally hire 16 cashiers to ensure everyone gets a proper break and at least 8 billing counters are working throughout the day
- The flow chart should depict the cash handover (From > To): Customer > Cashier > Cashier on next shift > Store Manager > Finance Manager > Bank

6-Step Approach:

1. Check prior knowledge (Ask participants if they know what an end of day reconciliation report is)
2. Real World Situation (Cash-Flow)
3. Facilitate discussion and research by trainees (Chart Paper presentation and team competition)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants, decide the winning team)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Explain



- Explain the process of cash handling by the cashier and store in-charge. The steps of balancing the cash register.

Ask



- What do you think are the responsibilities of a cashier in a store?

Do



- Conclude the discussion by asking the participants to list the points on the board and add on any missing points.
- Summarise the discussion

Unit 2.3 (b) Processing Part Exchange Sale Transactions

Unit Objectives

1. Illustrate the process of negotiating part exchange sales transactions with customers
2. List the types of suspected fraud in a retail store
3. List the modes of payment that are accepted in the store
4. List the cash equivalents that the cashier in the store handles.

Ask

- Ask the participants to list the points on board and conclude the discussion.

AOL – Chart Paper Presentation & Competition (Handling - Returns)

Split the participants in two groups and give the following situations to both the groups:

1. Customer wanting to return a product that is within the return period and has a manufacturing defect.
 2. Customer wanting to return a product that is within the return period and is broken. Both presentations from both the teams will be measured on the following aspects:
 1. Customer satisfaction
 2. Hand on knowledge of the returns process
 3. Asking the right question from the customer
 4. If return is accepted, how will the customer get the refund of the amount he paid
- 6-Step Approach:
1. Check prior knowledge (Ask participants if they know about the returns that happen at retail stores)
 2. Real World Situation (Handling - Returns)
 3. Facilitate discussion and research by trainees (Chart Paper presentation and team competition)
 4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
 5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants, decide the winning team)
 6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Explain

Explain the following reasons:

- Incorrect size
- Wrong product shipped
- Product did not meet customer's expectations
- Inadvertent / Careless purchase made by customer
- Product not needed any more
- Technical issues in case of electronic product

Ask

- Ask the participants to list their expectations when they return the products they ordered.

Say

- Being in the retail industry, the person does not remain the service provider only. Instead, the person is also a consumer. Therefore, it is required to understand the genuine reasons of the customers when they prefer to return the products.

Explain

Dictate and explain the following reasons:

- Save time and money
- Building customer loyalty through better customer engagement
- Gain brand popularity

Explain



Explain how to help customers who need to return goods:

- The cashier should behave in a professional manner, address the issues, and provide appropriate solutions to customers.
- The cashier should accurately, clearly and politely explain to the customers the arrangements for returning the unwanted product.
- The customers should also be informed clearly and politely the action the store is going to take charges, if any.
- The cashier should provide an appropriate tenure of the return period. It helps the cashier to tackle with such cases in the least timespan.
- The cashier cannot take the returned goods randomly. The cashier should write an appropriate return policy which can facilitate the customer to return the products in an easier manner.
- There are several methods for returning the goods. The cashier should know all the return methods and convey them to the customers.
- The cashier can go through the cases where the customers prefer to exchange their goods due to receipt of unwanted colour, size, etc. The cashier should provide the software in which the customer can request for changing the goods along with the appropriate reasons. This helps in reducing the cases of refunds which further help the cashier to maintain accounting data appropriately.
- The customer who intends to return a product may come with frustration and anger and the cashier has to deal with such irate customers politely by assuring immediate attention to the problem.

Notes for Facilitation



- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarise the meaning of 'return of goods'.
- Summarise the reasons of returning goods.
- Summarise how to help customers who need to return goods

Resources to be Used

- Computers
- Internet

Activity

- Ask the participants to note down the actions they will perform if the customer is complaining that it is the company's fault with respect to a product.
- Ask them to note down the action they will perform in case of any discrepancy.
- After 10 minutes, ask 2-3 participants randomly to share their points.

Role Play

- Ask two participants to come forward for a role play on product's return process.
- Ask one of the participants to play the role of a cashier at a mobile retail store.
- Ask the other participant to play the role of a customer.
- Tell that the customer has purchased a mobile phone from the store and has come back to the store for claiming that the colour of mobile phone is not desired.
- Tell that the cashier needs to follow the guidelines to handle such issues and if it is company's fault, apologise to the customer.
- Provide feedback at the end of the role play on what could have been better or if any step has been missed.
- If the time allows, conduct the same role play with another pair of participants.

Do

- Explain some common return and replacement policies:
- Exchange of products should be done within 7-15 days from the date of purchase or as stated in the terms and conditions of the bill. This is applicable if the merchandise has been returned in un- damaged and proper condition along with all the labels and tags, and preferably with a valid cash memo.
- The time of return of the product should be displayed on the return counter of the store.
- No refund of cash should be given in exchange of returned goods.
- In case the product has been altered, it cannot be exchanged.

Notes for Facilitation

- Mention that in case of replacement of goods, other product options should be given to customers.

Say

- In case of repair, customers should be informed about repair costs and time required for such a repair.
- In addition, the store representative should fill all repair details in the Goods Receipt Challan (GRC) slip and give one copy to the customer.
- A customer in India has various legal rights to return the purchased goods. However, returning of goods also depends on the return policies of the retail store. For example:
- The time duration within which the return should be done is decided by the retailer. Similarly, a customer has full rights to return goods that are defective, are of poor quality, or are mistakenly purchased by the customer. However, in all the cases, the customer needs to return the goods in unused and undamaged form along with the proof of purchase.

Say

- Let's understand this with an example:
- Suppose a customer asks the retailer to replace/repair a product he/she has purchased from the store. After checking the product details, the product is accepted by the store to get it repaired/replaced. In such a case, the customer should be explained about the arrangements for returning the replaced goods. Moreover, the customer should also be informed about the expected time taken in replacement/repair of the product and the cost of replacing/repairing goods, if any.
- The following points sum up the procedure for sending products to the manufacturer for repair/replacement (once the product has been received from the customer):
- The store representative should make returnable gate pass (RGP) for the product and get it sanctioned by the store head.
- The store representative should hand over the product to the vendor along with the GRC copy.

Tips

- Products should be returned in original packaging with original price tags and bill.

Role Play

- Ask three participants to come forward for a role play on following procedures to send products to manufacturer for repair or replacement.
- Ask one of the participants to play the role of a cashier at a retail store.
- Ask the other participants to play the role of the store head and vendor.
- Tell that the cashier has received a damaged mobile phone from a customer.
- Tell that the cashier needs to follow the guidelines and talk to the store head and vendor for the replacement or repair of the phone.
- Provide feedback at the end of the role play on what could have been better or if any step has been missed.
- If the time allows, conduct the same role play with another group of participants.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise policies to offer replacement and refund.
- Summarise the replacement and refund procedure and applicable charges to customers.
- Summarise how to discuss with customers about the arrangements for returning the replaced goods.

Say

- When a customer comes to exchange a product, the guard at the entry gate should issue a return slip to the customer and only then, the customer should be allowed to carry the product inside the store.
- The cashier at the return counter should check the bill and product properly and generate the re- turn memo and mention the bill number.
- The product that is intended to be returned should be undamaged and in intact condition.
- The store representative should not only check the condition of the returned goods but also note the details of customers, and the type and quantity of returned goods in the merchandise exchange register.

Say

- If a product is eligible for return, the cashier should give complete information to the store manager who can raise a credit note/refund the payment.

Explain

Explain the following procedures that a stock room manager adopts for updating the stock control system:

- Receiving returned goods from the store and local vendors.
- Identifying stock discrepancy against transfer/receiving challan.
- Managing the 'stock outward record'.
- Handling timely transfer of returned goods from store floor to stock room and vice versa.
- Entering stock inward record in the system.
- Maintaining stock room registers.
- Managing the stock room inventory level.

Resources to be Used

- A return slip

Do

- Show a sample return slip.
- Explain how labelling is done to identify and separate returned products from the good quality products.

Tips

- Identifying defective products.
- Providing the details related to defective products to the floor manager.
- Checking of manufacturing defects by the assistant store head.
- Placing the defective products in the stock room.
- Entering the details of products in the 'products returning register' and labelling the merchandise accordingly.

Resources to be Used

- Participant handbook
- Pencil

Activity

- Ask the participants to refer to their participant handbooks for the activity of module 9.
- Ask them to look at the pictures and tick the picture that they think are the goods that cannot be returned by customer after purchase.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.
- Ask participants to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize

- Summarise the processing of returned goods.
- Summarise how to raise a credit note/refund the payment.
- Summarise how to update the stock control system.
- Summarise about labelling of goods before sending them to the supplier/manufacturer



<https://www.youtube.com/watch?v=NxsVb08vDmI>
Negotiation strategies

Unit 2.4 Processing Customer Orders

Unit Objectives

1. Explain the Significance of processing customer orders for goods
2. Illustrate the escalation matrix in case the order cannot be processed
3. Explain the Importance of identifying customers' needs for Products by asking probing questions

Ask

- Ask the participants the scenarios when they have made exchange of products.

Say

- A process in which an item or product is exchanged as a mode of payment for another product (depending on terms and conditions) is called a part exchange process.

AOL – Presentation

- A customer bought an iron from your store, he returns two days later and says the he isn't happy with the performance of the iron. He requests an exchange of the item with an upgraded, better steam iron and is willing to pay the price difference for the new steam iron. How will you facilitate the entire process and what points will you consider before approving the part exchange?
- Split the class in two teams and ask them to create a chart paper presentation of the role of a Retail Sales Specialist in the process. Ask them to highlight the points all the points they keep in mind before approving the part exchange transaction.

6-Step Approach:

1. Check prior knowledge (Ask participants what is part exchange)
2. Real World Situation (Part-Exchange)
3. Facilitate discussion and research by trainees (Chart Paper presentation and team competition)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Do 

Explain the role of the cashier when such offers are given:

- By understanding the whole process, the cashier can prevent the occurrence of any difficulty.
- The cashier should be aware of his/her responsibilities towards customers as well as the store.

Ask 

- Ask the reasons why the customers want to exchange the products:

Do 

Ask the participants to list down the reasons and conclude the discussion after getting their responses.

Explain two modes of purchases that the customers make:

- In-store purchase
- Online purchase

Notes for Facilitation 

- Focus that the part exchange process starts from the cashier's desk.

Elaborate 

Elaborate this topic further and mention the responsibility of the cashier:

- It is the responsibility of a cashier to provide information related to the on-going exchange offers and receive and inspect the items given by the customer.
- The cashier should provide the solutions of exchanging the products with respect to the situation available. There should be no copy-pasting in the process of returning and exchanging the products.
- The cashier is advised to use simple English to make the target audience understanding the products and related features.
- The cashier is held responsible for fulfilling all obligations of returning the products.
- The cashier is not supposed to use the words that lead the customer to use the several steps for returning products.
- The cashier is expected to take the responsibility of the situations in which he/she becomes liable for returning the products.

Ask

- What are the different return policies you have read for different products?

Resources to be Used

- Computers
- Internet

Activity

- Ask the participants to do an online search for various exchange offers provided by retail stores.
- Ask them to search for the procedure followed to estimate the correct value of old items given by the customer.
- After 10 minutes, ask 2-3 participants randomly to share their findings.

Ask

- Ask the participants about the different companies where they would have made the exchange of products.

Notes for Facilitation

- Focus that the exchange process requires the checklist on certain steps and conditions.

Say

Each company follows the different provisions and policies for returning the products. The policy that needs to be chosen is the choice of each firm.

- No refunds/exchanges: The companies only exchange the products if the customer finds any difficulty or fault in the product. The companies do not provide refunds of the products.
- Permission of refunds: In certain cases, the companies do not exchange the products, instead they directly provide the refunds.

Explain

Explain the importance of knowing all policies and procedures of the store to identify the ownership of the item:

- Sometimes the item brought for exchange could be a stolen one, especially in case of valuable items, like mobile phones, watches, home appliances and vehicles.
- He can ask for the bill of the items offered which can help him in ascertaining whether the item is bought or stolen.

Tips

- The cashier should seek advice from the right person when he/she fails in sorting out the priority problems of customers.

Resources to be Used

- Computers and Internet

Activity

- Ask the participants to note down the actions they will perform to identify the ownership of the item.
- Ask them to note down the action they will perform in case of any discrepancy.
- After 10 minutes, ask 2-3 participants randomly to share their points.

Ask

- Ask the participants how they often get refunds while exchanging the products

Elaborate

In the process of obtaining refunds on exchanging products, the different POS systems can be approached for the same:

- Refund through original payment method – In this scenario, the cashier will make refunds through the payment method that would have been adopted at the time of purchasing products. For example, if the customer used the credit card for purchasing products, then the refunds should only be made through that credit card only.
- Refund through cash – In this situation, the cashier will refund only through cash irrespective of the payment method that would have been adopted.
- Refund through vouchers or points – In these scenarios, the cashier will credit the points or vouchers equivalent of the returned value. Then, the customer can use those points further when he/she would make purchase again.

Tips

- The cashier can read the handbook of the companies which comprehensively explain the appropriate criterion of returning the products. The cashier should understand the concept of credit note and the importance of providing credit note to the customers when they return the products.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt

Field Visit

- Conduct a field visit to a nearby retail store or nearby mall.
- Ask the participants to observe or interview cashiers on how they determine the ownership of an item.
- Ask them to list down the steps and compare with what they have learnt.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their findings and prepare a report on the subject.

Summarize

- Summarise what part exchange means.
- Summarise how to inspect the owner item being offered.
- Summarise how to provide refunds on the products if not exchanged.

Ask

- Ask the participants to recall all scenarios when they would have negotiated with the cashiers for part exchange transactions.
- Aid the participants' response if needed. Explain about the situations where negotiation can happen. Negotiation may happen when the customer would want a refund and the retailer's policy would only allow the issue a credit note for the value of exchange to the customer so that the customer can buy another product.

Say

- The conversation at the time of negotiation must be polite and fruitful for both the parties.
- The cashier should try to calm the customer and ask the store manager for an alternate solution, if the cashier is unable to handle the negotiation part.

Elaborate

There are two strategies that are much helpful in the negotiation process:

- Distributive negotiation – In this type of negotiation, one individual gets benefitted and another individual comes under the stage of losses.
- Integrative negotiation – In this negotiation, both parties mutually collaborate with each other. Both parties search for several alternatives of settling the issue and then reach at the mutually beneficial alternative for facilitating the part exchange transactions.

Explain

Along with the negotiation strategies, the cashier must know the importance of negotiation which are provided below:

- Helps on arriving at the best deal
- Brings certainty in products' exchange mechanism
- Helps in building the long-run professional associations among the parties

Say

- A cashier must explain the terms and conditions of sale to customers before a transaction is made. Otherwise, the customer may feel cheated if he thinks that the terms and conditions of sales are unfavourable to him/her.
- A cashier is supposed to undergo through the entire process of negotiation:
 1. Preparation and planning of negotiation rules
 2. Definition and understanding of ground rules
 3. Identification of problems and solutions
 4. Appropriate bargaining and the way of solving problems relating to the negotiation situations
 5. Occurrence of actual negotiation and the final results of the entire process

Ask

- As a cashier what will you do if a customer brings back any product for return/exchange?

Say

- Once everything is decided, it is the time to close the transaction. Whatever the mode of payment is selected by the customer, the cashier must complete the payment process and generate the bill/ receipt accordingly

Explain

Explain the process of ending transactions:

- At the end of transaction, any paperwork, like filling up the form for customer's details or signing up the store's receipt, must be done carefully because these papers need to be recorded for future references.
- To save a customer's time the cashier can ask him/her to do the paperwork while he generates the bill.

Field Visit

- Conduct a field visit to a nearby retail store or nearby mall.
- Ask the participants to observe or interview how cashiers on how they end transactions.
- Ask them to list down the steps and compare with what they have learnt.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their findings and prepare a report on the subject.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise how to negotiate part exchange transactions with customers.
- Summarise the terms and conditions of sales.
- Summarise how to treat customers throughout the negotiation process.
- Summarise how to end transaction.

Say 

- A POS system facilitates the smoother and faster selling process.
- A POS instantly tells whether the customer is eligible for getting discounts.
- A POS facilitates the receipt of payments through cash as well as any other payment mechanism.
- A POS instantly generates the invoice.

Say 

- A cashier should always ask customers about the preferred mode of payment.
- He/she should also check if the payment is in line with the company's guidelines.
- For example, many stores accept only cash payments and not card payments.

Say 

- POS has become an emergent need of the retail store that facilitates the personalized level of treatment to the retailers.

Explain 

Explain how the POS helps in managing the customers:

- Facilitate in maintaining the database of customers after making the profiles of all customers.
- Facilitate in grouping the customers and then conduct marketing through sales promotions, vouchers, etc.
- Offering perks and rewards to the loyal customers.

Tips 

- Provide the following tip if part exchange sale transaction be used as a customer loyalty program:
- Yes part exchange sale transaction can be used as a customer loyalty program because it helps in retaining existing customers and in attracting new customers to purchase products from the store.

Resources to be Used

- Participant handbook
- Pencil

Activity

- Ask the participants to refer to their participant handbooks for the activity of module 5.
- Ask them to look at the pictures and tick the picture that they think is correct about par exchange sale.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.
- Ask participants to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize

- Summarise the technique of accepting or refusing the customers according to company's policies.
- Summarise the processing of payment in line with company procedures.
- Summarise the additional services available in a retail store.



<https://www.youtube.com/watch?v=6jnNqC7CL-sA&list=PLAFE6EE3F43FBA7BC>
Buying Process



<https://www.youtube.com/watch?v=Ntpj1SPHnF-w&list=PLAFE6EE3F43FBA7BC>
Different Types of Closes

2.4 Processing Customer Orders

Unit Objectives

1. Explain the Significance of processing customer orders for goods
2. Illustrate the escalation matrix in case the order cannot be processed
3. Explain the Importance of identifying customers' needs for Products by asking probing questions

AOL – Presentation & Role Play – (Ravi's Turmoil)

Ravi works with a marketing firm and comes into your retail store to buy a laptop. During your conversation with him you realise that he travels to client sites with his laptop and wants a machine that is easy to carry and leaves a good impression. Ravi is not very tech savvy and is finding it difficult to decide the laptop he should to buy

As a Retail Sales Specialist, discuss how you would talk to Ravi so he feels confident about buying the laptop from your store, also discuss the steps you would take to help him decide the laptop that suit his needs best.

Divide the participants in two groups, one group being the customer and the other being the retail sales specialist. Ask the team representing the customer to create a presentation on the expectations they would have while entering the store, the help they would seek and the experience they would like. Ask the team representing the RSS to create a presentation on how they would handle customer questions, ask questions to understand customer requirements and help the customer to buy the right product.

Once the presentations are ready, ask the participants to do a role play of the situation keeping in mind the points they have put in their presentation. After the role play activity ask both the teams to show their presentations and compare if all original customer expectation were met during the sales process.

P.S. Both teams should make their presentation discretely and the presentations should only be shown at the end of the role play

6-Step Approach:

1. Check prior knowledge (Ask participants if a salesman at a store ever help them decide the right product to buy. Did this help them?)
2. Real World Situation (Ravi's Turmoil)
3. Facilitate research by trainees (Chart Paper presentation and Role Play support/strategy)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Explain



- Explain the meaning of customers.
- Explain the importance of customers
- Explain the meaning and importance of customer service.



- Explain the customers' needs and expectations regarding the products. Explain why is it required to recognize the customers' needs for selling better and larger quantities of products and services

Ask



- Ask the participants what they think about the role of the cashier in identifying customer needs.

Explain



Explain that once the store staff identifies customer needs and provides appropriate products to customers, the cashier can check the availability of the required products either in a computer system or manually.

- Identifying customer needs You need to know:
 - Who your customers are?
 - What your customers want?
 - What your customers need?
 - What your customers think?
 - How your customers feel?
 - Whether your customers are satisfied?

Resources to be Used

- Computers
- Internet

Activity

- Ask the participants to note down the actions they will perform to identify the customer needs.
- Ask them to note down the specific questions they will ask the customer.
- Ask them to note down the steps they will perform after identifying customer needs.
- After 10 minutes, ask 2-3 participants randomly to share their points.

Say

- Once the requirements of customers are identified and an order is placed, a retailer needs to select a supplier who delivers the required products. An agreement is prepared and signed by the retailer and the supplier. This agreement contains the terms of supply. The terms of supply include various conditions that a supplier and the retailer must fulfil. The following are various elements of the terms of supply:
 1. Product description
 2. Quality standards
 3. Delivery schedule
 4. Pricing and payment detail

Tips

- In retail stores, customers usually approach the cashier to inquire about the availability of products.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise customers' needs.
- Summarise the availability of products for order processing after identifying the customers' needs.
- Summarise an understanding about suppliers and the terms of supply.

Ask

- Ask the participants to share their viewpoints about processing customers' orders online.
- Ask participants to search on methods to process customer orders online.

Notes for Facilitation

- Explain the process of processing customer orders.

Say

- Once the availability of products is ensured, customer orders are confirmed and processed.
- Order processing involves checking whether the customer has made the full payment, generating invoices, dispatching the products, providing information related to the shipping status to customers, making final delivery of products, etc.
- Order processing involves cross checking the product and the price along with payment details with the order for ensuring that delivery accuracy.

Explain

Explain the importance of confirming customer identity and credit status.

- This assumes even greater importance in an online shopping environment.
- This ensures that the right customer receives the products.

Field Visit

- Conduct a field visit to a nearby retail store.
- Divide participants into teams of 3-4 participants each.
- Ask participants to interview the cashiers and discuss the following among their teams:
- The procedure they follow to check customer identity
- The procedure they follow to check the customers' credit status
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Explain



Explain the following points:

- Once the availability of products is confirmed, the retailer/cashier should prepare accurate, clear and complete information about the product.
- This information should then be forwarded to the concerned person who will ensure the fulfilment of the customer's order and timely delivery of the right product to the right customer.

Tips



- In case of providing complete information of the product, always use the positive language and provide all information in a comprehensive manner. The lines like "I don't know", "I don't have much idea", etc. should not be used.

Notes for Facilitation



- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarise how to process a customer's orders.
- Summarise company procedures for checking customer's identity and credit status.
- Summarise company policies for ordering products that are not in stock.
- Summarise the process of preparing complete information about the order and passing it for fulfilment.

Say 

- A retail staff/cashier should provide accurate, clear, complete and timely information to those responsible for issuing the invoice of products ordered.
- The communication medium used can be telephonic, e-mail or text message. A few examples of these medias are digital media, print media, etc.

Explain 

Explain the common reasons for the non-processing of orders SUCH AS:

- Difficulty in delivery
- Non-receipt of payment

Say 

- In case there is any delay in product delivery, the customers should be informed politely about the reason for delay.

Do 

Mention the following reasons for a delay in product delivery:

- Delay in transportation
- Late receipt of payment

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.
- Ask participants to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize 

- Summarise complete information for issuing invoice.
- Summarise how to inform customers about the delay in order delivery.

Unit 2.5 Service Cash Point

Unit Objectives

1. Describe ways to resolve expected and unexpected problems in routine cash point operations
2. Discuss the security procedures at cash points
3. State the purpose of the Point of Sale (POS)

Do

- Make the participants to recall shopping at a store where cash transactions take place.

Ask

- Ask the participants to remember if they have ever seen CCTV cameras, electronic sensors or security guards near those cash points.

AOL – Group Discussion & Presentation (The Vigilant Shweta) –

Shweta is working as a Retail Sales Specialist cum Cashier with a big retail chain in Mumbai. She is asked to help the security advisor to enhance security of the store which was last upgraded 10 years ago. Shweta has to make a list of all the security tools/equipment required to avoid any security breaches in the store. The list should highlight security procedures at cashpoints, shopping area, store room and measures to avoid online theft.

Facilitate a group discussion and ask participants to highlight all security lapses that can occur at a big retail outlet. Ask them to create and share a presentation on the same.

6-Step Approach:

1. Check prior knowledge (Ask the participants if they have ever come across any security lapses at a retail store. How could they have been avoided?)
2. Real World Situation (The Vigilant Shweta)
3. Facilitate research by trainees (Group Discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)

5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Notes for Facilitation

- Pick the keywords from participants' responses and write them on a flipchart.
- Mention the importance of having security at such cash points.

Say

- A cash point is the most important place in a retail store as a number of transactions and various other activities, like receiving payments from customers, generating receipts, capturing orders, exchanging and refunding take place there.

Do

- Explain the concept of Point of Sale (POS).

Say

- POS is a point in a store where customers make payments to a retailer for the purchase of goods or services.
- A POS system nowadays contains customised hardware and software depending on the requirements of retailers.
- A modern day's POS is also called the point of service as it not only acts as a point of sale but also as a point of return of purchased goods.
- In recent times, a POS system comprises a computer, monitor, cash drawer, receipt printer, customer display and a barcode scanner. Majority of retail POS systems also include a debit/ credit card reader. It can also include a conveyor belt, weight scale, integrated credit card processing system, a signature capture device and a customer pin pad device. While the system may include a keyboard and mouse, more and more POS monitors use touch-screen technology for ease of use, and a computer is built into the monitor chassis for what is referred to as an all-in-one unit.

Do

- Explain the concept of cash point operations.

Say

- A cash point is a place that is used to perform not only transactions but many other related activities. All the activities that take place at a cash point are called cash-point operations. The head cashier should ensure that cashiers set-up and operate on the cash points correctly.

Ask

- Ask the participants the modes of payment they have used when shopping at a store.

Notes for Facilitation

- Note the key responses from participants on a flipchart.

Explain

Elaborate on participants' responses and explain the following modes of payment:

- Cash
- Card (Credit/Debit)
- Gift Vouchers
- Shopping Vouchers
- Cheques
- Loyalty Cards

Tips

- Online fund transfer is generally used as a significant mode of payment in case of online shopping. It allows the customer to process payments immediately through net banking.

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise cash point operations.
- Summarise the point of sale (POS).
- Summarise the concept of POS.
- Summarise various modes of payment at POS.

Do

- Explain some of the terms and conditions for accepting various modes.

Say

Some of the terms and conditions are:

- Some retailers only accept cash payment.
- Retailers who accept payment through credit/debit cards may charge extra.
- Some retailers accept cheque payments and bank transfers only on extremely expensive purchases. In many instances, retailers accept cheque payments if customers are well known to them.
- In some retail stores, gift vouchers and shopping vouchers are only applicable on selected items.

Tips

- Every cashier must follow the terms and conditions described by the organisation for accepting various modes of payment.

Field Visit

- Conduct a field visit to a nearby retail store.
- Divide participants into teams of 3-4 team each.
- Ask the participants to talk to the cashier as a team and understand how they handle cash and cash equivalents.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries.

Say



- At the end of his/her shift, a cashier should match the total earning (in cash) mentioned in the POS system with the amount of cash available in the drawer according to the sales register.
- Merchant copies of credit/debit card slips duly signed by customers should be kept at a secured place.
- Merchant copies should be processed within the time period as prescribed by the bank.
- Checks should not contain any spelling mistakes or overwriting. In addition, they should be properly readable and duly signed by customers.

Notes for Facilitation



- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarise the terms and conditions for accepting various modes of payment.
- Summarise the procedure for handling cash.
- Summarise the procedure for handling cash equivalents.

Resources to be Used

- Computers
- Internet

Activity

- Ask the participants to do an online search for theft/robbery incidents that have taken place at cash points in retail stores.
- After 10 minutes, ask 2-3 participants randomly to share their findings.
- Conclude how cash points are the prime targets for criminals.

Ask

- Ask the participants to recall the various types of security procedures they had observed when they

Notes for Facilitation

- Note the key responses from participants on a flipchart.

Explain

Elaborate on participants' responses and explain the following security procedures:

- Security devices such as CCTV cameras, mirrors, and electronic sensors should be installed.
- Security guards should be deployed at stores.
- Keys/security passes should never be left on counters.
- Cash drawers should never be left unattended.
- Only authorised people should have access to go behind the counters.
- Customers' movement inside the store should be monitored.

Explain



Explain the role of the head cashier at cash points:

- The head cashier keeps collections ready just before the time of arrival of the agent to collect the cash.
- Once the agent comes, the head cashier ascertains the identification of the person, collecting cash, takes his signature and name on the daily cash-collection register and then hands over the cash.

Tips



- Cash counting and cash-drawer clearance should not be done in the presence of customers.

Notes for Facilitation



- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarise the security risks at cash points.
- Summarise security procedures at cash points.
- Summarise the need of security procedures at cash points.
- Summarise the role of head cashier regarding security at cash point.

Team activity



- Conduct a skill practice team activity.
- Divide the participants in 5 teams.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask participants to discuss between their team and come up with a solution to the following problems that may occur during cash point operations:
- Problem 1: The scanner that is used to scan products to derive information, such as product price and product code, may not work.
- Problem 2: One of the POS software may stop working
- Problem 3: A customer wants the refund of money for a product, which is broken or not working due to mishandling at the customer's end.

- Problem 4: When the total amount of products purchased exceeds the money the customer is carrying.
- Problem 5: A customer bargains where bargaining is strictly not a norm.
- Assign one problem to each team.
- Tell them that the team with the answer closest to the correct solution will be the winner.
- Tell them to choose a representative from their team and explain their findings out loud in the class one at a time.
- Make the class applaud the winning team with a clap.

| Steps in skill practice | Time | Resources/ Material Required |
|---|---|------------------------------|
| Solving problems in routine cash point operations | Solving problems in routine cash point operations | Pencil and paper |

Say

The solutions to the problems are:

- Solution 1: In such a case, a cashier can enter the product code and the price in the POC software manually.
- Solution 2: A cashier should direct customers to other POS counters.
- Solution 3: In such a case, a cashier should politely refuse and try to convince the customer.
- Solution 4: In such a case the cashier needs to convey to the customer politely that he needs to make the balance payment in order to purchase the products, or drop some products from his/ her purchase list. Or the cashier may suggest that the balance amount can be adjusted with the customer's loyalty card (only if applicable). Or the cashier may suggest the customer some other modes of payment.
- Solution 5: In such cases the cashier needs to politely refuse the customer.

Team activity

- Conduct a skill practice team activity.
- Divide the participants in 3 teams.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask participants to discuss between their team and come up with a solution to the following problems that may occur during cash point operations:
- Problem 1: Double entry of certain products by the cashier.
- Problem 2: The cashier makes the mistake of charging less amount from the customer.
- Problem 3: The customer's credit/debit card does not have sufficient balance and he/she is not carrying the required cash.
- Assign one problem to each team.
- Tell them that the team with the answer closest to the correct solution will be the winner.
- Tell them to choose a representative from their team and explain their findings out loud in the class one at a time.
- Make the class applaud the winning team with a clap.

| Steps in skill practice | Time | Resources/ Material Required |
|--|------------|------------------------------|
| <ul style="list-style-type: none"> • Solving unexpected problems in routine cash point operations | 30 minutes | Pencil and paper |

Say

The solutions to the problems are:

- Solution 1: The cashier should immediately issue the correct invoice and must apologize to the customer.
- Solution 2: The cashier should immediately issue the correct invoice and must apologize to the customer. However, in case the customer has left the store before the cashier realizes his/her mistake he/she may have to suffer consequences at the owner's end.
- Solution 3: Cashier should politely inform the customer that he/she has to drop some products.

Tips

- Unexpected problems and their solutions vary according to the circumstances. The cashier has to apply his/her discretion in providing the best possible solution depending on the situation.

Resources to be Used

- Participant handbook
- Pencil

Activity

- Ask the participants to refer to their participant handbooks for the activity of module
- Ask them to look at the pictures and tick the picture that they think may improve the security at the point of sale.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.
- Ask participants to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize

- Summarise the problems in routine cash point operations.
- Summarise resolutions to problems in routine cash point operations.
- Summarise the unexpected problems in cash point operations.
- Summarise solutions to the unexpected problems occurring in cash point operation.



<https://www.youtube.com/watch?v=ehcjne9-Lto>
POS machine use



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



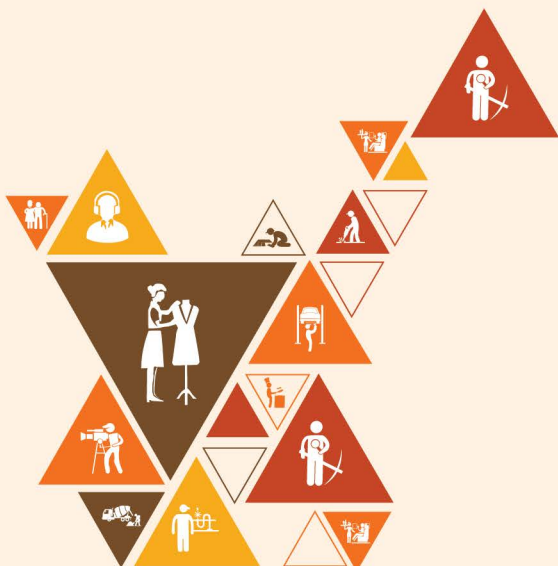
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Corporation

Transforming the skill landscape



3 . Retail Sales Process

- Unit 3.1 Retail Sales Process and helping customers choose right products
- Unit 3.2 Effective product demonstration
- Unit 3.3 Analyzing features of and benefits of products
- Unit 3.4 Personalised and Post- Sales Service Support
- Unit 3.5 Overview of Product Sales Specialist
- Unit 3.6 Processing Credit Applications



RAS/N0126 RAS/N0125
RAS/N0128 RAS/N0129
RAS/N0127 RAS/N0114

Key Learning Outcomes

1. Outline the purpose of displaying welcoming attitude towards customers
2. Demonstrate the process to help customers choose right products
3. Explain the importance and role of demonstration in promoting and selling products
4. Explain the importance of conducting product demonstration to the customers in the store
5. Discuss the role of sales promotions in a retail store
6. Follow best practices in providing personalized sales in retail store
7. Illustrate the process to provide an after sales service
8. Discuss the importance of giving customers information and advice on specialist products
9. Illustrate how to process applications from customers for credit facilities

Unit: 3.1 - Retail sales process and helping customers choose right products

Unit Objectives

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

1. Discuss the importance of welcoming and greeting customers at the store
2. State the importance of professional communication for the effective transmission of valuable information.
3. Explain the importance of identifying customer needs and suggest the right products for them
4. Describe clearly and accurately relevant product features and benefits to customers
5. Explain the importance of identifying suitable opportunities to tell the customer about associated or additional products
6. Illustrate the techniques of closing sales and bill payment
7. Discuss the seasonal trend that effect on sales opportunities

Ask

- Ask the participants how they have been greeted when they visit the retail store.
- Ask the participants, what is the significance of greeting a customer in a retail store?. Say
- The customers are like the biggest treasure to the retail stores. When they arrive at the retail store, then they expect cordial treatment from the retail sales specialist.
- Non-cordial treatment by retail sales specialist with the customers causes heavy losses to the customers.
- Friendly greeting with the customer builds the good environment for the customers in a retail store.
- Warm greetings with the customer strengthen the rapport between the retail sales specialist and customers.
- The greetings are of two types; formal greetings and informal greetings.

Elaborate

Elaborate the ways that are helpful in greeting with the customers:

- Familiarity
- Small talks
- Commonality
- Correct body language
- Good appearance

Role play

Divide the class into the pairs. Each pair will have two students in which one student will perform the role of retail sales specialist and another will perform the role of customer.

Ask the participant who is performing the role play of retail sales specialist to greet with the customer.

AOL – Team Presentation (Anurag’s Discovery)

A star retail sales specialist called Anurag who is excellent with his sales pitch and rapport building is approached by a customer at his store. The customer wants to buy a phone and seems very confused. While talking to the customer, Anurag with his stellar communication and questioning skills discovers the following points from the customer:

1. Budget – Price is not the factor, the customer can afford any phone
2. Usability – The customer wants an easy-to-use phone
3. Reason to upgrade – The old phone has started lagging
4. Existing platform – Android
5. Features the customer wants– Good UI, Fast browser and a good music library
6. Additional info – The customer wants a phone that doesn’t have security breach

Divide the participants in 2 groups and ask them to find the latest Apple and Android device in the market. Now ask the two groups to create a presentation on the dialogue that Anurag has with the customer, highlight the points of customer interaction in which Anurag discovers the customer requirements to understand his need. Basis the conversation and understanding one team should sell the Apple device to the customer while the other has to sell the android device. Give enough time to the participants to channelize a healthy dialogue with the customer to get information and then pitch their products accordingly.

6-Step Approach:

1. Check prior knowledge (Ask the participants – Can you sell something to a customer with- out fully understanding what he wants to buy?)
2. Real World Situation (Anurag’s Discovery)
3. Facilitate research by trainees (Preparation of Chart Paper Presentation)
4. Support trainees with guidance, feedback, information sources and suggestions (Instruc- tor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Con- clude the activity impressing on the important points covered by the participants and add any of his own if needed)

Ask

- Ask the participants what they understand by customer needs.
- Ask the participants to consider what they would like to buy at the moment.

Notes for Facilitation

1. Give participants some time to think about the steps in demonstration.

Say

- For this, the sales associate should possess certain skills which are:
 1. Communication skills
 2. Personal mastery skills
 3. Sales skills
 4. Knowledge of products and services
 5. Money-handling skills
- After explaining about the techniques of identifying the needs of customers, ask the participants to refer the participant guide.
- Explain the essential skills of a sales person to identify the needs of the customers.

Elaborate

Elaborate the features that the retail sales specialist should have while interacting with the customers:

- Good facial expressions
- Putting correct questions to understand the customers' needs
- Appropriate body language
- Usage of good gestures

Explain

Explain the features of a product such as:

- Product description
- Technical details
- Product Features

Elaborate

Feature Tells, Benefit Sells!!!

- Feature refers to a physical characteristic or quality of a good or service; what is its in- tended use?
Benefits
- Advantages or personal satisfaction a customer will get from a good or service; features that have been made into customer benefits are selling points.

- Knowing about the price, composition, care, and manufacturing process allows a sales- person to explain why one product is better than another. Salespeople must study what motivates customers to buy and what decisions customers make before finally purchas- ing a product.

- For Example: Feature and Benefit of a mobile phone are as given under:

Features Benefits

5 inches size Compact - easy to carry

HD screen Good visuals- less stress on the eyes Feather touch screen Easy to use

4 hours battery life Convenient- no need to charge often Bluetooth, 5G, WifiStay connected all the time

48 mp camera Capture memorable moments - emotions

Android Platform User friendly - easy to use. Common platform

Here are some other examples emphasizing benefits beyond the features:

- A carpet company might be more successful if it illustrated how its carpets could help create attractively decorated interiors. Pictures of beautiful rooms could be more beneficial than a stack of carpet samples or a list of fabric features. It's selling beauty, not carpets.
- A manufacturer of computer printers might emphasize less hassle or less wasted time rather than emphasizing reliability or quality. Its selling ease-of-use, not printers, and not quality.
- A salmon fishery might emphasize the health benefits of eating salmon. It's selling health, not fish.

Do

- Ask the participants to refer the topic Product Features and Benefits to customers from the participant guide.
- Explain the example and ask the participants to do a role play.

Role play

Divide the class into groups of 3-4 members in each group and ask the participants to conduct a role play on one of the below given examples.

- Selling a new brand mixer/ grinder
- Selling new fashioned clothing
- Selling a car
- Selling an antique model gift item

Summarize

- Summarize the FAB concept.
- Summarize the alignment of FAB concept with the needs of customers.

Say

- To convince a customer to purchase, you must address three customer fears that prevent him/ her from making a decision. Customers fear:
 - » Buying the wrong product
 - » Buying the right product at too high a price
 - » Being stuck with a disappointing product
- To get the sale, you have to do a better job of explaining your products than your competitor does. If a customer is confused, he/she would rather not buy any product than take the risk of buying the wrong product. Thus, to generate sales, you need to do an excellent job of helping the customer buy the right product by offering informative product descriptions and information to help him/her decide between similar products.

Explain

- Explain the benefits of the purchasing product as per the needs and requirement of customer.
- Explain what can be the various requirements of a customer by providing an example.

Field Visit

- Ask the participants to visit the nearest mall/retail store, and observe how the sales executives interact with the customers and assist them to choose the right product as per their needs.

Explain

- Explain that it is essential for a sales associate to handle a customer's objections and questions effectively, politely, and confidently.

Do

- Explain the example given in the participant guide and ask the volunteers to do a role play on the same for better understanding of the topic.

Notes for Facilitation

- After the role play is over, ask the observing participants to share their understanding.
- Share the feedback with participants on their observations.

Steps

Handling objections is a four step process:

- STEP 1: Listen carefully to the customer.
- STEP 2: Acknowledge the objection.
- STEP 3: Reword and restate the objection.
- STEP 4: Answer the objection.

Explain



- Explain the steps for handling objections from customers.
- Explain different methods to handle objections.

Do



- Explain the steps to encourage conversation with customers.

Notes for Facilitation



- After completing the role plays and sharing the feedback for each role play, ask the participants to refer the tips given in the participant handbook for better explanation of Features and Benefits of a product.

Summarize



- Summarize the topics on objection handling and asking questions

Ask



- Ask the participants what they understand by up-selling and cross-selling.

Say



- In order to boost up the sales, a sales person must give positive suggestions. In most of the businesses, sales figure can be raised up to 25% if a sales person provides useful suggestions. (Please maintain one nomenclature - retail sales specialist everywhere)
- Statements which are not considered as suggestions include: "Can I get you something else?" or "Do you need something else?" Such statements do not make any positive suggestion.
- Such kind of initiative generally results in more sales. Focus should be made on those customers who are likely to receive a valid suggestion.

Do 

- After explaining the concepts of up-selling and Cross- selling, ask the participants to refer the participant guide.
- Explain the opportunities and example of up-selling and Cross-Selling.

Explain 

- Explain the cross selling and up selling concepts.
- Explain different examples to give insights about the concept.

Field Visit

- Ask the participants to visit the nearest mall/retail store in groups of 5 and observe at least two sales associates there.
- Ask the participants to note down their observations on how the sales associates are making sales of associated products to customers.
- Discuss their observation in the classroom.

Summarize 

- Summarize the topics on identifying opportunities of cross selling and up selling.

Ask 

- Ask the participants to remember the events when they would have given the feedbacks to the customers.

Say 

- The customer responses may be positive or negative.
- The customer responses are too much beneficial to the customers.
- The customer responses help the retail sales specialist to collect the customer responses.

Do 

- Explain the ways to collect and interpret customer responses.
- Ask the participants to refer the example given in the participant guide.
- Explain the example and ask the participants if they have any doubt.

Do 

- Explain the importance of acknowledging a Customer's Buying Decision.
- Ask the participants to refer the tips for recognizing the buying signals from customer given in the participant handbook.

Summarize 

- Summarize how to collect and interpret customer responses.
- Summarize how to acknowledge customer's buying decisions.

Say 

- Closing is a make-or-break moment in sales; the final verdict that determines whether or not your efforts will amount to anything at all.
- It's natural to feel apprehensive about it at first. However, without that feeling of danger, successfully closing a sale wouldn't be so thrilling - a feeling that drives salespeople to continually strive for more.

Do 

- Explain the types of closing techniques.

Notes for Facilitation 

- Add examples, wherever appropriate, when elaborating closing techniques.

Say 

- After the right product has been selected by a customer, the next step is to process the payment.
- A sales associate needs to direct the customer to the Point of Sales (POS) in order to process the bill payment.
- Depending upon the need, the sales associate might accompany the customer during the bill payment.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the concept of sales closing techniques.
- Summarize the concept of Bill Payment.
- Summarize the ways customer makes payment.

Ask

- Ask the participants if they know the reasons of returning goods by customers.
- Ask the participants about any policies that they have understood in any retail shop.
- Ask the participants about their experience while returning goods back in the shop.

Notes for Facilitation

- If participants do not the answer, explain the concept.
- Provide examples.

Say

- There are instances when a customer is unsatisfied with the purchased product due to several reasons like ineffective performance of the product, malfunctioning of parts, etc.
- To handle such situations, the company has some written repair and/or return policies that are legal in nature.
- These legal policies vary from company to company. A sales associate aware of these policies at the time selling of products.

Explain

Explain the situations in which the retail sales specialist refuse to accept the returned products.

- DVDs and computer software
- Perishable items
- Customized orders

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding the concept.

Summarize

- Summarize the return policies.
- Summarize the legal rights of customers while returning goods.
- Summarize the importance of ensuring safety and security of products at a store.



<https://www.youtube.com/watch?v=mZziCuQx-akE&list=PLAFE6EE3F43FBA7BC&t=21s>
Handling Objections



<https://www.youtube.com/watch?v=c65o74K-wLfI&list=PLAFE6EE3F43FBA7BC>
Remember to Ask Open Ended and Close Ended Questions



<https://www.youtube.com/watch?v=dDbqwtjzX-jY&list=PLAFE6EE3F43FBA7BC>
Setting Direction

Unit: 3.2 - Effective product demonstration

Unit Objectives

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

1. Describe the role of demonstration in promoting and selling products
2. List the logical steps of demonstrating a product by showing the use and the value of the products
3. List key safety guidelines to be followed in the demonstration area

AOL – Role Play (The Preeti Effect)

Preeti Bannerji is a retail sales specialist of a big retail chain that sells consumer electronics. She takes care of the Air Conditioning side of the business and her key responsibility areas are to create an environment on the shop floor where people can come and experience the performance of different Air Conditioners. Basis the learning from the current unit, create a checklist on how Preeti should prepare herself, the shop floor and the Air Conditioning units for product demonstration.

Post a group discussion, two participants should come forward and enact Preeti's product demonstration and the customers experience.

6-Step Approach:

1. Check prior knowledge (Ask the participants about the importance of product demonstration)
2. Real World Situation (The Preeti Effect)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the role play by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Say

- Product demonstration is basically a promotion strategy, where a product is demonstrated to the potential customers.
- Product demonstrations are performed in a range of retail operations, such as:
 - » Department Stores
 - » Supermarkets
 - » Specialty Stores
 - » Fresh Food Stores
 - » Quick Service Food Stores
- Deming or sampling enables consumers to see how products perform without having to risk buying first. Deming can consist of:
 - » Visually showing consumers how the product works
 - » Sampling a small size so consumers can experience it themselves
 - » Enabling consumers to temporarily experience a larger, more expensive product for free

Explain

There are two main types of demos: public demos and private demos.

Public demos: You're in front of dozens, or even hundreds of people, standing up on stage. The public is watching, along with the media, investors, and other key people. You'll usually find yourself in this position if you're launching a new product, or announcing a big milestone. You've got a set time and a set plan. It's time to impress, to be the show person.

Private demos: You're one -on-one, or in a small group, visiting a customer or presenting to an investor. You have more time to go into details, and more time to field questions. You've got an agenda, but are likely to sway from it if the right (or wrong) opportunity hits. Your challenge is to make yourself understood to a group of people with diverse backgrounds.

Notes for Facilitation

- You may add few examples from current scenario of retail sales to give in-depth knowledge to the

Elaborate

Elaborate on participants' responses and explain the importance:

- Spread awareness about a newly launched product.
- Spread awareness about the new version of an existing product attract customers.
- Increase sales.
- Provide first-hand experience of a product.
- Educate customers about the functioning, features, and benefits of a product.

Summarize

- Summarize about the demonstration for selling products.
- Summarize about the various types of demonstrations.
- Summarize the importance of demonstration.

Ask

- Ask the participants what should be the area of demonstration
- Ask the participants what preparation should they do for product demonstration.

Notes for Facilitation

- Ask the aforementioned questions randomly to 3-4 participants in the class.
- Once the participants are finished talking about their pre-knowledge, reiterate the points.
- Give the participants a brief overview of what all will be covered in the unit.
- Start with a positive and happy note.

Say

- Setting up a demonstration booth is a must. The exact structure will depend on many aspects such as the available time, type of product, type of event, etc.

Explain

Explain the points to be taken care before the commencement of the product demonstration activity:

- Booth should be set up well in time.
- Banners regarding the demonstration should be put.
- Time-to-time announcement should be made.
- Table and chairs should be arranged, if required.
- The specific product/ products should be displayed properly.
- Audio/video equipment and projector should be set up and checked.
- All the required products, equipment, and props should be kept in place.
- Safety and security equipment should be taken care of.

Explain how the demonstration area is set up:

- Notice how the products are displayed in the area.
- Check how the demonstration of the product is being planned.
- Note the seating arrangements.
- Check the safety equipment depending upon the product being demonstrated.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, you may ask any other participant to explain the concept in doubt.

Notes for Facilitation

- Ask the participants to visit the nearest retail store and observe the demonstration area that is prepared.
- Ask them to observe how the demonstration is conducted by the sales executive.
- Ask them to check the safety and security equipment used in demonstration.
- Ask them to write down the observation in detail and discuss it in the class.

Summarize

- Summarize the prerequisites of product demonstration.
- Summarize about the dos and don'ts during demonstration.

Ask

- Ask the participants about the features and benefits they know about few daily used products.

Notes for Facilitation

- Give participants some time to think about the benefits of products used in demonstration.
- Ask participants to make a list of the features and benefits of products.

Explain

Explain features and benefits of a product during its demonstration, a sales associate should have:

- Complete product knowledge
- Information about price and discounts
- Knowledge about warranty and replacement criteria
- Idea about hazards associated with the products
- Skills to operate and showcase a product Let's understand this with an example:

| Product features | Possible benefits for your customer |
|---|---|
| Purpose of product. | The product will definitely meet all your needs and hence will save your time and money. |
| How the product works? | The product is quite easy and simple to use so there is no point of getting frustrated by complicated features of it. |
| In what manner it is developed or manufactured? | It is developed or manufactured by the methods which support local industry and helps the environment. |

| | |
|---|--|
| In what way it's quality is checked? | Be confident sir/madam, it will work best. |
| How is the delivery of product done? | Sir/madam no need to worry about product's delivery; it will be organised by us for you. |
| What about product's maintenance and service? | Sir/madam be assured about products maintenance and service, as we will take care of it for you as per need. |
| How long it is likely to last (including any warranties)? | You can be confident that if it has any problems we will fix it or replace it while under warranty. |
| How much it costs? | It's in your affordability zone. |
| How it can be compared to similar products offered by business? | Sir/madam good reputation of our business will help you to take decision. |
| How the product can be compared to its competitive products? | Sir/madam the product itself tells about its quality and value for money. |
| The strengths and limitations of product in terms of the capability of the product to deliver benefits to clients)? | Sir/madam the product you decided to purchase is well-matched to your particular needs. |
| Any other suggested products that might complement it? | If you buy this companion product, it will allow you to meet the needs of your entire household. |

Notes for Facilitation

- Ask participants if they have any doubts.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, you may ask any other participant to explain the concept in doubt.
- Ask the participants to refer to the tips given in the participant guide for better understanding.

Activity

- Ask the participants to attend a product demonstration arranged by a retail outlet and check the availability of all the equipment and products (for example, audio and video devices) required for the demonstration.

Summarize

- Summarize the importance of knowing products' features and benefits.

Ask

- Ask the participants about the importance of demonstration in sales.
- Ask the participants how demonstrations help in maximizing skills.

Notes for Facilitation

- Give participants some time to think about the steps in demonstration.

Say

There are different steps that are followed out in demonstrating the products to the customers:

- Effective communication skills
- Regular practice of demonstrating products
- Preparation of answering questions whichever can be raised by the audience
- Performing efforts to encourage the participation of audience members
- Lead generation

Do

- After explaining the above statements, ask the participants to refer the participants guide and explain each and every step for product demonstration.

Role play

- Explain the example of Ravi and Customer given in the participant guide and ask two participants to do a role play for better understanding of logical sequence.

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Say

- Product demonstration plays an important role in convincing a customer to buy a product. It helps the sales associate to make the customer confident.
- Moreover, an effective product demonstration helps customers in taking a purchase decision quickly.

Team activity

- Ask some of the participants to demonstrate a product, such as a pen, pencil, notebook, mobile phones.

| Steps in Skill Practice | Time | Resources/ Material Required |
|-------------------------|------------|---|
| Product demonstration | 30 minutes | Pencil and paper, sample notebook, mobile phone |

Summarize

- Summarize the materials used in demonstrating the products to the customer.

Unit: 3.3 - Analyzing features of and benefits of products

Unit Objectives

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

1. Explain the need to manage his or her time spent with the customers to match the value of the prospective purchase
2. Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client

Ask

- Ask the participants about their understanding of sales and promotion.
- Ask the participants about the ways of promoting sale.

AOL – Group Discussion & Presentation (Promotions)

Rajni is hired by a big retail store as a retail sales specialist whose business has recently been affected by the launch of a competing store within the nearby area. The job demands Rajni to identify gaps and float promotional activities that increase customer footfall and also encourage the customers to buy more from the store.

Make a list and explain the different promotions Rajni can create to increase footfall and sales of the store

6-Step Approach:

1. Check prior knowledge (Ask the participants about the importance of promotions and offers in the retail sector)
2. Real World Situation (Promotions)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Say

- The prime objective of every retailer is to earn profit, and the main source of generating profit is selling of products and services.
- The products can be promoted through advertisements, personal selling, discounts, schemes, special offers, etc.

Explain

- Explain the difference between the features and benefits of a product:

| S. No. | Product Features | Product Benefits |
|--------|---|--|
| 1. | The characteristics of a product describe its physical appearance, components, and functions. | Advantages or value a customer receives by purchasing the product is called product benefits. |
| 2. | These are physical or tangible components of the product. | These are emotional and intangible reactions of the customers towards the product. |
| 3. | Features are attributes that contribute to the functionality of the product. | Benefits let customers know how the product is useful for them. |
| 4. | Features help in comparing different products. | Benefits help in selling the product. |
| 5. | For example, a digital camera with 17.28 megapixel is a product feature. | For example, high picture clarity can be the product benefit of a digital camera with 17.28 megapixel. |

Do

- Ask the participants to refer the participant guide.
- Explain the table on features and benefits.

Explain

- Products' benefits add the multiple numbers of customers to the firm.
- The products' benefits can be of two types; actual benefits and perceived benefits.
- Products' benefits raise the sales volume.

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.

Summarize

- Summarize the reason of promoting products.
- Summarize the difference between product features and benefits.

Say

- Promotional opportunities include the activities that provide a chance to the cashier for promoting products and services to the target audience.
- The customers belong to the different economic segments as well as demographic areas. By offering a reduced price on a popular item, you can trap customers away from competitors, which may ultimately help turn them into regular shoppers. For example, if you own a small electronics store that's competing with a large retailer, offer a discounted price on a popular cell phone model for a limited time.
- If you serve the customers well during the purchase process, they may be willing to come back.

Elaborate

Elaborate the ways that majorly attract the larger numbers of customers:

- Welcome and greeting messages
- Promotional messages
- Regular monthly updates
- Feedbacks
- Role of promotional opportunities in raising the customer base.

Team activity

- Divide the class into multiple groups with 5 participants in each group and conduct a group discussion on how a retail sales specialist can determine promotional opportunities and estimate the potential of each of them in increasing sales.
- During the discussion, the participants can make note of key points that they have to follow in increasing sales.

| Steps in Skill Practice | Time | Resources/ Material Required |
|---|--------|------------------------------|
| <ul style="list-style-type: none"> • Promotional opportunities to Increase Sales | 1 hour | Pencil and paper |

Ask

- Ask the participants to share their viewpoints about promotion.
- Ask the participants to provide their considerations if they have to promote any product.

Elaborate

There could be the different ways of promoting the products. Before adopting any specific way, the cashier should have the idea of the following dimensions that should be considered for promoting the products.

- Target audience
- Different promotional opportunities
- Different platforms where the promotion of products can be done.
- Different job roles associated with the promotional activities

Ask

- Ask the participants to share the ways in which they see the promotion of a product.

Elaborate

Elaborate the different promotional strategies:

- Contests
- Mail order marketing
- Product giveaways
- Point of sale promotion
- Endcap marketing
- Floor activations
- Co-operative promotions with brands
- Customer referral incentive program
- Advertisements on digital and print media
- Point of purchase materials

Field Visit

- Ask the participants to visit the nearest retail store and observe the types of promotional techniques that are used to generate future sales.
- Ask the participants to write down their observation.
- Further discuss observations in the class.

Say

- Retail sales specialist have to be proactive in order to identify new techniques and scripts to increase sales. Sales person should be smarter and logical. He/she should have an eye on competitors and their new techniques of sales and helps the store manager with the ideas to implement.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarise the importance of identifying and reporting promotional activities.

Ask

- Ask the participants to share the promotional activities that they would have seen till now.

Explain

The promotion can be happened with the several ways or types;

- Promotional advertisement
- Sales promotion
- Personal selling
- Publicity

Say

A retail sales specialist can promote the features and benefits of the products to customers in various ways, as mentioned below:

- Pick any one way of promotion.
- Determine the targeted time in which the products would be promoted.
- Divide the entire promotional tasks into several activities and set the proper time for each task.
- Delegate all activities among the promotion team.
- Comparing the features and benefits of a product with the products offered by the competitors in the same category.
- Emphasise the unique quality or feature of the product that is being promoted.
- Telling the customer about special offers, such as discounts and free gifts on the products.
- Make arrangements to receive the consistent feedbacks from the customers. Let's look at an example.

For example, a retail store is dealing in the accounting software named "EASEUP ACCOUNTING". A cashier can prepare the following draft for promoting the product.

- Feature: Provides easy access to your accounting data...
- Advantage: Which means no matter where you are in the world you'll have access to your financial figures.

- Benefit: “So what?” So you could be sitting on a beach in Goa, sipping on a cocktail, and still have the same access to your accounts as you would if you were sitting in front of your usual workstation.

Say

While providing the information about the promotions to the customers, a retail sales specialist should have the following skills:

- Should have complete knowledge about the promotion.
- Should be confident to convey the scheme in detail.
- Should be able to clearly communicate the terms and conditions of the promotion to the customers.
- Should be able to handle the customer queries effectively and politely.
- Should be able to persuade the customers to buy the product willingly instead of forcing them to purchase it.

Explain

Explain the different platforms for reaching to the new customers:

- Newspapers
- Advertisement
- Catalogues
- Posters
- Radio
- Internet offers
- TV
- Websites

Do

- Explain the skills that a retail sales specialist should possess while providing information about promotional schemes on a product or service.

Ask

- Ask the participants to refer the tips on various form of publicity as a part of promotion.

Explain

The head of marketing department drafts the report of product promotion. Explain the uses of report of product promotion:

- Planning the future promotion
- Increasing resources for future promotion purposes

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize product promotion activities.
- Summarize how to encourage customer to buy promotional products.

Say

- The companies record the promotional activities for having in-depth understanding of the promotion. This report determines the effectiveness of the promotional activities that are performed.
- The promotional activities are done using the several measures like personal selling, advertisement, e-mail marketing, etc.

Explain

- Explain why it is important to record and evaluate the results of the promotion.
- Explain the techniques of evaluating the promotional activities:
 - » Monitor the sales of the promoted products on a daily basis.
 - » Conduct the brand awareness strategy
 - » Performing concurrent testing
 - » Evaluate the return on investment

Ask

- Trainer will further ask the participants to refer the participants guide and explain the topic in detail for better understanding.
- Trainer will ask the participants to visit the nearest retail store.

Activity

- Participants will visit the nearest retail store and ask the store manager how they actually determine the results of promotion and record them.
- Trainer will ask the participants to write down their observation.
- Further discuss observations in the class.

Do

- Ask the participants to refer the tips given in the participant guide in regards to things to be considered while evaluating a promotion.
- Ask the participants to refer the participants guide and complete the given exercise. Once completed, discuss the answers and clarify the doubts of the participants.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the results of promotional activities.
- Summarize methods of evaluating promotions.



[https://www.youtube.com/
watch?v=D3l4QzntGs8&list=PLAFE6EE3F43FBA7BC](https://www.youtube.com/watch?v=D3l4QzntGs8&list=PLAFE6EE3F43FBA7BC)
Recommending Solutions

Unit- 3.4 Personalized sales and Post – sales Service support

Unit Objectives

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

1. Explain the significance of providing personalized service to the customers
2. List the advantages and benefits of providing personalized sales and service support to the customers
3. Discuss the need to give enough opportunities to the customers to ask questions about the products or services being demonstrated to them

Say

Personalised selling can be defined as the method of selling a product by a retail sales specialist after interacting with the customer directly. Retail sales specialist should focus on customer expectations for the shopping experience, which include the following:

- Understand customer preferences.
- Provide offers and deals with customers.
- Give the customer a reason to shop in the store.

AOL – Group Discussion & Mock Call (The Grumpy Kartik)

Kartik bought a Juicer from your retail store which stopped working after a few days. He brings back the machine to the retail store and you inform him of the steps you would take from your end to get the machine either repaired or exchanged.

You request Kartik to give you 2 days' time to update him on the status of the repair/exchange, however, you do not hear back from the service center within two days. On the third day, you get an update from the service center that the machine cannot be repaired and has to be exchanged but it is currently out of stock and would not be available for at least 15 more days.

Identify the service lapse and prepare a call verbiage/script for the communication you will have with Kartik
Representing Kartik, who is irate, the instructor should do a few mock calls with the participants

6-Step Approach:

1. Check prior knowledge (Ask the participants about the importance of sales service support)
2. Real-World Situation (The Grumpy Kartik)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources, and suggestions (Instructor to be available if participants need help creating the call script)
5. Facilitate presentation of findings, ideas, and solutions by trainees (Facilitate the mock call by participants)
6. Synthesize and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Elaborate

A good example of personal selling is found in department stores on the perfume and cosmetic counters. A customer can get advice on how to apply the product and can try different products. Products with relatively high prices, or with complex features, are often sold using personal selling. Great examples include cars, office equipment (e.g. photocopiers), and many products that are sold by businesses to other industrial customers.

The main advantages and disadvantages of personal selling can be summarized as follows: Personal selling advantages and disadvantages

| Advantages | Disadvantages |
|---|--|
| High customer attention | High cost |
| Message is customised | Labour intensive |
| Interactivity | Expensive |
| Persuasive impact | Can only reach a limited number of customers |
| Potential for development of the relationship | |
| Adaptable | |
| Opportunity to close the sale | |

Do

- Ask the participants to refer to the participants' guide.
- Explain the topic in detail for better understanding.

Say

- We see our customers as invited guests to a party and we are the hosts. It's our job every day to make every important aspect of the customer experience a little bit better. Loyal customers translate into superior profit.
- Your pre-sales preparation is more credit-oriented and you get to know the customer before you sell a product.
- Before client visit, you need to:
 - » Know your customers well.
 - » Know your role well.
 - » Create the agenda of your work.
 - » Ensure the availability of products.
 - » Highlight the non-availability of products to the concerned person.
 - » Collect all details regarding products and their uses.

- » Ensure cleanliness around and good display of the products to attract the clients.
- » Keep the backup plan in hand in case of any mishap.
- During the client visit, you need to:
 - » Not come on the concept of product directly.
 - » Perform the dual role of mentor and learner.
 - » Understand the behaviour of main users of the products.
 - » Provide all necessary product information to the client.
- After the client visit, you need to:
 - » Review the situation of products' display.
 - » Anticipate whether the goals would be met or not.
 - » Take the consistent follow-ups from the customers.
 - » Be ready to extend after-sales service

Do

- Ask the participants to refer to the participant guide.
- Explain the topic in detail.

Team activity

- Divide the class into multiple groups and conduct a group discussion.
- Participants will perform group discussions on factors that can be used from the customer information to prepare for their visit.

During the discussion, participants can note down the key points as well.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--------------------------------|--------|------------------------------|
| Preparing for a customer visit | 1 hour | Pencil and paper |

Elaborate

Elaborate on the measures that help in building good relationships with the customers:

- Planning new appointments.
- Preparation of customer's specific request.
- Identification of trends in the market.
- Building better communication with the after-sales team.

Do 

- Ask the participants to refer to the participant guide for tips on possible ways to prepare for the customer visit.

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize 

- Summarize personal selling.
- Summarize how to keep updated about new products and brands.
- Summarize how to prepare for customer visits.

Say 

- When a retail sales specialist (solves a customer's problem, he/she needs to contact him according to the customer's convenience. However, the customer may or may not be available at all times. Therefore, it becomes necessary for the retail sales specialist to contact the client at his/her convenience.
- Today, time is more valuable than a Rolex watch. The best gift that can be offered to the customers for making them stress-free is to save their time. Focus on increasing convenience for customers. Seek to reduce the effort they have to make to do business with you. Focus on customer convenience and effort, not experience or satisfaction.

Team activity 

- Divide the class into multiple groups and conduct a group discussion.
- Participants will perform group discussions on factors that how a retail sales specialist can follow the company's procedures to contact customers.

During the discussion, participants can note down the key points as well.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|--------|------------------------------|
| Following company procedures to con- tactcustomers | 1 hour | Pencil and paper |

Say 

The personalization is of the following types:

- Persona or segment-based
- Automated individualization
- Personal personalization

Do 

- Ask the participants to refer to the participant guide for the further detailed explanation.

Elaborate 

Elaborate on the benefits of personalized customer services:

- Better customer relationships
- Higher customer retention
- Increased sales
- Increased conversions of leads into the final customers
- Better data for the future

Role play 

- Ask two volunteers to come forward.
- Ask the volunteers to conduct a role play based on the example of personalized customer services.

Say 

Several ways help in improving the personalized services to the customers:

- Appropriate understanding of audience
- Calling audience by their names
- Usage of improved means of technology
- Payment of due respect towards the privacy levels of customers

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize relationship building with customers.
- Summarize the types of personalization.
- Summarize the ways that improve the personalized experiences of the customers.

Say

- Customer Service standards set a target for companies to meet customer needs through the use of their people, systems, and technology.
- Service Standards:
 - » Establish a goal to direct your efforts.
 - » Give a clear sense of direction.
 - » Tell what level must be reached.
 - » Give something to measure success against.
- Service standards can become a valuable management tool. There are plenty of customer service standards that are important to a company. Some might focus more on speed while others choose to focus on service quality.

Explain

Explain the importance of serving customers with good standards.

- Getting know-how of enhancing the brand value of the firm.
- Building better relationships with the customers.
- Helps in scripting the journey of buyers.
- Ensuring the provision of positive responses to the customers.

Elaborate

Elaborate on the different practices for customer service standards:

- Usage of objective matrices like time, money, and so on.
- Communicate the standards and metrics to the employees.
- Draft the standards in simple language.
- Make the standards in such a manner so that they could be matched up with real experiences.

Do

- Ask the participants to refer to the participant guide.
- Explain the topic with the help of the example given in the participant guide.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the customer service standards.
- Summarize the importance of customer service standards.
- Summarize the different practices of customer service standards.

Say

- A retail organisation needs to work in compliance with certain regulations and laws held by the monitoring authority of the country, and the data protection law is one of those laws.
- Data protection aims at protecting the personalised data of customers from being misused. In India, the Information Technology Act, of 2000, provides legal recognition to the data processed in electronic form and also ensures its safety.

Do

- Ask the participants to refer to the participant guide
- Explain the example of keeping client information confidential.

Say

- As a competent retail sales specialist, you should abide by the company's norms and policies while dealing with customer data.

Do

- Ask the participants to refer to the participant guide
- Explain the example of keeping client information confidential.

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding the concept.
- Optionally, ask any other participant to explain the concept in doubt.

Explain

- Explain that retailers train their staff using particular software to properly record and store the client data maintaining its authenticity and safety.

Team activity

- Divide the class into multiple groups and conduct a group discussion on how one can record and store the customer information in the company's system as a retail sales specialist.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|--------|------------------------------|
| Recording and storing client information | 1 hour | Pencil and paper |

Do

- Ask the participants to refer to the tips on recording and storing customer information in the company's system given in the participant handbook.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the importance of maintaining the confidentiality of customer data.
- Summarize maintenance and update customer data periodically.

Do 

- Share the below example before you start the explanation.

Say 

- A retail sales specialist must take care that he/she is not making any promises, which do not comply with the company's norms and policies, and the promises that he/she makes must be kept and met.

Elaborate 

In order to keep promises to customers, one should follow these steps to set expectations for his/ her customers:

- Always make a promise which is possible: False and misleading promises may irritate customers and thus distract away from them from future purchases. So it is much better, to tell the truth despite conveying the promise which can't be kept.
- List down the promises if unable to remember: It is quite appreciable if promises made are managed by using some kind of task manager where one can check for due dates of promises made. This management is required due to the limitation of human mind memory.
- Develop and maintain the system for keeping promises: A well-developed and maintained system definitely helps in keeping up the promises. One should opt for a well- managed return policy too.
- Opt for a due date promise rather than an open-ended one: A promise made with a due date will itself sets the target for you to fulfill the promise. So always make a promise with a due time to get it completed. For instance, do not say "I will get you that proposal to you," rather than say "I am going to try to get the proposal to you in 3 days. If I can't get to it by then I will let you know."

Role play 

- Trainer will explain the example given in the participant guide and ask the participants to do a role play on the given example.

Say 

To make and develop good sales relationships with customers focus on the following things:

- Interaction done with every customer contributes to developing the sales relationship.
- The best way to do this is to ensure that sellers make the customer feel important.

Explain 

- Explain the importance of maintaining a balance between the retail sales specialist's need to sell and the customer's need to purchase.

Do 

- Ask the participants to refer to the participant guide.
- Explain the topic in detail.

Activity 

- Conduct a group discussion on features and benefits of products and relate them with customer needs.

Do 

- Ask the participants to refer to the participant guide.
- Explain the topic with the help of the example given in the participant guide.
- Ask the participants to refer to the tips on Sticking to promises to maintain the customer life cycle.

Ask 

- Ask the participants to refer to the participant guide and complete the given exercise. Once completed trainer will discuss the answers and clarify the doubts of the participants.

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize 

- Summarize how to build customer relationships with customers.

Unit 3.5 - Overview of product sales specialist

Unit Objectives

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

1. State the meaning of specialist products.
2. Explain the importance of mapping the needs of the customer to the benefits and features of the products.

Ask

- Ask the participants what they understand by speciality products.

Say

- A business product is used to manufacture other goods or services to resell, while a consumer product is purchased to satisfy individual wants or needs.
- A retail sales specialist should know about the different types of products, which will help in understanding the need and psychology of customers.

AOL – Group Discussion & Presentation (Rahul's Launchpad)

Rahul who specializes in handling product launches at the retail level has been made responsible for properly displaying a new Green Tea product at the store. The company that has launched Green Tea wants aggressive marketing of the product at the retail outlet and is willing to offer some launch promotions. Create a small presentation to point out all the things Rahul could do to promote the newly launched product

6-Step Approach:

1. Check prior knowledge (Ask the participants about the importance of properly displaying a product in a retail store)
2. Real-World Situation (Rahul's Launchpad)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources, and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas, and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesize and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Elaborate

- The market classifies products into three categories - convenience products, shopping products, and speciality products.
- Unlike the other two categories, speciality products are either consumer-based products having distinctive services and brand identifications, or those that consumers do not buy on a regular basis.
- These products are not easily available everywhere and require special skills in their design and manufacturing.
- Some examples of speciality products are automobiles, wedding merchandise, antiques, special edition products of luxury brands, diamonds, stones, etc.

Say

- A speciality product is a product that certain consumers will actively seek to purchase because of unique characteristics or loyalty to a specific brand. Consumers who seek specialty products know what they want and will spend the time and effort to get it. Typically, these consumers will not easily accept substitute products. For instance, you may seek out a specific brand of dark gourmet chocolate to the exclusion of all other types of candy.
- While specialty products are not necessarily expensive, they often cost more in comparison to substitute products.
- Specialty product focus on brand and features. It can be anything from a famous athletic wear brand to obscure beers from small-town breweries.

Elaborate

- When a consumer seeks out a product based on brand, they might be looking for designer-label clothing or expensive Italian sports cars. Consumers loyal to these brands are willing to pay a premium price for the designer clothing or the Italian auto, and they're often unwilling to settle for a cheaper alternative. Other consumers would be more willing to shop around and buy any car or piece of clothing that best matches their criteria at the lowest price.
- Although consumption rates of a specialty product can be similar to a shopping product, the price is usually higher and consumers are much more selective in their purchasing. The timing of the purchase might correspond to when they can actually get a fair price. For example, if all you want is a Harley-Davidson motorcycle, you're not going to make any exceptions. Examples of specialty products would also be BMWs, Rolex watches, and Tiffany jewelry. Marketers promote these products to a small target market through limited distribution channels to add to the exclusiveness of the product.

Notes for Facilitation

- Give participants some time to think about the steps in the demonstration.

Do 

- Ask the participants to refer to the participants' guide about the features of the speciality products.

Do 

- Ask the participants to refer participants' guide.
- Explain each advantage of the specialities mentioned.

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize 

- Summarize the safety and security of the shop.
- Summarize the return policies.
- Summarize the legal rights of customers while returning goods.

Say 

The products are displayed in order to grab the interest levels of customers. Customer loyalty is based upon the attention levels of the customers. Business professionals use data analysis, market research, production decisions, etc are used in grabbing customers' attention.

Elaborate 

Elaborate on the importance of displaying products to grab customers' retention.

- Catching the customers' eyes
- Supplement the packaging
- Help the retailer in merchandising the products
- Target impulse buyers
- Locating the products strategically

Notes for Facilitation

- Give participants some time to think about the steps in the demonstration.

Ask

Ask the participants to tell the methods that they must have seen in displaying products.

Elaborate

Elaborate on the methods that are used in displaying products:

- Shelf talkers
- Dump bins
- Freestanding displays
- Floor graphics
- Display cases
- Window displays
- Banner stands

Do

- Ask the participants to refer to the participants' guide about the methods of displaying products.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the importance of demonstrating products
- Summarize the methods used in demonstrating products.

Ask

- Ask the participants what information they think should be provided to customers while selling a product.
- Ask the participants what is the significance of providing detailed and accurate product information to customers.

Say 

- Inability to provide information or give wrong information can cost a retail store through the huge losses of customer bases. Therefore, it is important for a retail sales specialist at a store to provide precise, correct, and relevant information about products.

Do 

- Explain the example about talking with customers politely to promote sales and helping the customer determine which product feature or benefit they like the most.

Role play 

- Ask two volunteers to come forward.
- Explain the example of Mr. Bajaj and the retail sales specialist given in the participant guide and ask the two volunteers to do a role play for a better understanding of the concept.

Ask 

- Ask the participants about their viewpoints on providing product information.

Say 

The product information is helpful to the retail store because:

- It attracts customers.
- It helps in solving the problems of customers.
- It helps in raising the sales volume of a firm.

Ask 

- Ask the participants about their viewpoints on the importance of product information.

Say 

The product information is helpful for the customers due to several reasons:

- Identify the products which they look for.
- Identify the interests and needs of the products.
- Understanding the features of products.
- Understand the usage criterion of products.
- Ensure comparison of the different products.

- Understand the packaging criterion, and payment criterion relating to the products.
- Understand all terms and conditions relating to the products.
- Understand other information associated with the products.

Role play

- Ask two volunteers to come forward.
- Ask two participants to play the role of cashier and customer. In this role, the cashier would explain the product's information to the customer.

Elaborate

Elaborate on the ways of providing product information to the customers.

- One to one
- Product videos
- Product webpage
- Audiotapes, CDs, and podcasts
- Newsletters
- Email
- Banners and posters
- Pamphlets, leaflets, or brochures

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the requirements of the product's information.
- Summarize the requirements of products' information for the customers.
- Summarize the ways that help in providing information to the customers.

Do

- Explain the importance of knowing the product thoroughly while selling specialized products.

Role play

Pick two participants in which one participant would become a cashier and another would be the customer. The participant who would perform the role of the cashier would demonstrate products to the customers.

Elaborate

Elaborate on the benefits of product demonstration.

- Efficient sales processing
- Offering evidence relating to the products
- Providing direct feedback
- Make customers feel the ownership of the product
- Promoting the brand name of the company

Ask

Ask the participants to share their viewpoints regarding the different steps performed for demonstrating products.

Explain

Explain the different steps that are performed in demonstrating products.

- Judge the body language of customers
- Organise smoother product demonstration
- Show the appropriate product demonstration
- Offering vibrant opportunities to the customers for the safe uses of products.
- Encouraging customers so that they could raise their queries.
- Giving quick responses to the customers' questions.
- Taking the necessary steps that facilitate minimizing the security risks that occurred during the demonstration.

Notes for Facilitation

- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding the concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize the concept of product demonstration.
- Summarize the importance of product demonstration.
- Summarize the steps performed by the cashier in the product demonstration.

Say

- The product demonstration is important because these demonstrations influence the customers very well so that the customers must purchase the products.
- The safe and valuable demonstration ensures the customer as well as employees' protection.
- The belief that location plays a critical factor in product demonstration success, it doesn't hold true as compared to the value of a good script for making a demonstration successful. Although locations still work better for some products or target customers as compared to others.
- The best location for the demonstration totally depends upon the product to be demonstrated. Suppose one wants to demonstrate toys, then he/she should choose the location which is nearby to some kids-related places such as children's clothing or toy stores. This will simply attract the interest of the audience in the demonstration.

Ask

Ask the participants to share the areas on which they focus at the most whenever they go for any product demonstration.

Elaborate

Elaborate on the important areas that are considered for performing safe and valuable product demonstration.

- Follow time
- Clean surroundings
- Minimum talks
- Note each step
- Safety assurance

Field Visit

- Ask the participants to go to a nearby car showroom and observe how the retail sales specialist prepares for a product demonstration.
- Ask the participants to share their observations in the class.

Explain



- With the help of the below diagram, explain the essential elements that a retail sales specialist should consider while preparing for a product demonstration.



Notes for Facilitation



- Ask the participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding the concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarize the product demonstration policies.
- Summarize setting of product demonstrations in a store
- Summarize the safe and effective demonstration.

Say

If the product demonstration is to take place outdoors, you need to consider the following safety measures:

- Ensure there are adequate signs to guide the customers and warn them about possible dangers or risks associated with the product or its demonstration.
- Ensure that customers have taken all necessary precautions.
- Ensure that safety equipment such as fire extinguishers or, emergency exits, are available.
- Ensure the availability of trained staff in case of an emergency.
- Check the product before the demonstration to make sure it is working properly.

Team activity

- Divide the class into groups of 4
- Ask each group to list 3 safety measures that he/she will take before conducting a product demonstration outdoors.
- Ask the groups to explain how the listed measures will help perform product demonstration safely.

| Steps in Skill Practice | Time | Resources/ Material Required |
|---|--------|------------------------------|
| Safety precautions while demonstrating products | 1 hour | Pencil and paper |

Say

- Before starting a product demonstration, the retail sales specialist should ensure that all the equipment and materials required for the demonstration are in place and functioning properly.
- The retail sales specialist should ensure the safety and security of the customers during demonstrations.

Summarize

- Summarize the product demonstration policies.
- Summarize the setting of product demonstrations in a store.
- Summarize the safe and effective demonstration.

Unit 3.6 - Processing Credit Applications

Unit Objectives

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

1. Describe the purpose of providing credit facility to customers at the store.
2. List the features and conditions of the credit facilities offered by the company.
3. Explain the process of calculating equated monthly instalments (EMI).

Do

Generate a discussion in the class with a scenario like this:

- Amit comes to your retail store and is looking at the different mobile phones. He picks up a phone, looks at the price and puts it back on the shelf.

Ask the participants what could be the reason? (Expected answers: Item too costly , Didn't have enough cash)

Ask the participants whether the Retail sales specialist can help Amit in any way?

Get responses from the class and steer the discussion towards the concept of credit facility. Allow the participants to say what they understand by credit facility.

Accept phrases like-buy now and pay later, easy instalments, customer buys more items, store sells costly items, etc. Now give a formal definition of Credit facility as follows:

Explain

- Credit facility is a payment option, wherein the cashier uses its credit schemes or (facilitates with the help of banks / financial institutions) to lend funds to its consumers who wish to purchase high ticket (costly) items but have limited or insufficient funds.

Salient features of credit facility include:

- A payment option (Now/later) through credit schemes (Banks/financial institutions)
- Pleasant shopping experience for customers
- Build relationships
- Increased turnover for the store

Notes for Facilitation

- You may give examples of how flats, cars, scooters and expensive consumer goods are bought.
- Explain EMI or equal monthly installments
- Explain how a relationship of trust between the customer and the store is important in promoting sales
- The various retailing formats include specialty stores, departmental stores, branded stores, company franchisee/stores and convenience stores.

Do 

Ask the participants if they have ever availed any such credit facility. Ask them to share their experience with the process, what all details or documents did they share?

Notes for Facilitation 

- Note down the points highlighted by the participants on the board.
- Discuss about credit application process.
- Discuss the case study given.

Ask 

- Name different types of documents used for ID proof.
- What will you ensure before allowing credit facility to any customer?

Notes for Facilitation 

- Tell the importance of checking the credit history of a customer.
- Concept of credit record and other characteristics of a credit facility.

Say 

There are some conditions of credit facility. Let's discuss them:

- The rate of interest on credit facilities should be determined on the basis of the risk of default.
- Credit facilities are applicable only when customers do not have sufficient amount of cash to purchase the product.
- In the initial period of providing credit facility, the seller takes low or no payments from the customer. However, above-average rate of interest is charged afterwards.
- Credit facilities are provided to customers based on their credit worthiness and their capability to repay the loan amount.
- Interest rates must be acceptable to consumers depending on their unique consumption utilities

Explain 

Conditions for providing credit facility to customers. Costly items carry a higher rate of interest from the customer because the risk of losing the cost is high.

- o Credit facility is not imposed upon customer who can make a down payment. The sales assistant should be able to gauge the payment capacity of the customer.
- o Explain 'credit worthiness' through real life examples: Your friend asks for an urgent loan of 2Lakhs for

a medical emergency. You want to help him; but you also want to check if he can pay you back as he promises. What do you do?

- o You try to calculate how much of his income can be spared for paying instalments.
- o You try to find out if he has any other financial support from his extended family.
- o You try to find out if he has any other asset which can be taken in lieu of the loan if he does not return the money as per the agreed terms.
- o Retail stores also check the credit worthiness of a customer before providing credit facility to him/her. They consider factors such as age, income, financial obligations, employment status and total debt owed.

Explain

Explain Credit Sale Agreement and Credit facility criteria with the help of the below points:

The Customer

I buy an item and pay in instalments.

I possess the item although I have paid only a portion of its value. If I default in paying the EM Is, the store can repossess the item.

In that case, I lose all the money that I have paid so far as instalments.

The Store/Bank

I lend money for easy purchase. I demand timely payments.

The law helps me in recovering my losses if payments are not made. I use ethical methods in recovering my cost

The Law

I ensure that the terms of the contract are clear, easy to understand. The terms of the contract are clear before signing.

I protect the customer from harsh treatment.

I protect the Retail Store from incurring losses due to non-payments.

Say

- While providing Credit Facility, a store should:
- Help borrowers and guarantors to make informed decisions.
- Ensure that information/advertising is not misleading, deceptive or confusing to borrowers.
- Ensure that the contract's terms are expressed in plain language in a clear, concise and intelligible way.
- Act reasonably and ethically when breaches of the loan occur or when other problems arise.
- Take all reasonable steps to ensure goods and property are not damaged.
- Refrain from using oppression in dealings with borrowers.
- Comply with all other legal obligations to borrowers.

- Follow the rules about disclosure, credit fees, unforeseen hardship applications, and credit repossession in the Credit Contracts and Consumer Finance Act.
- Refrain from making false or misleading representations or including unfair contract terms.

Do

- Discuss the components of Legally signed stamp papers.

Ask

- What are the different ways of evaluating credit worthiness?

Do

- Explain the process of evaluating credit worthiness.
- Discuss ways of evaluating credit worthiness.

AOL – Teach back (Credit Process)

Deepti is a star Retail Sales Specialist and thrives on making people around her work better. She is full of creativity, has an eye for detail and enjoys giving floor updates to her colleagues on new promotions/ launches/schemes etc. The store is looking to start with a credit facility that helps people buy products and pay in easy instalments with the view to increase sales. Preeti has been put on the job and she needs to create a presentation on the following points:

1. Credit Application
2. Conditions of credit facility
3. Credit checks

Divide the participants in three groups and ask them to create a chart paper presentation on 1 topic each and then present it in front of the class.

6-Step Approach:

1. Check prior knowledge (Ask the participants how credit facility is helping both customers and companies to grow collectively)
2. Real World Situation (Credit Process)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Notes for Facilitation

- Explain the stages of credit analysis process.



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MINISTRY OF SKILL DEVELOPMENT
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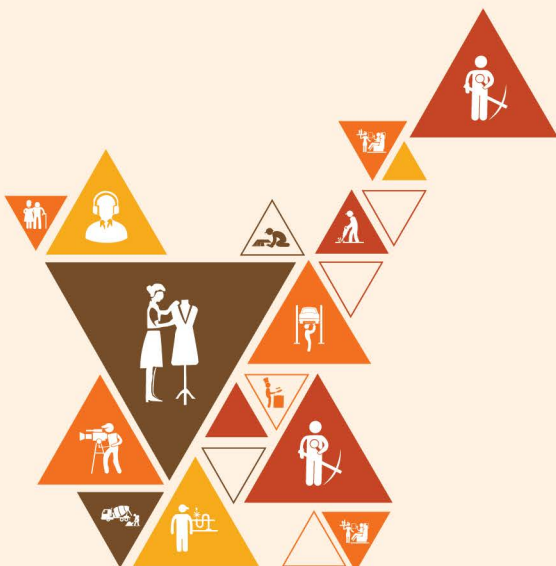


4 . Post-Sales Process

Unit 4.1 Organizing Service Delivery

Unit 4.2 Customer Services and Grievance Redressal

Unit 4.3 Building Customer Royalty



RAS/N0133 RAS/N0132
RAS/N0135 RAS/N0136

Key Learning Outcomes

At the end of the module, participants will be able to:

1. Explain the benefits of planning and organizing delivery of reliable service to the customers
2. Identify customer service problems
3. Discuss the need to identify best solution to resolve customer problems
4. Explain the benefits of maintaining good relationships with the customers
5. Evaluate customer feedback and plan improvements in customer service

Unit 4.1 - Organizing Service Delivery

Unit Objectives

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

1. State the importance of delivering reliable service to the customers
2. Explain the significance of giving prompt attention to customers
3. Discuss the importance of planning and organizing daily workload along with the unexpected additional workloads
4. Describe the process of reviewing and maintaining customer service delivery

Say

- Customer service delivery is the mechanism where the organisation provides delivery of products or services to its customers.
- When you provide customer service, you are taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met.
- The sales assistant has to help the customer make informed choices by understanding his needs and help him before the purchase is made, during the purchase by educating him and by providing after sales support too. In short, selling merchandise to a customer is not an event but the beginning of a lasting relationship.

AOL – Group Discussion & Presentation (Abhishek's Service Recovery)

Abhishek works at a top consumer electronics store and he helped you buy the right refrigerator when you were unsure which product suited your needs most. As per your communication with him, you were assured that the refrigerator will be delivered to you in two days' time before you welcome some guests from your home town.

The fridge was supposed to be delivered today and it's 6 PM and you still haven't heard from the delivery team, upon calling the store and speaking with Abhishek you realize that the delivery is delayed and you will not receive the refrigerator until tomorrow.

Split the team in two groups, ask one to represent the customer and the other to represent Abhishek. Find an agreeable situation between the customer and Abhishek of the delivery delay plus the delivery commitment for next day. Also mention the service recovery techniques Abhishek can apply in the given circumstances to reach a win-win outcome.

6-Step Approach:

1. Check prior knowledge (Ask the participants examples of service recovery)
2. Real World Situation (Abhishek's Service Recovery)
3. Facilitate research by trainees (facilitate the group discussion)

4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Do

- Explain the basic concept of customer service delivery to the participants.
- Demonstrate the reasons why it is essential to provide better service to customers.
- Create awareness among the participants about the importance of keeping workplace area clean.

Do

- Describe the fundamental steps for planning, preparing and organising customer service delivery.
- Explain to participants, how the retail sales specialist should describe what their products or services are about to customers.
- Discuss briefly in class how to answer customer queries.

Ask

Instruct participants to write down their views on the following questions:

1. How retail sales specialist should provide high quality service to customers.
2. List some organisation policies for customer service delivery.
3. Write steps to determine proper instructions and training that is given to retail sales specialists on health and safety.
4. Write down your views why customer's experience poor customer service delivery.

Team activity

- Divide the class into 3 groups (Group A, Group B, Group C) each consisting of 4 participants. Assign each group of participants to visit a retail shop. Each group of participants have to identify the overall working process of the retail sales specialist. What type of customer service delivery they offer customers? What they experience from that retail shop. Further each group has to answer for the following questions after discussing with their team members.

| Questions | Groups Feedback | | |
|---|-----------------|---------|---------|
| | Group A | Group B | Group C |
| List two good customer service instances that you have experienced | | | |
| List two bad customer service instances that you have experienced. | | | |
| How does a retail sales specialist handle a customer's query? | | | |
| What does a retail sales specialists do to get prompt attention of customers? | | | |
| What types of feedback do they receive from customers? | | | |

Do

- Make sure whether all people have understood the basic meaning of a customer service action plan first before going to the steps of customer service action plan directly.

Elaborate

Elaborate the essential steps that are required in creating customer service action plan.

- Train employees in customer service
- Establish concrete SOPs
- Leverage technology to offer better service
- Offer seamless support on all the channels the customers prefer
- Monitor key metrics that help in identifying cracks and opportunities
- Make service as a culture in the organization

Summarize

- Summarize the service standards in customer service delivery.
- Summarize the steps required for planning customer service delivery.

Say 

- The customer services are sets of policies that provide the framework in which the cashiers are supposed to interact with the customers. These policies include the following:
 1. Greeting the customers
 2. Handling service complaints
 3. Backing up the products or services
 4. Understanding customer expectations in terms of service
- Customer services are needed to make customers;
 1. Feel valued
 2. Treated fairly
 3. Appreciated by the retail firm

Ask 

Ask the participants to tell the areas which they consider while organizing reliable customer services.

Say 

The following points are considered when the reliable customer services are organized:

- Updated knowledge of product or service
- Tidy and safe area for work
- Preparation and arrangement of all resources required for providing customer delivery
- Fulfilment of all promises whichever are made to the customers.
- Maintenance of balance among customers' needs and the business firm.
- Adaptation to the requirements of new business environment.
- Checking of customers' needs and expectations.
- Identification of better services of the customers.

Summarize 

- Summarize the needs of providing customer services.
- Summarize the required fields while organizing reliable customer services.

Do 

- Ask questions to the participants related to what is organisational procedures.
- Explain the meaning of organisational procedures.

Elaborate

Elaborate the organizational procedures that are followed out in providing customer service delivery.

- Communication of vision
- Settlement of customer related goals
- Team work
- Training on the cashiers' skills
- Performance management of the cashiers

Summarize

- Summarize the organizational procedures for delivery customer services.

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate. List the expectations on the whiteboard.
- Give the participants a brief overview of what will be covered in the program.
- Check participant knowledge related to last lecture given.

Say

- The customer service delivery is controlled and maintained for the profit avenues of the business firm.
- Appropriate customer service delivery helps the retail store to retain customers.
- Customer service delivery encourages the customers to make repeat purchases.

Elaborate

Elaborate the means that help in monitoring and controlling the customer service delivery.

- Direct customer feedback
- Surveys
- Focus groups
- Employee feedback
- Customer service training

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate. List the expectations on the whiteboard.
- Give the participants a brief overview of what will be covered in the program.
- Check participant knowledge related to last lecture given.

Summarize

- Summarize the need of maintaining customer service delivery.
- Summarize the means of maintaining and controlling customer service delivery.

Do

- Give participants some tips on how to record customer services.
- Give them some example of recording customer services.
- Explain the requirements of recording customers service feedback.
- Explain the ways to record customer service feedback.

Elaborate

Elaborate the following points to the participants.

- Retail sales specialists regularly seek and gather information from their customers. They do this to know what the customers feel about their products and services. Retail sales specialists also use customer feedback as a means of improving their services. However, while seeking and storing such information, retail sales specialists are bound by certain legal and regulatory requirements that they have to adhere to. The privacy policy for the use of customer data should be mentioned clearly in the retail organisation's portfolio, which the Retail Sales Specialist must understand. As the name suggests, the privacy policy should be created to safeguard the privacy of the customer and ensure that private or personal information is not misused in any way. The policy includes the guidelines that a retailer has formed up for employees to follow while using customer data.
- Customer relationship management (CRM) is a model used for managing interactions a retail sales specialists has with its existing and prospective customers. CRM software is used to organise, automate, and synchronise the different activities related to sales, marketing, customer support services, and technical support. Retail sales specialists often use CRM information gathered from different departments and analyse it to know the interests and buying behaviour of customers

Say

- Today's customers have a wide choice of merchandise before them. Retail sales specialists - who understand the needs and wants of the customer are successful. There are many variables to identify and understand the retail consumer. The retailer who integrates the e information is able to achieve profitability. Thus retail sales specialists need to research on their customers - who, and why for a decision. This data can be used to select the target market and integrate it into the Retail Information system.

Team activity

- Conduct a skill practice activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|--------|--|
| <ul style="list-style-type: none"> • Written and verbal communication • Select, monitor and evaluate information • Computer knowledge | 1 hour | Pen, paper, desk, chair, computer, Dummy customer feedback forms |

Unit 4.2 - Customer Services and Grievance Redressal

Unit Objectives

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

1. List ways to find solutions to customer service problems.
2. State the principles of good customer service relationship.
3. Outline the best practices followed to monitor and resolve customer service issues.
4. Explain the significance of keeping customers well informed about the steps being taken to solve service problems.
5. State the importance of staying calm while handling customer complaints.
6. List key active listening techniques when handling customer complaints.
7. Discuss the best practices followed in negotiating with customers to resolve complaints.

Say

Let's go through an example of a retail sales specialist at an electronics store.

A customer, who purchased a washing machine, visits the store and complains about the bad customer service. So, Mr. ABC approaches the customer and asks the following questions to understand the actual problem:

- Has your call not been answered?
- Has the store staff not listened to you properly?
- Has no solution been provided to your problem?
- Did the store staff talk rudely with you?

Such complaints can come to the cashier. These complaints need to be resolved at the earliest to retain the number of customers.

AOL – Role Play & Observation (Role Play Observation)

In this activity, pick 4 participants from the batch at random and take them out of the classroom. Let's call the participants A, B, C & D. The roles of the participants will be:

1. Participant "A" will be an irate customer who comes to the store with a lot of complaints regarding a product he recently bought for you
2. Participant "B" will also be an irate customer who comes to the store with a lot of complaints regarding a product he recently bought for you
3. Participant "C" will be the retail sales specialist handling customer "A" concern. Participant "C" has to come across as defensive, someone who is unwilling to listen to the customer, finds fault in customer's tone, doesn't let the customer complete his statements
4. Participant "D" will be the retail sales specialist handling customer "B" concern. Participant "D" has to come across as patient, understanding, willing to listen and willing to provide the customer with a solution.

The instructor has to make sure that the 4 participants understand their roles properly and have some time to prepare for the role play. First have participant “A” & “C” come into the classroom and enact the play they have prepared. Ask the other participants to observe the conversation properly and make points. After the role play is over, do the same with participant “B” & “D”, ask the other participants to make notes based on the roleplay.

Ask the participants:

1. What they observed from both the role plays.
2. What was the difference?
3. Which conversation went well and why?
4. What attitude traits of the RSS were good and bad
5. Who was the happier customer and why?

6-Step Approach:

1. Check prior knowledge (Ask the participants how important is after sales service support)
2. Real World Situation (Role Play Observation)
3. Facilitate research by trainees (Help participants understand their roles and prepare for the roleplay)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final roleplay by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Ask



- Ask the participants to share their expectations when they find the several complaints with the products.

Explain



Explain the different impacts of customer service problems.

- Sales reduction
- Negative impression on customers
- Huge consumer losses
- Wastage of time and money

Say



The customer can register their complaints by using any of these modes like the e-mail, letter, review, ratings or direct interaction.

The customers should have the following behavioural agenda while taking the customers’ complaints.

- No interruption in the conversation when the customer is putting his/her point.

- Behave calmly.
- Trial of understanding the entire situation.
- Due attention towards the gestures and body language of the customer
- Ask questions for clarifying to understand the entire situation.

Explain

Explain the ways of identifying customer service problems.

- Directly asking customers
- Checking online ratings and reviews
- Talking to employees
- Conducting survey for customers
- Customer feedback system
- Mystery customer audit

Elaborate

Steps: Listen to Customers Listen to the customer

- STEP 1: Analysing the customer service problem.
- STEP 2: Determining the actual cause of the problem.
- STEP 3: Identifying whether the solution desired by the customer for his/her problem falls under the organisation's policy.
- STEP 4: Determining the solution of the customer problem as per the organisation's policies.
- STEP 5: Identifying the solutions that are close to the desirable solution of the customer.

Do

- Ask the participants to refer to the Participant's Handbook for the types of listening problems and the their reasons.

Elaborate

Steps: Listen to Customers Listen to the customer

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- STEP 5: Identifying the solutions that are close to the desirable solution of the customer.

Do 

- Ask the participants to refer to the Participant's Handbook for the types of listening problems and the their reasons.

Elaborate 

The customer service issues are of the various types;

- Finding no attendant
- Slow response time
- Poor report
- Lack of communication medium
- Rude behaviour of service staff
- Usage of bad body language
- Lack of empathy

Explain 

Explain the importance of recognizing customer service problems.

- Identification of customers' feelings
- Building customers' trust
- Helps in understanding customers
- Provides an insight to the staff for improving products and services
- Creation of positive image in front of the customers

Notes for Facilitation 

- Ask participants if they have any doubts.
- Explain and reiterate if any participant is facing difficulty understanding a concept.

Summarize 

- Summarize the behavioural agenda of cashier while listening to the customers
- Summarize the ways of identifying customer service problems.
- Summarize the types of customer service issues.
- Summarize the importance of identifying customer service problems.

Say 

Some of the alternative options a retail sales specialist can use when customer service problems are beyond his/her authority are:

- Following the organisation's policy or procedure
- Contacting the concerned authority (or the supervisor)
- Making the customer register his/her complaint in the complaint register

Do 

- Ask the participants to go through the example given in the participant guide for better understanding.

Say 

- When determining options for solving customer service problems, the identified options should always be discussed with the customer.
- The customer should be allowed to choose the most appropriate option for his/her problem.
- The customer should be served apologies when they suffer any type of inconvenience.
- Draft an action plan for tackling all difficult situations.

Field Visit

- Ask the participants to visit a Retail store and observe and note down how the retail sales specialists solve customer service problems.
- After the visit, have the participants share their observations and learning with the entire class.

Explain 

Explain the different types of customer service problems and also ask the participants to provide the potential solutions for the same.

- Unavailability of products
- Poor product or service
- Slow response time
- Delay in solving issues

Do 

- Explain the customer service recovery process to the participants and clarify all doubts relating to the same.

Notes for Facilitation

- Ask participants if they have any doubts.
- Explain and reiterate if any participant is facing difficulty understanding a concept.

Summarize

- Summarize the ways of resolving customer service problems.
- Summarize the points that must be considered while providing solutions to the customer service problems.
- Summarize the different types of customer service problems.

Ask

- Ask the participants if they have any doubts on the topics covered till now.

Say

- While discussing solution options with customers, the retail sales specialist should ensure that the options presented to the customer are as per the organisational policies.
- The suggested options should not be detrimental for the organisation.

Notes for Facilitation

- To explain the above concept, you may use few examples.
- You may ask a volunteer to reiterate the explanation to check their understanding of the topic.

Ask

- Ask the participants who should take the first step for implementing the determined option to solve a customer service problem

Do

- Explain the topic using an example for better understanding.

Say

There are several benefits of communicating solution options to the customers:

- Comfortable the customers so that they can easily put their situations in front.
- Making decisions of picking the suitable multiple options.
- Explanation of whole situation and options.
- Minimization in faults or misunderstandings.
- Give the right actions to the service providers.

Elaborate

Elaborate the different modes of communications with the customers.

- Direct interactions
- Online interactions

Say

The following ways should be used in communicating solutions to customers:

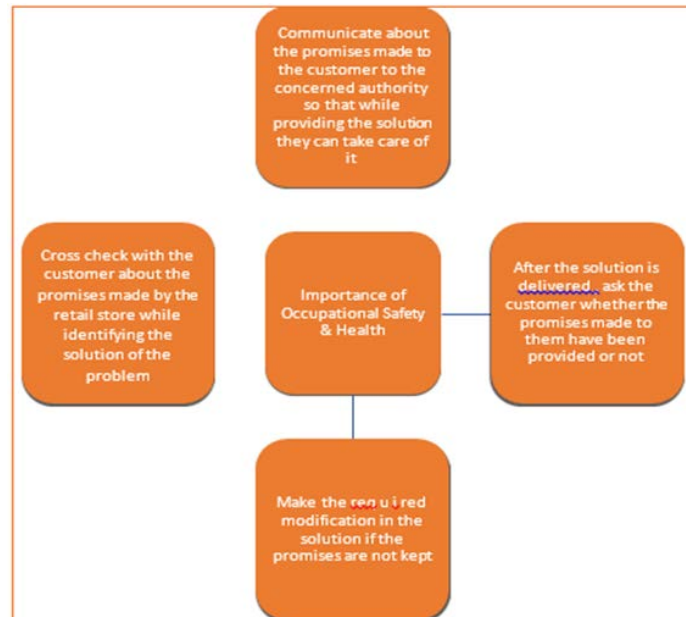
- Positive body language with a smile
- Usage of comfortable tone
- Availability of solutions relating to customers' problems
- Procedures of problem-solving
- Following the problem-solving procedure
- Attainment of time for solving problems

Summarize

- Summarize how to select the best solution option for customer service problems.
- Summarize how to keep customers informed about the developments in solving a problem.
- Summarize the benefits of communicating solutions to the customers.
- Summarize the different modes of communication with customers.
- Summarize the ways of communicating solutions to the customers.

Do

- With the help of the diagram given below, explain the steps that a retail sales specialist can follow to ensure that promises made to customers with respect to problem solving are kept.



Say

- Being able to assess and address customer complaints is key to providing great. This customer will contact you a lot, but that doesn't mean that his issues should be dismissed. Nothing is good enough unless he's/she's getting a hand-out. Apologize outright and ask how you might help resolve the issue.
- Customers often won't even complain once, they just disappear. If you do hear of a problem and attempt to fix it, you need to follow-up. This ensures the customer ends up happy and satisfied with the outcome. It also protects against an even more infuriated customer out in the marketplace spreading negative messages.

Notes for Facilitation

- You may use few examples to explain the above concept.

Explain

Explain the reasons for not solving the customer service problem satisfactorily:

- It may be against the organisation's policies and procedures. For example, if the warranty period of a product has expired, and the customer demands for a free service/replacement of the product, the retailer is unable to solve the problem.
- If the demand of the customer is inappropriate. For example, a regular customer of a book store asks for a book but because the book is out of stock, the retail sales specialist promises that the book will be available within two days.

- However, the customer reaches the store after a week and comes to know that the copy of the book saved for him has been sold. Now, the customer wants the retail sales specialist, who sold the book, to be fired and the book to be given to him free of the cost. In such a case, it becomes difficult for the retailer to fulfil all the demands of the customer.

Activity

- Organise a group discussion on how customer service problems can be resolved.
- After the discussion, listen to each group and share feedback.

Summarize

- Summarize how to escalate problems with other departments to keep customers happy.
- Summarize the topic of satisfying customer by providing proper solutions.

Ask

- Ask the participants what does repeated customer service problems mean.
- Ask the participants about the possible ways of preventing repeated customer service problems.

Say

- While providing solution for a service problem to a customer, the retail sales specialist should ensure that the same problem is not repeated.
- The retail sales specialist should keep a constant check on the solutions provided to the customer to identify the probability of the problem being repeated.
- In case there are chances of the problem getting repeated, the retail sales specialist should alert the concerned authority about it.

Say

- Customer feedback (positive as well as negative) can be used as a useful tool to identify and prevent potential customer service problems.
- Customer feedback should be shared with the team. If a positive feedback is received for a solution provided to a customer, it can be used as a reference for solving similar problems in future.
- If a negative feedback is received for a solution provided to a customer, the potential problems that may occur due to such feedback, such as loss of royal customers and spreading of negative word-of-mouth, can be detected at an early stage and the required action can be taken.

Say

- As a retail sales specialist working in an organization, one should be able to identify potential problems with systems and procedures before they start affecting customers.
- Once such problems are identified, the concerned authority should be alerted so that they can be rectified on time.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize how to deal with repeated customer service problems.

Unit 4.3 (a) Customer Services and Grievance Redressal

Unit Objectives

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

1. Discuss the effective methods to handle difficult situation and difficult customers.
2. State the importance of improving reliability of his/her services based on customers comments.
3. Discuss the procedure of implementing the changes following organizational guidelines.
4. Discuss the effects of changes with others by analyzing and interpreting feedback.

Ask

- Ask the participants what they think why customers do not complain to the retailers.

Explain

Explain on the participants' responses and mention the following reasons:

- Customers feel that complaining about a problem is a waste of time as it will take a long time to get the solution for the complaint.
- Customers try to complain but there is no proper procedure for recording and resolving the complaint in the retail store.
- Customers dissatisfied to such an extent that they do not even want to complain about the poor customer service.

Elaborate on some of the points that should be included in these policies, procedures, and systems:

- Make it easy for the customer to report his/her complaints.
- State why your organisation welcomes complaints by listing the benefits the customer and organisation get through these complaints.
- Delegate the responsibilities of resolving customer complaints among the retail store staff.
- Commit quick, fair, and confidential complaint handling.
- State the detailed procedure for recording and solving complaints.
- Establish timelines for complaint handling and keeping customers informed.
- List the acceptable ways to resolve complaints.

Say

- Retail sales specialists are able to solve only those problems for which they are authorised. It is necessary from the perspective of retail sales specialists as well as customers. This is because if a retail sales specialist even tries to solve a problem for which he/she is not authorised, the retail sales specialist will not be able to provide a complete and accurate solution to the customer. In escalated service situations the retail sales specialists can take decisions along with the immediate superior.

Say

The activities that need to be performed by the staff members are:

- Listing the solutions identified.
- Analysing each solution.
- Determining how each solution can be implemented.
- Identifying what will be the cost incurred in this implementation, and what will be the benefits of applying this solution.

Field Visit

- Ask the participants to visit nearby retail stores.
- Direct them to carry a notebook and pen with them.
- Ask the participants to observe and analyse the activities performed by retail sales specialists while solving customer service problems.

Notes for Facilitation

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize

- Summarize what procedures and systems should an organisation follow to deal with customer service problems.
- Summarize the possible reasons of making complaints to retailers by some dissatisfied customers.
- Summarize the importance of authority in solving customer service problems.
- Summarize how to solve customer service problems.

Explain

- Explain the steps of solving a customer service problem by a retail sales specialist.

Steps

Solving a problem by a retail sales specialist

- STEP 1: Involve the customer in the problem solving process.
- STEP 2: Identify the possible solutions of the problem along with the customer.
- STEP 3: Discuss the merits and demerits of each solution with the customer.
- STEP 4: Check whether the solution finally selected is beneficial for both the parties (organisation as well as customer).

Say



- For implementing any of the alternatives to solve a customer service problem, the retail sales specialist needs to take the first step.

Do



- Explain the topic with the help of an example.

Say



- The problems within the service system and procedure of an organisation sometimes bind the retail sales specialist from providing an appropriate solution to customer service problems. For solving such problems, a retail sales specialist should contact the person with higher authority, such as sales manager or store manager, and tell them about the problem and solve it as per the instructions provided by them.

Notes for Facilitation



- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize



- Summarize the tactics of negotiating with customers and reassuring customers while solving their problems.
- Summarize ways of executing agreed solution.
- Summarize why it is required to solve problems in advance with the help of service systems and procedures.

Ask 

- Ask the participants how to inform the customers in a positive and clear manner about the status of the action taken.

Role play 

- Ask two participants to come forward for a role play of informing customer activity.
- Ask one of the participants to play the role of a retail sales specialist in a retail store.
- Ask the other participant to play the role of a customer who is looking for the replacement of the refrigerator, purchased six months back, because its cooling system had stopped working.
- Tell that the retail sales specialist needs to follow the guidelines.
- Provide feedback at the end of the role play on what could have been better.

Explain 

Explain how to check a customer's response:

- Interpret the verbal and non-verbal responses of customer on providing the solutions correctly.
- Ask the customer if he/she has any doubt about the solution.

Say 

- When solution to a customer service problem is provided, the retail sales specialist should inform the managers and his colleagues about the solution. For this, the retail sales specialist should make a document of each and every step he/she has taken to solve the problem, and share the document with the managers and colleagues.

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.

Summarize 

- Summarize how to inform customers about the status of the actions taken.
- Summarize whether customers are comfortable with the actions taken.
- Summarize the importance of informing managers and colleagues about the steps taken.
- Summarize the impact of a situation when a customer is not comfortable with a solution.

Explain

- Explain that while providing a solution to a problem, a retail sales specialist should ensure that the problem is completely solved. However, it is possible that even after providing the appropriate solution, another problem arises.

Resources to be Used

- Computers
- Internet

Team activity

- Ask the participants to log in to their system.
- Ask them to do an online search for identifying a repeated customer service problems.
- Initiate a discussion.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|--------|------------------------------|
| <ul style="list-style-type: none"> • Online search for identifying a repeated customer service problems | 1 hour | Computer System |

Explain

Explain the options for dealing with a repeated problem:

- Determine the root cause of the problem so that the problem can be prevented in future.
- Identify the solution in consultation with the customer because if the customer agrees with the solution he/ she will not ask for any further clarification or raise any doubt or objection again.
- Rectify the system or equipment (like computer or a software) if it acts as a hurdle in fixing the customer service problem.

Explain the activities that need to be performed:

- Identify whether the option has been applied earlier in the retail store or not.
- Research on the results of implementation of this option in other retail stores dealing in the same product category.
- Determine the profitability of implementing the option.

Do 

- Explain the following activities:
 - » Check whether the selected solution is as per the organisational policy

Understand the problem by asking the retail sales associate to put himself in the shoes of the customer (empathetic approach)

 - » Check whether the cost involved in fixing the solution is equal or more than the purchased price of the product
 - » Repeated...
 - » Check whether the customer problem will be completely solved by implementing the solution
- Ask the participants to refer to the example given in the participant guide.
- Explain the example in detail.

Summarize 

- Summarize the organisational procedures to identify repeated customer service problems.
- Summarize various options for dealing with a repeated problem.
- Summarize methods of finding out the merits and demerits of each option.
- Summarize the required activities to be done to select the best option to solve repeated customer service problem.

Do 

- Explain the importance of monitoring changes in the organisational policies and systems.
- Explain the below points on how to monitor the changes.
- Explain the action that can be taken if changes in the organisational policy have not been implemented.
- Explain the following activities:
 - » Ask the colleagues whether they have faced the same type of problem again and what type of solution they have provided to solve such a problem.
 - » Ask the customers what type of problem they are facing and what type of solutions they are getting from the retail sales specialists

Say 

- Customer satisfaction leads to customer loyalty. If a customer is satisfied with the product and services provided by a retailer, it may be possible that he/she will become loyal to the retailer. For satisfying a customer, it is important that his/her queries and complaints are listened to and taken seriously, and required action should be taken within the stipulated time.

Do 

- Explain the possible impact of successful resolution of customer service problems on customer loyalty with the help of examples.

Notes for Facilitation 

- Ask participants if they have any questions.
- Explain and reiterate if any participant is facing difficulty understanding a concept.
- Optionally, ask any other participant to explain the concept in doubt.
- Ask the participants if their expectations have been met.
- ask participants to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize 

- Summarize the actions to be done to monitor changes done in the organisational policies and systems.
- Summarize the activities to be taken in case changes in the organisational policy have not been Implemented properly.
- Summarize the effect of successful resolution of customer service problems on loyalty of customer.
- Summarize the circumstances which can influence customers to become loyal to the retailer.

Unit 4.3 (b) - Building Customer Royalty

Unit Objectives

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

1. Discuss the effective methods to handle difficult situation and difficult customers.
2. State the importance of improving reliability of his/her services based on customers comments.
3. Discuss the procedure of implementing the changes following organizational guidelines.
4. Discuss the effects of changes with others by analyzing and interpreting feedback.

Ask

- Ask the participants their understanding of 'What is Feedback'.
- Ask the participants why to collect feedback.
- Ask the participants what could be the methods of collecting feedback.

AOL – Group Discussion & Presentation (Continuous Improvement)

Vivek Chhetri who works as an RSS at a retail store is asked to up the customer service levels after several customer complaints. The customer has been repeatedly mentioning decline in customer service levels and some customers have even started thinking that the retail store doesn't care about its customers. During a discussion with his seniors, Vivek points out several gaps in customer service and he is advised by his seniors to take actions and improve the falling customer service levels. Discuss and prepare a presentation with the following elements:

1. The customer service lags a retail store can face
2. How to encounter these lags
3. Also create and explain a continuous improvement road map being Vivek.

6-Step Approach:

1. Check prior knowledge (Ask the participants what continuous improvement means)
2. Real World Situation (Continuous Improvement)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed)

Do

- Ask the participants of their own experience related to return or post purchase service of a product used by them and relate it with the points discussed in the above paragraph.

Explain

- Explain the importance of customers for any business.

Activity

- Ask for two volunteers, one as retail sales specialist and the other as customer. Set the context and ask the volunteers to enact the feedback collection process. Use a sample Feedback form.

Notes for Facilitation

You may use the following video links:

- <https://corporate.shoppersstop.com/app/feedback.aspx>
- <https://www.surveymonkey.com/r/store-feedback>

Ask

- Ask the participants about their understanding of how analysis of customer feedback can help in improving service delivery.

Say

- Use the Questionnaire used in the last activity and explain the above point with the help of that questionnaire.

Explain

Explain the steps involved in analysing and interpreting customer feedback:

- Getting the feedback form filled.
- Arranging and sorting the feedback.
- Summarizing and presenting the data (by tabulation or any other method).

Summarize

- Summarize the importance of gathering customer feedback.
- Summarize the steps that are involved in gathering customers' feedbacks.

Ask

- Ask the participants about the meaning of customer service improvement and why is it required.
- Ask the participants to share their own good and bad service-related experiences at a store.

Explain

Explain the ways of improving the customer services.

- Strengthening in customer service skills
- Service process audit
- Mystery customer audit

Elaborate

- Elaborate the concept of customer service audit in retailing.

Notes for Facilitation

- You may use the following video links:
 - » <https://www.youtube.com/watch?v=ImFXThtn014>
 - » <https://www.youtube.com/watch?v=W6yXonvwRVs>
- Ask the participants about the things that went wrong in the videos related to the service delivery.
- Use the select part of the following video to explain the importance of improvement in service delivery:
 - » <https://www.youtube.com/watch?v=OrxvmMSaUzY>

Summarize

- Summarize the need to strive improvements in customer service.
- Summarize the ways that help in improving customer services.
- Summarize the concept of customer service audit in retailing.

Ask

1. Discuss the need of obtaining the approval for changes in customer service standards from the concerned authority.
2. Describe the different strategies to improve customer service standards.
3. Identify the potential benefits that are derived in using CRM software.

Ask

- Ask the participants about probable ways to propose any change in the customer service system.

Do

- Explain the importance of monitoring changes in the organisational policies and systems.
- Explain the below points on how to monitor the changes.
- Explain the action that can be taken if changes in the organisational policy have not been implemented.
- Explain the following activities:
 - » Ask the colleagues whether they have faced the same type of problem again and what type of solution they have provided to solve such a problem.
 - » Ask the customers what type of problem they are facing and what type of solutions they are getting from the retail sales specialists

Ask

- Ask the participants about the points to be kept in mind while implementing the change. Ask them to enlist these points.

Explain

Explain the different strategies whose implementation can facilitate in improving customer service standards.

- Seeking customer feedbacks
- Strengthening customer service teams
- Usage of CRM platforms

Elaborate

Elaborate the several benefits of using CRM software.

- Providing useful insights about customers and their preferences
- Improvement in customer interaction and engagement

- Ensuring timely service deliveries to customers
- Close and collaborated functioning of sales and service teams
- Easy access to the services whichever are promised
- Easy accessibility to CRM platforms on multiple devices
- Leverage multi-channel servicing
- Social media
- Self-service

Summarize

- Summarize the changes that are required to bring in the customer service system.
- Summarize the strategies that help in improving customer service standards.
- Summarize the benefits of using CRM software

Say

Before making a change in a service or product, the retail sales specialist of a retail store should prepare a business case to propose the changes to the sales manager.

In order to implement changes according to organisational guidelines, the retail sales specialist should:

- Not approach to the customer personally.
- collect feedbacks.
- Always approach the customer during working hours.
- Not use the data collected by someone outside the organisation unless permitted by that organisation.
- Not use the data for personal use or disclose it to outsiders.
- Continuously evaluating the customer retention.

Do

- Ask the participants to refer to the example given in the participant handbook.

Summarize

- Summarize the ways of reviewing implemented changes in customer service standards.



<https://www.youtube.com/watch?v=qNd5iUmmnGg>
Organising Reliable Customer Service



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



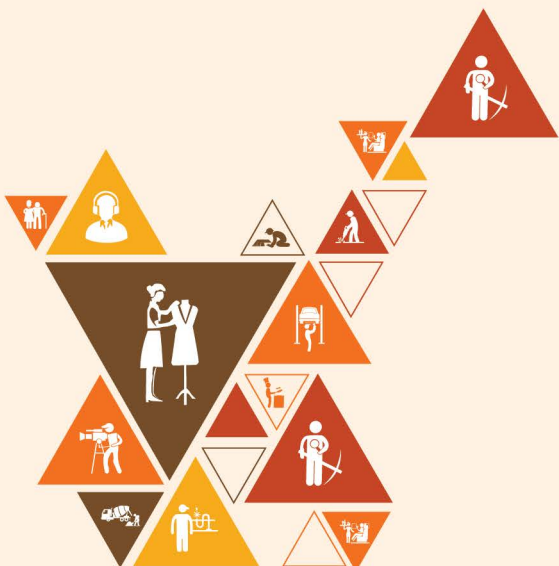
RASCI

Retailers Association's
Skill Council of India

5 . Health and Safety at Workplace

Unit 5.1 Securing Stores

Unit 5.2 Health and Safety at workplace



RAS/N0120 RAS/N0121

Key Learning Outcomes

1. Identify ways to keep the retail environment secure
2. Discuss ways to comply with the health and safety practices

UNIT 5.1 - Securing stores

Unit Objectives

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

1. List the common security risks faced within the store.
2. Describe the role, authority, and responsibility of employees in handling security risks.
3. State the company policies and legal requirements when dealing with security risks.
4. List the types of security risks that can arise in your workplace.
5. State the company policies and procedures for maintaining security while working.
6. Explain the importance of identifying and reporting accidents and emergencies.
7. State the importance of being always situationally aware or alert.

Say

- Retail store security risk is a chance that could actually result in harm to the retail stores in terms of money, products, and goodwill of the store.
- The retail store business is vulnerable to several risks that should be addressed in order to avoid potential losses.
- A regular analysis of security risks is needed by the retail stores in order to minimise the risks associated with them.

AOL – Role Play & Observation (Role Play Observation)

A successful company that is about to launch a new supermarket approaches you to determine the security risks faced by other companies in the retail space. Brainstorm with the group and create a presentation on all the risks (online/offline) faced by retail outlets in today's world. Also, determine the ways these risks can be handled successfully

6-Step Approach:

1. Check prior knowledge (Ask the participants what risks does a retail outlet face every day)
2. Real-World Situation (Brainstorming Risks)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources, and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas, and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesize and summarise what the trainees have learned through the exercise (Conclude the activity by impressing on the important points covered by the participants and add any of his own if needed)

Do

- Explain to the participants the need and purpose of a secure shopping environment for customers.
- Call a volunteer to write the points on the whiteboard.
- Ask participants to share at least one point for types of security risks and let it be noted down on the board by a volunteer.
- Show some slides to participants pertaining to images of types of security risks and let them recognize one by one the types of risks.

Demonstrate

Explain the steps that should be taken in case of any kind of risks caused to the retail store. The demonstration should include the following points:

- Activating the alarm system.
- Call the police as soon as possible.
- Avoidance of touching or disturbing the area of crime.
- Identifying items that have been robbed.
- In case of riots or violent activities, locking down the store and trying to escape from a back door.
- Helping customers escape from the store premises.
- Recording details of the attackers.

Role play

Make participants do a Role-play to understand how security risks can be reduced. Make participants perform the following roles:

- Mr. A- Store Manager Mr. B- Stocker
- Mr. C- Security Staff Head Mr. D- Retail Sales Specialist 1 Mr. E- Retail Sales Specialist 2 Mr. F- Store Maintenance Executive

Associate 3

- Mr. A asks Mr. B to present the report and merchandise record of the previous month. On verifying the record it was found that certain merchandise is missing. Immediately a meeting is called to resolve the situation. Mr. C is directed to ensure the fixing of CCTV cameras throughout the store. The security staff is directed to be alert and check everyone entering and leaving the store. Mr. D is asked for the numbering and tagging of each and every piece of merchandise in the store. Mr. E is given the responsibility of ensuring proper lighting in the store. Mr. F is asked to implement various security tools, such as secured doors, and windows, securing the shelves' arrangements and marking the theft-prone merchandise.

Ask

- Ask the participants what they know about hacking.

Explain

- Explain how technology helps the people in hacking the systems and the reasons how the technology has increased the security risks for the people.
- Explain why it is important for organizations to gain awareness of such threats.
- Explain the role of the IT team of the organizations in mitigating such risk factors.

Do

- Explain to the participants the role and responsibilities of employees in handling security risks.
- Call volunteers to demonstrate different authority to be used in handling various security risks situations.

Say

- Strong internal controls are an important component in helping Retail Store Businesses reduce possible fraud, usually caused by employee theft and customer shoplifting.
- Employees play a very important role in handling security risks, as they are the ones who face the situation as and when it happens.

Elaborate

Elaborate on the multiple roles and responsibilities of the employees that facilitate them in handling risks.

- Vigilance
- Personal space
- Procedures
- Security audit checklist
- Network security
- Computer passwords
- Usage of layered security
- Security audit
- Email filters
- Electronic article surveillance

Explain

- Explain the uses of CCTV cameras. Also, tell the participants how the CCTV cameras help in reducing occurrences of theft in the organization.

Notes for Facilitation

Make participants note the employee's role in handling the security risks including the following:

- Preventing both internal and external theft.
- Identification and discouragement of shoplifting.
- Being alert and providing effective customer service.

Tips

To handle security risks effectively and efficiently give the following tips to participants:

- Acknowledging each and every customer.
- Let the customers know that someone is there for their assistance.

Do

- Explain the responsibilities of employees of a store in handling security risks.

Team activity

Instructions: Read each statement and select the options from the category list below that the statement belongs to category. Write the correct alphabet in the space next to each statement.

Category List

A. Prevent shoplifting

B. Discourage potential shoplifters

C. Prevent robbery

| Statements | Category Options (A or B or C) |
|---|--------------------------------|
| Seem nervous or avoid eye contact | |
| Be friendly and polite to all customers ask whether they need help | |
| If you see something suspicious call the police | |
| If someone suspicious is standing in line ask the previous customer "Are you together?" | |
| Wander around the store without buying anything | |
| Keep the store neat and clean | |
| Keep looking around or watching you | |
| Leave the store and come back soon after | |
| Be friendly. Make eye contact and offer customers a friendly greeting as they enter the store | |
| Stay in a part of the store where it is difficult to see them | |
| Greet and acknowledge anyone who enters the store | |

| | |
|---|--|
| If someone looks suspicious make friendly eye contact with him or her | |
| Keep the store clean and orderly | |
| The customer will usually turn around and look at the other person creating discomfort. | |
| Know where shoplifting is most likely to occur | |
| Make your store a more difficult target | |
| Keep the store well lit | |
| Stay alert. Watch for people showing the same behaviours as potential shoplifters | |
| Handle cash carefully and keep the amount of cash in registers to a minimum | |

| Steps in Skill Practice | Time | Resources/ Material Required |
|---------------------------|------------|------------------------------|
| • Handling Security Risks | 30 minutes | Computer System |

Summarize

- Summarize the responsibilities of employees in handling security risks

Say

- Security risks handling policies and procedures provide the framework within which a retail store deals with its security risk issues.
- A clear policy framework means there will be fewer misunderstandings or debates about what to do in particular situations and there will be transparency and consistency in the way of handling security issues and making decisions.
- A 'Policy' is a preset course of action, which is framed to provide a guide toward accepted objectives.
- Good procedures actually allow managers to control events in advance and prevent themselves and employees from making costly mistakes.

Elaborate

- A well-defined security risk handling policy must be formulated in consultation with employees, as they are the ones to face issues first. The policy should cover all the aspects of the store. It should talk about the restricted access areas and the locked door which is clearly signed, to avoid any excuse for accidental entry, the way to handle expensive/desirable stock, and ensure cleanliness and display rules.
- Entry/exits should be located so that they can be best monitored by staff. It should be noted that a retail store should frame its policies on shoplifting in a clearly visible manner by putting up notices around the store.

- Fitting room doors should be kept locked when not in use; this will enable one to know if anyone is inside and to be in a position to monitor their actions.
- CCTVs alone cannot fulfill the security needs of the store. The lights should complement the CCTV and a lighting survey should be carried out from time to time in order to check its functionality.
- Policy related to the usage of movement sensor lighting can be formulated to illuminate the premises 24 hours a day. A policy focusing on trained and alert staff must be a part of the security risk handling policy.

Summarize

- Summarize the policies for handling security risks.
- Summarize the procedures for handling security risks.

Field Visit

- Ask the participants to visit nearby retail stores.
- Direct them to carry a notebook and pen with them.
- Ask them to analyze and note the security risk handling arrangement of stores and instruct them to make a note of this.

Do

- Explain to the participants the need for reporting and investigation in handling security risks.
- Call volunteers to explain what should be done if any security risk is detected at an early stage and in case a security problem occurs suddenly.

Ask

- Ask participants about reporting concepts in handling retail security risks.
- Ask participants about the investigation in handling retail security risks.

Tips

- Security risks should be reported to either the security in-charge or store manager.
- The personnel responsible for maintaining security in a retail store is the security in charge.
- He/she is authorized and responsible for taking decisions regarding the security issues of the store in

Explain

Make participants understand what has to be done in case a security problem occurs suddenly. The participants should:

- Notify the actual problem.
- Inform the guard about the security risk.
- Ask the guard to handle the problem.
- Meanwhile, the Retail Sales Specialist should inform the store staff and store manager about the issue.

Say

There is a list of the following details that are generally assumed to be part of an effective security analysis report.

- Vulnerability levels
- Usage of environments
- Potential threats and frequencies
- Connectivity systems
- Levels of data sensitivity
- Residual risks

Elaborate

- Elaborate on the major elements that must be presented in the security analysis report.

Notes for Facilitation

- You may use the following video links:
 - » <https://www.youtube.com/watch?v=ImFXThtn014>
 - » <https://www.youtube.com/watch?v=W6yXonvwRVs>
- Ask the participants about the things that went wrong in the videos related to the service delivery.
- Use the select part of the following video to explain the importance of improvement in service delivery:
 - » <https://www.youtube.com/watch?v=OrxvmMSaUzY>

Explain

- Make participants understand the need and importance of the personal safety of employees.
- The procedures and techniques for the personal safety of employees must be a bunch of the following:
 - » Be alert to people in the store.
 - » In case of any threat, buzz the alarm system.

- » Employee areas should have limited access.
- » No personal information sharing with strangers.
- » Call the police in case of crime or suspicion of a crime.
- » Never touch or disturb the area of crime.
- » Customers should be directed to leave the premises.
- » In a robbery situation, lock doors and assemble all store staff in a back room.

Do

- Explain the general procedures that an employee should follow during working hours to minimize security risks.
- Explain the importance of following such procedures.

Do

- Explain the importance of maintaining stock security. Also, explain the participants how the stock security can be ensured.

Elaborate

Elaborate on the important factors that are considered while ensuring stock security.

- Size of store
- Products that are to be protected
- Stock levels
- Potential losses
- Budget restrictions

Do

Explain to the participants, the security of cash in the organization.

- Point of sale transactions
- Cash transportation
- Armed robbery
- Transactions processed through credit and debit cards

Summarize

- Summarize the points on maintaining personal security at the store.
- Summarize the proper procedures to minimise the security risks during work.
- Summarize the company procedures for securing stocks.
- Summarize the defined procedures for securing cash.

UNIT 5.2 - Health and safety at workplace

Unit Objectives

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

1. Explain the company procedures and legal requirements for dealing with accidents and emergencies
2. List the key health and safety policies laid down by the company and by law for a retail store

AOL – Group Discussion & Presentation (Safety at workplace)

The company you work at plans to have a meeting to discuss the safety hazards that can occur at their retail store and steps they can take to avoid and control them. Discuss and create a presentation on the several safety hazards and precautions a company can take to successfully avoid such situation and measures they can take to handle such situations.

6-Step Approach:

1. Check prior knowledge (Ask the participants what are safety hazards)
2. Real World Situation (Safety at workplace)
3. Facilitate research by trainees (facilitate the group discussion)
4. Support trainees with guidance, feedback, information sources and suggestions (Instructor to be available if participants need any help or have any queries)
5. Facilitate presentation of findings, ideas and solutions by trainees (Facilitate the final presentation by participants)
6. Synthesise and summarise what the trainees have learned through the exercise (Conclude the activity impressing on the important points covered by the participants and add any of his own if needed.)

Say

- “Prevention is better than cure.”
- Employees have the responsibility to report any identified breaches in the safety and health plans and procedures to the designated person.

Explain

- Explain that the hazards in the workplace can cause harm if there is undue exposure to a certain factor or substance.

Explain the following hazard:

- Long-term exposure to low levels of formaldehyde may cause respiratory difficulties, eczema and sensitisation. The several hazards are provided below:
 1. Shock
 2. Burns

3. Choking
4. Thrusts
5. Electrical shock
6. Eye injury
7. Cut, scratching and embedded object
8. Fainting
9. Heat stroke
10. Hypothermia
11. Unconsciousness

Elaborate

Elaborate the different types of accidents which are caused by the improper maintenance.

- Mechanical
- Electrical

Ask

- Ask the participants why is it important to report all accidents whichever are happened.

Say

The accidents are generally reported by filling the appropriate form. The form contains all areas that give the detailed description of accidents. The constituents of the form are:

- Description of occurrence
- Nature of injury
- First aid treatment
- Source of injury
- Detail of affected body part
- Probable causes of injury
- Investigation
- Preventive actions
- Details of witness

Explain

- Explain the participants why it is important to report the equipment that are faulty in nature. The faulty equipment cause accidents.

Elaborate

- There can also be occurrences of the few incidents that are not ordinary. These incidents can cause harms to any visitor, staff member, etc. Elaborate why it is important to report the incident and the constituents of the form for reporting incident.

Say

There are the several benefits of accident investigation procedures. The benefits are the following:

- Reduction in economic losses
- Know-how of the causes of accidents
- Helps in developing awareness from all potential hazards
- Improvement in training methods
- Helps in focusing on safety program development

Explain

- Explain the uses of accident investigation report to the participants.

Ask

- Ask the meaning of emergency from the participants

Elaborate

- Elaborate the importance of emergency management procedures.

Explain

Explain the different emergencies.

- Winter emergencies
- Power cuts
- Heatwaves

- Fire
- Floods
- Staffing emergencies
- Major incidents
- Violent incidents

Say

- A well-informed employee can handle various hazards at a workplace by using protective gear/ equipment, such as protective clothing, eyewear, headgear, footwear and gloves provided by the employer.
- Ensure that you are well-trained and fully prepared to deal with occupational hazards in the workplace.
- Avoid dealing with hazards that you cannot handle. Instead, seek assistance from professionals to handle such hazards.
- For example, seek help of an electrician if there is any electricity-related concern, such as electric sparks or open electric wire.
- The first aid kit should be available in the retail store for getting the primary treatment from the potential hazards.
- Appropriate training should be provided to the people whosoever are working in the retail store.

Say

- All accidents must be brought to the employer's attention immediately.
- For instance, the absence of or defect in any equipment or protective device that may endanger the life of any employee should be immediately reported to the concerned authority.

Tips

- It is the responsibility of the employer to make the employees aware of any risks at the workplace.

Role play

- Ask two students to come forward for a role play on reporting health and safety concerns.
- Ask one of the students to play the role of a cashier at a retail store.
- Ask the other students to play the role of the store head or employer.
- Tell that the cashier has observed a safety issue of loose wiring in the store.
- Tell that the cashier needs to follow the guidelines and talk to the store head to report this issue.
- Provide feedback at the end of the role play on what could have been better or if any step has been missed.
- If the time allows, conduct the same role play with another group of students.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the meaning and different types of hazards.
- Summarise the procedure of reporting accidents and incidents.
- Summarize the emergency management procedure
- Summarise how to handle hazardous substances safely.
- Summarise health and safety concerns to the concerned person.
- Summarise how to report health and safety concerns.

Say

- India has a huge workforce that works in both organised and unorganised sectors. Health and safety related concerns pose huge challenges for the employer as well as the government.
- This proves that safety and health of workers has a positive impact on productivity and economic development.
- Therefore, the objective is to create a more secure workplace for a sustainable growth.

Explain

There are different methods that help in identifying the hazards.

- Safety assessment
- Review of accident statistics
- Review of accident reports
- Informal job hazard analysis
- Consulting
- Health surveys
- Injury reports
- Information on risk from chemicals

Say

- Safety and health policies include standard procedures to be followed every day and in the event of emergencies. They may also be customised to suit the work environment of a particular retail store.

Explain

Explain some of the many health and safety threats present at workplaces:

- Repetitive exertions
- Posture stresses
- Extreme noise
- Voice problems, especially for telemarketers
- Improper electrical wiring
- Dysfunctional safety tools, such as surveillance camera or biometric system

Tips

- An employer should assess the safety tools and policy and generate specific or routine reports.

Team activity

- Conduct a skill practice team activity.
- Divide the students in teams of 4-5 students.
- Ask the students to search online for various health and safety threats found at a retail store.
- Ask them to search for prevention or resolutions in place for threats.
- Set guidelines pertaining to discipline and expected tasks.
- Ask one representative from each team to mention their points.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|------------|--------------------------------------|
| <ul style="list-style-type: none"> • Analysing health and safety measures | 30 minutes | Computer, Internet, pencil and paper |

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarize

- Summarise health, safety and security plans and procedures.
- Summarise the methods of identifying hazards.
- Summarise company policies towards health and safety.
- Summarise possible health and safety threats at workplace.

Explain

Explain the following points:

- Whether moving goods manually or mechanically, employees should know the potential hazards associated with the task and how they can safely perform it.
- When using lifting and handling equipment, all company guidelines and manufacturer instructions should be followed strictly.

Ask

Mention that one must consider the following questions:

- What is the direction of the lifting movement?
- Can handling aids be used?
- Is there adequate space for the lifting movement?
- Can you slide it rather than lift?
- Is team help required?

Mention the following points while planning a safe and efficient load movement:

- Remove any object that can cause obstruction in the path of load movement.
- Plan resting places if the load is to be moved over a long distance.
- Consider the use of protective equipment, such as gloves and boots, while handling the load.

Explain

Explain the following guidelines:

- Assessing the correct weight, shape and size of the load and calculating the distance to which the load is to be moved.
- Ensuring that there is sufficient space for movement and that the footing is strong.
- When the load is too heavy or awkwardly shaped, do not attempt to lift it yourself. In such a situation, use a pallet jack or a handcart.
- Making sure that your balance is perfect. Your feet should be placed shoulder width apart, with one foot behind and the other foot beside the object to be lifted.
- Bending the knees, and keeping the back straight.
- Gripping the load strongly with the palms of your hands.
- Use your body weight to move the load, then lift it by pushing up with your legs.
- Keep the elbows and arms close to the body while lifting.
- Carry the load close to your body.
- You should not twist your body while carrying the load. To change the direction, first shift your foot position and then turn the whole body.
- To lower the object bend your knees.
- While depositing the load on a shelf or a bench, keep it on the edge and push it into position.
- Avoid tight clothing or unsuitable footwear.

Resources to be Used

- A heavy box

Activity

- Show how to lift and handle the heavy box.
- Explain the steps.
- If required, ask one or two students to try the same.

Explain

Explain the following techniques:

- Stand close to the load.
- Place the feet apart.
- Squat down next to the load.
- Rise with back straight.
- Pull the load close.
- Grip the load with your palms.
- Bend your knees while lowering the load.

Tips

- Approved lifting and handling techniques should be used to reduce health and safety risks at retail stores.

Resources to be Used

- Participant handbook
- Pencil

Activity

- Ask the students to refer to their participant handbooks for the activity of module 9.
- Ask them to look at the pictures and tick the picture that they think is not a health and security threat in retail store.

Team activity

- Conduct a skill practice team activity.
- Divide the students in teams of 2-3 students.
- Ask the students to note down the steps and techniques to handle and lift a heavy box.
- Ask them to search online and come up with safety guidelines followed by retail stores to handle such objects.
- Set guidelines pertaining to discipline and expected tasks.
- Set guidelines pertaining to discipline and expected tasks.
- Ask one representative from each team to mention their points.

| Steps in Skill Practice | Time | Resources/ Material Required |
|--|------------|--------------------------------------|
| <ul style="list-style-type: none"> • Using Approved Lifting and Handling Techniques | 30 minutes | Pencil and paper, computer, internet |

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarize

- Summarise the importance of safe working environment.
- Summarise employees' participation in maintaining safe-working environment.
- Summarise the objective and purpose of a mock-evacuation drill.
- Summarise how to adopt eco-friendly working techniques.



<https://www.youtube.com/watch?v=0WaELZEMnY8>

Prevent accidents in retail store



Skill India
कौशल भारत - कुशल भारत



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Corporation

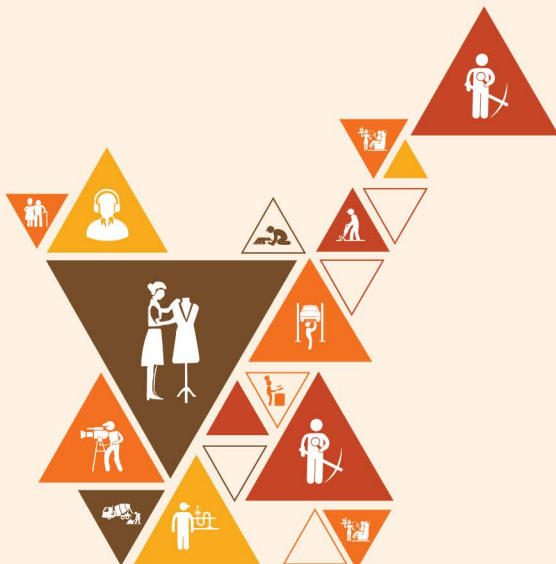
Transforming the skill landscape



RASCI

Retailers Association's
Skill Council of India

6. Employability Skills



(DGT/VSQ/N0102)

Employability Skills is available at the following location



<https://www.skillindiadigital.gov.in/content/list>

Employability Skills



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape

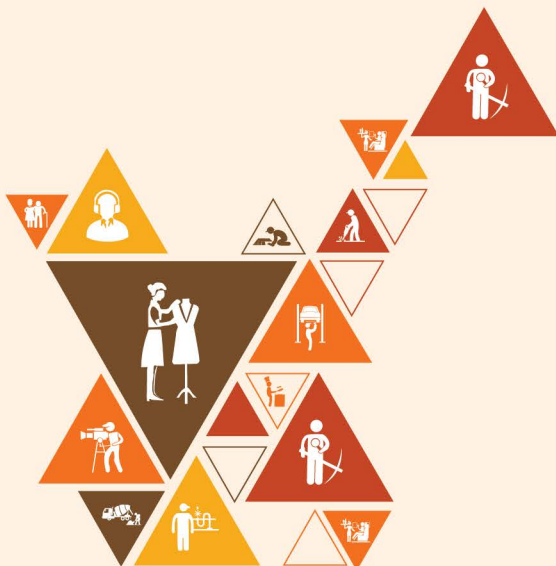


7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

| Training Delivery Plan | | | |
|--|---|----------------------------|------------|
| Program Name: | Retail Sales Executive | | |
| Qualification Pack Name & Ref. ID | Retail Sales Executive RAS/Q0109, | | |
| Version No. | 2.0 | Version Update Date | 27/08/2024 |
| Pre-requisites to Training (if any) | <ul style="list-style-type: none"> • 12th Grade pass or Equivalent • 10th Grade pass or equivalent with 3 year relevant experience • Previous relevant Qualification of NSQF Level 3.0 with 3 -year relevant experience • Previous relevant Qualification of NSQF Level 3.5 with 1.5 year relevant experience | | |
| Training Outcomes | <p>At the end of the program, the learner should have acquired the listed knowledge and skills:</p> <ol style="list-style-type: none"> 1. Service cash point/POS 2. Follow point-of-sale procedures for age-restricted products 3. Process customer orders for goods 4. Process part exchange sale transactions 5. Process credit applications for purchases 6. Process payments and conduct cash and credit transactions 7. Process returned goods 8. Perform necessary actions to keep the store secure 9. Maintain health and safety standards 10. Carry out product demonstration 11. Assist customer in choosing the right product 12. Provide specialist support to customers facilitating purchases 13. Maximise sales of goods & services 14. Provide personalised sales & post-sales service support 15. Monitor and resolve customer concerns 16. Organize delivery of reliable service 17. Employability Skills | | |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|------------------|--|--|--|--|---|--|
| 1. | Introduction | Retail Sector in India | <ul style="list-style-type: none"> State the meaning of retail Outline the current scenario of the retailing sector in India. List the factors that lead to the growth of the retail sector in India. Illustrate different forms of retail marketing. State the significance of marketing in Retail. | Bridge Module | Additional Learning | Additional Learning | 0 Theory 00:00 Practical 00:00 |
| | | Roles and Responsibilities of a Retail Sales Executive in the Retail Industry: An Overview | <ul style="list-style-type: none"> Discuss the roles and responsibilities of a Retail Sales Executive. Identify the components involved in the retail supply chain. | | Additional Learning | Additional Learning | 0 Theory 00:00 Practical 00:00 |
| 2. | Cashier Services | Processing Payments | <ul style="list-style-type: none"> List the elements that help in building a positive image of self and the organization in the minds of the customers. Explain the importance of responding appropriately to customers. Describe the standards for appearance and behavior in creating a positive image of self. Explain the significance of building relationships with internal and external customers. | RAS/N0115, RAS/N0111, RAS/N0116, RAS/N0117, RAS/N0113, RAS/N00112, RAS/N0110 | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|--|---|--------------------------------------|
| | | | <ul style="list-style-type: none"> Describe the components involved in payment process. Compare between traditional and modern payment process. Discuss ways to resolve customer concerns related to the pricing of products. | | | | |
| | | Processing Payments (Contd..) | <ul style="list-style-type: none"> Describe the components involved in payment process. Compare between traditional and modern payment process. Discuss ways to resolve customer concerns related to the pricing of products. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Point of Sale Procedure for Age-Restricted Products | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|--|---|--|
| | | | <ul style="list-style-type: none"> State the impact of selling age-restricted products to under-aged customers. | | | | |
| | | Point of Sale Procedure for Age-Restricted Products (Contd..) | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. State the impact of selling age-restricted products to under-aged customers. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Point of Sale Procedure for Age-Restricted Products (Contd..) | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. State the impact of selling age-restricted products to under-aged customers. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|--|---|--|
| | | Point of Sale Procedure for Age-Restricted Products (Contd..) | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. State the impact of selling age-restricted products to under-aged customers. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Point of Sale Procedure for Age-Restricted Products (Contd..) | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. State the impact of selling age-restricted products to under-aged customers. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|--|---|--|
| | | Point of Sale Procedure for Age-Restricted Products (Contd..) | <ul style="list-style-type: none"> Define and Identify age-restricted products Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. List the standard policies and procedures for asking proof of age while selling such products. State the impact of selling age-restricted products to under-aged customers. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Cash and Credit Transactions | <ul style="list-style-type: none"> Describe the role of cashier in processing cash and credit transaction. List the various modes of payments. Explain the process and procedures for handling cash. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|---|-----|--|---|--|
| | | Processing Cash and Credit Transactions (Contd..) | <ul style="list-style-type: none"> Describe the role of cashier in processing cash and credit transaction. List the various modes of payments. Explain the process and procedures for handling cash. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Cash and Credit Transactions (Contd..) | <ul style="list-style-type: none"> Describe the role of cashier in processing cash and credit transaction. List the various modes of payments. Explain the process and procedures for handling cash. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|---|---|--|
| | | Processing Cash and Credit Transactions (Contd..) | <ul style="list-style-type: none"> Describe the role of cashier in processing cash and credit transaction. List the various modes of payments. Explain the process and procedures for handling cash. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Returned Goods | <ul style="list-style-type: none"> List the reasons customers might have for returning goods. Describe the steps involved in processing of returned goods. Explain the exchange policy offered by the store. Describe the process to work out the exchange value of the item accurately as per company guidelines. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Part Exchange Sale Transactions | <ul style="list-style-type: none"> Illustrate the process of negotiating part exchange sales transactions with customers. List the types of suspected fraud in a retail store. List the modes of payment that are accepted in the store. List the cash equivalents that the cashier in the store handles. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--|---|-----|--|---|--|
| | | Processing Part Exchange Sale Transactions (Contd..) | <ul style="list-style-type: none"> • Illustrate the process of negotiating part exchange sales transactions with customers. • List the types of suspected fraud in a retail store. • List the modes of payment that are accepted in the store. • List the cash equivalents that the cashier in the store handles. • Describe ways to resolve expected and unexpected problems in routine cash point operations. • Discuss the security procedures at cash points. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Part Exchange Sale Transactions (Contd..) | <ul style="list-style-type: none"> • Illustrate the process of negotiating part exchange sales transactions with customers. • List the types of suspected fraud in a retail store. • List the modes of payment that are accepted in the store. • List the cash equivalents that the cashier in the store handles. • Describe ways to resolve expected and unexpected problems in routine cash point operations. • Discuss the security procedures at cash points. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--------------------------------------|--|-----|--|---|--|
| | | Processing Customer Orders | <ul style="list-style-type: none"> • Explain the Significance of processing customer orders for goods. • Illustrate the escalation matrix in case the order cannot be processed. • Explain the Importance of identifying customers' needs for Products by asking probing questions. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 03:00 Practical 05:00 |
| | | Processing Customer Orders (Contd..) | <ul style="list-style-type: none"> • Explain the Significance of processing customer orders for goods. • Illustrate the escalation matrix in case the order cannot be processed. • Explain the Importance of identifying customers' needs for Products by asking probing questions. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 02:00 Practical 06:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|----------------------|---|---|---|--|---|--|
| | | Service Cash Point | <ul style="list-style-type: none"> Describe ways to resolve expected and unexpected problems in routine cash point operations. Discuss the security procedures at cash points. State the purpose of the Point of Sale (POS). | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 6 Theory 03:00 Practical 03:00 |
| 3. | Retail Sales Process | Helping Customers Choose Right Products | <ul style="list-style-type: none"> Discuss the importance of welcoming and greeting customers at the store. State the importance of professional communication for the effective transmission of valuable information. Explain the importance of identifying customer needs and suggest the right products for them. | RAS/ N0126, RAS/ N0125, RAS/ N0128, RAS/ N0129, RAS/ N0127, RAS/ N0114 | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|---|-----|---|--|--|
| | | | <ul style="list-style-type: none"> Describe clearly and accurately relevant product features and benefits to customers. Explain the importance of identifying suitable opportunities to tell the customer about associated or additional products. Illustrate the techniques of closing sales and bill payment. Discuss the seasonal trend that effect on sales opportunities. | | | | |
| | | Helping Customers Choose Right Products (Contd..) | <ul style="list-style-type: none"> Discuss the importance of welcoming and greeting customers at the store. State the importance of professional communication for the effective transmission of valuable information. Explain the importance of identifying customer needs and suggest the right products for them. Describe clearly and accurately relevant product features and benefits to customers. Explain the importance of identifying suitable opportunities to tell the customer about associated or additional products. Illustrate the techniques of closing sales and bill payment. Discuss the seasonal trend that effect on sales opportunities. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|---|-----|--|---|--|
| | | Helping Customers Choose Right Products (Contd..) | <ul style="list-style-type: none"> Discuss the importance of welcoming and greeting customers at the store. State the importance of professional communication for the effective transmission of valuable information. Explain the importance of identifying customer needs and suggest the right products for them. Describe clearly and accurately relevant product features and benefits to customers. Explain the importance of identifying suitable opportunities to tell the customer about associated or additional products. Illustrate the techniques of closing sales and bill payment. Discuss the seasonal trend that effect on sales opportunities. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 6 Theory 00:00 Practical 06:00 |
| | | Product Demonstration | <ul style="list-style-type: none"> Describe the role of demonstration in promoting and selling products. List the logical steps of demonstrating a product by showing the use and the value of the products. List key safety guidelines to be followed in the demonstration area. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---------------------------------|---|-----|--|---|--|
| | | Product Demonstration (Contd..) | <ul style="list-style-type: none"> Describe the role of demonstration in promoting and selling products. List the logical steps of demonstrating a product by showing the use and the value of the products. List key safety guidelines to be followed in the demonstration area. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Product Demonstration (Contd..) | <ul style="list-style-type: none"> Describe the role of demonstration in promoting and selling products. List the logical steps of demonstrating a product by showing the use and the value of the products. List key safety guidelines to be followed in the demonstration area. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 6 Theory 00:00 Practical 06:00 |
| | | Maximising Sales | <ul style="list-style-type: none"> Explain the need to manage his or her time spent with the customers to match the value of the prospective purchase. Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--|--|-----|--|---|--|
| | | Maximising Sales (Contd..) | <ul style="list-style-type: none"> Explain the need to manage his or her time spent with the customers to match the value of the prospective purchase. Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Maximising Sales (Contd..) | <ul style="list-style-type: none"> Explain the need to manage his or her time spent with the customers to match the value of the prospective purchase. Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 6 Theory 03:00 Practical 03:00 |
| | | Personalised and Post- Sales Service Support | <ul style="list-style-type: none"> Explain the significance of providing personalized service to the customers. List the advantages and benefits of providing personalized sales and service support to the customers. Discuss the need to give enough opportunities to the customers to ask questions about the products or services being demonstrated to them. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--|--|-----|--|---|--------------------------------------|
| | | Personalised and Post- Sales Service Support (Contd..) | <ul style="list-style-type: none"> Explain the significance of providing personalized service to the customers. List the advantages and benefits of providing personalized sales and service support to the customers. Discuss the need to give enough opportunities to the customers to ask questions about the products or services being demonstrated to them. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Personalised and Post- Sales Service Support (Contd..) | <ul style="list-style-type: none"> Explain the significance of providing personalized service to the customers. List the advantages and benefits of providing personalized sales and service support to the customers. Discuss the need to give enough opportunities to the customers to ask questions about the products or services being demonstrated to them. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 5 Theory 02:00 Practical 03:00 |
| | | Overview of Product Sales Specialist | <ul style="list-style-type: none"> State the meaning of specialist products. Explain the importance of mapping the needs of the customer to the benefits and features of the products. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--|--|-----|--|---|--------------------------------------|
| | | Overview of Product Sales Specialist (Contd..) | <ul style="list-style-type: none"> State the meaning of specialist products. Explain the importance of mapping the needs of the customer to the benefits and features of the products. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Credit Applications | <ul style="list-style-type: none"> Describe the purpose of providing credit facility to customers at the store. List the features and conditions of the credit facilities offered by the company. Explain the process of calculating equated monthly instalments (EMI). | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Processing Credit Applications (Contd..) | <ul style="list-style-type: none"> Describe the purpose of providing credit facility to customers at the store. List the features and conditions of the credit facilities offered by the company. Explain the process of calculating equated monthly instalments (EMI). | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 03:00 Practical 05:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|--------------------|--|--|---|---|--|--|
| 4. | Post-Sales Process | Organizing Service Delivery | <ul style="list-style-type: none"> State the importance of delivering reliable service to the customers. Explain the significance of giving prompt attention to customers. Discuss the importance of planning and organizing daily workload along with the unexpected additional workloads. Describe the process of reviewing and maintaining customer service delivery. | RAS/ N0133, RAS/ N0132, RAS/ N0135, RAS/ N0136 | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Organizing Service Delivery (Contd..) | <ul style="list-style-type: none"> State the importance of delivering reliable service to the customers. Explain the significance of giving prompt attention to customers. Discuss the importance of planning and organizing daily workload along with the unexpected additional workloads. Describe the process of reviewing and maintaining customer service delivery. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 03:00 Practical 05:00 |
| | | Customer Services and Grievance Redressal – Part 1 | <ul style="list-style-type: none"> List ways to find solutions to customer service problems. State the principles of good customer service relationship. Outline the best practices followed to monitor and resolve customer service issues. Explain the significance of keeping customers well informed about the steps being taken to solve service problems. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--|---|-----|--|---|--|
| | | Customer Services and Grievance Redressal – Part 1 (Contd..) | <ul style="list-style-type: none"> List ways to find solutions to customer service problems. State the principles of good customer service relationship. Outline the best practices followed to monitor and resolve customer service issues. Explain the significance of keeping customers well informed about the steps being taken to solve service problems. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 03:00 Practical 05:00 |
| | | Customer Services and Grievance Redressal – Part 2 | <ul style="list-style-type: none"> State the importance of staying calm while handling customer complaints. List key active listening techniques when handling customer complaints. Discuss the best practices followed in negotiating with customers to resolve complaints. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Customer Services and Grievance Redressal – Part 2 (Contd..) | <ul style="list-style-type: none"> State the importance of staying calm while handling customer complaints. List key active listening techniques when handling customer complaints. Discuss the best practices followed in negotiating with customers to resolve complaints. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 03:00 Practical 05:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|-------------------------------------|--|-----|--|---|--|
| | | Building Customer Royalty | <ul style="list-style-type: none"> Discuss the effective methods to handle difficult situation and difficult customers. State the importance of improving reliability of his/her services based on customers comments. Discuss the procedure of implementing the changes following organizational guidelines. Discuss the effects of changes with others by analyzing and interpreting feedback. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 8 Theory 04:00 Practical 04:00 |
| | | Building Customer Royalty (Contd..) | <ul style="list-style-type: none"> Discuss the effective methods to handle difficult situation and difficult customers. State the importance of improving reliability of his/her services based on customers comments. Discuss the procedure of implementing the changes following organizational guidelines. Discuss the effects of changes with others by analyzing and interpreting feedback. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 7 Theory 02:00 Practical 05:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|--------------------------------|---------------------------|--|-------------------------|--|---|--|
| 5. | Health and Safety at Workplace | Securing Stores | <ul style="list-style-type: none"> List the common security risks faced within the store. Describe the role, authority, and responsibility of employees in handling security risks. State the company policies and legal requirements when dealing with security risks. | RAS/ N0120 & RAS/ N0121 | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 7 Theory 05:00 Practical 02:00 |
| | | Securing Stores (Contd..) | <ul style="list-style-type: none"> List the types of security risks that can arise in your workplace. State the company policies and procedures for maintaining security while working. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 7 Theory 05:00 Practical 02:00 |
| | | Securing Stores (Contd..) | <ul style="list-style-type: none"> Explain the importance of identifying and reporting accidents and emergencies. State the importance of being always situationally aware or alert. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 7 Theory 05:00 Practical 02:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|----------------------|--|--|-----------------------|--|--|--|
| | | Health and Safety at workplace | <ul style="list-style-type: none"> Explain the company procedures and legal requirements for dealing with accidents and emergencies. List the key health and safety policies laid down by the company and by law for a retail store. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 7 Theory 05:00 Practical 02:00 |
| 6. | Employability Skills | Introduction to Employability Skills | <ul style="list-style-type: none"> Discuss the Employability Skills required for jobs in various industries List different learning and employability related GOI and private portals and their usage | DGT/ VSQ/ N0102 | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 01:30 Theory 00:30 Practical 01:00 |
| | | Constitutional values - Citizenship | <ul style="list-style-type: none"> Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen Show how to practice different environmentally sustainable practices. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 01:30 Theory 00:30 Practical 01:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|--|-----|--|---|--|
| | | Becoming a Professional in the 21st Century | <ul style="list-style-type: none"> Discuss the importance of relevant 21st century skills. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc., in personal or professional life. Describe the benefits of continuous learning. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 02:30 Theory 01:00 Practical 01:30 |
| | | Basic English Skills Duration | <ul style="list-style-type: none"> Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone Read and interpret text written in basic English Write a short note/ paragraph/letter/e -mail using basic English | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 10:00 Theory 04:00 Practical 06:00 |
| | | Career Development & Goal Setting | <ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 02:00 Theory 01:00 Practical 01:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---------------------------------------|--|-----|--|--|--|
| | | Communication Skills | <ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. Explain the importance of active listening for effective communication Discuss the significance of working collaboratively with others in a team | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 05:00 Theory 02:00 Practical 03:00 |
| | | Diversity & Inclusion | <ul style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD Discuss the significance of escalating sexual harassment issues as per the POSH act. | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 02:30 Theory 01:00 Practical 01:30 |
| | | Financial and Legal Literacy Duration | <ul style="list-style-type: none"> Outline the importance of selecting the right financial institution, product, and service Demonstrate how to carry out offline and online financial transactions safely and securely List the common components of salary and compute income, expenditure, taxes, investments etc. Discuss the legal rights, laws, and aids | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 05:00 Theory 02:00 Practical 03:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|--------------------------|--|-----|--|--|--|
| | | Essential Digital Skills | <ul style="list-style-type: none"> Describe the role of digital technology in today's life Demonstrate how to operate digital devices and use the associated applications and features safely and securely Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely Create sample word documents, excel sheets and presentations using basic features utilise virtual collaboration tools to work effectively | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 10:00 Theory 04:00 Practical 06:00 |
| | | Entrepreneurship | <ul style="list-style-type: none"> Explain the types of entrepreneurship and enterprises Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per the requirement Create a sample business plan for the selected business opportunity | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 07:00 Theory 03:00 Practical 04:00 |

| S. No | Module Name | Session Name | Session Objectives | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|-------|-------------|---|---|-----|--|---|--|
| | | Customer Service | <ul style="list-style-type: none"> Describe the significance of analysing different types and needs of customers Explain the significance of identifying customer needs and responding to them in a professional manner. Discuss the significance of maintaining hygiene and dressing appropriately | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 05:00 Theory 02:00 Practical 03:00 |
| | | Getting Ready for apprenticeship & Jobs | <ul style="list-style-type: none"> Create a professional Curriculum Vitae (CV) Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals, respectively Discuss the significance of maintaining hygiene and confidence during an interview Perform a mock interview List the steps for searching and registering for apprenticeship opportunities | | Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion | LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector | 08:00 Theory 03:00 Practical 05:00 |

| | |
|--------------------|------------|
| Theory | 195 |
| Practical | 225 |
| OJT | 60 |
| Grand Total | 480 |

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

| Assessment Criteria for Merchant Relationship Executive | |
|---|--|
| Job Role | Retail Sales Executive |
| Qualification Pack | RAS/Q0109 V2.0 |
| 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 | Marks Allocation | |
|--|--|------------------|------------------|
| | | Theory | Skills Practical |
| RAS/N0115: To process payments | Work out the price of customer purchases | 50 | 50 |
| | PC1. accurately identify the price of purchases. | 12.5 | 12.5 |
| | PC2. promptly sort out any pricing problems by referring to pricing information. | 12.5 | 12.5 |
| | PC3. seek advice promptly from the right person when he/she cannot sort out pricing problems himself/herself. | 12.5 | 12.5 |
| | PC4. work out accurately the amount the customer should pay. | 12.5 | 12.5 |
| | NOS Total | 50 | 50 |
| RAS/N0111: To follow point-of-sale procedures for age-restricted products | Follow procedures for sales of age-restricted products | 20 | 20 |
| | PC1. follow legal requirements and company policies and procedures for asking for proof of age. | 2.5 | 2.5 |
| | PC2. make the sale only if customers provide age proof and it meets legal and company conditions, while selling age-restricted products. | 2.5 | 2.5 |
| | PC3. follow legal requirements and company policies and procedures for refusing sales. | 2.5 | 2.5 |
| | PC4. refuse politely and firmly to make sales that are against the law or any procedures and policies he/she must follow. | 5 | 5 |
| | PC5. explain clearly and accurately to customers what proof of age is acceptable. | 5 | 5 |
| | PC6. follow company procedures for telling customers how to get proof of age. | 2.5 | 2.5 |
| | Provide service at point of sale | 30 | 30 |
| | PC7. tell customers the correct amount to be paid. | 2.5 | 2.5 |
| | PC8. check accurately the amount and means of payment offered by the customer. | 2.5 | 2.5 |
| | PC9. process the payment in line with company procedures, where the payment is acceptable. | 2.5 | 2.5 |
| | PC10. tell the customer tactfully when payment cannot be approved. | 5 | 5 |
| | PC11. record payments accurately. | 2.5 | 2.5 |
| | PC12. store payments securely and protect them from theft. | 2.5 | 2.5 |
| | PC13. offer additional services to the customer where these are available. | 2.5 | 2.5 |
| | PC14. treat customers politely throughout the payment process. | 5 | 5 |
| PC15. balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help | 5 | 5 | |
| NOS Total | 50 | 50 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|---|------------------|------------------|
| | | Theory | Skills Practical |
| RAS/N0116: To process cash and credit transactions | Process customer credit | 20 | 20 |
| | PC1. follow company guidelines for setting customer credit limits. | 2.5 | 2.5 |
| | PC2. check customer accounts accurately and at suitable intervals to check that payments are up to date. | 2.5 | 2.5 |
| | PC3. promptly investigate reasons for missed payments and accurately record the findings. | 2.5 | 2.5 |
| | PC4. identify customers who go over their credit limits and report the findings promptly to the right person. | 5 | 5 |
| | PC5. act promptly and within company guidelines to deal with customers who go over their credit limits. | 2.5 | 2.5 |
| | PC6. report to the right person the results of the action taken to deal with customers who go over their credit limits | 5 | 5 |
| | Process payments made to customer accounts | 17.5 | 17.5 |
| | PC7. check that payments from customers are valid and accurate. | 2.5 | 2.5 |
| | PC8. record payments from customers promptly and accurately. | 2.5 | 2.5 |
| | PC9. record clearly and accurately the reasons why payments are overdue. | 2.5 | 2.5 |
| | PC10. identify problems accurately and sort them out promptly. | 2.5 | 2.5 |
| | PC11. tell the right person promptly about any problems that he/she cannot sort out. | 5 | 5 |
| | PC12. store collected payments securely and in line with company procedures. | 2.5 | 2.5 |
| | Reconcile customer accounts | 12.5 | 12.5 |
| | PC13. check that charges made to customer accounts are correct. | 2.5 | 2.5 |
| | PC14. check that credits made to customer accounts are correct. | 2.5 | 2.5 |
| PC15. identify and sort out problems with customer accounts. | 2.5 | 2.5 | |
| PC16. tell the right person about problems with customer accounts that he/she cannot sort out or that are beyond his/her responsibility and control. | 5 | 5 | |
| NOS Total | 50 | 50 | |
| RAS/N0117: To process returned goods | Help customers who need to return goods | 25 | 25 |
| | PC1. check clearly and politely with the customer what goods they want to return and their reasons. | 5 | 5 |
| | PC2. apologise promptly if the company appears to be at fault. | 2.5 | 2.5 |
| | PC3. follow legal & company requirements for offering replacements and refunds, and explain these to the customer clearly & politely. | 2.5 | 2.5 |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC4. explain to the customer clearly and politely the action to be taken, and any charges that apply. | 5 | 5 |
| | PC5. pick out accurately the replacement goods and follow company procedures for preparing them to be sent out. | 5 | 5 |
| | PC6. explain to the customer accurately, clearly and politely the arrangements for returning the unwanted goods. | 5 | 5 |
| | Process returns of goods | 25 | 25 |
| | PC7. check accurately the type, quantity and condition of returned goods. | 5 | 5 |
| | PC8. give accurate and complete information to the person who can raise a credit note or refund the payment. | 5 | 5 |
| | PC9. update the stock control system promptly, accurately and fully. | 5 | 5 |
| | PC10. label clearly any goods that are to be returned to the supplier or manufacturer. | 5 | 5 |
| | PC11. move returned goods to the correct place and position unsaleable goods separately from sales stock. | 5 | 5 |
| | NOS Total | 50 | 50 |
| RAS/N0113: To process part exchange sale transactions | Decide on the value of items offered in part exchange by customers | 25 | 25 |
| | PC1. thoroughly inspect the item being offered. | 5 | 5 |
| | PC2. protect the item from damage while handling it. | 2.5 | 2.5 |
| | PC3. identify accurately any repairs and cleaning needed and the costs involved. | 2.5 | 2.5 |
| | PC4. work out the exchange value of the item accurately within company guidelines. | 2.5 | 2.5 |
| | PC5. explain to the customer clearly and accurately the part-exchange value of the item and the benefits of a part exchange arrangement. | 5 | 5 |
| | PC6. tell the customer politely that the item is not acceptable for part exchange, when this applies. | 5 | 5 |
| | PC7. treat the customer politely throughout the valuation process. | 2.5 | 2.5 |
| | Negotiate part exchange sales transactions with customers | 25 | 25 |
| | PC8. follow company policies and procedures for checking who owns the item. | 2.5 | 2.5 |
| | PC9. work out accurately the balance to be paid by the customer on the item he/she wants to buy. | 5 | 5 |
| | PC10. accept or refuse the customers offers according to company policies and the discretion he/she is allowed. | 3.5 | 3.5 |
| PC11. end the transaction politely if the customer is not willing to go ahead. | 3.5 | 3.5 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|---|------------------|------------------|
| | | Theory | Skills Practical |
| | PC12. explain clearly and accurately the terms and conditions of the sale. | 3.5 | 3.5 |
| | PC13. fill in the paperwork for the transaction. | 3.5 | 3.5 |
| | PC14. treat the customer politely throughout negotiations. | 3.5 | 3.5 |
| | NOS Total | 50 | 50 |
| RAS/N0112: To process customer orders for goods | Check the availability | 20 | 20 |
| | PC1. identify customers needs accurately by asking suitable questions. | 5 | 5 |
| | PC2. identify the goods that will meet customers needs and check with customers that these are satisfactory. | 2.5 | 2.5 |
| | PC3. find out who can supply the goods needed and on what terms. | 5 | 5 |
| | PC4. keep customers informed of progress in finding the goods they need. | 2.5 | 2.5 |
| | PC5. give customers clear, accurate and complete information about the availability of goods and the terms of supply. | 5 | 5 |
| | Process orders for customers | 30 | 30 |
| | PC6. follow legal and company procedures for checking the customers identity and credit status. | 2.5 | 2.5 |
| | PC7. follow company policy for offering to order goods the customer needs if they are not in stock. | 2.5 | 2.5 |
| | PC8. prepare accurate, clear and complete information about the order & pass this information to people responsible for fulfilment. | 5 | 5 |
| | PC9. provide accurate, clear, complete and timely information to those responsible for issuing the invoice. | 5 | 5 |
| | PC10. tell the right person promptly when he/she cannot process an order and explain the reasons clearly. | 5 | 5 |
| | PC11. let the customer know promptly and politely if their order cannot be delivered within the agreed time. | 5 | 5 |
| | PC12. store customers details securely and show them only to people who have a right to see them. | 20 | 20 |
| NOS Total | 50 | 50 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|--|------------------|------------------|
| | | Theory | Skills Practical |
| RAS/N0110: To service cash point / POS | Monitor receipt practices and processes at the cash point / POS | 50 | 50 |
| | PC1. check at suitable times that staff are setting up and operating cash points correctly. | 8 | 8 |
| | PC2. look into and promptly sort out any problems with routine cash point operations and transactions. | 10 | 10 |
| | PC3. check that staff are handling cash and cash equivalents efficiently and in line with approved procedures. | 8 | 8 |
| | PC4. accurately and promptly authorise any refunds, cheques and credit card payments which need your authorisation. | 8 | 8 |
| | PC5. correctly follow cash point security procedures. | 8 | 8 |
| | PC6. develop effective plans to cope with unexpected problems at the cash point. | 8 | 8 |
| | NOS Total | 50 | 50 |
| RAS/N0126: To help customers choose right products | Help customers choose products | 25 | 25 |
| | PC1. find out which product features and benefits interest individual customers and focus on these when discussing products. | 5 | 5 |
| | PC2. describe and explain clearly and accurately relevant product features and benefits to customers. | 5 | 5 |
| | PC3. compare and contrast products in ways that help customers choose the product that best meets their needs. | 2.5 | 2.5 |
| | PC4. check customers responses to his/her explanations, and confirm their interest in the product. | 2.5 | 2.5 |
| | PC5. encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill. | 2.5 | 2.5 |
| | PC6. identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill. | 2.5 | 2.5 |
| | PC7. constantly check the store for security, safety and potential sales whilst helping customers. | 5 | 5 |
| | 'Check the customer's preferences and buying decisions when making sales' | 25 | 25 |
| | PC8. give customers enough time to evaluate products and ask questions. | 5 | 5 |
| PC9. handle objections and questions in a way that promotes sales and keeps the customers confidence. | 5 | 5 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC10. identify the need for additional and associated products and take the opportunity to increase sales. | 5 | 5 |
| | PC11. clearly acknowledge the customers buying decisions. | 5 | 5 |
| | PC12. clearly explain any customer rights that apply. | 2.5 | 2.5 |
| | PC13. clearly explain to the customer where to pay for their purchases. | 2.5 | 2.5 |
| | NOS Total | 50 | 50 |
| RAS/N0125: To demonstrate products to customers | Demonstrate products to customers | 50 | 50 |
| | PC1. prepare the demonstration area and check that it can be used safely | 7.5 | 7.5 |
| | PC2. check whether the required equipment and products for demonstration are in place. | 7.5 | 7.5 |
| | PC3. demonstrate products clearly and accurately to customers. | 10 | 10 |
| | PC4. present the demonstration in a logical sequence of steps and stages | 7.5 | 7.5 |
| | PC5. cover all the features and benefits he/she thinks are needed to gain the customers interest | 7.5 | 7.5 |
| | PC6. promptly clear away the equipment and products at the end of the demonstration and connect with the customer | 10 | 10 |
| | NOS Total | 50 | 50 |
| RAS/N0128: To maximise sales of goods & services | Identify opportunities to increase sales of particular products | 27.5 | 27.5 |
| | PC1. identify promotional opportunities and estimate their potential to increase sales. | 7.5 | 7.5 |
| | PC2. identify promotional opportunities which offer the greatest potential to increase sales. | 5 | 5 |
| | PC3. report promotional opportunities to the right person. | 7.5 | 7.5 |
| | PC4. fill in the relevant records fully and accurately. | 7.5 | 7.5 |
| | Promote particular products | 22.5 | 22.5 |
| | PC5. tell customers about promotions clearly and in a persuasive way. | 5 | 5 |
| | PC6. identify and take the most effective actions for converting promotional sales into regular future sales. | 7.5 | 7.5 |
| | PC7. gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person. | 5 | 5 |
| | PC8. record clearly and accurately the results of promotions. | 5 | 5 |
| NOS Total | 50 | 50 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|--|------------------|------------------|
| | | Theory | Skills Practical |
| RAS/N0129: To provide personalised sales & post-sales service support | Provide a personalised service | 32.5 | 32.5 |
| | PC1. use available information in the client records to help prepare for consultations. | 2.5 | 2.5 |
| | PC2. check whether the work area is clean and tidy and that all the required equipment are in hand before starting a consultation. | 2.5 | 2.5 |
| | PC3. quickly create a rapport with the client at the start of the consultation. | 2.5 | 2.5 |
| | PC4. talk and behave towards the client in ways that project the company image effectively. | 5 | 5 |
| | PC5. ask questions to understand the clients buying needs, preferences and priorities. | 2.5 | 2.5 |
| | PC6. tactfully check, where appropriate, how much the client wants to spend. | 2.5 | 2.5 |
| | PC7. explain clearly to the client the features and benefits of the recommended products or services and relate these to the clients individual needs. | 5 | 5 |
| | PC8. identify suitable opportunities to sell additional or related products or services that are suited to the clients needs. | 2.5 | 2.5 |
| | PC9. make recommendations to the client in a confident and polite way and without pressurising them. | 2.5 | 2.5 |
| | PC10. pace client consultations to make good use of the selling time while maintaining good relations with the client. | 2.5 | 2.5 |
| | PC11. meet the companys customer service standards while dealing with the client | 2.5 | 2.5 |
| | Provide an after sales service | 17.5 | 17.5 |
| | PC12. follow the companys procedures for keeping client records up-to-date. | 2.5 | 2.5 |
| | PC13. record client information accurately and store it in the right places in the companys system. | 7.5 | 7.5 |
| | PC14. keep client information confidential and share it only with people who have a right to it. | 5 | 5 |
| | PC15. keep to clients wishes as to how and when they may be contacted. | 5 | 5 |
| | PC16. follow the companys policy and procedures for contacting clients. | 2.5 | 2.5 |
| PC17. tell clients promptly and offer any other suitable products or services, where promises cannot be kept. | 2.5 | 2.5 | |
| NOS Total | 50 | 50 | |
| RAS/N0127: To provide specialist support to customers facilitating purchases | Give customers information advice on specialist products | 27.5 | 27.5 |
| | PC1. talk to customers politely and in ways that promote sales and goodwill. | 5 | 5 |
| | PC2. use the information given by the customer to find out what they are looking for. | 2.5 | 2.5 |
| | PC3. help the customer understand the features and benefits of the products they have shown an interest in. | 2.5 | 2.5 |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC4. explain clearly and accurately the features and benefits of products and relate these to the customers needs. | 5 | 5 |
| | PC5. promote the products that give the best match between the customers needs and the stores need to make sales. | 2.5 | 2.5 |
| | PC6. spot and use suitable opportunities to promote other products where these will meet the customers needs. | 2.5 | 2.5 |
| | PC7. control the time he/she spends with the customer to match the value of the prospective purchase. | 5 | 5 |
| | PC8. constantly check the store for safety, security and potential sales while helping individual customers. | 2.5 | 2.5 |
| | Demonstrate specialist products to customers | 22.5 | 22.5 |
| | PC9. find out if the customer is willing to see a demonstration. | 2.5 | 2.5 |
| | PC10. set up demonstrations safely and in a way that disturbs other people as little as possible. | 2.5 | 2.5 |
| | PC11. check whether he/she has everything needed to give an effective demonstration. | 2.5 | 2.5 |
| | PC12. give demonstrations that clearly show the use and value of the product. | 5 | 5 |
| | PC13. offer customers the opportunity to use the product themselves, where appropriate. | 2.5 | 2.5 |
| | PC14. give customers enough chance to ask questions about the products or services he/she is demonstrating to them. | 2.5 | 2.5 |
| | PC15. check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations. | 5 | 5 |
| | NOS Total | 50 | 50 |
| RAS/N0114: To process credit applications for purchases | Process applications from customers for credit facilities | 50 | 50 |
| | PC1. identify the customers needs for credit facilities | 7.5 | 7.5 |
| | PC2. clearly explain to the customer the features and conditions of credit facilities. | 10 | 10 |
| | PC3. provide enough time and opportunities for the customer to ask for clarification or more information. | 7.5 | 7.5 |
| | PC4. accurately fill in the documents needed to allow the customer to get credit. | 10 | 10 |
| | PC5. successfully carry out the necessary credit checks and authorisation procedures. | 7.5 | 7.5 |
| | PC6. promptly refer difficulties in processing applications to the right person | 7.5 | 7.5 |
| | NOS Total | 50 | 50 |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|---|------------------|------------------|
| | | Theory | Skills Practical |
| RAS/N0133: To organise the delivery of reliable service | Plan and organise the delivery of reliable customer service | 7.5 | 7.5 |
| | PC1. plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers | 2.5 | 2.5 |
| | PC2. organise what he/she does to ensure consistency in giving prompt attention to customers. | 2.5 | 2.5 |
| | PC3. reorganise his/her work to respond to unexpected additional workloads | 2.5 | 2.5 |
| | Review and maintain customer service delivery | 27.5 | 27.5 |
| | PC4. maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down | 5 | 5 |
| | PC5. consistently meet customers expectations | 5 | 5 |
| | PC6. balance the time he/she takes with customers with the demands of other customers seeking attention | 2.5 | 2.5 |
| | PC7. respond appropriately to customers when they make comments about the products or services being offered | 5 | 5 |
| | PC8. alert others to repeated comments made by customers | 2.5 | 2.5 |
| | PC9. take action to improve the reliability of his/her service based on customer comments | 2.5 | 2.5 |
| | PC10. monitor whether the action taken has improved the service given to customers | 5 | 5 |
| | Use recording systems to maintain reliable customer service | 15 | 15 |
| | PC11. record and store customer service information accurately following organisational guidelines | 2.5 | 2.5 |
| | PC12. select and retrieve customer service information that is relevant, sufficient and in an appropriate format | 5 | 5 |
| | PC13. quickly locate information that will help solve a customers query | 2.5 | 2.5 |
| PC14. supply accurate customer service information to others using the most appropriate method of communication | 5 | 5 | |
| NOS Total | 50 | 50 | |
| RAS/N0132: To resolve customer concerns | Spot customer service problems | 25 | 25 |
| | PC1. identify the options for resolving a customer service problem | 5 | 5 |
| | PC2. work with others to identify and confirm the options to resolve a customer service problem | 5 | 5 |
| | PC3. work out the advantages and disadvantages of each option for customers and the organisation | 5 | 5 |
| | PC4. pick the best option for customers and the organisation | 5 | 5 |
| | PC5. identify for customers other ways that problems may be resolved if you are unable to help | 5 | 5 |
| | Pick the best solution to resolve customer service problems | - | - |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC6. identify the options for resolving a customer service problem | - | - |
| | PC7. work with others to identify and confirm the options to resolve a customer service problem | - | - |
| | PC8. work out the advantages and disadvantages of each option for your customer and your organisation | - | - |
| | PC9. pick the best option for your customer and your organisation | - | - |
| | PC10. identify for your customer other ways that problems may be resolved if you are unable to help | - | - |
| | Take action to resolve customer service problems | 25 | 25 |
| | PC11. discuss and agree the options for solving the problem with customers | 5 | 5 |
| | PC12. take action to implement the option agreed with the customer | 2.5 | 2.5 |
| | PC13. work with others and the customer to make sure that any promises related to solving the problem are kept | 2.5 | 2.5 |
| | PC14. keep customers fully informed about what is happening to resolve problem | 5 | 5 |
| | PC15. check with customers to make sure the problem has been resolved to their satisfaction | 5 | 5 |
| | PC16. give clear reasons to customers when the problem has not been resolved to their satisfaction | 5 | 5 |
| | NOS Total | 50 | 50 |
| RAS/N0135: To monitor and solve service concerns | Solve immediate customer service problems | 22.5 | 22.5 |
| | PC1. respond positively to customer service problems following organisational guidelines. | 5 | 5 |
| | PC2. solve customer service problems when he/she has sufficient authority | 2.5 | 2.5 |
| | PC3. work with others to solve customer service problems | 2.5 | 2.5 |
| | PC4. keep customers informed of the actions being taken | 5 | 5 |
| | PC5. check with customers that they are comfortable with the actions being taken | 2.5 | 2.5 |
| | PC6. solve problems with service systems and procedures that might affect customers before they become aware of them | 2.5 | 2.5 |
| | PC7. inform managers and colleagues of the steps taken to solve specific problems | 2.5 | 2.5 |
| | Identify repeated customer service problems and options for solving them | 10 | 10 |
| | PC8. identify repeated customer service problems | 2.5 | 2.5 |
| | PC9. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option | 5 | 5 |
| | PC10. work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation | 2.5 | 2.5 |
| | Take action to avoid the repetition of customer service problems | 17.5 | 17.5 |






| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC11. obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated. | 2.5 | 2.5 |
| | PC12. action the agreed solution | 5 | 5 |
| | PC13. keep customers informed in a positive and clear manner of steps being taken to solve any service problems | 5 | 5 |
| | PC14. monitor the changes that have been made and adjust them if appropriate | 5 | 5 |
| | NOS Total | 50 | 50 |
| RAS/N0136: To promote continuous improvement in service | Plan improvements in customer service based on customer feedback | 15 | 15 |
| | PC1. gather feedback from customers that will help identify opportunities for customer service improvement | 5 | 5 |
| | PC2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes | 2.5 | 2.5 |
| | PC3. discuss with others the potential effects of any proposed changes for customers and the organisation | 2.5 | 2.5 |
| | PC4. negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change | 5 | 5 |
| | Implement changes in customer service | 12.5 | 12.5 |
| | PC5. organise the implementation of authorised changes | 2.5 | 2.5 |
| | PC6. implement the changes following organisational guidelines | 2.5 | 2.5 |
| | PC7. inform people inside and outside the organisation who need to know of the changes being made and the reasons for them | 5 | 5 |
| | PC8. monitor early reactions to changes and make appropriate fine-tuning adjustments | 2.5 | 2.5 |
| | Review changes that promote continuous improvement in customer service | 22.5 | 22.5 |
| | PC9. collect and record feedback on the effects of changes | 5 | 5 |
| | PC10. analyse and interpret feedback and share the findings on the effects of changes with others | 2.5 | 2.5 |
| | PC11. summarise the advantages and disadvantages of the changes | 5 | 5 |
| | PC12. use your analysis and interpretation of changes to identify opportunities for further improvement | 5 | 5 |
| PC13. present these opportunities to somebody with sufficient authority to make them happen | 5 | 5 | |
| | NOS Total | 50 | 50 |
| RAS/N0120: To help keep the store secure | Help keep the retail environment secure | 50 | 50 |
| | PC1. take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of his/her responsibility and authority to do so | 7.5 | 7.5 |






| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|---|------------------|------------------|
| | | Theory | Skills Practical |
| | PC2. follow company policy and legal requirements when dealing with security risks | 10 | 10 |
| | PC3. recognise when security risks are beyond his/her authority and responsibility to sort out, and report these risks promptly to the right person | 7.5 | 7.5 |
| | PC4. use approved procedures and techniques for protecting personal safety when security risks arise | 10 | 10 |
| | PC5. follow company policies and procedures for maintaining security while working | 7.5 | 7.5 |
| | PC6. follow company policies and procedures for making sure that security will be maintained when he/she goes on breaks and when he/she finishes work | 7.5 | 7.5 |
| | NOS Total | 50 | 50 |
| RAS/N0121: To Maintain Health and Safety | Identify and report accidents and emergencies | 15 | 15 |
| | PC1. notice and correctly identify accidents and emergencies. | 2.5 | 2.5 |
| | PC2. get help promptly and in the most suitable way. | 2.5 | 2.5 |
| | PC3. follow company policy and procedures for preventing further injury while waiting for help to arrive. | 2.5 | 2.5 |
| | PC4. act within the limits of his/her responsibility and authority when accidents and emergencies arise. | 12.5 | 2.5 |
| | PC5. promptly follow instructions given by senior staff and the emergency services. | 5 | 5 |
| | Protect health and safety as you work | 10 | 10 |
| | PC6. follow company procedures and legal requirements for reducing health and safety risks as far as possible while working. | 2.5 | 2.5 |
| | PC7. use safety equipment correctly and in the right situations. | 2.5 | 2.5 |
| | PC8. get advice and help from the right people when he/she concerned about his ability to work safely. | 2.5 | 2.5 |
| | PC9. take suitable safety measures before lifting to protect himself/herself and other people. | 2.5 | 2.5 |
| | Lift and handle goods safely | 12.5 | 12.5 |
| | PC10. use approved lifting and handling techniques. | 2.5 | 2.5 |
| | PC11. check that any equipment he/she needs to use is fit for use. | 2.5 | 2.5 |
| | PC12. use lifting and handling equipment in line with company guidelines and manufacturers instructions. | 2.5 | 2.5 |
| PC13. plan a safe and efficient route for moving goods. | 2.5 | 2.5 | |
| PC14. make sure that he/she understands his/her own responsibilities when he/she asks others to help in lifting and handling operations. | 2.5 | 2.5 | |
| Manage waste | 12.5 | 12.5 | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|--|--|------------------|------------------|
| | | Theory | Skills Practical |
| | PC15. follow company procedures in preparing waste for disposal | 10 | 10 |
| | PC16. dispose of waste in ways that are safe and hygienic and that meet legal and company requirements for recycling | 2.5 | 2.5 |
| | PC17. follow company procedures for re- useable and recyclable waste materials | 2.5 | 2.5 |
| | PC18. follow company procedures to recycle unwanted packaging materials | 2.5 | 2.5 |
| | PC19. dispose of food waste in line with company and legal food safety requirements | 2.5 | 2.5 |
| | 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 | - | - |
| | PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | - | - |
| | Basic English Skills | 2 | 3 |
| | 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 | - | - | |

| Assessment Outcomes | Assessment Criteria for Outcomes | Marks Allocation | |
|---------------------|---|------------------|------------------|
| | | Theory | Skills Practical |
| | 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 | - | - |
| | 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 |
| | PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - |
| | PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - |
| | PC25. identify sources of funding, anticipate, and mitigate any financial/legal hurdles for the potential business opportunity | - | - |
| | Customer Service | 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 | - | - |

| NOS Total | Assessment Criteria for Outcomes | Marks Allocation | |
|-----------|---|------------------|------------------|
| | | Theory | Skills Practical |
| | Getting ready for apprenticeship & Jobs | 2 | 3 |
| | PC29. create a professional Curriculum vitae (Ré-sumé) | - | - |
| | PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - |
| | PC31. apply to identified job openings using offline/online methods as per requirement | - | - |
| | PC32. answer questions politely, with clarity and confidence, during recruitment and selection | - | - |
| | PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - |
| | NOS Total | 20 | 30 |

| Module No. | Unit No. | Topic Name | Page No | Link for QR Code (s) | QR code (s) |
|--------------------------------|--|---------------------------|---------|---|---|
| Module 2: Cashier Services | Unit 2.3 (b) Processing Part Exchange Sale Transactions | Negotiation strategies | 55 | https://www.youtube.com/watch?v=NxsVb08vDmI |  3 Steps to Craft Your Unique Value Proposition |
| | Unit 2.4: Processing Customer Orders | Buying Process | 65 | https://www.youtube.com/watch?v=6jnNqC7CL-sA&list=PLAFE6EE3F43FBA7BC |  Buying Process |
| | | Different Types of Closes | | https://www.youtube.com/watch?v=Ntpj1SPHnF-w&list=PLAFE6EE3F43FBA7BC |  Different Types of Closes |
| | Unit 2.5 Service Cash Point | POS machine use | 81 | https://www.youtube.com/watch?v=ehcjne9-Lto |  POS machine use |
| Module 3: Retail Sales Process | Unit 3.1 Retail Sales Process and helping customers choose right products | Handling Objections | 93 | https://www.youtube.com/watch?v=mZziCuQx-akE&list=PLAFE6EE3F43FBA7BC&t=21s |  Handling Objections |

| Module No. | Unit No. | Topic Name | Page No | Link for QR Code (s) | QR code (s) |
|---|--|--|---------|---|---|
| Module 3: Retail Sales Process | | Remember to Ask Open Ended and Close Ended Questions | 93 | https://www.youtube.com/watch?v=c65o74KwLfI&list=PLA-FE6EE3F43FBA7BC |  Remember to Ask Open Ended and Close Ended Questions |
| | | Setting Direction | | https://www.youtube.com/watch?v=dDbqwtjzXjY&list=PLA-FE6EE3F43FBA7BC |  Setting Direction |
| | | Recommending Solutions | 108 | https://www.youtube.com/watch?v=D3l4QzntGs8&list=PLA-FE6EE3F43FBA7BC |  Recommending Solutions |
| Module 4: Post-Sales Process | Unit 4:1 Organizing Service Delivery | Organising Reliable Customer Service | 165 | https://www.youtube.com/watch?v=qNd5iUmmnGg |  Organising Reliable Customer Service |
| Module 5: Health and Safety at Workplace | Unit 5:2 Health and Safety at workplace | Prevent accidents in retail store | 185 | https://www.youtube.com/watch?v=0WaELZEMnY8 |  Prevent accidents in retail store |

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