RASCI
Retailers Association's Skill Council of India

Facilitator Guide

Sector
Retail

Sub-Sector
Retail Operations

Occupation
Marketing

Reference ID: RAS/Q0402, Version 3.0
NSQF level: 4.5

Visual Merchandiser

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

Shri Narendra Modi
Prime Minister of India

About this Guide

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

It includes the following National Occupational Standards (NOSs)-

- Enhance store visibility by implementing attractive visual displays to support store profitability (RAS/N0401)
- Comply with store policies, merchandising norms and statutory regulations while executing themes and plots (RAS/N0402)
- Collect and analyse data to track the visual impact of promotions and events (RAS/N0403)
- Maintain visual merchandising elements in the store as per brand and store guidelines (RAS/N0404)
- Update self on industry trends and best practices through continuous learning and innovation (RAS/N0405)
- Liaise effectively with internal and external stakeholders to effectively implement visual merchan-dising plans (RAS/N0406)
- Employability Skills (DGT/VSQ/N0102) (60 Hrs)

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

Symbols Used

Ask	Explain	Elaborate	Notes	Objectives	Do
Demonstrate	Activity	Team Activity	Facilitation Notes	Practical	Say
Resources	Example	Summary	Role Play	Learning Outcomes	

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Employability Skills is available at the following location :

https://www.skillindiadigital.gov.in/content/list

Scan the QR code below to access the ebook

1. Introduction

Unit 1.1 - The Retail Industry in India

Unit 1.2 - Role of Visual Merchandiser

Key Learning Outcomes

By the end of this module, you will be able to:

1. Sketch an overview of the retail industry
2. Discuss how the Indian retail industry developed over time
3. Summarise basic concepts of the retail industry
4. Demonstrate the role and responsibilities of a visual merchandiser

Unit 1.1: The Retail Industry in India

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Summarise the current scenario of the retail industry in India
2. Discuss how the Indian retail industry changed over time
3. Classify retail marketing
4. Paraphrase the importance of retail

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conducting the class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products, etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the program gives a clear idea regarding the overview of the programme. Introduce yourself to the class and state the purpose of the program. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to "break the ice" and get the trainees oriented to the class.

Say

Welcome to the training program for "Visual Merchandiser". I welcome you all cordially to this session and the following sessions. Before starting the program, let us introduce ourselves and get to know each other. I am _____ (Introduce yourself, also indicating your qualifications and experience).

Do

- Start the lesson by greeting all the trainees and conveying a message of encouragement
- Thank all the trainees for being a part of the training program
- Introduce yourself briefly to the trainees by mentioning your name, background and your role in the training program
- Explain the rules of the game you are going to play as an "Icebreaker"

Note

Please ensure that while introducing yourself, you share at least some personal information such as your hobbies, likes, dislikes, etc. with the trainees. This will encourage the trainees to be more interested in the training program. Take a keen interest in understanding the aspirations and needs of the trainees before you start conducting the sessions.

Say

Before we start the session, let us spend some time getting to know each other better. We shall do this in the form of a game. Each one of us will tell the class his or her name, hometown, hobbies and a special quality about himself or herself, which starts with the first letter of his or her name. I will start with mine.

Activity

- Arrange the class in a semi-circle/circle as per the session requirements
- Say your name aloud followed by hometown, hobbies and a special quality about which starts with the first letter of the name
- Instruct each trainee to continue with the game with their names, till the last person in the circle/semi-circle has participated
- Listen to and watch the trainees while they play the game
- Ask questions to clarify if you are unable to understand or hear a trainee
- Request the trainees to ask questions, in case they have doubts

Activity	Duration	Resources used
Icebreaking activity to motivate the trainees	30 mins	Pens, notebook, whiteboard and marker

Do

- Discourage queries related to one's financial status, gender-orientation or religious bias during the game
- Try recognising each trainee by his / her name as it helps in building bond between the trainer and the trainees

Say

Did you all enjoy this activity? I hope all of you enjoyed the icebreaker session. Now that we are all well acquainted with each other, this will help us go ahead with our training session.

Do

- Share your inputs with the trainees and encourage them to talk further
- Ensure that all trainees participate in the session
- Prepare in advance for the class
- Encourage the trainees to explore how the training session can help them improve their work

Ask

Ask the trainees the following questions:

- What are your expectations from this training program?
- What is the current economic scenario of the retail sector?

- What do you understand by the term 'retail'?
- How many types of retail stores are there?
- Give examples of different types of retail stores
- What is the importance of retail marketing?
- How did the Indian retail industry evolve with time?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the an-swers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- A brief introduction to retail industry
- The current economic scenario of retail industry
- The definition of retail
- Importance of retail marketing
- How the Indian retail industry developed over time
- Classification of retail marketing

Say

We shall now participate in an activity session to understand the scope of the retail industry in India.

Activity

- Divide the trainees in four groups
- Instruct the first group to write down about a general understanding of the retail industry
- Instruct the second group to write about growth of the retail industry
- Instruct the third group to write about the various types of retail stores
- Instruct the fourth group to write about the importance of retail marketing
- Instruct them to swap the thoughts and ideas with each other when everybody completes the given task

Ask the trainees to ask questions, in case they have any doubts. Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson. This activity will also help the trainees to have a complete revision of the topics they have learnt so far.

Activity	Duration	Resources used
Exchange Ideas Session	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ✓

- Keep the ambience constructive and positive
- Share your inputs with the trainees and encourage them to talk further
- Ensure that all trainees participate in the session
- Ask a trainee to summarise what was discussed in the session
- Prepare in advance for the class
- Encourage the trainees to explore how the training session can help them improve their work

Notes for Facilitation 📝

- Ask the trainees if they have any question
- Encourage other trainees to answer queries and boost peer learning in the class
- Answer all the doubts raised by the trainees in the class
- Ask them to answer the questions given in the participant handbook
- Ensure that trainees can answer most questions.

Unit 1.2: Role of Visual Merchandiser

Unit Objectives 🎯

By the end of this unit, the students/trainees will be able to:

1. Define visual merchandising
2. Summarise the importance of visual merchandising for retail stores
3. Discuss the role of a visual merchandiser in retail stores
4. List various responsibilities of a visual merchandiser

Resources to be Used ⚙

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products, etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 📝

This session of the programme gives the trainees an overview of the job role of a visual merchandiser.

Say 💬

In the last session we had discussed the retail industry. Today we go further by discussing the role of a visual merchandiser.

Ask 🗨️

Ask the trainees the following questions:

- What do you understand by visual merchandising?
- What is the importance of visual merchandising?
- How is the Indian retail market different from the international market?
- What does the job role of a visual merchandiser involve in retail marketing?
- Can you mention three specific job responsibilities of a visual merchandiser?

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

Elaborate ⚙️

In this session, discuss the following points:

- Overview of visual merchandising
- Importance of visual merchandising
- Difference between Indian and international seasons considered for visual merchandising
- The job role of a visual merchandiser
- Responsibilities of a visual merchandiser

Say 💬

We shall now participate in an activity session to understand the roles and responsibilities of a visual merchandiser in India. Now each of you will tell me a new word that comes to your mind when you hear the word 'visual merchandising.'

Activity ⚙️

In this session, the trainees will participate individually

- You will ask the trainees to recollect and say a few words related to the word 'visual merchandising'. The words should define visual merchandising industry or the retail industry.
- You will capture each response on the whiteboard
- You can utilise this opportunity to introduce a few essential terms
- The trainees can note down relevant pointers from the whiteboard
- In case the trainees have queries and confusions in their minds; they can put forth those in front of you
- Ensure that you answer all the queries appropriately

- At the end of the session, the trainees will be appreciated with accolades
- Encourage the trainees to ask questions, in case they have any doubts.

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the an-swers and start teaching the lesson.

Activity	Duration	Resources used
Rapid Word Game	30 mins	Pen, notebook, participant handbook, writing pad, whiteboard, marker

Do ✓

- Make sure that all the trainees participate actively
- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement

Notes for Facilitation

- Inquire if the trainees are aware of the size and significance of the retail sector in India
- Try to gauge if they understand the national policy for retail sector employees
- Explain the emerging trends and growth drivers of the retail sector
- Explain the importance of visual merchandising
- Discuss the roles and responsibilities of a visual merchandiser
- Tell the trainees about the career progression for visual merchandisers and ask them about their goals
- Ensure that all the trainees answer every question in the participant handbook

Answers to Exercises for PHB

Unit 1.1

A. Answer the following questions by choosing the correct option:

1. a) Providing information to consumers
2. c) Auction house

B. Match the Following:

Type of retail store	Description
Department store	A moderately large shop that sells a wide variety of items in different departments
Supermarket	A self-service store that sells a wide variety of assorted products, organised into sections
Hypermarket	A combination of supermarket and department stores, which sells a huge range of products under one roof, including general merchandise and groceries
Speciality store	A retail store that sells specific categories of products like apparel, jewellery, watches, eyewear, electronic items, stationery supplies, etc.
Quick service food store	A restaurant or eatery, which sells food items that require minimal preparation time and are delivered to customers very quickly
Fresh food store	A store that sells fresh grocery items like vegetables, fruits, cereals, pulses, eggs, bread, nuts, dairy products, etc.

Unit 1.2

A. Answer the following questions by choosing the correct option:

1. c) Make customers stay for a longer time
2. d) Both a and c
3. b) Makes customers feel more hungry

Exercise

A. Answer the following questions by choosing the correct option:

1. b)
2. d)
3. a)
4. c)

B. Study the below case. Answer the questions by choosing the correct option.

1. d) Both a and c
2. e) a, b, and c

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

Common Types of retailers	Development of Retail Sector in India	Retail 2020	5 Technologies that will change the way you shop
https://www.youtube.com/watch?v=N-p090VKTzt	https://www.youtube.com/watch?v=lmuKoz9aWGY	https://www.youtube.com/watch?v=iRvaWHk3A8k

2. Enhance Store Visibility by Implementing Attractive Visual Displays to Support Store Profitability

Unit 2.1 - Industry Trends

Unit 2.2 - Planning Proper Display of Products

Unit 2.3 - Setting up the Store

Unit 2.4 - Merchandising Designs and Themes

RAS/N0401

Key Learning Outcomes

By the end of this module, you will be able to:

1. Identify the trends of the retail industry with respect to products and marketing
2. Analyse the trends of the retail industry to identify target customers
3. Identify sales patterns and market trends at the store
4. Summarise customers' needs
5. Evaluate the effect of trend identification on the product display
6. List the criteria for planning product display at the store
7. Prepare a plan for merchandise display at the store
8. Create a merchandising theme for the store
9. Organise the display of products as per the merchandising theme
10. Set up the retail store as per the merchandising theme

Unit 2.1: Industry Trends

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Discuss key trends in retail
2. Summarise the features of creative merchandising and cross-merchandising
3. Compare creative merchandising and cross-merchandising
4. Demonstrate the rule of three during visual merchandising
5. Establish the effect of implementing industry trends in visual merchandising
6. Demonstrate the steps of identifying trends

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products, etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer/Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea of the major retail industry trends.

Ask

Ask the trainees the following questions:

- What do you understand by the term 'trend'?
- Give a few examples of major trends in retail
- How to identify trends?

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

Elaborate

In this session, we will discuss the following points:

- Definition of industry trends
- Importance of industry trends
- Examples of major trends in retail
- Seasonal trends
- Importance of trends in visual merchandising
- Process of identification of industry trends

Say

Let us conduct an activity to understand how to identify industry trends on the basis of what has been just taught now.

Activity

- This activity should be performed on an individual basis
- Distribute a hand-out to the trainees describing the following situation

"Store A and store B, offering general merchandise, are located in the same semi-urban neigh-bourhood. Both stores offer the same categories of merchandise. Also, they experience similar footfalls daily. However, store B has been performing better than store A for over a quarter. An analysis of the quarterly sales trends of both stores reveals that store A has been holding onto a few slow-moving and stagnant categories of merchandise, which are unsuitable for the neigh-bourhood, and remain unsold over several quarters. This has been leading to losses for store A.

On the contrary, store B has a good practice of declaring sales offers on its slow-moving and stag-nant merchandise at the end of every month. The store advertises about the monthly sales offers on the local newspaper and also on its social media pages. Furthermore, the visual merchandiser at store B organises the display of such items in a very attractive manner. He/she also applies the "rule of three", cross-merchandising, and creative merchandising so that store B is able to get rid of the slow-moving and stagnant merchandise and also earn revenue from the same."

- Instruct each trainee to identify the trends reflected in the given case study
- Ask the trainees to note down the answers
- Instruct the trainees to share their ideas once they have completed identifying the trends

Activity	Duration	Resources used
Case study of trend identification	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ☑

- Ensure that all the trainees participate in the case study on identification of trends session
- Guide the trainees in understanding the given case study and identifying the trends
- Answer all questions raised by the trainees
- Encourage teamwork and participation

Notes for Facilitation 📝

- Ensure that all the trainees participate in the case study on identification of trends session
- Guide the trainees in understanding the given case study and identifying the trends
- Answer all questions raised by the trainees
- Encourage teamwork and participation

Unit 2.2: Planning Proper Display of Products

Unit Objectives 🎯

By the end of this unit, the students/trainees will be able to:

1. Define displays across various sectors like apparel, general merchandise, etc.
2. Summarise the importance of displays in visual merchandising
3. Summarise the role of effective display techniques at retail stores
4. Demonstrate common display techniques for effective visual merchandising
5. Identify common visual merchandising guidelines
6. Practise implementing common visual merchandising guidelines at the store
7. Establish the importance of awareness of display policies
8. Detect possible problems and work out ways of sorting them
9. Recognise related categories for cross-selling
10. Create detailed floor plans to assist in cross-selling and upselling at the store
11. Identify faltering categories, slow-moving categories, and ageing products
12. Compare faltering categories, slow-moving categories, and ageing products
13. Prepare visual merchandising plans to get rid of faltering categories, slow-moving categories, and ageing products

Resources to be Used ⚙️

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products, etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage

- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of planning the proper display of products.

Ask

Ask the trainees the following questions:

- What do you understand by the term 'display'?
- Give a few examples of display techniques
- What are policies?
- Give a few examples of display policies.
- What is cross selling?
- Give a few examples of cross selling
- What can be potential problems in visual merchandising?
- What do you understand by the term 'slow moving categories'?
- Give a few examples of slow moving category products

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the an-swers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Definition of displays
- Importance of displays in visual merchandising
- Role of effective display techniques at retail stores
- Common display techniques for effective visual merchandising
- Common visual merchandising guidelines
- How to implement common visual merchandising guidelines at the store
- Importance of awareness of display policies
- How to detect possible problems and work out ways of sorting them
- How to recognise related categories for cross-selling
- How to create detailed floor plans to assist in cross-selling and upselling at the store
- How to Identify faltering categories, slow-moving categories, and ageing products
- How to compare faltering categories, slow-moving categories, and ageing products
- How to prepare visual merchandising plans to get rid of faltering categories, slow-moving categories, and ageing products

Say 💬

Let us participate a practical session to learn different types of display techniques on the basis of what has been just taught now

Practical 🛠

- Divide the trainees into 4 groups
- Provide each group with – products for display (mix of apparels, accessories, consumer durables, food/grocery products, etc.), product planogram, shelves for stacking products, gondolas, tables, mannequins (full/half bust) hangers, fixtures, browsers (2-way, 4-way, 8-way, 16-way), sale bins, etc.
- Ask each group to identify each of the tools provided
- Ask the trainees to note down the answers
- Instruct the trainees to share their ideas once they have finished the identification
- Explain the functions/usage/features of each of the tools
- Demonstrate various display techniques like hanging, stacking, dumping, rolled using mix of apparels, accessories, consumer durables, food/grocery products, etc., S-Hook, wall elevation, shelves, gondola, nesting tables, browsers (2-way, 4-way, 8-way, 16-way), sale bins, Mannequins (Full/Half Bust), Hangers, Fixtures, etc.
- Now instruct the groups to perform these techniques on their own
- Supervise the entire process

Practical	Duration	Resources Used
Display techniques	1 hour	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), product planogram, shelves for stacking prod-ucts; gondolas, tables, mannequins (full/half bust), hangers, fixtures, browsers (2-way, 4-way, 8-way, 16-way), sale bins, etc.

Do ✓

- Ensure that all the trainees participate in the demonstration of various display techniques session
- Guide the trainees in identifying the different tools provided
- Explain the usage of all the tools provided
- Supervise the entire process while trainees are learning the application the tools provided to apply various display techniques
- Encourage teamwork and participation

Say

Now let us conduct another practical session to learn different types of display parameters

Practical

- Divide the trainees into 4 groups
- Provide each group with – products for display (mix of apparels), shelves for stacking products; gondolas, tables, mannequins (full/half bust), hangers, fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.
- Demonstrate and explain the guidelines of display in case of – hanging, hanger alignment, size-wise display, stacking, size tag/ price tag alignment, spacing and placement, special folding, hanging trousers, layering casual shirts, etc.
- Now instruct the groups to perform these techniques on their own
- Supervise the entire process

Practical	Duration	Resources Used
Display parameter guidelines	2 hours	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, Products for display (mix of apparels), Shelves for Stacking Products; Gondo-las, Tables, Mannequins (Full/Half Bust), Hangers, Fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.

Do

- Ensure that all the trainees participate in the demonstration of various display parameter guidelines session
- Guide the trainees in understanding the various guidelines for display
- Explain the need for all the types of display
- Supervise the entire process while trainees arranging the products based on these guidelines
- Encourage teamwork and participation

Say

So far we have learnt how to display the different types of products based on specific techniques and guidelines. Now, while performing these actions, if any emergency incident takes places, it is your duty to report that incident to your supervisor as well. Let us now learn how you will do so.

Activity

- This activity is to be performed on an individual basis
- Provide the sample individual form given below to each trainees
- Narrate the following situation to the trainees

"Suppose while putting up stock on the fixtures, one of the arm of a fixture broke resulting into sharp edges that caused injury to another staff member."

- Considering this situation, instruct the trainees to fill up the sample incident form
- Supervise the entire process

INCIDENT REPORT FORM

EMPLOYEE DETAILS

Name: _____

Department: _____ Contact Number: _____

DESCRIPTION OF INCIDENT

Location: _____

Incident Details

Date:

Time:

(How the incident happened, factors leading to the event, and what took place. Be as specific as possible)

Police Notified:

Yes ☐

No ☐

Incident Causes:

Follow Up Recommendations:

Incident reports are necessary for documenting details of the occurrence while they are most present in the minds of the witnesses and incident reporter. The information that is included in the report can be useful for decision-making on future incidents, identify behavioural patterns and identifying larger issues. To maintain a safe and healthy work environment, a thorough investigation should be undertaken following an incident in order to initiate corrective actions.

REPORTED BY:

Name:

Position:

Department:

Fig. 2.2.1: Incident report form

Activity	Duration	Resources used
Filling up of incident report form	15 mins	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, sample incident report form.

Do

- Ensure that all the trainees participate in the filling up of incident report form session
- Explain the trainees the importance of reporting an incident/emergency situation
- Help the trainees while filling out the form

Notes for Facilitation 📝

- Guide the trainees in identifying the types of tools provided
- Demonstrate and describe the trainees the usage of the tools provided
- Demonstrate and discuss the various guidelines for display
- Ensure safety while putting up displays
- Help the trainees in filling out the incident report form

Unit 2.3: Setting up the Store

Unit Objectives 🎯

By the end of this unit, the students/trainees will be able to:

1. Create displays that attain the visual effect as per company policy
2. Compare customer needs to their benefits
3. Identify the resources needed to set up a retail store
4. Assess the risks associated with setting up a store
5. Demonstrate the steps of setting up a retail store as per plan
6. List the elements of an effective display at a store
7. Define hot, warm, cool, and cold colours
8. Compare the uses of hot, warm, cool, and cold colours in visual merchandising
9. Implement colour blocking and colour coordination techniques for effective visual merchandising
10. Identify various zones at the retail store
11. Identify various elements of customers' buying behaviour
12. Assess customers' buying behaviour to modify visual merchandising plans
13. Demonstrate various techniques of handling customers
14. Practise visual merchandising techniques as per norms

Resources to be Used ⚙️

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for Stacking Products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage

- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea of how to set up a store

Ask

Ask the trainees the following questions:

- What attracts customers in a store?
- What do you understand by the term 'colour blocking'?
- What, according to you, are the factors influencing a customer's buying behaviour?
- How should you handle your customer?
- Give examples of a few do's and don'ts of visual merchandising

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

Elaborate

In this session, we will discuss the following points:

- Creation of displays that attain the visual effect as per company policy
- Comparing customer needs to their benefits
- Identification of the resources needed to set up a retail store
- Assessment of the risks associated with setting up a store
- Demonstration of the steps of setting up a retail store as per plan
- Elements of effective display at a store
- Definition of hot, warm, cool, and cold colours
- Comparison of the uses of hot, warm, cool, and cold colours in visual merchandising
- Implementation of colour blocking and colour coordination techniques for effective visual merchandising
- Identifying various zones at the retail store
- Identifying various elements of customers' buying behavior
- Assessment of customers' buying behaviour to modify visual merchandising plans
- Demonstration of various techniques of handling customers
- Practicing visual merchandising techniques as per norms

Say 💬

Let us conduct a practical session to learn different types design and visual effects on the basis of what has been just taught now

Practical 🛠

- Divide the trainees into groups of 5
- Provide each group with – products for display (mix of apparels, accessories, consumer durables, food/ grocery products etc.), shelves for stacking products; gondolas, tables, mannequins (full/half bust), hangers, fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.
- Demonstrate and explain the process of colour blocking
- Demonstrate and explain the process of colour co-ordination
- Explain the importance of both
- Explain the concepts of VIBGYOR, Hot and Warm colours, Cold and Cool colours, colour family
- Now instruct the groups to perform these techniques on their own
- Supervise the entire process

Practical	Duration	Resources Used
Demonstration of colour blocking and colour coordination	2 hours	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Hangers, Fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.

Do ✓

- Ensure that all the trainees participate in the demonstration of colour blocking and colour coordination session
- Guide the trainees in setting up the products based on colour families
- Explain the importance of such processes
- Supervise the entire process while trainees are learning the application the colour blocking and colour coordination

Say 💬

Now let us conduct a role play session to learn how to handle customers

Role Play

- Divide the trainees into 4 groups
- Instruct each group to play the roles of angry customers
- You should play the role of a visual merchandiser
- Demonstrate the actions that a visual merchandiser must play to handle angry customers
- Now instruct the groups to choose a team member to play the role of visual merchandiser and then enact various situations

Role Play	Duration	Resources Used
Customer Handling	1 hour	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the customer handling session
- Guide the trainees in understanding the various guidelines for customer handling
- Explain the need for positive customer approach
- Supervise the entire process while trainees enact the role play of customer handling

Notes for Facilitation

- Encourage teamwork and active participation
- Guide the trainees in identifying the category or family of colours
- Demonstrate and describe the trainees the proper method setting up a store
- Demonstrate and discuss the various guidelines for colour blocking and colour coordination
- Give proper instructions on how to create visually appealing displays
- Ensure safety while putting up displays
- Train the trainees in identifying and setting up different zones of display
- Ensure that trainees understand the customer's buying behaviour and customer handling procedure
- Explain the do's and don'ts of visual merchandising
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 2.4: Merchandising Designs and Themes

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Summarise the impact of store designs on visual merchandising
2. Identify the ongoing theme at the store
3. Prepare a visual merchandising plan as per the identified theme
4. Set up the store based on the theme and visual merchandising plan
5. Demonstrate the steps of assessing store sales
6. Evaluate the performance of the store based on the theme

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer/Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea of how to set up a store

Ask

Ask the trainees the following questions:

- Why do you think store designs are a vital factor that impacts visual merchandising?
- What is a theme?
- How should a store be set up based on a theme?

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

Elaborate

In this session, we will discuss the following points:

- Impact of store designs on visual merchandising
- Different types of store designs
- Setting up a store based on merchandising themes
- Implementation and evaluation of the merchandising theme

Say

Let us conduct a practical session to set up the store based on a specific merchandising theme on the basis of what has been just taught now.

Practical

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

Practical	Duration	Resources Used
Setting up the store based on merchandising themes	5 hours	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Hangers, Fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.

Do ✓

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

Notes for Facilitation

- Encourage teamwork and active participation
- Guide the trainees in identifying the props for a specific theme
- Demonstrate and describe the trainees the proper method setting up a store based on themes
- Demonstrate and discuss the various guidelines for theme coordination
- Give proper instructions on how to create visually appeling displays
- Ensure safety while putting up displays
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Answers to Exercises for PHB

Unit 2.1

A. Answer the following questions by choosing the correct option:

1. b) Copy your competition's ideas

2. d) Seasonal themes

3. c) All of these

Unit 2.2

A. Answer the following questions by choosing the correct option:

1. d) Leave sharp objects unattended

2. b) Partywear, like dresses, tops

3. c) cash management

Unit 2.3

A. Fill in the blanks by choosing the correct option:

1. a) Category

2. c) Past sales record

3. d) Policies

Unit 2.4

A. Answer the following questions by choosing the correct option:

1. c) Both a and b

2. a) Red and white

3. b) Ensure the unavailability of resources required to execute the merchandising plan

Exercise

A. Answer the following questions by choosing the correct option:

1. a) Oil lamps

2. b) Shout at him/her for not being able to find the item

3. c) Christmas tree

4. d) Keeping all sharp objects and tools unattended

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

What does a visual merchandiser actually do?

https://www.youtube.com/
watch?v=HpTQml8OyHs

Merchandising Display Techniques

https://www.youtube.com/
watch?v=O4bKPBCEVWc

Visual Merchandising - What it is, Types, Techniques, Five senses, Advantages, Examples

https://www.youtube.com/
watch?v=OV89T3FMlLc

Important Elements of Visual Merchandising in Retail

https://www.youtube.com/watch?v=9-Ng8wPd9Z4

3. Store Policies, Merchandising Norms and Statutory Regulations while Executing Themes and Plots

Unit 3.1 - Policies and Guidelines in Visual Merchandising

Unit 3.2 - Availability and Supply of Merchandise

Key Learning Outcomes

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By the end of this module, you will be able to:

1. Identify the steps of preparing visual merchandising budgets
2. Summarise the impact of not following the visual merchandising budget
3. List the statutory guidelines w.r.t visual merchandising
4. Summarise the impact of not following statutory guidelines at the store
5. Classify the store's policies and norms
6. Demonstrate the steps of complying with the visual merchandising budget and statutory guidelines
7. Prepare a list of vendors for the store
8. Design strategies of maintaining good terms with vendors
9. List the key decision-makers at the store
10. Check the suitability and availability of merchandise with the relevant decision-makers

Unit 3.1: Policies and Guidelines in Visual Merchandising

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Summarise the need for store policies and visual merchandising budgets
2. Identify the standard policies of the store with respect to visual merchandising budgets
3. Discuss the steps to be adopted in case of non-compliance with store policies and visual merchandising budgets
4. Summarise the standard visual merchandising polices of the store that needs to be followed
5. List the store's vendors
6. Summarise the impact of non-compliance with vendor guidelines
7. Discuss category and brand norms at the store

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea of the major retail industry trends.

Ask

Ask the trainees the following questions:

- What do you understand by the term 'policy'?
- Give a few examples of major policies that should be a part of every store guideline.
- What do you mean by the term 'non-compliance'?
- Who is a vendor?
- What are brands?

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

Elaborate

In this session, we will discuss the following points:

- Importance of policies and guidelines
- Definition of policies
- Examples of policies
- How to handle non-compliance
- Methods of communicating with vendors
- How to fill up a requisition form
- Familiarising with different brand norms

Say

On the basis of what has been just taught now, let us conduct an activity to get acquainted with various store policies and guidelines.

Activity

- This activity should be performed on an individual basis
- Name a few common store policies
- Ask random trainees to explain the meaning and importance of each policy
- Describe all the policies in details when all the trainees have answered

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

Do

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

Say

For any store to function efficiently and look aesthetic, you need supplies. And for that you need to contact your vendor. Now, a vendor is already pre-decided by the head office. All you need to do is to make a list of the items that you need for setting up the store. The following activity will help us understand how to fill out a requisition form.

Activity

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

Visual Merchandise Supplies Requisition Form

Vendor Name:	
Requested By:	
Delivery Location:	

Sl. No.	Display Props	Quantity (No.)	Price (Rs.)
1.	Mannequins	x	
2.	Shelves	x	
3.	Gondolas	x	
4.	Hangers	x	
5.	Cabinets	x	
6.	Display tables	x	
7.	Hangers	x	
8.	Signages	x	
9.	Foldable shelves	x	
10.	Plinths	x	

Signatures:

1.	Visual Merchandiser	
2.	Lead Visual Merchandiser	

Date of Order Placed:	Date of Delivery:

Fig. 3.1.1: Template of a renowned apparel store

Activity	Duration	Resources used
Filling up the requisi-tion form	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, requisition form

Do ☑

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

Notes for Facilitation 📝

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

Unit 3.2: Availability and Supply of Merchandise

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Check availability of merchandise
2. Practise reaching an agreement with decision-makers
3. Discuss the actions to be taken when merchandise is not available at the store
4. Identify the key decision-makers with whom the VM must agree on the visual merchandising plan

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of maintaining the availability and supply of products

Ask

Ask the trainees the following questions:

- What do you understand by the terms 'demand' and 'supply'?
- Who are the decision makers of a store in the retail industry?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the an-swers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Importance of product availability in visual merchandising
- How to ensure product availability
- Concept of key decision makers
- How to reach an agreement with decision makers

Say

Let us conduct an activity session to learn how to ensure product availability on the basis of what has been just taught now.

Activity

- This activity should be performed on an individual basis
- Describe the following situation to the trainees

  "Suppose you are the visual merchandiser of a garment store, and it is the time of Navratri. The retail industry faces a considerable rush during this time of the year. Since the weather conditions during this festival are such that the summer is almost ending and the winter is just starting, cus-tomers shop for both summers as well as for winters. So, it is vital to stock up for both occasions."

- Instruct each trainees to note down a few steps which they will take to ensure the availability of stock
- Instruct the trainees to share their answers once they have finished noting them down
- Draw cues from their answer and finalise a consolidated list that will help maintain the availability of products

Activity	Duration	Resources used
Checking product availability	1 hour	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the ensuring product availability session
- Guide the trainees in identifying the steps to be taken for ensuring product availability
- Supervise the entire process

Say

Now let us conduct a role play session to get acquainted with the key decision makers of the store and how to reach an agreement with them in case of non-agreement.

Role Play

- Choose random 4 trainees
- Instruct them to play the role of the director of the company, a sales team representative, a stakeholder, and a customer
- You will play the role of a visual merchandiser
- Now describe the situation to trainees that the visual merchandiser wishes to implement a certain type of design which is exceeding the cost budget of the company but will be beneficial for the company. The key decision makers are not agreeing to the proposal.
- Demonstrate the technique of negotiation with the decision makers and reaching an agreement with them
- Now instruct the trainees to form groups and perform these techniques on their own
- Supervise the entire process

Role Play	Duration	Resources Used
Negotiation with deci-sion makers	1 hour	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the negotiation with decision makers session
- Guide the trainees in understanding the various negotiation techniques within one's job role
- Supervise the entire process while trainees perform the negotiations amongst themselves
- Encourage teamwork and participation

Notes for Facilitation

- Demonstrate and describe the trainees the method of ensuring availability of products
- Demonstrate and discuss the negotiation techniques to be used to reach an agreement with the decision makers

Answers to Exercises for PHB

Unit 3.1

A. Answer the following questions by choosing the correct option:

1. c) All of these

2. b) Vendors making late deliveries

3. d) All of these

Unit 3.2

A. Answer the following questions by choosing the correct option:

1. b) vi, iv, v, iii, ii, i

2. a) Broker

3. c) Vendor

Exercise

A. Answer the following questions by choosing the correct option:

1. a) Disregard the store policy and put-up decorations according to your free will

2. b) Spread false rumours about the brands to in-house customers

3. c) Store guidelines

4. d) Check in the handbook whether the prop you wish to put up is mentioned in the guidelines or not

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

What is Planogram In Retail? | Importance of Planogram

https://youtu.be/vWsZPIOF31k?si=IF0oySX298kuff50

4. Collect and Analyse Data to Track the Visual Impact of Promotions and Events

Unit 4.1 - Collection and Identification of Data

Unit 4.2 - Interpretation and Analysis of Data

Unit 4.3 - Miscellaneous Responsibilities

RAS/N0403

Key Learning Outcomes

By the end of this module, you will be able to:

1. Establish the requirement of data at the store
2. Identify tools of data collection at the store
3. Collect data using appropriate tools and techniques
4. Classify the store data
5. Predict the visual impact of all promotions and events organised by the head office/brands/store
6. Identify the parameters to be observed and recorded to assess the impact of promotions and events
7. Compare current and past data trends
8. Evaluate the effect of displays and layouts w.r.t suitable standards
9. Interpret customers' responses to store displays
10. Identify improvements in the way visual merchandising is done at the store
11. Report findings and recommendations to the store's decision-makers
12. Assess information fairly while reviewing the effects of displays and layouts
13. Examine if all the parts of the display meet requirements
14. Check if the displays are accessible, safe, and secure
15. List safety and security risks associated with the display
16. Select appropriate ways of mitigating risks at the store
17. Check the display's visual effect from the customers' points of view

Unit 4.1: Collection and Identification of Data

Unit Objectives ⌖

By the end of this unit, the students/trainees will be able to:

1. Survey visual impact of all promotions and events
2. Classify parameters to be observed to assess the impact of promotions
3. Set up standards for evaluating the effect of displays
4. Examine improvements for visual merchandising at the store
5. Point out security risks to the display and ways of reducing them
6. Collect information about customers' responses to displays

Resources to be Used ⚙

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 📝

This session of the programme gives the trainees a basic idea about the collection and identification of data.

Ask

Ask the trainees the following questions:

- Can you define the term "data"?
- Why do we need data?
- How does data help us in tracking our progress?
- How will you track the visual impact of promotions?
- What standards should be set for improving visual merchandising?
- What can be done to reduce security risks?

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

Elaborate

In this session, we will discuss the following points:

- Definition of data
- Types of data
- Importance of tracking assessment
- How to track and assess the visual impact of promotions
- Steps of setting agreeable standards for improving visual merchandising
- How to reduce security risks

Say

Let us conduct an activity to get acquainted with the steps of tracking and assessing visual impact of promotions on the basis of what has been just taught now.

Activity

- This activity should be performed on an individual basis
- Distribute a hand-out describing the following situation:

  "Suppose you have changed the clothes of the mannequins in a garment store with the latest types of equipment and accessories of the season and you have to know how the changes have taken a turn."

- Ask the trainees the possible methods of tracking the impact of this promotion
- When all the trainees have given their inputs, write them down on the whiteboard and appreciate the trainees who have provided the correct answers
- Now demonstrate and explain the correct methods of tracking and assessing the visual impact of promotions

Activity	Duration	Resources used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, hand-out

Do

- Ensure that all the trainees participate in the tracking and assessment of visual impact of promotions session
- Guide the trainees in understanding all the steps involved in the tracking and assessment of visual impact of promotions
- Answer all questions raised by the trainees

Say

Now, in order to track the progress of any impact, there has to be a set of parameters against which the progress should be tracked.

Activity

- This activity should be performed on an individual basis
- Instruct each trainees to name out a factor on which the standards should be set
- Note down all the answers of the trainees on the whiteboard
- Now explain all the factors that should be taken into consideration while setting standards
- Discuss the steps on how to set such standards for improving visual merchandising
- Give the trainees an arbitrary situation and instruct them to set the standards for that particular case
- Ask them to note their answers in their notebook
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Validate all the correct answers

Activity	Duration	Resources used
Setting agreeable standards for improving visual merchandis-ing	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the setting of agreeable standards for improving visual merchandising session
- Help the trainees in understanding the importance of setting standards for improving visual merchandising
- Guide the trainees in naming the factors responsible for setting such standards
- Describe the steps of setting the standards
- Validate the answers given by the trainees for the arbitrary situation
- Answer all questions raised by the trainees

Say

Any task, when carried out, has several potential risks. So, in visual merchandising, what sort of risks can happen, and how can you reduce them? Let us conduct an activity session to learn how to reduce security risks.

Activity

- This activity should be performed on an individual basis
- Instruct each trainee to name out a risk factor involved in visual merchandising
- Note down all the answers of the trainees on the whiteboard
- Now explain all the factors that should be taken into consideration as potential security risks
- Discuss the steps of reducing such security risks
- Now, give the trainees a situation on any one such factor and instruct them to formulate steps for reducing that threat
- Ask them to note their answers in their notebook
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Validate all the correct answers

Activity	Duration	Resources used
Reducing security risks	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the reduction of security risks session
- Help the trainees in understanding the various security risks involved in visual merchandising
- Guide the trainees in naming the risk factors
- Describe the steps of reducing potential risks
- Validate the answers given by the trainees for the arbitrary situation

Notes for Facilitation 📝

- Encourage teamwork and active participation
- Guide the trainees in understanding the steps of tracking and assessing the visual impacts of promotions
- Help the trainees in figuring out factors for setting agreeable for improving visual merchandising
- Explain the process of identifying security risks and describe how to mitigate them
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 4.2: Interpretation and Analysis of Data

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Compare current and past data trends
2. Report findings and recommendations clearly to decision-makers
3. Interpret information about customers' responses

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea about how to interpret and analyse data.

Ask

Ask the trainees the following questions:

- What do you understand by the term "trend"?
- How many types of trends can be analysed?
- In how many different ways can data be collected?
- How will check and analyse the collected data?
- Who is a customer?
- What is a customer feedback?
- What is the importance of customer feedback?
- How will you collect and analyse the customer feedback?

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

Elaborate

In this session, we will discuss the following points:

- Definition of trend
- Types of trends
- Method of trend analysis
- Different methods to collect primary data
- Data reliability check
- Methods of data analysis
- Customer feedback analysis

Say

Let us conduct an activity session to understand data analysis on the basis of what has been just taught now

Activity

- This activity should be performed on an individual basis
- Give out a set of customer feedback forms as the source of data
- Explain the steps of checking the authenticity and reliability of the data
- Now, instruct each trainee to go through each form provided to validate the consistency and reliability of the information of the customer feedbacks
- Next, explain the steps of analysing the information based on the collected data
- Instruct the trainees to find a conclusion based on the data analysis of the given customer feedback forms
- Ask them to note down their answers in the notebooks
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down

Activity	Duration	Resources used
Data analysis	30 mins	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, customer feedback forms

Do ✓

- Ensure that all the trainees participate in the data analysis session
- Guide the trainees in checking the authenticity and reliability of the data of the customer feedbacks
- Help the trainees in finding a conclusion based on the data analysis of the given customer feedback forms
- Appraise the correct answers
- Supervise the entire process

Notes for Facilitation

- Encourage teamwork and active participation
- Explain the different types of trends and the methods to analyse them
- Describe how to collect data and authenticate it
- Guide the trainees in understanding the type of questions to be set in a customer feedback form
- Demonstrate and describe the trainees the method of checking the authenticity and reliability of the data of the customer feedbacks
- Demonstrate and discuss the steps of a conclusion based on the data analysis of the given customer feedback forms

Unit 4.3: Miscellaneous Responsibilities

Unit Objectives 🎯

By the end of this unit, the students/trainees will be able to:

1. Discuss the processes of checking that the display is of easy access, safety, and security
2. Summarise the adjustments to be made within the scope of authority when needed
3. Explain the process of checking the visual effect from the customer's view
4. Discuss the importance of reporting to the concerned authority for problems beyond your scope of responsibility

Resources to be Used ⚙️

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 📝

This session of the programme will describe about miscellaneous other responsibilities of a visual merchandiser

Ask

Ask the trainees the following questions:

- How will you ensure that the display that you create is meeting all its requirements?
- How will you understand your scope of authority?
- What is a customer's point of view?
- How is the customer's point of view important in visual merchandising?

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

Elaborate

In this session, we will discuss the following points:

- How to ensure that the display meets all its requirements
- How to make adjustments within the scope of authority
- How to recognise customer's point of view

Say

Let us conduct an activity session to learn how to ensure that the display meets all its requirements on the basis of what has been just taught now

Activity

- This activity should be performed on an individual basis
- Distribute a hand-out to the trainees containing the following situation:

  "Suppose a visual merchandiser is assigned with the task of setting up the visual display for the autumn collection of a garment store. What are the steps that he/she should follow?"

- Instruct each trainee to note down a few steps which they will take to ensure the display meets all its requirements
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Draw cues from their answer and describe the correct steps that will help them get a proper idea of how to ensure that the display put up meets its requirements

Activity	Duration	Resources used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker, hand-out

Do ☑

- Ensure that all the trainees participate in the ensuring that display meets al requirements session
- Guide the trainees in identifying the steps to be taken for ensuring that display put up meets all the requirements
- Supervise the entire process

Say 💬

Now let us conduct a role play session to understand how to make adjustments within one's scope of authority

Role Play 🎭

- Choose a random trainee to play the role of a visual merchandiser
- Describe the following situation to him/her:

  "Suppose there is a situation in a store where a colleague has committed an error like misplaced the bill of payment from a vendor, which has put a pause on the payment process. What should be a visual merchandiser's response?"

- Ask the chosen trainee to react to such a situation
- On the basis of his/her answer describe the correct method of handling the situation and making adjustments within one's scope of authority
- Describe other such similar situations to the trainees
- Instruct them to write down the steps in their notebooks
- Now make groups of two people
- Instruct every trainee to exchange the notebooks with their partner
- Ask each trainee to enact the steps that they have in their hand
- Supervise the entire process

Role Play	Duration	Resources Used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker

Do ☑

- Ensure that all the trainees participate in the session
- Guide the trainees in understanding the need for handling situations and making adjustments within one's scope of authority
- Supervise the entire process while trainees perform the steps written by their partners

Say

Till now, we have only been operating and thinking like a visual merchandiser. Now let us conduct an activity session to understand the customer's point of view.

Activity

- This activity should be performed on an individual basis
- Describe the situation:

  "Suppose you visit a shopping mall as a customer and you do not like the ambience of the mall or a certain decoration. Since you are a visual merchandiser, you try to think of it technically. But ana-lyse the situation like a customer. How do you respond to such situation?"

- Instruct each trainee to note down a few steps which they will take to resolve a certain issue that they have to analyse from the customer's point of view
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Draw cues from their answer and describe the correct steps of analysing from the customer's point of view

Activity	Duration	Resources used
Recognising customer's point of view	30 mins	Notebook, pen, pencil, eraser, partici-pant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the recognising customer's point of view session
- Guide the trainees in identifying the difference between a visual merchandiser's view and a customer's view
- Help the trainees in identifying problem areas as a customer and resolve them as a visual merchandiser

Notes for Facilitation

- Demonstrate and describe the trainees the method of making adjustments within one's scope of authority
- Demonstrate and discuss the to be taken for ensuring that display put up meets all the requirements
- Describe the role of customer's point of view and its importance in visual merchandising

Answers to Exercises for PHB

Unit 4.1

A. Answer the following questions by choosing the correct option:

1. b) Innovative ideas
2. d) All of the above
3. a) Resources, space

Unit 4.2

A. Answer the following questions by choosing the correct option:

1. d) Abstract ideas
2. c) Both a and b
3. b) Validity

Unit 4.3

A. Answer the following questions by choosing the correct option:

1. d) All of these
2. a) Discuss the situation with the superiors and make them understand why the window needs to be clear
3. b) Analyse the situation and make necessary adjustments within your scope of authority

Exercise

A. Fill in the blanks by choosing the correct option:

1. d) Horizontal trend
2. c) Customer

B. Answer the following questions by choosing the correct option:

1. b) Making assumptions
2. a) Copy ideas from competitors and claim them as your own

5. Maintain Visual Merchandising Elements in the Store as per Brand and Store Guideliness

Unit 5.1 - Organisation of Prop Display

Unit 5.2 - Staying Updated on the Price List

Unit 5.3 - Updating Stock

Unit 5.4 - Staff Engagement

Unit 5.5 - Customer Satisfaction and Safety

RAS/N0404

Key Learning Outcomes

By the end of this module, you will be able to:

1. Inspect tools, displays, fixtures, and props for upkeep and maintenance needs
2. Arrange for new props in case of damaged/distressed props, displays, fixtures, and tools
3. Establish uniformity of displays across stores
4. Collect accurate information on price changes
5. Provide the store staff with accurate and up-to-date price information
6. Check price markings on the merchandise
7. Devise solutions for pricing problems at the store
8. Prepare realistic and updated stock replenishment plans
9. Practise dealing with out-of-date or deteriorating stock as per norms
10. Collect staff opinions regarding potential improvements to visual merchandising
11. List the safety measures adopted at the store
12. Summarise the impact of not following safety measures at the store
13. Comply with all safety measures

Unit 5.1: Organisation of Prop Display

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Implement checks to ensure the upkeep of tools and props of existing themes
2. Prepare new props in case of damaged/ distressed props
3. Establish uniformity of displays across stores

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea about the organisation of prop display.

Ask

Ask the trainees the following questions:

- What do you understand by the term "prop"?
- Give a few examples of different props used in visual merchandising.
- What are the possible types of damages that can occur to the props?
- How will you conduct checks for damages in props?
- Why should you maintain uniformity?

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

Elaborate

In this session, we will discuss the following points:

- Definition of props
- Different props used in visual merchandising
- Guidelines for using a mannequin
- Types of damages in props
- How to conduct check for damages of props of existing themes
- How to ensure the upkeep of tools and props
- Do's and don'ts of prop and fixture maintenance
- How to maintain uniformity
- Process of maintaining co-ordination

Say

Let us conduct a practical session to understand the proper usage of a mannequin on the basis of what has been just taught now

Practical

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

Practical	Duration	Resources Used
Using a mannequin	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparels, accessories, etc.), Mannequins (Full/Half Bust)

Do ☑

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

Say 💬

If we are handling with props, it is bound to get damaged over time – not only during setup, but also with customer interaction. So, how do we conduct checks for damages and ensure the upkeep of tools and props of existing themes? Let us conduct a practical session to learn how to conduct checks for damages of props.

Activity ⚙

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

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

Do ☑

- Ensure that all the trainees participate in the conducting checks for damages of props session
- Guide the trainees in identify the different types of damages while conducting checks of props and tools
- Help the trainees in gaining an understanding the importance of conducting checks and maintenance of props and tools
- Ensure safety at all times
- Answer all questions raised by the trainees

Say 💬

A well-organized store looks picture perfect. Properly stacked goods and colour coordinated series of the display is aesthetically appealing to the eye and mind. In such situations, if a section of the store is in chaos with all the clothes from different categories jumbled up and piled up in the centre of the store due to lack of management, what should be done to tackle such a mess? Let us participate in a practical session to learn how to maintain uniformity and co-ordination in visual displays.

Practical 🛠

- Divide the trainees into groups of 5
- Provide each group with - products for display (mix of apparels, accessories, etc.), product planogram, shelves for stacking products, gondolas, tables, mannequins (full/half bust), danglers, wobblers, hangers, fixtures, banners, POS display (led light box), signage board
- Demonstrate and explain the steps of maintaining uniformity by thoroughly following the planogram
- Instruct each group to set up the materials that is been provided to them
- Supervise the entire process

Practical	Duration	Resources Used
Demonstration	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparels, accessories, etc.), Mannequins (Full/Half Bust)

Do ☑

- Ensure that all the trainees participate in the maintaining uniformity session
- Explain the importance of maintaining uniformity throughout a store and also across all outlets of the same store
- Guide the trainees in setting up the props provided according to the planogram design or unique display guidelines
- Ensure safety so that no damage is caused to the props
- Make sure that no trainee gets hurt during props setup
- Answer all questions raised by the trainees

Notes for Facilitation 📝

- Encourage teamwork and active participation
- Help the trainees in understanding the guidelines for mannequin display
- Guide the trainees in conducting check for damages of pops and tools
- Discuss the implication of maintaining uniformity
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 5.2: Staying Updated on the Price List

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Discuss the steps of collecting accurate information on price changes
2. Record the updates on price changes in the store
3. Summarise the importance of providing accurate and updated price information to the staff who need it

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an idea of how to stay updated on the price list

Ask

Ask the trainees the following questions:

- What do you understand by a price list?
- Do you know why a price list changes?
- Why should you stay updated on the price list?
- When you gather any information, who should you relay it to?
- Why should any information be relayed?
- What is price marking?
- What is the need for price marking?
- What do you understand by the term power pricing?

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

Elaborate

In this session, we will discuss the following points:

- Importance of product availability in visual merchandising
- How to ensure product availability
- Concept of key decision makers
- How to reach an agreement with decision makers

Say

Let us conduct an activity session to learn how to stay updated on the price list on the basis of what has been just taught now

Activity

- This activity should be performed on an individual basis
- Hand over a sheet of paper to individual trainee consisting the following cases:
  o Due to the outbreak of a certain epidemic, there has been a sudden rise in the global economy leading to the rise in prices of many electronic devices that are imported from foreign countries. You, as a visual merchandiser, are unaware of the overnight change in the prices and place the price tag of a laptop at Rs. 39,999 where its market price has shot up to Rs.45,999. The next day a customer comes to the store and buys the same laptop at another additional discount which your store is offering at present and the final price was down to Rs. 33,999. The store manager comes to know of this this situation of such a loss and demands you to pay the money from your pocket. What do you do in such a situation?
  o The price of a certain product is placed at Rs. 1500 in your store. A rival store has placed the same product at Rs. Rs. 1399. Which store will have more customer visits and why?
- Instruct each trainee to note down the answers to these two questions in their notebooks

- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Draw cues from their answer and share the most appropriate answer of the two cases

Activity	Duration	Resources used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, hand-out

Do ✓

- Ensure that all the trainees participate in the staying updated on the price list session
- Guide the trainees in understanding the different scenarios and their consequences
- Supervise the entire process

Notes for Facilitation

- Discuss the various methods and strategies to be taken to stay updated on the price list
- Help the trainees in understanding the questions given in the hand-out
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 5.3: Updating Stock

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Discuss the process of ensuring that stock replenishment plans are up-to-date and realistic
2. Summarise the importance of dealing with out-of-date stock in line with company policy

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of how to update stock in a retail store.

Ask

Ask the trainees the following questions:

- What do you understand by stock rotation?
- How do conduct the process of stock rotation?
- In what methods are stocks refilled?
- How is the level of stock replenishment calculated?
- How do you identify an out-of-date stock?
- What do you do with an out-of-date stock?

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

Elaborate

In this session, we will discuss the following points:

- Meaning of stock rotation
- How to check stock rotation
- Process of replenishing stock
- How to handle out-of-date stock

Say

Let us conduct a practical session to learn how to update stock on the basis of what has been just taught now.

Practical

- Divide the trainee into groups of 5
- Provide them with food and consumable goods, shelves, gondolas
- Give each group a sample inventory list
- Instruct the group to stack up the shelves and gondolas with the food and consumable product according to their expiry date
- Ask them to place the products with near expiry dates to be put in front and later expiry dates to be put in the back
- Instruct them to tally the stock with the sample inventory list
- Based on the inventory list ask them to calculate the re-order level (as given in the PHB) for each category of stock.
- While stocking if any out-of-date stock is found, demonstrate the correct method of disposal/segregation of the out dated stock
- Encourage the trainees in performing the actions on their own

Practical	Duration	Resources Used
Demonstration	2 hours	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, food and consumables, sample inventory list, shelves, gondolas

Do ☑

- Ensure that all the trainees participate in the updating of stock session
- Guide the trainees in identifying the steps to be taken for ensuring product availability
- Demonstrate the process of stacking up stock on shelves and gondolas according to their expiry dates
- Describe the importance of excluding out-of-date stock
- Help the trainees in calculating the re-order level from the inventory data
- Supervise the entire process

Notes for Facilitation 📝

- Encourage teamwork and active participation
- Describe the importance of stock rotation
- Explain in details the methods of FIFO and LIFO for stock refill
- Discuss how to check the stock status using an inventory list
- Demonstrate the process of stacking up stock on the shelves and gondolas
- Ensure safety while stock rotation and stock replenishment

Unit 5.4: Staff Engagement

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Involve staff in spotting improvements to the way stock is organized
2. Get permission from the right person to improve the way inventory is organized

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of how to involve and engage with the staff members of the store.

Ask

Ask the trainees the following questions:

- How many types of staff involvement are there?
- What is the necessity of the involvement of other staff members?
- Why should you involve with the other staff members?

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

Elaborate

In this session, we will discuss the following points:

- Definition of staff engagement
- Types of staff involvement
- Involvement of staff
- Involvement with staff

Say

Let us conduct an activity session to understand the importance of staff involvement on the basis of what has been just taught now

Activity

- This activity should be performed on an individual basis
- Distribute a hand-out describing the following situation to the trainees

  "Suppose you are the visual merchandiser of a garment store, and it is the time of Diwali. During this period, the Indian retail industry faces a lot of rush. You decide on a theme decoration for Diwali sale. On seeing your decoration, one of your colleagues commented out that a certain segment of the decoration can be made better with his ideas. You disregard his ideas and insult him. He reports about you to the store manager and now disciplinary action is being taken against you. What should have been your correct approach of handling such a situation?"

- Instruct each trainee to note down a few steps which they will take to handle the staff involvement situation
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Draw cues from their answer and discuss the appropriate method of handling the situation

Activity	Duration	Resources used
Staff engagement	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the staff engagement session session
- Guide the trainees in identifying the steps to be taken for involving the staff and restricting them without hurting anyone's sentiments

Notes for Facilitation

- Explain the trainees why it is important to take help of other staff members
- Discuss what a visual merchandiser must do to maintain professional balance with other colleagues
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 5.5: Customer Satisfaction and Safety

Unit Objectives ⊚

By the end of this unit, the students/trainees will be able to:

1. Describe the importance of maintaining customer goodwill at the store
2. Discuss the steps of following safety measures at the store

Resources to be Used ⚙

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 📝

This session of the programme gives the trainees a basic idea on customer satisfaction and maintenance of safety

Ask

Ask the trainees the following questions:

- Why should you maintain customer satisfaction?
- How should you maintain customer satisfaction?
- How should you deal with your colleagues during restocking of products?
- What steps are to be followed to deal with customers in case of unavailability of stock?
- What is the need for health and safety?
- What kind of safety precautions should be taken?
- What are the possible sorts of risks that can happen at a store?

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

Elaborate

In this session, we will discuss the following points:

- Importance of maintaining goodwill of staff
- Procedure of dealing with customers in case of unavailability of stock
- Preventive measures to be taken to avoid hazards
- Types of potential threats apart from physical injuries

Say

Let us conduct a role play session to learn how to maintain goodwill on the basis of what has been just taught now.

Role Play

- Select a few trainees who will play the role of a staff member and a group of angry customers
- You are to play the role of a visual merchandiser
- Distribute a hand-out to the trainee describing the following situation

  "Suppose the new stock has arrived and it is being stacked up on the shelves. While arranging the shelves, the visual merchandiser had to attend a customer as he/she could not find a certain item on the shelves. The Visual merchandiser left in a hurry leaving the ladder unattended. While the products are being stacked, another colleague tripped over a carton of goods and the ladder fell on him leading to physical injury and blood loss. On seeing the commotion and not being able to find the required product, the group of customers also began complaining. How should the visual merchandiser handle such a situation?"

- Enact the entire situation along with the trainees
- Describe the role of the visual merchandiser in such an issue
- Demonstrate the tactics that the visual merchandiser must implement to maintain the good of all
- Also demonstrate the procedure of applying first aid in such situations

- Now instruct each trainee to perform the first aid application on their own
- Supervise the entire process
- Ensure safety while carrying out the role play

Role Play	Duration	Resources Used
Role play	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ✓

- Ensure that all the trainees participate in the session
- Ensure team work and harmony while carrying out the role play
- Guide the trainees in understanding the need for maintaining goodwill with both the colleagues and the customers
- Demonstrate the procedure of safety measures
- Help the trainees in applying first aid
- Supervise the entire process

Notes for Facilitation

- Encourage teamwork and active participation
- Demonstrate and describe the trainees the consequences of unhappy customers
- Demonstrate and discuss how to maintain a good relationship with the staff members
- Discuss the possible health hazards and their mitigation process
- Describe all possible risks other than physical injuries

Answers to Exercises for PHB

Unit 5.1

A. Answer the following questions by choosing the correct option:

1. a) Different products jumbled up in the chaos
2. b) Negative
3. c) Store outlets

Unit 5.2

A. Answer the following questions by choosing the correct option:

1. d) All of these
2. b) Fluctuation
3. a) v, iii, i, iv, ii

Unit 5.3

A. Answer the following questions by choosing the correct options:

1. c) Out-of-date stock
2. b) Fresh stock
3. d) None of these

Unit 5.4

A. Answer the following questions by choosing the correct option:

1. d) None of these
2. a) None of these
3. c) Abuse other staff members

Unit 5.5

A. Answer the following questions by choosing the correct option:

1. b) Right
2. d) None of these
3. a) Apologise to the customer for the inconvenience

Exercise

A. Fill in the blanks by choosing the correct option:

1. b) 2
2. a) Shoplifting
3. d) Harmony
4. c) Last In First Out

6. Update Self on Industry Trends and Best Practices through Continuous Learning and Innovation

Unit 6.1 - Methods of Self-Improvement

Unit 6.2 - Implementation of Ideas

Unit 6.3 - Management of Responsibilities

Unit 6.4 - Marketing Strategies

RAS/N0405

Key Learning Outcomes

By the end of this module, you will be able to:

1. Identify reliable sources to collect business information from
2. Collect information about business operations from relevant sources
3. Assess the potential for improvement within one's area of responsibility
4. Analyse information to reveal any actual or potential problems
5. Collect staff feedback to identify potential improvements
6. Assess potential improvement plans for relevance, feasibility, and ease of implementation
7. Select ideas for suggestion and implementation that would maximise benefits for the store and the client
8. Report improvement needs to the management in the recommended format
9. Identify the resources needed to implement improvements
10. Prepare a resource allocation plan for implementing improvements
11. Communicate appropriately with the decision-makers
12. Provide decision-makers with adequate opportunities to ask questions and seek clarification
13. Identify market trends and running offers from comparative brands
14. Provide the concerned stakeholders with relevant data and reports
15. Create plans for promotions and offers as per the business demand at the store
16. Assess success stories and examples
17. Identify running offers and their returns from wholesale and brand stores

Unit 6.1: Methods of Self-Improvement

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Collect information to evaluate the potential for improvement of self
2. Analyse data to reveal potential problems
3. Demonstrate commitment to achieving the benefits of the improvement
4. Study success stories and examples

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of how to improve oneself

Ask

Ask the trainees the following questions:

- What is self-improvement?
- How will you track your self-improvement?
- What is the need for self-improvement?

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

Elaborate

In this session, we will discuss the following points:

- Importance of self-improvement
- Evaluation of self-improvement
- Methods of improving oneself
- Inspiring oneself by reading success stories

Say

Let us conduct an activity to get acquainted with how to evaluate one self-improvement on the basis of what has been just taught now

Activity

- This activity should be performed on an individual basis
- This activity is called the SWOT (Strength, Weakness, Opportunity, Threat) analysis
- Instruct the trainees to make four columns on a piece of paper giving the heading Strength, Weakness, Opportunity, and Threat
- Now ask each trainee to fill out these columns by identifying one's strengths, weaknesses, opportunities and threats
- Once the task is done, ask them to find possible solutions of turning their weaknesses to strengths and threats to opportunities
- Conduct your own SWOT analysis to demonstrate as an example

Activity	Duration	Resources used
SWOT analysis	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ☑

- Ensure that all the trainees participate in the evaluation of self-improvement session
- Guide the trainees in finding out their strengths, weaknesses, opportunities and threats
- Ensure that no negative comments are made in the class based on personal SWOT analysis
- Answer all questions raised by the trainees

Notes for Facilitation 📝

- Help the trainees in understanding the need for self-evaluation and improvement
- Explain the process of SWOT analysis
- Encourage the trainees to read success stories in order to inspire and motivate them

Unit 6.2: Implementation of Ideas

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Encourage your colleagues to identify potential improvements
2. Assess improvements for their relevance and ease of implementation
3. Monitor and evaluate information about improvements

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of implementation of ideas

Ask

Ask the trainees the following questions:

• What is the need of taking help of others when you can work alone better?

• How do monitor your improvements?

• How will you identify the reasons that restricts from meeting the standards?

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

Elaborate

In this session, we will discuss the following points:

• Importance of taking help of others

• Ways to monitor improvements

• Steps of identification of reasons for not meeting standards

Say

Let us conduct an activity session to learn how to ensure correct implementation of ideas on the basis of what has been just taught now

Activity

• This activity should be performed on an individual basis

• Distribute a hand-out to each of the trainees describing the following situation

   "Suppose you are the visual merchandiser of a supermarket. Each of you, now write down a few design ideas that comes to your mind when you hear the word 'Holi'.

• Instruct each trainees to note down a few design ideas of decorating a supermarket on the Holi theme

• Ask the trainees to exchange their sheet with the trainee sitting beside them once all of them have finished writing down the steps

• Instruct each trainee to review the newly acquired sheet and find out the shortcomings in the designs and note them down wherever necessary

• Now ask the trainees to give back the sheets to its original owner

• Instruct the trainees to go through the feedback on the designs

• Now ask the trainees to be the best judge and analyse whether they need to implement these suggestions to their designs

• Ask them to write down the reasons they feel that they need to implement or not

• If yes, ask them to identify the reasons why their designs are not meeting the standards

• Go through the final answers of all the trainees and provide suggestions wherever necessary

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

Do ✓

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

Notes for Facilitation

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

Unit 6.3: Management of Responsibilities

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Select the best ideas that will maximize the benefits of the business
2. Make recommendations for improvements to management
3. Explain the benefits of the improvements
4. Communicate appropriately to the decision-makers
5. Give decision-makers adequate information
6. Explain plans to relevant individuals for effective implementation
7. Seek advice and support when problems come to light

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme helps the trainees in understanding how to manage one's responsibilities

Ask

Ask the trainees the following questions:

- What are the factors that help you track the impact of your improvement?
- How will you track the improvement of your ideas that are beneficial to the business?
- What is the proper procedure of communicating with your superiors?
- How will present and implement your ideas?

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

Elaborate

In this session, we will discuss the following points:

- Factors necessary for tracking the impact of improvement
- Tracking of improvement of ideas that are beneficial to the business
- Appropriate manner of communicating with superiors
- Proper presentation and implementation of ideas

Say

Let us conduct a role play session to learn how to manage one's responsibilities on the basis of what has been just taught now

Role Play

- Choose a 3 trainees to play the roles of senior management
- You are to play the role of a visual merchandiser
- Distribute a hand-out to the trainees describing the following situation

  "Suppose you, as the visual merchandiser of a garment store, have gone through the past sales records and have thought of a design idea which might be beneficial for the store but is crossing the allotted budget."

- Describe the correct method of communication with the superior management and convincing them why the presented idea is beneficial for the company
- Instruct each trainee to note down a few pointers of effective communication
- Now divide the trainees into groups of 5
- Assign each group with a different situation
- Ask them to choose which roles they want to play within each group
- Encourage them to enact the new situation based on the given pointers
- Ensure that there is no heated discussion

Role Play	Duration	Resources Used
Role play	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ✓

- Ensure that all the trainees participate in the session
- Guide the trainees in understanding the appropriate manner of approaching the superiors
- Discuss the importance of collecting the necessary information before the presentation of the ideas
- Supervise the entire process of role play

Notes for Facilitation

- Encourage teamwork and active participation
- Discuss the factors that are necessary for tracking of improvement
- Describe the proper method of tracking the improvement of the ideas that are beneficial to the business
- Demonstrate the appropriate manner of communicating with the superior authority
- Discuss the need of background data support for the presentation of the ideas before the superiors

Unit 6.4: Marketing Strategies

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Identify market trends and offers from rival companies
2. Share relevant data and reports with the stakeholders
3. Propose promotions and offers as per business demand
4. Identify running offers and their market returns
5. Share data with supervisors

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees a basic idea on marketing strategies.

Ask

Ask the trainees the following questions:

- What do you understand by the term strategy?
- What is the importance of a business strategy?
- How will you scrutinise the market?
- What is the need for scrutinising the market?
- What can be the possible consequence of not relaying the correct information?
- How to plan the discount offers?

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

Elaborate

In this session, we will discuss the following points:

- Importance of business strategies
- How to ensure product availability
- Concept of key decision makers
- How to reach an agreement with decision makers

Say

Today we shall visit a real retail store to understand marketing strategies

Field Visit

- Divide the trainees into two groups
- Visit a supermarket as customers
- Instruct the trainee to observe the decorations and displays put up as a part of visual merchandising
- Ask them to scrutinize the pricing signage boards and understand the marketing strategies
- Visit another supermarket nearby and repeat the above steps
- Instruct the trainees to write a comparative report on the difference in marketing strategies of the two stores

Field Visit	Duration	Resources Used
Industry visit	3 hours	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Ensure that all the trainees participate in the industry visit
- Help the trainees in identifying the various marketing strategies adopted in the two stores
- Review their reports and point out the errors in identification
- Supervise the entire process

Notes for Facilitation

- Make sure that no trainee gets hurt during industry visit
- Ensure that no trainee is left behind during the visit
- Demonstrate and describe the trainees the method of identifying marketing strategies
- Discuss the process of relaying valuable information gathered based on marketing strategies
- Guide the trainees in formulating appropriate discount offers based on the marketing strategies

Answers to Exercises for PHB

Unit 6.1

A. Answer the following by choosing the correct option:

1. a) Don't learn from your mistakes

2. b) Avoid repeating mistakes

3. d) None of these

Unit 6.2

A. Fill in the blanks by choosing the correct option:

1. d) Customer

2. a) Feasibility

3. b) Budget

Unit 6.3

A. Fill in the blanks by choosing the correct option:

1. b) Trial and error

2. d) All of these

3. c) Superiors

Unit 6.4

A. Answer the following questions by choosing the correct option:

1. d) All of the above

2. c) Both a and b

3. b) The company can incur substantial losses

Exercise

A. Answer the following questions by choosing the correct option:

1. a) Shout at whoever criticizes you

2. c) Copy ideas of the rival stores

3. b) Present other's ideas as your ideas

4. d) Have a laid back attitude

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

How AI is transforming Retail Industry?

The 7 Essential Pillars of Personal Development | Brian Tracy

Marketing Strategies

https://www.youtube.com/watch?v=FSHa-Odu9tgA

https://www.youtube.com/watch?v=AWGayyX9I6o

https://www.youtube.com/watch?v=Ktoon-r7JAw

7. Liaise Effectively With Internal and External Stakeholders to Effectively Implement Visual Merchandising Plans

Unit 7.1 - Communication with the Stakeholders

Unit 7.2 - Communication with the Store Team

Unit 7.3 - Communication with the Vendors

Unit 7.2 - Communication with the Store Team

RAS/N0406

Key Learning Outcomes

By the end of this module, you will be able to:

1. Communicate effectively with the stakeholders
2. Establish a collaborative relationship with the staff and work in harmony
3. Communicate effectively with the vendors
4. Manage resources
5. Prepare the plan of action

Unit 7.1: Communication with the Stakeholders

Unit Objectives ◎

By the end of this unit, the students/trainees will be able to:

1. Identify the external stakeholders and the nature of their interests
2. Establish and monitor working relationships with stakeholders
3. Recognise difficult situations and issues from stakeholders' perspectives
4. Consult stakeholders concerning critical decisions
5. Fulfill agreements made with stakeholders
6. Identify and resolve conflicts of interest
7. Seek and provide feedback to improve performance
8. Monitor broader developments to identify new stakeholders

Resources to be Used ⚙

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 🗒

This session of the programme gives the trainees a basic idea on how to communicate with the stakeholders

Ask

Ask the trainees the following questions:

- What is communication?
- What is the correct method of communication?
- What is the importance of communication?
- Who is a stakeholder?
- How many types of stake holders are there?
- Give examples of each type of stake holders
- How to maintain a healthy relationship with each type of stakeholder?
- What are the benefits of productive working principles?
- How to manage a situation in case of any dispute?

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

Elaborate

In this session, we will discuss the following points:

- Importance of communication
- Definition of stakeholders
- Types of stakeholders
- Examples of stakeholders
- How to handle public relations
- How to maintain a healthy relation with internal and external stakeholder
- How to handle a situation in case of a dispute

Say

Now, let us conduct an activity to understand how to communicate with the stakeholders on the basis of what has been just taught now.

Activity

- This activity should be performed on an individual basis
- Distribute a hand-out to the trainees describing the following situation

  "The store manager had informed you earlier about a change in the stocking strategy that has been decided by the business head of the company. This information has completely slipped from your mind and did not relay the vendor. The vendor now has delivered extra stock which you do not require and is demanding for his payment. The store manager is not happy about this situation. How do you handle such a situation?"

- Instruct the trainees to write down the steps that they can take to handle the situation without jeopardising the relationship with neither the external nor the internal stakeholder

- Ask random trainees to explain the meaning and importance of each step written
- Once all the trainees have answered, discuss the correct method for handling the situation

Activity	Duration	Resources used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Offer /Policy Signage

Do ✓

- Ensure that all the trainees participate in the communication with stakeholders session
- Help the trainees in understanding the importance of maintaining a good relationship with both external and internal stakeholders
- Guide the trainees in analysing the given situation and identify the correct measures to be taken to prevent further chaos
- Answer all questions raised by the trainees

Notes for Facilitation

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

Unit 7.2: Communication with the Store Team

Unit Objectives 🎯

By the end of this unit, the students/trainees will be able to:

1. Communicate effectively in the workplace
2. Enhance awareness about visual merchandising
3. Collaborate with team to create design themes
4. Plan and ensure smooth implementation of events
5. Collaborate with superiors to discuss sales strategies

Resources to be Used ⚙

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note 📋

This session of the programme gives the trainees an understanding of maintaining effective communication with the store team.

Ask

Ask the trainees the following questions:

• What are the benefits of communication with the store team?

• What are the elements of effective communication?

• What are the ways of communicating effectively?

• What is the importance of visual merchandising?

• How will make people aware of the importance of visual merchandising?

• What do you mean by collaboration?

• What is the correct method of collaborating with the team?

• How should you collaborate with your superiors?

• What is the need for communicating with the superiors?

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

Elaborate

In this session, we will discuss the following points:

• Benefits of communication with the store team

• Elements of effective communication

• Proper methods of communicating effectively

• Importance of visual merchandising

• Methods of spreading awareness about visual merchandising

• Ways of collaborating effectively with the store team

• Appropriate manner of collaborating with the superiors

• Need for communicating with the superiors

Say

Let us conduct a role play session to learn how to communicate effectively with the store team.

Role Play

• Choose randomly 4 trainees (2 trainees will play the roles of store colleagues, 1 trainee will play the role of the visual merchandising team leader, 1 trainee will play the role of the store manager)

• You are to play the role of a visual merchandiser

• Hand over them a sheet of paper that contains the following situation

"You are very busy with the decoration of the end-of-season sale. Another colleague approaches you when you are very busy and he asks you to help him out. You refuse to help him in a rude tone since it was evident that you are busy. He felt bad and communicated this to the store manager. The manger has now called the visual merchandising team leader, your fellow colleague and you to resolve the issue."

- With the help of the trainees enact the given situation in front of the whole class
- At every point, explain how the visual merchandiser should communicate with his fellow colleagues and his superiors so that it does not hurt anyone's sentiments

Role Play	Duration	Resources Used
Role play	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do ☑

- Discuss the appropriate manner of communicating with the store team and the superiors
- During the role play, pause at certain moments to check whether the rest of the trainees apart from the ones enacting, are understanding the discussion
- Supervise the entire process

Notes for Facilitation 📝

- Encourage teamwork and active participation
- Demonstrate and describe the trainees the method of communicating effectively with the store team
- Discuss the importance of maintaining a healthy relationship with everyone
- Describe how to reach out to the superiors in time of need

Unit 7.3: Communication with the Vendors

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Identify the vendor support required for store specific events
2. Cooperate with the vendor to ensure the availability of resources
3. Adhere to the checklist for vendor payments
4. Ensure that the vendor meets the terms and conditions of business

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme helps the trainees in gaining an understanding of how to communicate with the vendors.

Ask

Ask the trainees the following questions:

- Who is a vendor?
- How should you select the correct vendor?
- How should you treat your vendor?
- Why is it important to communicate with the vendors effectively?

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

Elaborate

In this session, we will discuss the following points:

- Identification of the correct vendor
- How to cooperate with and treat your vendor
- Importance of effective communication with the vendors
- How to fill up an employee grievance form in case of any discrepancy

Say

Let us now conduct an activity session to learn how to communicate with your vendor

Activity

- This activity should be performed on an individual basis
- Provide each trainees with a hand-out that describes the following situation

  "Suppose you are the visual merchandiser of a garment store, and it is the time of the Chaitra sale. The vendor you had selected has provided some defective products. You were in a hurry so you did not check the stock during stock intake. Now while putting up the stock on display you find the defective pieces and try to contact the vendor to return them. The vendor refuses to have supplied any such defective products and will neither take back the products, nor return the money. This has led to a heated up argument which was escalated to the store manager. The manager blames you for your irresponsibility for not checking the stock during receiving the products. He tells you to handle the situation and make up for the loss. How will you handle the situation with the vendor?"

- Instruct each trainees to note down the steps that they think is appropriate for handling this situation effectively
- Instruct each trainees to share their answers in front of the class once everyone has completed writing them down
- Appreciate the trainees giving correct answers
- At the end of the session discuss the correct methods of handling a vendor without losing him from the business nor incurring losses for the business

Activity	Duration	Resources used
Scenario analysis	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Help the trainees in analysing the given situation correctly
- Guide them to identify the effective measures to be taken for handling the situation
- Identify the incorrect answers given by the trainees and explain why they are wrong
- Discuss the process of acting as a bridge between the vendors and the store team
- Supervise the entire process

Say

Now let us conduct an activity session to get acquainted with how to fill up an employee grievance form in case of any discrepancy.

Activity

- This activity should be performed on an individual basis
- Hand over the employee grievance form provided below to each trainees
- Distribute another hand-out describing the following situation on the basis of which the employee grievance form is to be filled out

  "Suppose you had been assigned to take care of the visual displays of a certain section of the store. Another employee also has been assigned the adjacent section of the store. Coincidentally, both of your design ideas are contradictory and do not match when displayed together. Now none of you are ready to compromise on your display. This has led to a heated argument in the store."

- Now based on the above situation, instruct the trainees to fill out the details of the employee grievance form
- Supervise over the entire process of filling out the form.

EMPLOYEE GRIEVANCE FORM	
GRIEVANT INFORMATION	
EMPLOYEE NAME	**DATE FORM SUBMITTED**
JOB TITLE	**EMPLOYEE ID**
EMPLOYEE HOME MAILING ADDRESS	**WORKPLACE MAILING ADDRESS**
DETAILS OF EVENT LEADING TO GRIEVANCE	
DATE, TIME, AND LOCATION OF EVENT	**WITNESSES** (if applicable)
ACCOUNT OF EVENT	**VIOLATIONS**
Provide a detailed account of the occurrence. Include the names of any additional persons involved.	Provide a list of any policies, procedures, or guidelines you believe have been violated in the event described.
PROPOSED SOLUTION	
Please retain a duplicate copy of this form for your records. As the grievant, your signature below indicates that the information you have provided on this form is truthful.	
SIGNATURES	
EMPLOYEE SIGNATURE	**DATE**

Fig. 7.3.1: Eemployee grievance form

Activity	Duration	Resources used
Employee grievance form	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, employee grievance form, handout

Do ☑

- Ensure that all the trainees participate in the filling up of employee grievance form session
- Help the trainees in understanding the situation based on which the form is to be filled out
- Supervise the entire process while trainees fill in the details of the form
- Instruct the trainees to take care of minute details while filling up the form

Notes for Facilitation 🗒

- Describe the trainees the correct method of choosing a vendor
- Discuss the negotiation techniques to be used to reach an agreement with the vendors
- Demonstrate and explains the tactics of communicating effectively with the vendor
- Illustrate the correct method of filling up the employee grievance form based on the given situation

Unit 7.4: Resource Management

Unit Objectives

By the end of this unit, the students/trainees will be able to:

1. Identify resources needed for visual merchandising
2. Prepare a plan of action
3. Calculate the manpower required
4. Manage a team during the execution of a plan

Resources to be Used

- LCD Projector
- Whiteboard with marker and duster
- Charts
- Pen drives
- Laptop/tab/computer with built-in internet, etc. for conduction of class
- Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.)
- Product planogram
- Shelves for stacking products
- Gondolas
- Tables
- Mannequins (Full/Half Bust)
- Danglers
- Wobblers
- Hangers
- Fixtures
- Banners
- POS Display (LED Light box)
- Signage Board
- Offer /Policy Signage
- Software (Photoshop/Illustrator/2D/3D Design)
- Camera that provide good picture quality (Mobile Camera/Digital Camera)
- Glass window for Window Display

Note

This session of the programme gives the trainees an understanding of resource management in visual merchandising.

Ask

Ask the trainees the following questions:

- What do you understand by the term resource management?
- What are basic resources available for visual merchandising?
- What is a plan of action?
- How do you prepare for a plan execution?
- How do you direct and control the outcome will giving commands during the execution of a task?

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

Elaborate

In this session, we will discuss the following points:

- Definition of resources
- Identification of resources
- Methods of preparing for a plan execution
- Calculation of manpower
- Directing and controlling of outcome while execution of a task

Say

Let us participate in an activity session to learn how to identify the resources for a particular theme on the basis of what has been taught just now

Activity

- This activity should be performed on an individual basis
- Instruct each trainees to note down the resources which they think are necessary for the execution of the theme – "Poila boishaak"
- Instruct each trainees to share their answers in front of the class once everyone has completed writing them down
- Discuss the correct resources necessary of the identified theme

Activity	Duration	Resources used
Identification of resources	15 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Guide the trainees in identifying the resources necessary for the execution of a particular theme
- Ensure that the trainees giving incorrect answers are given correct explanations for the incorrect answers

Say

Now let us participate in an activity to plan the execution of the display of the Poila Boishaak theme.

Activity

- This activity is based on individual basis
- On the basis of the resources identified in the previous activity, instruct the trainees to note down the steps to be taken for preparing a plan of execution
- Demonstrate and explain how to prepare a PERT chart as given in the participant handbook
- Describe how to calculate the manpower and the total man-hours required for the execution of the task
- Discuss the process of directing and controlling the execution of a task when you are planning it

Activity	Duration	Resources used
Planning of execution of task	1 hour	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

Do

- Guide the trainees in identifying the steps to be taken for preparing the execution of a plan
- Help the trainees in preparing the PERT chart and calculating man-hours
- Encourage teamwork and participation

Notes for Facilitation

- Encourage active participation
- Ensure that each trainees learn how to identify the resources for a particular theme
- Discuss the proper steps of plan execution
- Describe the steps of creating a PERT chart and calculating man-hours
- Encourage the trainees in taking authority of directing and controlling the task they have prepared for execution

Answers to Exercises for PHB

Unit 7.1

A. Answer the following questions by choosing the correct option:

1. d) Owner

2. b) 2

3. c) Aggravate all internal conflicts to maximize damage to work

Unit 7.2

A. Answer the following questions by choosing the correct option:

1. c) The practice of abusive criticism

2. a) Important

3. b) Professional advice

Unit 7.3

A. Answer the following questions by choosing the correct option:

1. d) All of the above

2. b) Ensure the vendor does not get timely paid for his deliveries

3. a) External

Unit 7.4

A. Answer the following questions by choosing the correct option:

1. c) Program Evaluation Review Technique

2. d) All of these

3. b) Refuse to help out whenever required

Exercise

A. Answer the following questions by choosing the correct option:

1. c) Criticism without consideration

2. b) Supervisor

3. a) Impose your tasks on other members of the team

4. d) All of these

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

Effectively engage with Stakeholders

Communication and Collaboration

https://www.youtube.com/watch?v=1k2MF1mGDgQ

https://www.youtube.com/watch?v=KGZSu7RXMH4

8. Employability Skills

(DGT/VSQ/N0102)

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

https://www.skillindiadigital.gov.in/content/list

9. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: QR Code (s)

Annexure I

Training Delivery Plan		
Program Name:	Visual Merchandiser	
Qualification Pack Name & Ref. ID	Visual Merchandiser, RAS/Q0402	
Version No.	3.0	**Version Update Date** 30-04-2024
Pre-requisites to Training (if any)	No licensing or statutory approvals required for the training	
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Discuss how to enhance store visibility by implementing attractive visual displays to support store profitability. 2. Explain the importance of complying to store policies, merchandising norms and statutory regulations while executing themes and plots. 3. Analyze collected data to track the visual impact of promotions and events. 4. Explain the significance of maintaining visual merchandising elements in the store as per brand and store guidelines. 5. Discuss how to update self on industry trends and best practices through continuous learning and innovation. 6. Explain how to liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans. 7. Employability Skills	

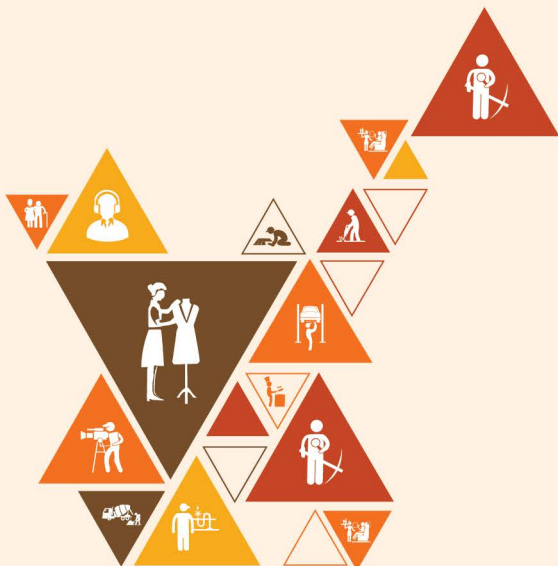| SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
0	**Introduction to the Retail Sector**	**Introduction to Retail**	• State the meaning of retail. • List the features and components of retail. • Discuss the reasons for the growth of retail in India. • Differentiate between the traditional and modern retail sector	Bridge Module	Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
		Traditioal and Modern Retail in India	• Differentiate between the traditional and modern retail sectors. • Describe the traditional retail scene in India • Describe the emerging modern forms of retailing in India • List the departments and functions in a modern retailing operation. • Outline the structure of and roles in a front-end store operation. • Describe the role of Individual Sales professional		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Retail Formats	• Illustrate the different retail formats • Summaries the key features of retail formats • Elaborate on the departments and functions in a modern retailing operation				
		Retail Supply Chain	• State the meaning of supply and retail supply chain. • Identify the elements of a typical supply chain. • List the features of a supply chain. • Identify the factors that influence supply chain management		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
1	**Enhance store visibility by implementing attractive visual displays to support store profitability**	**Conform to visual merchandising guidelines - company norms, market trends and brand guidelines**	• Identify industry and company trends with respect to products and marketing thereof • Recognise target customer base, category-wise sales pattern, and market trends • List elements such as available space, lighting, props and visual merchandising accessories in order to design relevant and effective plots and themes • Record possible problems in putting layouts together and working out ways of sorting them out	RAS/N0401 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust),	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00

		Conform to visual merchandising guidelines - company norms, market trends and brand guidelines (Contd..)	• Create displays that achieve the required visual effect and are consistent with the company's visual design policy • Comply with company procedures for using ladders, tools and equipment safely • Use the design brief to identify the focal points of the display			Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
		Enhance cross category merchandising and increase add-on sales	• Identify seasonality and past sales patterns with respect to the merchandise category • Recognise related categories across which merchandising themes and events can be planned • Compare customer needs with category advantages and benefits • Identify opportunities for cross-selling across related categories in order to design effective schemes • Design and validate relevant offers and merchandising themes • Implement relevant offers and merchandising themes • Position merchandise, graphics and signs according to guidelines and in ways that attract the attention and interest of customers and give customers the information they need	RAS/N0401 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
		Enhance cross category merchandising and increase add-on sales (Contd..)	• Implement themes and plots as per the above variables to maximize returns for the desired category in the store • Select shapes, colors and groupings that are suited to the purpose and style of the display • Check that the finished display meets health and safety guidelines and legal requirements				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00

Map product offers to theme based visual merchandising plans	• List tasks and activities involved in the merchandising plan • Create visual displays based on the requirements set by the marketing department • Create designs and detailed floor plans • Assemble and dismantle displays, if and when required • Assess resources involved in executing the merchandising plan • Ensure the availability of resources required to execute the merchandising plan	RAS/N0401 PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
Map product offers to theme based visual merchandising plans (Contd..)	• Implement merchandising plan/ theme at the store • Assess the merchandising plan and record observations related to the same • Measure performance of merchandising plans/ themes • Segregate merchandise appropriately for the purpose and style of display, the selling features of the merchandise and the visual effect needed under the design brief				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
Focus on sales improvement of specific product categories	• Discuss the basics of faltering categories, slow-moving categories and ageing products in store • Create innovative merchandising themes and plots to improve performance of such categories for the specific store • Validate merchandising themes and plots with all concerned stakeholders • Implement the approved merchandising themes and plots	RAS/N0401 PC28, PC29, PC30, PC31, PC32, PC33	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00

					Products	Theory
		Focus on sales improvement of specific product categories (Contd..)	• Evaluate performance of merchandising themes and plots post-implementation • Detect health, safety and security arrangements from plans, elevations and drawings			for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
		Organisational context	• State relevant legislation, standards, policies, and procedures followed in the company • List relevant legislation, standards, policies, and procedures followed by brands • Identify various props used in merchandising themes and plots • Record vendors and supplier details for procurement and their terms and conditions	RAS/N0401 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
		Organisational context (Contd..)	• Estimate how to identify the health, safety and security arrangements needed for layouts • Interpret layout designs and their role in effective visual design practice • Implement the techniques of layout design, including drawing conventions and standards • Recognise who can make decisions when you have problems with layouts				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
		Creating aesthetically beautiful designs	• List activities and resources you need to put layouts and merchandising displays together • Estimate how to create and use focal points within a display • Interpret the design to choose and combine dimension, shape, colour, texture and lighting to create the visual effect you need from a display	RAS/N0401 KA9, KA10, KA11, KA12, KA13, KA14, KA15, KA16, KA17, KA18, KA19, KA20, KA21, KA22, KA23	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00

		Creating aesthet-ically beautiful designs (Contd..)	• Discuss how to display different types of merchandise and props • Explain the ways of selecting a suitable type of grouping for the merchandise • Describe how to use different types, directions and levels of light to create atmosphere • Determine how displays can achieve add-on sales and why this is important • Explain why is it important to install creative displays and be aware of trends • Compare different approaches to displaying merchandise				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00
		Creating aesthet-ically beautiful designs (Contd..)	• Discuss how props, prototypes, dressing and fixtures create visual effects • Identify the selling features of merchandise to be used in displays • Summarise the legal requirements that apply to pricing and ticketing • Explain why different kinds of merchandise need different approaches to display, and what these approaches are • Comprehend the dressing techniques to use for different types of merchandise				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00
		Technical Knowledge	• Implement business profitability parameters – return of shelf space • Analyse category merchandising norms • Distinguish consumer behavior • Prepare schematic presentations of merchandising themes and plots	RAS/N0401 KB1, KB2, KB3, KB4, KB5, KB6, KB7	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00

		Technical Knowledge (Contd..)	• Examine effects of seasonality on different categories of products being sold • Estimate factors affecting customers buying behavior for a particular category • Evaluate store sales data for various categories				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00
		Profes-sional skills	• Comply with decisions pertaining to the concerned area of work • Plan all necessary tasks to ensure smooth implementation of merchandising themes and plots • Ensure thorough implementation so as to enhance customer experience • Prepare to remove all process glitches possible in the plan/ scheme • Plan to anticipate problems and act to avoid them where possible	RAS/N0401 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00
		Profes-sional skills (Contd..)	• Manage to resolve problems related to sourcing and allocating of resources during implementation of merchandising plans • Identify immediate or temporary solutions to resolve delays • Identify customer buying behavior and plan merchandising schemes accordingly • Analyse data collected in reports to be able to plan future merchandising events • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to thought and action				Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 02:00

2	Comply to store policies, merchandising norms and statutory regulations while executing themes and plots	Ensure compliance to all store policies, vendor guidelines and statutory regulations for specific merchandising themes & plots	• Identify and adhere to store policies and budgets with respect to visual merchandising • Identify and adhere to statutory guidelines with respect to visual merchandising • Describe vendor guidelines with respect to visual merchandising • Describe category and brand norms with respect to visual merchandising • Check the suitability and availability of merchandise with the relevant decision-makers • Reach agreement with decision-makers concerning realistic arrangements and timescales for supply • Promptly make other arrangements to get hold of merchandise if it is not available within your timescales and cost limits	RAS/N0402 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Ensure compliance to all store policies, vendor guidelines and statutory regulations for specific merchandising themes & plots (Contd..)					Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Follow organisational policies	• Apply relevant legislation, standards, policies, and procedures followed by company and brand 2. Analyse service request procedures, tools, and techniques • Identify how to compare selected merchandise with the display requirements • Practice how to check whether merchandise is available • Interpret how to arrange for merchandise to be delivered • Distinguish the different purposes of displays and their use in visual merchandising	RAS/N0402 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9	Classroom lecture/ PPT session, Practical demonstration	Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00
		Follow organisational policies (Contd..)					Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

						Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	
			• Evaluate different approaches to use for displaying different kinds of merchandise • Support the decision-makers who you need to agree your choices of merchandise with • Appraise the people who can supply the merchandise you need for display					
		Technical knowledge	• Prepare category merchandising norms • Identify brand policies, statutory regulations	RAS/N0402 KB1, KB2	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Writing skills	• Organise category merchandising norms • Implement brand policies, statutory regulations	RAS/N0402 SA1, SA2	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Reading skills	• Read and understand relevant documents received from the head office/industry /brand owners/store • Read and interpret notices and circulars related to guidelines and norms	RAS/N0402 SA3, SA4	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Listening and speaking skills	• Explain guidelines and directives to team members and customers • Complete tasks allocated by relevant stakeholders • Identify, accept and communicate feedback on the plans/scheme • Communicate with vendors as per requirements	RAS/N0402 SA5, SA6, SA7, SA8	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

		Professional skills	• Estimate decisions pertaining to the concerned area of work • Plan and organize implementation of merchandising themes and plots • Ensure thorough implementation so as to enhance customer experience • Inspect remove all process glitches possible in the plan/scheme	RAS/N0402 SB1, SB2, SB3, SB4	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Problem solving skills	• Recognise and anticipate problems and act to avoid them where possible • Resolve problems related to sourcing and allocating of resources during implementation of merchandising plans • Identify customer buying behavior and plan merchandising schemes for the specific product category	RAS/N0402 SB5, SB6, SB7, SB8, SB9	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Problem solving skills (Contd..)	• Analyse data collected in reports to be able to plan future merchandising events • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning or communication, as a guide to thought and action				Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
3	**Collect and analyze data to track the visual impact of promotions and events Corresponding NOS Code RAS/ N0403**	**Conduct store audits to identify and report impact of promotions and events on stock status**	• Track visual impact of all promotions and events organized by the head office/brands/store • Identify parameters to be observed and recorded to assess impact of promotions and events • Compare current data trends with past data trends	RAS/N0403 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00

		Conduct store audits to identify and report impact of promotions and events on stock status (Contd..)	• Draw inferences that are reasonable in terms of the purpose of the display and customers' responses to it • Identify improvements in the way visual merchandising is carried out at the store • Report findings and recommendations clearly to decision-makers • Assess information fairly when reviewing the effect of displays and layouts			Gondolas, Tables, Manne-quins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Dis-play (LED Lightbox), Signage Board, Of-fer /Policy Signage, Software (Photo-shop/ Illustra-tor/2D/3D Design), Camera that pro-vide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in inter-net, Glass window for Window Display	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Conduct audit of the display elements and assess their impact on the visual display	• Check that all the parts of the display are suitable for the purpose of the display and meet requirements • Check that the display meets requirements for easy access, safety and security • Identify safety and security risks to the display and choose suitable ways of reducing risks • Promptly make any adjustments within scope of authority that are needed to achieve the visual effect and to make the display safe and secure • Regularly check the display's visual effect from the customers view • Promptly report to the right person any problems and risks that are beyond the scope of responsibility • Gather enough information to allow you to make judgments about customers' responses to displays and layouts • Accurately interpret information about customers' responses	RAS/N0403 PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Conduct audit of the display elements and assess their impact on the visual display (Contd..)					Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

| | | Organi-sational context | • Distinguish stock movement of different product categories in the store
• Interpret ageing stocks in various categories
• Identify the company's visual design and merchandising policy
• Comprehend the meaning of 'validity' and 'reliability' in relation to interpreting information about customers' responses to displays and layouts
• Assess how to judge fairly the evidence of customers' responses against the agreed standards for displays and layouts
• Estimate how to draw reasonable conclusions about the effect of displays and layouts, bearing in mind the purpose of the display or layout and customers' responses to it | RAS/N0403
KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11, KA12, KA13, KA14 | Classroom lecture/ PPT session, Practical demonstration | Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Manne-quins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board, | Theory Duration (hh:mm) 03:00

Practical Duration (hh:mm) 04:00 |
| | | Organi-sational context (Contd..) | • Plan how to recognize improvements to be made to the way visual merchandising is carried out at the store
• Analyse how to present findings and recommendations clearly to decision-makers
• Interpret how to evaluate the visual effect of displays
• Justify how light, colour, texture, shape and dimension combine to achieve the visual effects needed for a display
• Examine different approaches to using displays for different types of merchandise | | | | Theory Duration (hh:mm) 03:00

Practical Duration (hh:mm) 05:00 |

			• Revise the dressing techniques for different types of merchandise how much authority one has to change displays • Identify company procedures and requirements for collecting information about customers' responses to displays			Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	
		Technical knowledge	• Evaluate marketing basics • Estimate consumer behaviour • Interpret market trends • 4.Discuss information on relevant themes and plans executed in the past • Record information on relevant themes and plans by competition/ industry • Compare different ways of analysing promotion data • Comprehend promotional strategies	RAS/N0403 KB1, KB2, KB3, KB4, KB5, KB6, KB7	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Reading and writing skills	• Prepare document reports • Read collected promotion data	RAS/N0403 SA1, SA2	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Oral communication skills	• Explain the importance of collecting promotion/ event data to the store team • Communicate the efficacy of the promotion/event to relevant stake holders • Interpret and convey feedback of promotion to organizers of the promotion/event	RAS/N0403 SA3, SA4, SA5	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

		Professional skills	• Implement appropriate decisions regarding the responsibilities of the job role • Plan and organize promotion/feedback data collected • Evaluate and incorporate customer feedback in the data analysis	RAS/N0403 SB1, SB2, SB3	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Problem solving skills	• Identify and think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) • Use the existing data to arrive at specific data points • Use the existing data points to generate required reports for business • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	RAS/N0403 SB4, SB5, SB6, SB7	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
4	**Maintain visual merchandising elements in the store as per brand and store guidelines**	**Ensure maintenance and refreshing of existing displays, fixtures and other visual merchandising elements in line with company, store and brand guidelines**	• Implement checks and balances to ensure upkeep of tools, displays, fixtures and props of existing themes • Organize new props in case of damaged/ distressed props, displays, fixtures and tools • Establish uniformity of displays across stores • Collect and record accurate information on price changes • Give accurate, up-to-date price information to the staff who need it • Regularly check price marking and promptly sort out any pricing problems you spot	RAS/N0404 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00

		Ensure maintenance and refreshing of existing displays, fixtures and other visual merchandising elements in line with company, store and brand guidelines (Contd..)	• Make sure that stock replenishment plans are up-to-date and realistic • Deal with out-of-date or deteriorating stock in line with company policy and any relevant laws • Involve staff in spotting potential improvements to the way stock is organised and presented • Get permission from the right person, where necessary, to improve the way stock is organised and presented • Make sure that you maintain customer goodwill and staff morale while stock is being reorganized • Ensure compliance to all safety measures			Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Organisational context	• Employ the elements of visual merchandising like props, fixtures etc. • Distinguish brand norms with respect to visual merchandising elements • Assess organizational norms with respect to visual merchandising elements • Evaluate statutory norms with respect to visual merchandising elements • Explain process of changing/modifying/ updating visual merchandising elements • Explain how to collect and record information about prices • Estimate how to check stock rotation and the quality of goods on display	RAS/N0404 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00

		Organi-sational context (Contd..)	• Evaluate what can happen to stock that is not stored correctly or renewed as needed • Recognise how to replenish and rotate stock and deal with sub-standard goods • Discuss how to check pricing and price marking, correct mistakes and change prices • Explain why it is important to record price changes accurately			Products for display (mix of ap-parels, ac-cessories, consumer durables, food/gro-cery prod-ucts etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Manne-quins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Dis-play (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Technical knowledge	• Formulate brand policies, statutory regulations • Plan how to maintain visual merchandising elements • Organise most commonly used processes to maintain tools, displays, fixtures and props of existing themes	RAS/N0404 KB1, KB2, KB3	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Writing skills	• Prepare document checks and balances	RAS/N0404 SA1	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00
		Reading skills	• Read about new processes/tools • Interpret instructional documents such as safety rules, operating and maintenance instructions, and procedure manuals	RAS/N0404 SA2, SA3	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00
		Oral com-munica-tion skills	• Discuss task lists, schedules, and work-loads with co-workers • Provide clear instructions to store members	RAS/N0404 SA4, SA5	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00

		Professional skills	• Employ decisions pertaining to the concerned area of work • Plan and organize feedback files/ documents • Manage relationships with customers who may be stressed, confused, or angry • Build customer relationships and use customer centric approach	RAS/N0404 SB1, SB2, SB3, SA4	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00
		Problem solving skills	• Identify, capture and act quickly on changing in-store conditions compared to others brands, accurately analyse and interpret the findings for key stakeholders to provide actionable solutions • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	RAS/N0404 SB5, SB6	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 05:00
5	**Update self on industry trends and best practices through continuous learning and Innovation**	**Identify opportunities for resolving problems and improving business operations**	• Collect information about business operations from relevant sources to evaluate the potential for improvement within one's area of responsibility • Monitor and analyse information sufficiently to reveal any actual or potential problems • Encourage staff and colleagues to identify potential improvements and to comment constructively on others' ideas	RAS/N0405 PC1, PC2, PC3, PC4, PC5	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures,	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00

Identify opportunities for resolving problems and improving business Operations (Contd..)	• Assess potential improvements for their relevance, practicality, consistency with organisation policy and style and ease of implementation • Select ideas for suggestion and implementation which offer the greatest potential for maximising the benefits to the business and the client			banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
Recommend improvements to business operations	• Make recommendations for improvements to management in a form which is suitable for their use and supported by relevant information • Explain the benefits which improvements could bring and the resources needed to implement improvements • Communicate appropriately to the decision makers • Give decision makers adequate opportunities to ask questions and to seek clarification	RAS/N0405 PC6, PC7, PC8, PC9	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
Contribute to the implementation of improvements to business operations	• Monitor and evaluate information about improvements and their purpose to find out whether they are effective • Confirm and clarify the content and time-scales of implementation with decision makers • Explain plans to relevant individuals in a manner which encourages understanding and effective implementation	RAS/N0405 PC10, PC11, PC12, PC13, PC14, PC15	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

		Contribute to the implementation of improvements to business operations (Contd..)	• Give appropriate support, encouragement, advice and orientation to individuals for as long as is necessary • to achieve effective implementation • Seek advice and support as soon as possible when specific implementation problems come to light • Demonstrate, in your behaviour, commitment to • achieving the benefits of the improvement throughout implementation			Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Conduct market visits to keep abreast of industry best practices and trends	• Identify market trends and running offers from comparative brands • Share data and relevant reports with concerned stakeholders • Co-create promotions and offers as per business demand • Study success stories and examples	RAS/N0405 PC16, PC17, PC18, PC19	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
		Leverage & share experiences from wholesale and brand stores to ensure best practice sharing	• Identify running offers and their returns from wholesale and brand stores • Share data with store managers and marketing supervisors	RAS/N0405 PC20, PC21	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00

| 6 | Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans | Establish working relationships with in-store staff, marketing teams and external stakeholders | • Identify external stakeholders and the nature of their interest in the activities and performance of the organisation
• Establish working relationships with relevant internal and external stakeholders
• Recognise and respect the roles, responsibilities, interests and concerns of stakeholders and particularly in situations of matrix management, their managers' requirements
• Create a climate of trust and mutual respect, particularly where one has no authority, or shared authority, over those he/she is working with
• Understand difficult situations and issues from stakeholders' perspectives and provide support, where necessary, to move things forward
• Provide stakeholders with appropriate information to enable them to perform effectively
• Consult stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks
• Fulfil agreements made with stakeholders and let them know | RAS/N0406 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16 | Classroom lecture/ PPT session, Practical demonstration | Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, | Theory Duration (hh:mm) 03:00

Practical Duration (hh:mm) 04:00 |

			• Advise stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements • Identify and resolve conflicts of interest and disagreements with stakeholders in ways that minimise damage to work and activities and to the stakeholders involved • Monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement • Seek and provide feedback in order to improve one's own and stakeholders' performance • Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders • Enhance store team awareness about visual merchandising and its importance • Collaborate with team to create design themes and plans and to ensure smooth and efficient implementation of events • Collaborate with business, sales managers and retail managers to discuss sales strategies		banners POS Display (LED Lightbox), Signage Board, Offer / Policy Signage, Software (Photoshop/Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/Digital Camera), Laptop/Tab/Computer with built in internet, Glass window for Window Display	banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/Digital Camera), Laptop/Tab/Computer with built in internet, Glass window for Window Display	

Build and improve vendor relationships as per business requirement	• Identify resources needed for implementation of visual merchandising guidelines/events/themes • Identify vendor support required for store specific events • Liaison with vendor to ensure availability of required resources in a timely manner • Adhere to checklist for vendor payments • Ensure vendor meets the terms and conditions of business	RAS/N0406 PC17, PC18, PC19, PC20, PC21	Classroom lecture/ PPT session, Practical demonstration	Products for display (mix of apparels, accessories, consumer durables, food/grocery products etc.), Product planogram Shelves for Stacking Products, Gondolas, Tables, Mannequins (Full/ Half Bust), Danglers, Wobblers, Hangers, Fixtures, banners POS Display (LED Lightbox), Signage Board,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00
Organisational context	• Recognise the benefits of developing productive working relationships with stakeholders • Interpret how to identify organization's stakeholders, including background information and the nature of their interest in the organization • Evaluate the principles of effective communication and how to apply them in order to communicate effectively with stakeholders • Explain why it is important to recognize and respect the roles, responsibilities, interests and concerns of stakeholders • Discuss the importance of creating a climate of trust and mutual respect where one has no authority, or shared authority, over those he/she is working with	RAS/N0406 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11, KA12, KA13, KA14, KA15, KA16, KA17, KA18	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 04:00

						banners
			• Evaluate the importance of understanding difficult situations and issues from other perspectives and providing support, where necessary, to move things forward			POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	
			• Assess how to identify and meet the information needs of stakeholders				
			• 8.Identify how to consult with stakeholders in relation to key decisions and activities				
			• Interpret how to identify conflicts of interest with stakeholders and the techniques that can be used to manage or remove them.				
			• Evaluate how to manage the expectations of stakeholders				
			• Explain how to monitor and review the effectiveness of working relationships with stakeholders				
			• Assess how to get and make effective use of feedback from stakeholders				
			• Examine current and emerging trends and developments in your industry or sector				
			• Identify sector-specific legislation, regulations, guidelines and codes of practice 15. Discuss mechanisms for consulting with stakeholders on key decisions and activities				
			• List the organization's planning and decision-making processes				

			• Propose standards of behaviour and performance that are expected in the organization • Design mechanisms in place for monitoring and reviewing the effectiveness of working relationships with stakeholders			banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	
		Technical skills	• Implement vendor management	RAS/N0406 KB1	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00
		Reading and writing skills	• Write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct • Read information accurately	RAS/N0406 SA1, SA2	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00
		Oral communication skills	• Discuss task lists, schedules, and workloads with co-workers • Demonstrate questioning and active listening to determine and respond to stakeholder queries	RAS/N0406 SA3, SA4	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00
		Professional skills	• Develop decisions pertaining to the concerned area of work • Plan, organize and deliver as per commitments made to respective stakeholders • Communicate and collaborate with internal stakeholders to address customer needs	RAS/N0406 SB1, SB2, SB3	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00

		Problem solving skills	• Identify immediate or temporary solutions to resolve delays • Evaluate and co-create long term solutions for identified problems • Interpret and infer data • Identify and break down complex problems into single and manageable components within his/her area of work • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	RAS/N0406 SB4, SB5, SB6, SB7, SB8, SB9	Classroom lecture/ PPT session, Practical demonstration	banners POS Display (LED Lightbox), Signage Board, Offer /Policy Signage, Software (Photoshop/ Illustrator/2D/3D Design), Camera that provide good picture quality (Mobile Camera/ Digital Camera), Laptop/ Tab/ Computer with built in internet, Glass window for Window Display	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 03:00
7	Employ-ability Skills	Introduction to Employability Skills	• 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 internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product	1.5 Hours
		Constitutional values - Citizenship	• 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.	DGT/VSQ/N0102			1.5 Hours

		Becoming a Professional in the 21st Century	• Discuss 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.	DGT/VSQ/ N0102		categories and offers(- Different Types), Calcula- tor, Stock Amirah, Sale (POS) Terminal (Computer, Cash draw- er, Receipt printer, Barcode scanner, Card swiping ma- chine), Dummy Products (Products with ad – on acces- sories such as mobile hand- sets with ear phones etc.) Point of with barcode, spe- cifica- tions, price tags, VM elements (Manne- quins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fix- tures, Banners, Posters,	2.5 Hours
		Basic English Skills	• 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	DGT/VSQ/ N0102	Classroom lecture/ Power- Point Pre- sentation/ Question & Answer and Group Discussion	LCD Projec- tor, Laptop/ Computer with inter- net, White Board, Flip Chart, Markers, Trainer Chair & Table, Demon- stration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Dis- play/ Boards/ Standees for product categories and offers(- Dif- ferent Types), Calcula- tor, Stock Amirah,	10 Hours
		Career Devel- opm-ent & Goal Setting	• Create a career development plan with well-defined short- and long-term goals	DGT/VSQ/ N0102			2 Hours

		Commu-nication Skills	• 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	DGT/VSQ/ N0102			5 Hours
		Diversity & Inclusion	• Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • Discuss the significance of escalating sexual harassment issues as per POSH act.	DGT/VSQ/ N0102		POS Display (LED Light box); Signage Board; Of- fer / Policy Sig-nage), Shop-ping Basket/ Shopping Cart, Dum- my Fire Extinguish- ers	2.5 Hours
		Financial and Legal Literacy	• 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	DGT/VSQ/ N0102			5 Hours
		Essential Digital Skills	• 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 behavior while browsing, using various social media platforms, e-mails, etc., safely and securely • Create sample word documents, excel sheets and presentations using basic features	DGT/VSQ/ N0102			10 Hours

		Entrepre-neurship	• 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 requirement • Create a sample business plan, for the selected business opportunity	DGT/VSQ/N0102			7 Hours
		Customer Service	• Describe the significance of analyzing 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	DGT/VSQ/N0102			5 Hours

		Getting Ready for apprenticeship & Jobs	• 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	DGT/VSQ/ N0102			8 Hours
Total							**Theory: 210:00 Practical: 270:00**
OJT							**60:00**
Total Duration							**Theory + Practical + OJT + ES = 540:00**

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Cashier	
Job Role	Visual Merchandiser
Qualification Pack	RAS/Q0402 V3.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2.	Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3.	SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4.	Individual NCVET recognised assessment agencies will prepare the theory and practical question papers.
5.	The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6.	Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7.	The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.
8.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
9.	To pass the Qualification Pack assessment, every trainee should score a minimum of 70% aggregate passing percentage recommended at QP Level.
10.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
11.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0401 (Enhance store visibility by implementing attractive visual displays to support store profitability)	**Conform to visual merchandising guidelines - company norms, market trends and brand guidelines**	**11**	**11**
	PC1. identify company trends with respect to products and marketing thereof	1.5	1.5
	PC2. identify target customer base, category- wise sales pattern, market trends	1.5	1.5
	PC3. identify elements such as available space, lighting, props and visual merchandising accessories in order to design relevant and effective plots and themes	1.5	1.5
	PC4. identify possible problems in putting layouts together and work out ways of sorting them out	2	2
	PC5. create displays that achieve the visual effect as required and are consistent with the companys visual design policy	1.5	1.5
	PC6. follow company procedures for using ladders, tools and equipment safely	1.5	1.5
	PC7. use the design brief to identify the focal points of the display	1.5	1.5
	Enhance cross category merchandising and increase add-on sales	**15**	**15**
	PC8. identify seasonality and past sales patterns with respect to the merchandise category	1.5	1.5
	PC9. identify related categories across which merchandising themes and events can be planned	1.5	1.5
	PC10. match customer needs to category advantages and benefits	1.5	1.5
	PC11. identify opportunities for cross selling across related categories in order to design effective schemes	1.5	1.5
	PC12. design and validate relevant offers and merchandising themes	1.5	1.5
	PC13. implement relevant offers and merchandising themes	1.5	1.5
	PC14. position merchandise, graphics and signs according to guidelines and in ways that attract the attention and interest of customers and give customers the information they need	1.5	1.5
	PC15. implement and adhere to themes and plots in accordance with the above variables so as to maximize returns for the desired category in the store	1.5	1.5
	PC16. choose shapes, colors and groupings that are suited to the purpose and style of the display	1.5	1.5
	PC17. check that the finished display meets health and safety guidelines and legal requirements	1.5	1.5
	Map product offers to theme based visual merchandising plans	**15**	**15**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC18. list tasks and activities involved in the merchandising plan	11	11
	PC19. create visual displays based on the requirements set by the marketing department	1.5	1.5
	PC20. finalize designs and create detailed floor plans	1.5	1.5
	PC21. assemble and dismantle displays, if and when required	1.5	1.5
	PC22. assess resources involved in executing the merchandising plan	1.5	1.5
	PC23. ensure the availability of resources required to execute the merchandising plan	1.5	1.5
	PC24. implement merchandising plan/theme at the store	1.5	1.5
	PC25. assess the merchandising plan and record observations related to the same	1.5	1.5
	PC26. measure performance of merchandising plans/themes	1.5	1.5
	PC27. group merchandise appropriately for the purpose and style of display, the selling features of the merchandise and the visual effect needed under the design brief	1.5	1.5
	Focus on sales improvement of specific product categories	**9**	**9**
	PC28. keep abreast of information on faltering categories, slow moving categories and ageing products in store	1.5	1.5
	PC29. create innovative merchandising themes and plots to improve performance of such categories for the specific store	1.5	1.5
	PC30. validate merchandising themes and plots with all concerned stakeholders	1.5	1.5
	PC31. implement the approved merchandising themes and plots	1.5	1.5
	PC32. evaluate performance of merchandising themes and plots post implementation	1.5	1.5
	PC33. accurately identify health, safety and security arrangements from plans, elevations and drawings	1.5	1.5
	NOS Total	**50**	**50**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0402 (Comply to store policies, merchandising norms and statutory regulations while executing themes and plots)	**Ensure compliance to all store policies, vendor guidelines and statutory regulations for specific merchandising themes & plots**	**50**	**50**
	PC1. identify and adhere to store policies and budgets with respect to visual merchandising	8	8
	PC2. identify and adhere to statutory guidelines with respect to visual merchandising	8	8
	PC3. describe vendor guidelines with respect to visual merchandising	8	8
	PC4. describe category and brand norms with respect to visual merchandising	8	8
	PC5. check the suitability and availability of merchandise with the relevant decision-makers	6	6
	PC6. reach agreement with decision-makers concerning realistic arrangements and timescales for supply of merchandising elements	6	6
	PC7. promptly make other arrangements to get hold of merchandise if it is not available within your timescales and cost limits	6	6
	NOS Total	**50**	**50**
RAS/N0403 (Collect and analyze data to track the visual impact of promotions and events)	**Conduct store audits to identify and report impact of promotions and events on stock status**	**25.5**	**25.5**
	PC1. track visual impact of all promotions and events organized by the head office/brands/store	3	3
	PC2. identify parameters to be observed and recorded to assess impact of promotions and events	3.3	3.3
	PC3. compare current data trends with past data trends	3.3	3.3
	PC4. agree suitable standards for assessing the effect of displays and layouts	3.3	3.3
	PC5. draw inferences that are reasonable in terms of the purpose of the display and customers responses to it	3.3	3.3
	PC6. identify improvements in the way visual merchandising is carried out at the store	3	3
	PC7. report findings and recommendations clearly to decision-makers	3	3
	PC8. assess information fairly when reviewing the effect of displays and layouts	3	3
	Conduct audit of the display elements and assess their impact on the visual display	**24.8**	**24.8**
	PC9. check that all the parts of the display are suitable for the purpose of the display and meet requirements	3	3
	PC10. check that the display meets requirements for easy access, safety and security	3	3

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC11. identify safety and security risks to the display and choose suitable ways of reducing risks	3	3
	PC12. promptly make any adjustments within scope of authority that are needed to achieve the visual effect and to make the display safe and secure	3	3
	PC13. regularly check the displays visual effect from the customers view	3	3
	PC14. promptly report to the right person any problems and risks that are beyond the scope of responsibility	3.3	3.3
	PC15. gather enough information to allow you to make judgments about customers responses to displays and layouts	3.2	3.2
	PC16. accurately interpret information about customers responses	3.3	3.3
	NOS Total	**50**	**50**
RAS/N0404 (Maintain visual merchandising elements in the store as per brand and store guidelines)	**Ensure maintenance and refreshing of existing displays, fixtures and other visual merchandising elements in line with company, store and brand guidelines**	**50**	**50**
	PC1. implement checks and balances to ensure up-keep of tools, displays, fixtures and props of existing themes	4.1	4.1
	PC2. organize for new props in case of damaged/ distressed props, displays, fixtures and tools	4.1	4.1
	PC3. establish uniformity of displays across stores	4.1	4.1
	PC4. collect and record accurate information on price changes	4.2	4.2
	PC5. give accurate, up-to-date price information to the staff who need it	4.2	4.2
	PC6. regularly check price marking and promptly sort out any pricing problems you spot	4.2	4.2
	PC7. make sure that stock replenishment plans are up-to-date and realistic	4.2	4.2
	PC8. deal with out-of-date or deteriorating stock in line with company policy and any relevant laws	4.2	4.2
	PC9. involve staff in spotting potential improvements to the way stock is organised and presented	4.2	4.2
	PC10. get permission from the right person, where necessary, to improve the way stock is organised and presented	4.2	4.2
	PC11. make sure that you maintain customer goodwill and staff morale while stock is being reorganized	4.2	4.2
	PC12. ensure compliance to all safety measures	4.1	4.1
	NOS Total	**50**	**50**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0405 (Update self on industry trends and best practices through continuous learning and innovation)	**Identify opportunities for resolving problems and improving business operations**	**14**	**14**
	PC1. collect information about business operations from relevant sources to evaluate the potential for improvement within ones area of responsibility	3	3
	PC2. monitor and analyse information sufficiently to reveal any actual or potential problems	3	3
	PC3. encourage staff and colleagues to identify potential improvements and to comment constructively on others ideas	2	2
	PC4. assess potential improvements for their relevance, practicality, consistency with organisation policy and style and ease of implementation	3	3
	PC5. select ideas for suggestion and implementation which offer the greatest potential for maximising the benefits to the business and the client	3	3
	Recommend improvements to business operationsContribute to the implementation of improvements to business operationsRecommend improvements to business operationsContribute to the implementation of improvements to business operations	**21**	**21**
	PC6. make recommendations for improvements to management in a form which is suitable for their use and supported by relevant information	3	3
	PC7. explain the benefits which improvements could bring and the resources needed to implement improvements	2	2
	PC8. communicate appropriately to the decision makers	2	2
	PC9. give decision makers adequate opportunities to ask questions and to seek clarification	2	2
	PC10. monitor and evaluate information about improvements and their purpose to find out whether they are effective	2	2
	PC11. confirm and clarify the content and time- scales of implementation with decision makers	2	2
	PC12. explain plans to relevant individuals in a manner which encourages understanding and effective implementation	2	2
	PC13. give appropriate support, encouragement, advice and orientation to individuals for as long as is necessary to achieve effective implementation	2	2
	PC14. seek advice and support as soon as possible when specific implementation problems come to light	4.2	4.2
	PC15. demonstrate, in your behaviour, commitment to achieving the benefits of the improvement throughout implementation	2	2
	Conduct market visits to keep abreast of industry best practices and trends	**10**	**10**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC16. identify market trends and running offers from comparative brands	3	3
	PC17. share data and relevant reports with concerned stakeholders	2	2
	PC18. co-create promotions and offers as per business demand	3	3
	PC19. study success stories and examples	2	2
	Leverage & share experiences from wholesale and brand stores to ensure best practice sharing	**5**	**5**
	PC20. identify running offers and their returns from wholesale and brand stores	3	3
	PC21. share data with store managers and marketing supervisors	2	2
	NOS Total	**50**	**50**
RAS/N0406 (Liaise effectively with internal and external stakeholders to effectively implement visual merchandising plans)	**Establish working relationships with in-store staff, marketing teams and external stakeholders**	**39**	**39**
	PC1. identify external stakeholders and the nature of their interest in the activities and performance of the organisation	2.5	2.5
	PC2. establish working relationships with relevant internal and external stakeholders	2.5	2.5
	PC3. recognise and respect the roles, responsibilities, interests and concerns of stakeholders and particularly in situations of matrix management, their managers requirements	2.5	2.5
	PC4. create a climate of trust and mutual respect, particularly where one has no authority, or shared authority, over those he/she is working with	2.5	2.5
	PC5. understand difficult situations and issues from stakeholders perspectives and provide support, where necessary, to move things forward	2.5	2.5
	PC6. provide stakeholders with appropriate information to enable them to perform effectively	2.5	2.5
	PC7. consult stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks	2.5	2.5
	PC8. fulfil agreements made with stakeholders and let them know	2.5	2.5
	PC9. advise stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements	2.5	2.5
	PC10. identify and resolve conflicts of interest and disagreements with stakeholders in ways that minimise damage to work and activities and to the stakeholders involved	2.5	2.5
	PC11. monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement	2.5	2.5
	PC12. seek and provide feedback in order to improve ones own and stakeholders performance	2.5	2.5

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC13. monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders	2	2
	PC14. enhance store team awareness about visual merchandising and its importance	2	2
	PC15. collaborate with team to create design themes and plans and to ensure smooth and efficient implementation of events	2.5	2.5
	PC16. collaborate with business, sales managers and retail managers to discuss sales strategies	2.5	2.5
	Build and improve vendor relationships as per business requirement	**11**	**11**
	PC17. identify resources needed for implementation of visual merchandising guidelines/events/themes	2	2
	PC18. identify vendor support required for store specific events	2	2
	PC19. liaison with vendor to ensure availability of required resources in a timely manner	2.5	2.5
	PC20. adhere to checklist for vendor payments	2	2
	PC21. ensure vendor meets the terms and conditions of business	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 employa-bility portals	-	-
	Constitutional values – Citizenship	**1**	**1**
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizen-ship, responsibility towards society etc. and per-sonal values and ethics such as honesty, integri-ty, caring and respecting others, etc.	-	-
	PC4. follow environmentally sustainable practices	-	-
	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 contin-uous learning etc. in personal and professional life	-	-
	Basic English Skills	**2**	**3**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC7. use basic English for everyday conversa-tion in different contexts, in person and over the telephone	-	-
	PC8. read and understand routine infor-mation, notes, 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 ap-titude	-	-
	Communication Skills	**2**	**2**
	PC12. follow verbal and non-verbal communica-tion etiquette and active listening techniques in various settings	-	-
	PC13. work collaboratively with others in a team	-	-
	Diversity & Inclusion	**1**	**2**
	PC14. communicate and behave appropriately with all genders and PwD	**-**	**-**
	PC15. escalate any issues related to sexual har-assment at workplace according to POSH Act	**-**	**-**
	Financial and Legal Literacy	**2**	**3**
	PC16. select financial institutions, products and services as per requirement	-	-
	PC17. carry out offline and online financial trans-actions, safely and securely	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-
	Essential Digital Skills	**3**	**4**
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-
	Entrepreneurship	**2**	**3**

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

Module No.	Unit No.	Topic Name	Page No.	Link for QR code (s)	QR code (s)
1. Introduction	Unit 1.1 - The Retail Industry in India	Common Types of retailers	12	https://www.youtube.com/watch?v=Np090VK-Tzt	
	Unit 1.2 - Role of Visual Merchandiser	Development of Retail Sector in India	12	https://www.youtube.com/watch?v=lmuKoz9a-WGY	
		Retail 2020 | 5 Technologies that will change the way you shop	12	https://www.youtube.com/watch?v=iRvaWH-k3A8k	
2. Enhance Store Visibility by Implementing Attractive Visual Displays to Support Store Profitability	Unit 2.1 - Industry Trends	What does a visual merchandiser actually do?	32	https://www.youtube.com/watch?v=HpTQm-l8OyHs	
	Unit 2.2 - Planning Proper Display of Products	Merchandising Display Techniques	32	https://www.youtube.com/watch?v=O4bKPB-CEVWc	
	Unit 2.3 - Setting up the Store	Visual Merchandising - What it is, Types, Techniques, Five senses, Advantages, Examples	32	https://www.youtube.com/watch?v=OV89T-3FMlLc	
	Unit 2.4 - Merchandising Designs and Themes	Important Elements of Visual Merchandising in Retail	32	https://www.youtube.com/watch?v=9-Ng8w-Pd9Z4	

Module No.	Unit No.	Topic Name	Page No.	Link for QR code (s)	QR code (s)
3. Store Policies, Merchandising Norms and Statutory Regulations While Executing Themes and Plots	Unit 3.1 - Policies and Guidelines in Visual Merchandising	What is Planogram In Retail? | Importance of Planogram	42	https://youtu.be/vWsZPl-OF31k?si=IF0oySX298kuff50	
6. Update Self on Industry Trends and Best Practices through Continuous Learning and Innovation	Unit 6.1 - Methods of Self-Improvement	How AI is transforming Retail Industry?	94	https://www.youtube.com/watch?v=FSHa-Odu9tgA	
	Unit 6.2- Implementa-tion of Ideas	The 7 Essential Pillars of Personal Development | Brian Tracy	94	https://www.youtube.com/watch?v=AWGayyX-9I6o	
	Unit 6.3 - Management of Responsibilities	Marketing Strategies	94	https://www.youtube.com/watch?v=K-toon-r7JAw	
7. Liaise Effectively with Internal and External Stakeholders to Effectively Implement Visual Merchandising Plans	Unit 7.1 - Communicat-ion with the Stakeholders	Effectively engage with Stakeholders	112	https://www.youtube.com/watch?v=1k2MF1mGDgQ	
	Unit 7.2 - Communicat-ion with the Store Team	Communication and Collabora-tion	112	https://www.youtube.com/watch?v=KGZSu7RXMH4	

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