

Model Curriculum

Retail Departmental Manager

SECTOR : RETAIL

SUB-SECTOR : RETAIL OPERATIONS

OCCUPATION : STORE OPERATIONS

REF. ID : RAS/Q0106 VERSION 1.0

NSQF LEVEL: 6



Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

RETAILERS ASSOCIATION'S SKILL COUNCIL OF INDIA

for the

MODEL CURRICULUM

Complying to National Occupational Standards of

Job Role/ Qualification Pack: **'Retail Departmental Manager'** QP No. **'RAS/Qo2o6 NSQF Level 6'**

Date of Issuance: July 19th, 2017

Valid up to: July 18th, 2019

* Valid up to the next review date of the Qualification Pack

Authorised Signatory
(Retailers Association's Skill Council of India)

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Retail Departmental Manager

Curriculum / Syllabus

This program is aimed at training candidates for the job of a “Retail Departmental Manager”, in the “Retail” Sector/Industry and aims at building the following key competencies amongst the learner

Program Name	Retail Departmental Manager		
Qualification Pack Name & Reference ID.	Retail Departmental Manager RAS/Q0106 VERSION 1.0		
Version No.	1.0	Version Update Date	27-07 – 2017
Pre-requisites to Training	Preferred 13 th Pass (1st Year Bachelor)		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Plan visual merchandising • Establish and satisfy customer needs • Monitor and manage store performance • Provide leadership for your team • Build and manage store team • Allocate and check work in your team • Develop individual retail service opportunities • Communicate effectively with stakeholders • Help maintain health and safety • Work effectively in a Retail team • Work effectively in an organisation • Manage a budget 		

This course encompasses 12 out of 12 National Occupational Standards (NOS) of “Retail Departmental Manager” Qualification Pack issued by “Retailers Association's Skill Council of India”.

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	<p>To plan visual merchandising</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0139</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Identify the purpose, content and style of the display. • Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. • Evaluate whether the place to put the display is likely to fulfil the design brief. • Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority. • Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention. • Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person. • Verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed. • Check the progress of deliveries and take suitable action if delays seem likely. • Update stock records to account for merchandise on display. <p>The learners should be able to:</p> <ul style="list-style-type: none"> • Role of displays in marketing, promotional and sales campaigns and activities. • Importance and content of the design brief. • The company policies for visual design. • The role of displays in marketing, promotional and sales campaigns and activities. • How to use the design brief to identify what you need for the display. • The merchandiser or buyer who needs to be consulted about merchandise and props. • How stock records must be updated to account for merchandise on display. • How to use the design brief to identify what you need for the display • Different approaches to designing displays for different types of merchandise, and why these are effective. • How to evaluate the potential places to put the display so you meet the design brief. • How to use the design brief to identify what you need for the display. • Different approaches to designing displays for different types of merchandise, and why these are effective. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger</p>

		<ul style="list-style-type: none"> • How light, colour, texture, shape and dimension combine to achieve the effects you need. • How to assess the potential of places to put displays to meet the design brief • How to arrange delivery of merchandise and monitor the progress of deliveries 	<p>for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample</p>
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<p>2</p>	<p>To establish and satisfy customer needs</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0140</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Stay alert to, and make unobtrusive observations about customer choices and movements within the store. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary. Help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases. Advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas. Ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> Appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment. Measurement and calibration of the quantity and quality of product and supplies the customer wants. Make near-appropriate judgments about different types of customers, their requirements, choices and preferences. Help select the most appropriate products and supplies based on the knowledge of such judgments. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts</p>
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		<ul style="list-style-type: none"> • Provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer. • Suggest alternative products and supplies when products the customer wants are out of stock. • Suggest suitable products and supplies when the customer is undecided • Relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase. • Individual preferences, choices and opinions of customers through proper attention, listening and conversing. • Preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store. • Provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited. • Utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases. • Provide appropriate assistance, information or advice, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases. • Provide accurate information on store promotions on offer at the time of purchase to effect customer purchases. • Make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies. • Suit your mannerisms to extend a personalized purchase experience to the customer. • How to maintain brief, to-the-point, accurate and polite responses to customer queries. • How to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer. • How to guide the customer with the right information and advice, when solicited. • How to ensure customer comfort, and avoid customer discomfort, within store premises. • How to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies. • How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia. 	<p>Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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		<ul style="list-style-type: none"> • How to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or haveperished or rendered inedible or non-consumable. • What suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision. • What suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant. 	
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<p>3</p>	<p>To monitor and manage store performance</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0141</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Monitor retail operations against targets. • Check that the quality of the products and customer service are maintained. • Adapt allocation of work activities to meet changing priorities and targets. • Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people. • Make recommendations to improve retail operations to relevant people. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Different ways of communicating effectively with members of a store team. • How to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). • How to plan the achievement of store team objectives and the importance of involving team members in this process. • The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives • The importance of encouraging others to take the lead and ways in which this can be achieved. • The benefits of and how to encourage and recognize creativity and innovation within a team. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing</p>
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			Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List
4	<p>To provide leadership for your team</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Set out and positively communicate the purpose and objectives of the storebusiness to all store team members. • Involve key store team members in planning how the team will achieve storebusiness objectives. • Encourage team members to take the lead when they have the knowledgeand expertise and show willingness to follow this lead. • Ensure that each member of the team has personal work objectives andunderstands how achieving these will contribute to achievement of the storebusiness's objectives. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual,</p>

	<p>Corresponding NOS Code RAS/N0142</p>	<ul style="list-style-type: none"> • Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved • Win, through your performance, the trust and support of the team for your leadership. • Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team. • Give team members support and advice when they need it especially if and during periods when the store business is below set goals. • Motivate team members to present their own ideas and listen to what they say. • Monitor activities and progress across the store team without interfering. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Different ways of communicating effectively with members of a store team. • How to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). • How to plan the achievement of store team objectives and the importance of involving team members in this process. • The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives. • That different styles of leadership exist. • How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements. • Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them. • The importance of encouraging others to take the lead and ways in which this can be achieved. • The benefits of and how to encourage and recognize creativity and innovation within a team. 	<p>HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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5	<p>To build and manage store team</p> <p>Theory Duration (hh:mm) 15:00</p> <p>Practical Duration (hh:mm) 15:00</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose. Identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual,</p>
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	<p>Corresponding NOS Code RAS/N0143</p>	<ul style="list-style-type: none"> • Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team. • Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress. • Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other. • Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust. • Allow time for the team to develop through its stages of growth. • Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members. • Encourage team members to share problems with each other and solve these creatively together. • Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole. • Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved. • Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose. • Disband the team if and when its purpose has been achieved and it is no longer required for other purposes. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • The principles of effective communication and how to apply them. • How to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose. • The importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so. • The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided. 	<p>HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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		<ul style="list-style-type: none"> • How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other. • The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust. • How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust. • The importance of encouraging open communication between team members, and how to do so. • How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole. • The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so. • The importance of celebrating team and individual successes together and commiserating together when things go wrong. • Ways of refocusing the team's energy on achieving its purpose. 	
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<p>6</p>	<p>To allocate and check work in your team</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0131</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Use information collected on the performance of team members in any formal appraisal of performance. • Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager. • Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members. • Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. • Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. • Support team members in identifying and dealing with problems and unforeseen events. • Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. • Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated. • Recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual,</p>
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		<ul style="list-style-type: none"> • Brief team members on the work they have been allocated and the standard or level of expected performance. • Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development. • Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources. • Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Different ways of communicating effectively with members of a team. • The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively. • How to plan the work of a team, including how to identify any priorities or critical activities and the available resources. • How to identify sustainable resources and ensure their effective use when planning the work of a team. • How to identify and take due account of health and safety issues in the planning, allocation and checking of work. • Why it is important to allocate work across the team on a fair basis and how to do so. • Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so. • The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them. • Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated. • Effective ways of regularly and fairly checking the progress and quality of the work of team members. • How to provide prompt and constructive feedback to team members. • How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements. 	<p>HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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		<ul style="list-style-type: none"> The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this. Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated. Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members. The type of problems and unforeseen events that may occur and how to support team members in dealing with them. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes. 	
7	<p>To develop individual retail service opportunities</p> <p>Theory Duration (hh:mm) 18:00</p> <p>Practical Duration (hh:mm) 18:00</p> <p>Corresponding NOS Code RAS/N0144</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets. Suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy. Follow company policies and procedures for building the client base. Review your progress against your plans at suitable intervals. Recognize whether you are achieving the results you need and adjusting your plans when necessary. Give your manager clear and accurate reports of your progress at the agreed times. Spot suitable opportunities to approach potential clients. Approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship. Quickly create a rapport with potential clients. Talk to potential clients in a persuasive way about your services. Compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair. Exchange relevant information with potential clients when appropriate. Record client information promptly, accurately and in a way that allows you to use the information effectively. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register,</p>

		<ul style="list-style-type: none"> • Store and use client information in line with data protection laws and company policy. • When it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Your sales targets and when you should achieve them by. • Client profiles relevant to the brands and services you are personally responsible for selling. • The number and types of clients you are likely to need in order to meet your sales targets. • Company policies and procedures for developing business relationships with clients. • How best to balance your time between finding new clients and selling to existing clients. • How often to review your progress in finding new clients. • How to measure your progress in ways that help you decide if you need to change your approach. • When and how you should report your progress to your manager. • The type of business relationships you need to create with potential clients. • The image your company wants to promote to customers. • The difference between features and benefits. • The features and benefits of the service you provide. • How to talk to potential clients in a persuasive way about your service. • How to find out about competitors' services. • How to compare competitors' services with yours, so that potential clients can understand how using your service would benefit them. • How to identify suitable opportunities for approaching potential clients. • How to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship. • How to create a rapport quickly with prospective clients. • The information you need to exchange with potential clients. • Why you need to keep any promises you make to potential clients, for example sending them information they have asked for. • How to record information about potential clients so that you can use it effectively. • Why client confidentiality is important to the business relationship. 	<p>Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in, a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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		<ul style="list-style-type: none">Relevant aspects of the data protection laws and company policy to do with client confidentiality.	
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8	<p>To communicate effectively with stakeholders</p> <p>Theory Duration (hh:mm) 18:00</p> <p>Practical Duration (hh:mm) 18:00</p> <p>Corresponding NOS Code RAS/N0145</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Pass on written information only to those people authorised to receive it and within agreed timescales. • Keep the information in written documents as required by your organization. • Maintain the communication mediums in line with your instructions and organisation's procedures. • Make sure the communication equipment you use is working properly, take corrective action as required. • Acknowledge incoming communication promptly and clearly, using appropriate terminology. • Pass on information to persons who require it within agreed timescales. • Check to ensure that the information you give is understood by the receivers. • Take prompt and effective action when there is difficulty in transmission or reception of information. • Accurately interpret and act upon instructions that you receive. • Make sure you get clarifications when you need to consult with and help your team members to maximise efficiency in carrying out tasks. • Give instructions to others clearly, at a pace and in a manner that helps them to understand. • Listen actively and identify the most important things that customers are saying. • Identify the most important things that customers are telling you. • Summarize information for customers. • Use appropriate body language when communicating with customers. • Read your customers' body language to help you understand their feelings and wishes. • Deal with customers in a respectful, helpful and professional way at all times. • Help to give good customer service by passing messages to colleagues. • Understand the roles and responsibilities of the different people you will be working with. • Agree and record arrangements for joint working that are appropriate and effective. • Agree to the information sharing timing, reasons and confidentiality. • Discuss on how and when the joint work will be monitored and reviewed. • Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards. • Represent your agency's views and policies in a clear and constructive way. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram,</p>
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		<ul style="list-style-type: none"> • Identify any tensions and issues in the joint working and seek to address them with the people involved. • Seek appropriate support when you are having difficulty working effectively with staff in other agencies. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • How to make sure information is correct and current. • The different documents / report formats that you are required to keep. • Organization's procedures and policies for preparing and passing on written information. • How to make sure your communication equipment is working properly and what to do if it isn't. • The limits of your authority and responsibility for passing on information. • The regulations or policies that you should follow for using communications systems, including for private use • What to do if there are problems in using communications equipment, and the location of alternatives that you could use. • The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.). • Who to ask if you need to clarify something, or ask questions about your work. • How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening. • How to use and read body language effectively • How to use questions to check that you understand what customers are telling you. • How to summarize and speak clearly. • The relevant legislation, organizational policies and procedures that apply to joint working. • The roles and functions of your stakeholders and their broad structures, methods of communication and decision making processes. • The principles and benefits of joint working between different stakeholders. • The factors likely to hinder joint working. 	<p>Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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<p>9</p>	<p>To help maintain health and safety</p> <p>Theory Duration (hh:mm) 11:00</p> <p>Practical Duration (hh:mm) 11:00</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Follow company procedures and legal requirements for dealing with accidents and emergencies. • Speak and behave in a calm way while dealing with accidents and emergencies. • Report accidents and emergencies promptly, accurately and to the right person. • Recognise when evacuation procedures have been started and following company procedures for evacuation. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in, a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of</p>
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	<p>Corresponding NOS Code RAS/N0122</p>	<ul style="list-style-type: none"> • Follow the health and safety requirements laid down by your company and bylaw, and encourage colleagues to do the same. • Promptly take the approved action to deal with risks if you are authorised to do so. • If you do not have authority to deal with risks, report them promptly to the right person. • Use equipment and materials in line with the manufacturer's instructions. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Company procedures and legal requirements for dealing with accidents and emergencies. • How reporting accidents and emergencies promotes health and safety. • Legal and company requirements for reporting accidents and emergencies. • Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are. • Health and safety requirements laid down by your company and by law. • How to set a good example contributing to health and safety in the workplace. • Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to. • Approved procedures for dealing with health and safety risks. • How to find instructions for using equipment and materials. • Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies. • Emergency response techniques. • How to use machinery and escape methods to have minimal loss to material and life. 	<p>digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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<p>10</p>	<p>To work effectively in a retail team</p> <p>Theory Duration (hh:mm) 14:00</p> <p>Practical Duration (hh:mm) 14:00</p> <p>Corresponding NOS Code RAS/N0137</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Display courteous and helpful behaviour at all times. • Take opportunities to enhance the level of assistance offered to colleagues. • Meet all reasonable requests for assistance within acceptable workplacetimeframes. • Complete allocated tasks as required. • Seek assistance when difficulties arise. • Use questioning techniques to clarify instructions or responsibilities. • Identify and display a non discriminatory attitude in all contacts withcustomers and other staff members. • Observe appropriate dress code and presentation as required by theworkplace, job role and level of customer contact. • Follow personal hygiene procedures according to organisational policy andrelevant legislation. • Interpret, confirm and act on workplace information, instructions andprocedures relevant to the particular task. • Interpret, confirm and act on legal requirements in regard to antidiscrimination,sexual harassment and bullying. • Ask questions to seek and clarify workplace information. • Plan and organise daily work routine within the scope of the job role. • Prioritise and complete tasks according to required timeframes. • Identify work and personal priorities and achieve a balance betweencompeting priorities. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • The policies and procedures relating to the job role. • The value system of the organisation. • Employee rights and obligations. • The reporting hierarchy and escalation matrix. • How to ask questions to identify and confirm requirements. • How to follow routine instructions through clear and direct communication. • How to use language and concepts appropriate to cultural differences. • How to use and interpret non-verbal communication. • The scope of information or materials required within the parameters of thejob role. • Consequences of poor team participation on job outcomes. • Work health and safety requirements. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in, a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for teambriefing, Product planogram,</p>
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			Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List
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<p>11</p>	<p>To work effectively in an organisation</p> <p>Theory Duration (hh:mm) 11:00</p> <p>Practical Duration (hh:mm) 11:00</p> <p>Corresponding NOS Code RAS/N0138</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> • Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available. • Make realistic commitments to colleagues and do what has been promised. • Let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives. • Encourage and support colleagues when working conditions are difficult. • Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. • Follow the company's health and safety procedures while working. • Discuss and agree with the right people goals that are relevant, realistic and clear. • Identify the knowledge and skills needed to achieve his/her goals. • Agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning. • Regularly check his/her progress and, when necessary, change the way of working. • Ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance. • Encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide. • Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice. • Give clear, accurate and relevant information and advice relating to tasks and procedures. • Explain and demonstrate procedures clearly, accurately and in a logical sequence. • Encourage colleagues to ask questions if they don't understand the information and advice given to them. • Give colleagues opportunities to practise new skills, and give constructive feedback. • Check that health, safety and security are not compromised when helping others to learn. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> • Team's purpose, aims and targets. • Responsibility for contributing to the team's success. • Colleagues' roles and main responsibilities. • The importance of sharing work fairly with colleagues. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram,</p>
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		<ul style="list-style-type: none"> The factors that can affect own and colleagues' willingness to carry outwork, including skills and existing workload. The importance of being a reliable team member. Factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes ofplan are within your control. The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support thatare likely to be valued by colleagues. The importance of good working relations, and techniques forremoving tension between colleagues. The importance of following the company's policies and procedures forhealth and safety, including setting a good example to colleagues. Who can help set goals, help plan your learning, and give youfeedback about your progress. How to identify the knowledge and skills he/she will need to achievehis/her goals. How to check his/her progress. How to adjust plans as needed to meet goals. How to ask for feedback on progress. How to respondpositively. How to help others to learn in the workplace. How to work out what skills and knowledge he/she can usefully share withothers. Health, safety and security risks that are likely to arise when people arelearning on the job, and how to reduce these risks. 	<p>Posters showing various types of digital payment options such as PayTM,PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
11	<p>To manage a budget</p> <p>Theory Duration (hh:mm) 18:00</p> <p>Practical Duration (hh:mm) 18:00</p> <p>Corresponding NOS Code RAS/N0151</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> Evaluate available information and consult with others to prepare a realisticbudget for the respective area or activity of work. Submit the proposed budget to the relevant people in the organisation forapproval and to assist the overall financial planning process. Discuss and, if appropriate, negotiate the proposed budget with the relevantpeople in the organisation and agree the final budget. Use the agreed budget to actively monitor and control performance for therespective area or activity of work. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required. 	<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Danglers, Wobblers, Hangers,</p>

		<ul style="list-style-type: none"> Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation. Provide ongoing information on performance against the budget to relevant people in your organisation. Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities. Gather information from implementation of the budget to assist in the preparation of future budgets. <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> The purposes of budgetary systems. The importance of spending time on and consulting with others in preparing a budget. The importance of agreeing revisions to the budget and communicating the changes. The importance of providing regular information on performance against the budget to other people. Types of fraudulent activities. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets. Factors, processes and trends those are likely to affect the setting of budgets in your industry/sector. The area or activity that the budget is for. The vision, objectives and operational plans for your area of responsibility. The budgeting period(s) used in your organisation. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets. The limits of your authority. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format. What to do and who to contact if you suspect fraud has been committed. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered. 	<p>Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer/Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system(Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in, a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger book for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample Vendor List</p>
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		<ul style="list-style-type: none"> • How to use a budget to actively monitor and control performance for a defined area or activity of work. • The main causes of variances and how to identify them. • What different types of corrective action which could be taken to address identified variances. • How unforeseen developments can affect a budget and how to deal with them. • How to identify types of fraudulent activities. • The agreed budget, how it can be used and how much it can be changed without approval. 	
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	<p>Total Duration</p> <p>Theory Duration 175.00</p> <p>Practical Duration 175.00</p>	<p>Unique Equipment Required:</p> <ul style="list-style-type: none"> • Display Racks - Gondola / Shelves • Display/Boards/ Standees for product categories and offers (Different Types) • Calculator • Stock Almirah • Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine) • Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags • VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer/Policy Signage) • Shopping Basket/Shopping Cart • Dummy Fire Extinguishers • Customer Feedback Forms, Customer Inquiry /Lead Register • Dummy stock and inventory management system(Physical register/excel version) to demonstrate stock levels/ageing • Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store • In-store induction training manual • HR Manual • Sample contact list of key internal and external stakeholders • Attendance register / Employee Work Shift planner • Sample employee appraisal form • Sample store profit & loss statements/ledger book for maintaining accounts • Sample script for team briefing • Product planogram • Posters showing various types of digital payment options such as PayTM, PayPal etc) • Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form) • Sample Vendor List 	
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Grand Total Course Duration: 350 Hours 00 Minutes

(This syllabus/ curriculum has been approved by Retailers Association's Skill Council of India)

Trainer Prerequisites for Job role: “Retail Departmental Manager” mapped to Qualification Pack: “RAS/Q0106 VERSION 1.0”

Sr. No.	Area	Details
1	Job Description	Individual in this position should be able to train and skill candidates as per Qualification Pack by using effective methodology for the target audience/candidates whilst ensuring consistently high pass percentage.
2	Personal Attributes	Individual in this position should exhibit the following attributes: <ul style="list-style-type: none"> • Should be subject knowledge/matter expert • Effective communication skills and proven integrity, as well as sincerity • Ability to conduct interactive training program and concentrate on details • High sense of thoughtfulness in a habitually active environment • Multi-talented and resourceful ability when handling different tasks • Highly skilled in promoting friendly atmosphere and efficient in managing learners
3	Minimum Educational Qualifications	12th pass or Retail Diploma/Graduate.
4a	Domain Certification	Certified for Job Role: “Retail Departmental Manager” mapped to QP “RAS/Q0106 VERSION 1.0”. Minimum accepted score of 80% as per RASCI guidelines.
4b	Platform Certification	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted score of 80% as per SSC guidelines.
5	Experience	<ul style="list-style-type: none"> • 12th pass with 4 years experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR • 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience OR • Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR • Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience

Annexure: Assessment Criteria

Assessment Criteria for Retail Departmental Manager	
Job Role	Retail Departmental Manager
Qualification Pack	RAS/Q0106 VERSION 1.0
Sector Skill Council	Retailers Association's Skill Council of India

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to
7	In case of <i>unsuccessful completion</i> , the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
RAS / N0139 To plan visual merchandising	PC1. Identify the purpose, content and style of the display.	100	10	5	5
	PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.		10	5	5
	PC3. Evaluate whether the place you plan to put the display is likely to fulfil the design brief.		10	5	5
	PC4. Create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.		15	7.5	7.5
	PC5. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.		10	5	5
	PC6. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		15	7.5	7.5
	PC7. Verify arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.		10	5	5
	PC8. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC9. Update stock records to account for merchandise on display.		10	5	5
	Total		100	50	50
RAS / N0140 To establish and satisfy customer needs	PC1. Stay alert to and make unobtrusive observations about, customer choices and movements within the store	100	10	5	5
	PC2. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary		10	5	5
	PC3. Help customers identify the product or supplies they wish to purchase and direct / accompany them to the exact store location where the specific product or supplies are stocked / displayed		10	5	5
	PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections		10	5	5
	PC5. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice		10	5	5
	PC6. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions		10	5	5
	PC7. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases		10	5	5
	PC8. Advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.		10	5	5
	PC9. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas		10	5	5
	PC10. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process		10	5	5
	Total		100	50	50
RAS / N0141 To monitor and manage store performance	PC1. Monitor retail operations against targets	100	20	10	10
	PC2. Check that the quality of the products and customer service are maintained		20	10	10
	PC3. Adapt allocation of work activities to meet changing priorities and targets		20	10	10

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC4. Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people		20	10	10
	PC5. Make recommendations to improve retail operations to relevant people		20	10	10
	Total		100	50	50
RAS / N0142 To provide leadership for your team	PC1. Set out and positively communicate the purpose and objectives of the store business to all store team members	100	10	5	5
	PC2. Involve key store team members in planning how the team will achieve store business objectives		10	5	5
	PC3. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead		5	2.5	2.5
	PC4. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business's objectives		10	5	5
	PC5. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved		10	5	5
	PC6. Win, through your performance, the trust and support of the team for your leadership		10	5	5
	PC7. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team		10	5	5
	PC8. Encourage and recognize creativity and innovation within the team		10	5	5
	PC9. Give team members support and advice when they need it especially if and during periods when the store business is below set goals		5	2.5	2.5
	PC10. Motivate team members to present their own ideas and listen to what they say		10	5	5
	PC11. Monitor activities and progress across the store team without interfering		10	5	5
	Total		100	50	50
RAS / N0143 To build and manage store	PC1. Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required	100	10	5	5

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
team	PC2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose		5	2.5	2.5
	PC3. Identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team		10	5	5
	PC4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team		5	2.5	2.5
	PC5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress		10	5	5
	PC6. Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other		10	5	5
	PC7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust		10	5	5
	PC8. Allow time for the team to develop through its stages of growth		5	2.5	2.5
	PC9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members		5	2.5	2.5
	PC10. Encourage team members to share problems with each other and solve these creatively together		5	2.5	2.5
	PC11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole		10	5	5
	PC12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved		5	2.5	2.5
	PC13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose		5	2.5	2.5
	PC14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes		5	2.5	2.5

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	Total		100	50	50
RAS / N0131 To allocate and check work in your team	PC1. Use information collected on the performance of team members in any formal appraisal of performance.	100	10	5	5
	PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update manager.		10	5	5
	PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.		5	2.5	2.5
	PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.		10	5	5
	PC5. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.		10	5	5
	PC6. Support team members in identifying and dealing with problems and unforeseen events.		5	2.5	2.5
	PC7. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.		10	5	5
	PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.		5	2.5	2.5
	PC9. Recognise and find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.		10	5	5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		5	2.5	2.5
	PC11. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.		5	2.5	2.5
	PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.		5	2.5	2.5
	PC13. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues		10	5	5
Total		100	50	50	

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
RAS / N0144 To develop individual retail service opportunities	PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets	100	5	2.5	2.5
	PC2. Suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy		10	5	5
	PC3. Follow company policies and procedures for building the client base		5	2.5	2.5
	PC4. Review your progress against your plans at suitable intervals		5	2.5	2.5
	PC5. Recognize whether you are achieving the results you need and adjusting your plans when necessary		10	5	5
	PC6. Give your manager clear and accurate reports of your progress at the agreed times		5	2.5	2.5
	PC7. Spot suitable opportunities to approach potential clients		10	5	5
	PC8. Approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship		10	5	5
	PC9. Quickly create a rapport with potential clients		5	2.5	2.5
	PC10. Talk to potential clients in a persuasive way about your services		10	5	5
	PC11. Compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair		5	2.5	2.5
	PC12. Exchange relevant information with potential clients when appropriate		5	2.5	2.5
	PC13. Record client information promptly, accurately and in a way that allows you to use the information effectively		5	2.5	2.5
	PC14. Store and use client information in line with data protection laws and company policy		5	2.5	2.5
	PC15. When it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help		5	2.5	2.5
	Total		100	50	50
RAS / N0145 To communicate effectively	PC1. Pass on written information only to those people authorised to receive it and within agreed timescales	100	4	2	2
	PC2. Keep the information in written documents as required by your organization;		4	2	2

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
with stakeholders	PC3. Maintain the communication mediums in line your instructions and organisation's procedures		4	2	2
	PC4. Make sure the communication equipment you use is working properly, take corrective action as required		4	2	2
	PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology		4	2	2
	PC6. Pass on information to persons who require it within agreed timescales		4	2	2
	PC7. Check to ensure that the information you give is understood by the receivers		4	2	2
	PC8. Take prompt and effective action when there is difficulty in transmission or reception of information		4	2	2
	PC9. Accurately interpret and act upon instructions that you receive		4	2	2
	PC10. Make sure you get clarifications when you need to		4	2	2
	PC11. Consult with and help your team members to maximise efficiency in carrying out tasks		4	2	2
	PC12. Give instructions to others clearly, at a pace and in a manner that helps them to understand		4	2	2
	PC13. Listen actively and identify the most important things that customers are saying		4	2	2
	PC14. Identify the most important things that customers are telling you		4	2	2
	PC15. Summarize information for customers		4	2	2
	PC16. Use appropriate body language when communicating with customers		4	2	2
	PC17. Read your customers' body language to help you understand their feelings and wishes		2	1	1
	PC18. Deal with customers in a respectful, helpful and professional way at all times		4	2	2
	PC19. Help to give good customer service by passing messages to colleagues		4	2	2
	PC20. understand the roles and responsibilities of the different people you will be working with		4	2	2
	PC21. Agree and record arrangements for joint working that are appropriate and effective		2	1	1
	PC22. Agree to the information sharing timing, reasons and confidentiality		4	2	2

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC23. Discuss on how and when the joint work will be monitored and reviewed		2	1	1
	PC24. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards.		4	2	2
	PC25. Represent your agency's views and policies in a clear and constructive way		2	1	1
	PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved		4	2	2
	PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		4	2	2
	Total		100	50	50
RAS / N0122 To help maintain healthy and safety	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	15	7.5	7.5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		15	7.5	7.5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		10	5	5
	PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation		10	5	5
	PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC6. Promptly take the approved action to deal with risks if you are authorised to do so.		10	5	5
	PC7. If you do not have authority to deal with risks, report them promptly to the right person.		15	7.5	7.5
	PC8. Use equipment and materials in line with the manufacturer's instructions.		10	5	5
	Total		100	50	50
RAS / N0137 To work effectively in a retail team	PC1. Display courteous and helpful behaviour at all times.	100	10	5	5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		10	5	5
	PC4. Complete allocated tasks as required		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities		10	5	5

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC7. Identify and display a non-discriminatory attitude in all contacts with customers and other staff members.		5	2.5	2.5
	PC8. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC9. Follow personal hygiene procedures according to organisational policy and relevant legislation		5	2.5	2.5
	PC10. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		5	2.5	2.5
	PC11. Interpret, confirm and act on legal requirements in regard to anti- discrimination, sexual harassment and bullying.		10	5	5
	PC12. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	PC13. Plan and organise daily work routine within the scope of the job role.		5	2.5	2.5
	PC14. Prioritise and complete tasks according to required timeframes.		5	2.5	2.5
	PC15. Identify work and personal priorities and achieve a balance between competing priorities.		10	5	5
	Total		100	50	50
RAS / N0138 To work effectively in an organisation	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6. Follow the company's health and safety procedures as you work.		5	2.5	2.5
	PC7. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC8. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC10. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5

Compulsory NOS Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		10	5	5
	PC12. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures.		5	2.5	2.5
	PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		10	5	5
	PC16. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC17. Give colleagues opportunities to practice new skills, and give constructive feedback.		5	2.5	2.5
	PC18. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	Total		100	50	50
RAS/N0151 To manage a budget	PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.	100	15	7.5	7.5
	PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.		10	5	5
	PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.		10	5	5
	PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.		10	5	5
	PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.		15	7.5	7.5
	PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.		10	5	5
	PC7. provide ongoing information on performance against the budget to relevant people in your organisation.		10	5	5
	PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.		10	5	5
	PC9. gather information from implementation of the budget to assist in the preparation of future budgets.		10	5	5
	Total		100	50	50