

# Model Curriculum

## Retail Team Leader

**SECTOR : RETAIL**  
**SUB-SECTOR : RETAIL OPERATIONS**  
**OCCUPATION : STORE OPERATIONS**  
**REF. ID : RAS/Q0105 VERSION 2.0**  
**NSQF LEVEL : 4**



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# Retail Team Leader

## Curriculum / Syllabus

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

<b>Program Name</b>	<b>Retail Team Leader</b>		
<b>Qualification Pack Name &amp; Reference ID.</b>	Retail Team Leader RAS/Q0105 VERSION 2.0		
<b>Version No.</b>	2.0	<b>Version Update Date</b>	25-11 – 2021
<b>Pre-requisites to Training</b>	12th Standard Pass/ITI (after 8th standard) and 1 year of experience as Retail Sales Associate <b>OR</b> 12th Standard Pass/ITI (after 8th standard) and 2 years of experience in store operations/ sales job role		
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Organize the display of products at the store</li> <li>• Plan visual merchandising</li> <li>• Establish and satisfy customer needs</li> <li>• Process the sale of products</li> <li>• Maintain the availability of goods for sale to customers</li> <li>• Allocate and check work in your team</li> <li>• Monitor and solve customer service problems</li> <li>• Communicate effectively with stakeholders</li> <li>• Help maintain health and safety</li> <li>• Work effectively in a retail team</li> <li>• Work effectively in an organization</li> </ul>		

This course encompasses 11 out of 11 National Occupational Standards (NOS) of “Retail Team Leader” Qualification Pack issued by “Retailers Association's Skill Council of India”.

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	<p><b>To organize the display of products at the store</b></p> <p><b>Theory Duration</b> (hh:mm) 17:00</p> <p><b>Practical Duration</b> (hh:mm) 17:00</p> <p><b>Corresponding NOS Code</b> RAS/N0146</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Comply with health, safety and hygiene requirements and wear the correct</li> <li>Personal protective clothing and equipment throughout the process.</li> <li>Check whether the display area, equipment and accessories are clean and take prompt action on finding any problems.</li> <li>Assemble and check products and additional materials and prepare them for use.</li> <li>Review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.</li> <li>Prepare the display to ensure maximum appeal and to comply with product safety requirements.</li> <li>Confirm requirements for labelling of products with the relevant people.</li> <li>Confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.</li> <li>Position labels for products correctly.</li> <li>Ensure that labels are legible, visible to customers, and securely positioned in the correct place.</li> <li>Check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.</li> <li>Transfer products safely to the display area according to instructions and specifications.</li> <li>Arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.</li> <li>Reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.</li> <li>Monitor displays according to instructions and specifications.</li> <li>Carry out any emergency cleaning procedures promptly when required.</li> <li>Take prompt action to address any product or display related problem.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Controls involved in the display of products in a retail environment.</li> <li>Ways to review the display area before assembling materials for the display and why that is important.</li> <li>Ways to estimate the quantities and size of products to be used for display and why that is important.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>

		<ul style="list-style-type: none"> <li>• The importance of selecting specific products for display to suit specific objectives (e.g. promotional, appeal, seasonal).</li> <li>• The principles of good displays.</li> <li>• How to source product specifications and display information.</li> <li>• Basic knowledge of products offered for sale.</li> <li>• How to position the labels with correct information and why that is important.</li> <li>• The basic principles for good display and presentation of products.</li> <li>• Why displays may change as part of the maintenance process.</li> <li>• How to recognise and report products that do not meet specification.</li> <li>• The procedure for rejecting and isolating failed products.</li> <li>• Types of cleaning materials appropriate for display equipment and accessories, their purpose and how they work.</li> <li>• The safe handling and application of cleaning materials for display equipment and accessories.</li> <li>• How to access and interpret the cleaning schedule for display equipment and accessories.</li> <li>• What accessories can and should be used for effective display.</li> <li>• Information about ingredients of products available for sale.</li> <li>• Importance of labelling.</li> <li>• Key features of legal and operational requirements for labelling.</li> <li>• How to check labelling information against product specification and sales details.</li> <li>• What are the contingencies for display equipment and accessory failure.</li> <li>• How to use assembly and dismantling equipment safely.</li> </ul>	
2	<p><b>To plan visual merchandising</b></p> <p><b>Theory Duration</b> (hh:mm) 18:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> RAS/N0139</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the purpose, content and style of the display.</li> <li>• Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.</li> <li>• Evaluate whether the place to put the display is likely to fulfil the design brief.</li> <li>• Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.</li> <li>• Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</li> <li>• Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.</li> <li>• Verify arrangements for delivery of merchandise &amp; props with the right people, allowing enough time for deliveries to arrive before display must be installed.</li> </ul>	<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</p>

		<ul style="list-style-type: none"> <li>• Check the progress of deliveries and take suitable action if delays seem likely.</li> <li>• Update stock records to account for merchandise on display.</li> </ul> <p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• Importance and content of the design brief.</li> <li>• The company policies for visual design.</li> <li>• The role of displays in marketing, promotional and sales campaigns and activities.</li> <li>• How to use the design brief to identify what you need for the display.</li> <li>• The merchandiser or buyer who needs to be consulted about merchandise and props.</li> <li>• How stock records must be updated to account for merchandise on display.</li> <li>• How to use the design brief to identify what you need for the display</li> <li>• Different approaches to designing displays for different types of merchandise, and why these are effective.</li> <li>• How to evaluate the potential places to put the display so you meet the design brief.</li> <li>• How to use the design brief to identify what you need for the display.</li> <li>• Different approaches to designing displays for different types of merchandise, and why these are effective.</li> <li>• How light, colour, texture, shape and dimension combine to achieve the effects you need.</li> <li>• How to assess the potential of places to put displays to meet the design brief</li> <li>• How to arrange delivery of merchandise and monitor the progress of deliveries</li> </ul>	<p>(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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
3	<p><b>To establish and satisfy customer needs</b></p> <p><b>Theory Duration</b> (hh:mm) 17:00</p> <p><b>Practical Duration</b> (hh:mm) 17:00</p> <p><b>Corresponding NOS Code</b> RAS/N0140</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Stay alert to, and make unobtrusive observations about customer choices and movements within the store.</li> <li>• Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.</li> <li>• 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.</li> <li>• Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.</li> <li>• Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.</li> </ul>	<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</p>

		<ul style="list-style-type: none"> <li>• Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.</li> <li>• Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.</li> <li>• Advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.</li> <li>• Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.</li> <li>• Ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment.</li> <li>• Measurement and calibration of the quantity and quality of product and supplies the customer wants.</li> <li>• Make near-appropriate judgments about different types of customers, their requirements, choices and preferences.</li> <li>• Help select the most appropriate products and supplies based on the knowledge of such judgments.</li> <li>• 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.</li> <li>• Suggest alternative products and supplies when products the customer wants are out of stock.</li> <li>• Suggest suitable products and supplies when the customer is undecided</li> <li>• Relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase.</li> <li>• Individual preferences, choices and opinions of customers through proper attention, listening and conversing.</li> <li>• Preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store.</li> <li>• Provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited.</li> <li>• 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.</li> </ul>	<p>(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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
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		<ul style="list-style-type: none"> <li>• Provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases.</li> <li>• Provide accurate information on store promotions on offer at the time of purchase to effect customer purchases.</li> <li>• Make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies.</li> <li>• Suit your mannerisms to extend a personalized purchase experience to the customer.</li> <li>• How to maintain brief, to-the-point, accurate and polite responses to customer queries.</li> <li>• How to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer.</li> <li>• How to guide the customer with the right information and advice, when solicited.</li> <li>• How to ensure customer comfort, and avoid customer discomfort, within store premises.</li> <li>• How to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies.</li> <li>• How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia.</li> <li>• 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 have perished or rendered inedible or non-consumable.</li> <li>• 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.</li> <li>• What suitable additions or enhancements to purchase are to be suggested by avoiding being</li> </ul>	
4	<p><b>To process the sale of products</b></p> <p><b>Theory Duration</b> (hh:mm) 14:00</p> <p><b>Practical Duration</b> (hh:mm) 14:00</p> <p><b>Corresponding NOS Code</b> RAS/N0147</p>	<p>The questions are not relevant.</p> <ul style="list-style-type: none"> <li>• Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.</li> <li>• Confirm that customer is aware and agreeable to the modes of payment available at the department.</li> <li>• Process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.</li> <li>• Ensure safe handling and movement of product and supplies off the racks and through to billing counters.</li> </ul>	<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.),</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>• Ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.</li> <li>• Ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.</li> <li>• Conclude dealing with customers with appropriate and prescribed mannerisms.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Prevalent offers and their commercial terms, including those associated with loyalty programs, as applicable on the billing system and what needs to be done if such details are not found on the billing systems.</li> <li>• The appropriate mode of cash and loose cash handling, counting and settlements with the customers</li> <li>• Provide appropriate people in the organisation with a variety of reports, as mandated, on sales, receipts and dispatches of products and supplies, payments, customer preferences and feedback.</li> <li>• Efficiently conclude the customer purchase process with quick packing/wrapping of customers' orders and billing.</li> <li>• Carry out the billing inappropriate and payment processing steps with appropriate mannerisms to ensure customer satisfaction with the steps and minimal waiting times.</li> <li>• The method(s) of processing payment or credit and ascertaining credit approval.</li> <li>• The functioning of point of sale billing systems or traditional methods of raising a bill.</li> <li>• The functioning of bar code scanners or any other means of product unit identification and the insertion of the product unit details into the billing details.</li> <li>• What needs to be done when billing systems, bar code scanners or any other equipment at the sale and check-out counter is not operational.</li> <li>• Operate suitable devices and equipment such as bar code scanners, billing and payment processing systems and resolve problems with these devices, if any.</li> </ul>	<p>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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>

5	<p><b>To maintain the availability of goods for sale to customers</b></p> <p><b>Theory Duration</b> (hh:mm) 18:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> RAS/N0148</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Confirm the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority.</li> <li>• Clearly explain to staff the purpose of the display and any relevant requirements and standards.</li> <li>• Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers.</li> <li>• Provide constructive feedback to staff on their performance.</li> <li>• Provide opportunities for staff to check they understand the requirements and standards of the display.</li> <li>• Check that the assembled display confirms to company requirements and standards.</li> <li>• Obtain permission from the appropriate authority to modify or change the display.</li> <li>• Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.</li> <li>• Keep complete, accurate and up-to-date records of displays.</li> <li>• Identify what standards the display should meet.</li> <li>• Check displays against all the relevant standards to decide how effective they are.</li> <li>• Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.</li> <li>• Ask the right person for permission to make any changes that he/she cannot authorize himself/herself.</li> <li>• Give staff clear instructions and encouragement so that they can make any</li> <li>• Changes needed to the display.</li> <li>• Take prompt and suitable action to deal with any risks to security or health and safety that the assessment has revealed.</li> <li>• Collect and record accurate information on price changes.</li> <li>• Give accurate, up-to-date price information to the staff who need it.</li> <li>• Regularly check price marking and promptly sort out any pricing problems.</li> <li>• Make sure that stock replenishment plans are up-to-date and realistic.</li> <li>• Deal with out of date or deteriorating stock in line with company policy and any relevant laws.</li> <li>• Involve staff in spotting potential improvements to the way stock is organised and presented.</li> <li>• Spot realistic and effective ways of improving how stock is organized and presented.</li> <li>• Get permission from the right person, where necessary, to improve the way stock is organised and presented.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
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		<ul style="list-style-type: none"> <li>• Make sure that he/she maintains customer goodwill and staff morale while stock is being reorganized.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• How different types of display help the store to reach its sales targets.</li> <li>• The legal requirements for pricing goods for sales.</li> <li>• The company's standards for putting displays together, including standards for cleaning and preparations.</li> <li>• The security, health and safety requirements and procedures relating to displaying goods.</li> <li>• Standards you should apply when assessing how effective displays are.</li> <li>• Who can authorize changes in the display.</li> <li>• How to involve staff in assessing and changing displays.</li> <li>• How to replenish and rotate stock and deal with sub-standard goods.</li> <li>• Why it is important to record price changes accurately.</li> <li>• The customer's rights and the company's duties and responsibilities.</li> <li>• How to check that the information in displays is accurate and legal.</li> <li>• How to use different price marking methods and technologies.</li> <li>• How can you position information so that it helps to promote sales.</li> <li>• How the layout of the selling area affects sales.</li> <li>• How to work out what type and quantity of resources you need to set up displays.</li> <li>• How to brief staff in a way that encourages their involvement.</li> <li>• How to check the work of staff preparing and putting displays together and how to give feedback to staff on their performance.</li> <li>• How to assess displays against the relevant standards.</li> <li>• How to identify displays that are unsafe or not secure enough.</li> <li>• How to collect and record information about prices.</li> <li>• How to check stock rotation and the quantity of goods on display.</li> <li>• What can happen to stock that is not stored correctly or renewed as needed.</li> <li>• How to check pricing and price marking, correct mistakes and change prices.</li> <li>• How to correct displays that are unsafe or noncore enough.</li> </ul>	
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<p>6</p>	<p><b>To allocate and check work in your team</b></p> <p><b>Theory Duration</b> (hh:mm) 18:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> RAS/N0131</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Use information collected on the performance of team members in any formal appraisal of performance.</li> <li>• Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.</li> <li>• Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</li> <li>• Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.</li> <li>• 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.</li> <li>• Support team members in identifying and dealing with problems and unforeseen events.</li> <li>• 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.</li> <li>• Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.</li> <li>• 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.</li> <li>• Brief team members on the work they have been allocated and the standard or level of expected performance.</li> <li>• 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.</li> <li>• Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.</li> <li>• Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Different ways of communicating effectively with members of a team.</li> <li>• The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.</li> <li>• Why it is important to allocate work across the team on a fair basis and how to do so.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
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		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Effective ways of regularly and fairly checking the progress and quality of the work of team members.</li> <li>• How to provide prompt and constructive feedback to team members.</li> <li>• The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.</li> <li>• 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.</li> <li>• How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.</li> <li>• 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.</li> <li>• The type of problems and unforeseen events that may occur and how to support team members in dealing with them.</li> <li>• How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.</li> <li>• How to identify sustainable resources and ensure their effective use when planning the work of a team.</li> <li>• How to identify and take due account of health and safety issues in the planning, allocation and checking of work.</li> <li>• 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.</li> <li>• How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.</li> </ul>	
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7	<p><b>To monitor and solve customer service problems</b></p> <p><b>Theory Duration</b> (hh:mm) 18:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> RAS/N0150</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Respond positively to customer service problems following organizational guidelines.</li> <li>Solve customer service problems when you have sufficient authority.</li> <li>Work with others to solve customer service problems.</li> <li>Keep customers informed of the actions being taken.</li> <li>Checking if the customers are comfortable with the actions taken.</li> <li>Solve problems with service system and procedures.</li> <li>Inform co workers of the steps taken to solve specific problems.</li> <li>Identify repeated customer service problems.</li> <li>Identify advantages and disadvantages of options for dealing with problems.</li> <li>Select the best option, balancing customers' and organisational needs.</li> <li>Obtain approval from sufficient authority to change guidelines to reduce a problem.</li> <li>Action the agreed solution.</li> <li>Keep customers positively involved in steps taken to solve problem.</li> <li>Monitor and adjust changes made.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Organizational procedures and systems for dealing with customers problems.</li> <li>Organizational procedures and systems for identifying repeated customers problems.</li> <li>How successful resolution of customer problems contribute to customer loyalty with the external customer and improve working relationships with service partners or internal customers.</li> <li>How to negotiate and reassure customers while their problems are being solved.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
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<p>8</p>	<p><b>To communicate effectively with stakeholders</b></p> <p><b>Theory Duration</b> (hh:mm) 18:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> RAS/N0145</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Pass on written information only to those people authorised to receive it and within agreed timescales.</li> <li>• Keep the information in written documents as required by your organization.</li> <li>• Maintain the communication mediums in line your instructions and organisation's procedures.</li> <li>• Make sure the communication equipment you use is working properly, take corrective action as required.</li> <li>• Acknowledge incoming communication promptly and clearly, using appropriate terminology.</li> <li>• Pass on information to persons who require it within agreed timescales.</li> <li>• Check to ensure that the information you give is understood by the receivers.</li> <li>• Take prompt and effective action when there is difficulty in transmission or reception of information.</li> <li>• Accurately interpret and act upon instructions that you receive.</li> <li>• Make sure you get clarifications when you need to.</li> <li>• Consult with and help your team members to maximise efficiency in carrying out tasks.</li> <li>• Give instructions to others clearly, at a pace and in a manner that helps them to understand.</li> <li>• Listen actively and identify the most important things that customers are saying</li> <li>• Identify the most important things that customers are telling you.</li> <li>• Summarize information for customers.</li> <li>• Use appropriate body language when communicating with customers.</li> <li>• Read your customers' body language to help you understand their feelings and wishes.</li> <li>• Deal with customers in a respectful, helpful and professional way at all times.</li> <li>• Help to give good customer service by passing messages to colleagues.</li> <li>• Understand the roles and responsibilities of the different people you will be working with.</li> <li>• Agree and record arrangements for joint working that are appropriate and effective.</li> <li>• Agree to the information sharing timing, reasons and confidentiality.</li> <li>• Discuss on how and when the joint work will be monitored and reviewed.</li> <li>• 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.</li> <li>• Represent your agency's views and policies in a clear and constructive way.</li> <li>• Identify any tensions and issues in the joint working and seek to address them with the people involved.</li> <li>• Seek appropriate support when you are having difficulty working effectively with staff in other agencies.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
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Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• How to make sure information is correct and current.</li> <li>• The different documents / report formats that you are required to keep.</li> <li>• Organization's procedures and policies for preparing and passing on written information.</li> <li>• The limits of your authority and responsibility for passing on information.</li> <li>• The regulations or policies that you should follow for using communications systems, including for private use.</li> <li>• The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.)</li> <li>• Who to ask if you need to clarify something, or ask questions about your work.</li> <li>• How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening.</li> <li>• How to use and read body language effectively.</li> <li>• How to use questions to check that you understand what customers are telling you.</li> <li>• How to summarize and speak clearly.</li> <li>• The relevant legislation, organizational policies and procedures that apply to joint working.</li> <li>• The roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes.</li> <li>• The principles and benefits of joint working between different stakeholders.</li> <li>• The factors likely to hinder joint working.</li> <li>• How to make sure your communication equipment is working properly and what to do if it isn't.</li> <li>• What to do if there are problems in using communications equipment, and the location of alternatives that you could use.</li> </ul>	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
9	<p><b>To help maintain health and safety</b></p> <p><b>Theory Duration</b> (hh:mm) 11:00</p> <p><b>Practical Duration</b> (hh:mm) 11:00</p> <p><b>Corresponding NOS Code</b> RAS/N0122</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>Follow company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>Speak and behave in a calm way while dealing with accidents and emergencies.</li> <li>Report accidents and emergencies promptly, accurately and to the right person.</li> <li>Recognise when evacuation procedures have been started and following company procedures for evacuation.</li> <li>Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.</li> <li>Promptly take the approved action to deal with risks if you are authorised to do so.</li> <li>If you do not have authority to deal with risks, report them promptly to the right person.</li> <li>Use equipment and materials in line with the manufacturer's instructions.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>Company procedures and legal requirements for dealing with accidents and emergencies.</li> <li>How reporting accidents and emergencies promotes health and safety.</li> <li>Legal and company requirements for reporting accidents and emergencies.</li> <li>Company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.</li> </ul>	<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, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>
		<ul style="list-style-type: none"> <li>Health and safety requirements laid down by your company and by law.</li> <li>How to set a good example contributing to health and safety in the workplace.</li> <li>Authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to.</li> <li>Approved procedures for dealing with health and safety risks.</li> <li>How to find instructions for using equipment and materials.</li> <li>Techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.</li> <li>Emergency response techniques.</li> <li>How to use machinery and escape methods to have minimal loss to material and life.</li> </ul>	

10	<p><b>To work effectively in a retail team</b></p> <p><b>Theory Duration</b> (hh:mm) 13:00</p> <p><b>Practical Duration</b> (hh:mm) 13:00</p> <p><b>Corresponding NOS Code</b> RAS/N0137</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Display courteous and helpful behaviour at all times.</li> <li>• Take opportunities to enhance the level of assistance offered to colleagues.</li> <li>• Meet all reasonable requests for assistance within acceptable workplace timeframes.</li> <li>• Complete allocated tasks as required.</li> <li>• Seek assistance when difficulties arise.</li> <li>• Use questioning techniques to clarify instructions or responsibilities.</li> <li>• Identify and display a non discriminatory attitude in all contacts with customers and other staff members.</li> <li>• Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</li> <li>• Follow personal hygiene procedures according to organisational policy and relevant legislation.</li> <li>• Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.</li> <li>• Interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying.</li> <li>• Ask questions to seek and clarify workplace information.</li> <li>• Plan and organise daily work routine within the scope of the job role.</li> <li>• Prioritise and complete tasks according to required timeframes.</li> <li>• Identify work and personal priorities and achieve a balance between competing priorities.</li> </ul>	<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, 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,</p>
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Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• The policies and procedures relating to the job role.</li> <li>• The value system of the organisation.</li> <li>• Employee rights and obligations.</li> <li>• The reporting hierarchy and escalation matrix.</li> <li>• How to ask questions to identify and confirm requirements.</li> <li>• How to follow routine instructions through clear and direct communication.</li> <li>• How to use language and concepts appropriate to cultural differences.</li> <li>• How to use and interpret non-verbal communication.</li> <li>• The scope of information or materials required within the parameters of the job role.</li> <li>• Consequences of poor team participation on job outcomes.</li> <li>• Work health and safety requirements.</li> </ul>	<p>Customer Inquiry /Lead Register, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
11	<p><b>To work effectively in an organisation</b></p> <p><b>Theory Duration</b> (hh:mm) 13:00</p> <p><b>Practical Duration</b> (hh:mm) 13:00</p> <p><b>Corresponding NOS Code</b> RAS/N0138</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> <li>• Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.</li> <li>• Make realistic commitments to colleagues and do what has been promised.</li> <li>• Let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives.</li> <li>• Encourage and support colleagues when working conditions are difficult.</li> <li>• Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.</li> <li>• Follow the company's health and safety procedures while working.</li> <li>• Discuss and agree with the right people goals that are relevant, realistic and clear.</li> <li>• Identify the knowledge and skills needed to achieve his/her goals.</li> <li>• Agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning.</li> <li>• Regularly check his/her progress and, when necessary, change the way of working.</li> <li>• Ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance.</li> <li>• Encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.</li> <li>• Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.</li> </ul>	<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,</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>• Give clear, accurate and relevant information and advice relating to tasks and procedures.</li> <li>• Explain and demonstrate procedures clearly, accurately and in a logical sequence.</li> <li>• Encourage colleagues to ask questions if they don't understand the information and advice given to them.</li> <li>• Give colleagues opportunities to practise new skills, and give constructive feedback.</li> <li>• Check that health, safety and security are not compromised when helping others to learn.</li> </ul> <p>The learners should be able to apply knowledge of:</p> <ul style="list-style-type: none"> <li>• Team's purpose, aims and targets.</li> <li>• Responsibility for contributing to the team's success.</li> <li>• Colleagues' roles and main responsibilities.</li> <li>• The importance of sharing work fairly with colleagues.</li> <li>• The factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload.</li> <li>• The importance of being a reliable team member.</li> <li>• Factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control.</li> <li>• The importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues.</li> <li>• The importance of good working relations, and techniques for removing tension between colleagues.</li> <li>• The importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.</li> <li>• Who can help set goals, help plan your learning, and give you feedback about your progress.</li> <li>• How to identify the knowledge and skills he/she will need to achieve his/her goals.</li> <li>• How to check his/her progress.</li> <li>• How to adjust plans as needed to meet goals.</li> <li>• How to ask for feedback on progress.</li> <li>• How to respond positively.</li> <li>• How to help others to learn in the workplace.</li> <li>• How to work out what skills and knowledge he/she can usefully share with others.</li> <li>• Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.</li> </ul>	<p>Customer Inquiry /Lead Register, Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; 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 script for team briefing, Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</p>

<p><b>Total Duration</b></p> <p><b>Theory Duration</b> <b>175.00</b></p> <p><b>Practical</b> <b>Duration 175.00</b></p>	<p><b>Unique Equipment Required:</b></p> <ul style="list-style-type: none"> <li>• Display Racks - Gondola / Shelves</li> <li>• Display/Boards/ Standees for product categories and offers (Different Types)</li> <li>• Calculator</li> <li>• Stock Almirah</li> <li>• Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine)</li> <li>• 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)</li> <li>• Shopping Basket/Shopping Cart</li> <li>• Dummy Fire Extinguishers</li> <li>• Customer Feedback Forms</li> <li>• Customer Inquiry /Lead Register</li> <li>• Sample Retail Standard Operating Procedures (SOP) manual covering do's &amp; don'ts in a store</li> <li>• In-store induction training manual</li> <li>• HR Manual</li> <li>• Sample contact list of key internal and external stakeholders</li> <li>• Attendance register / Employee Work Shift planner</li> <li>• Sample employee appraisal form</li> <li>• Sample script for team briefing</li> <li>• Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form)</li> </ul>
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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 Team Leader” mapped to Qualification Pack: “RAS/Q0105 VERSION 2.0”

Sr. No.	Area	Details
1	<b>Job Description</b>	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 ensuing consistently high pass percentage.
2	<b>Personal Attributes</b>	Individual in this position should exhibits below mentioned attributes: <ul style="list-style-type: none"> <li>• Should be subject knowledge / matter expert</li> <li>• Effective communication skills and proven integrity, as well as sincerity</li> <li>• Ability to conduct interactive training program and concentrate on details</li> <li>• High sense of thoughtfulness in a habitually active environment</li> <li>• Multi-talented and resourceful ability when handling different tasks</li> <li>• Highly skilled in promoting friendly atmosphere and efficient in managing learners</li> </ul>
3	<b>Minimum Educational Qualifications</b>	12th pass or Retail Diploma/Graduate.
4a	<b>Domain Certification</b>	Certified for Job Role: “Retail Team Leader” mapped to QP “RAS/Q0105 VERSION 2.0”. Minimum accepted score of 80% as per RASCI guidelines.
4b	<b>Platform Certification</b>	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	<b>Experience</b>	<ul style="list-style-type: none"> <li>• 12th pass with 4 years experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR</li> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience OR</li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience OR</li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience</li> </ul>



## Annexure: Assessment Criteria

Assessment Criteria for Retail Team Leader	
Job Role	Retail Team Leader
Qualification Pack	RAS/Q0105 VERSION 2.0
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 examination/training center
6	To pass the Qualification Pack based on this set of standards, the trainee must score a minimum of 70% of aggregate marks to be successfully assessed.
7	In case of unsuccessful assessment, the trainee may seek reassessment on the Qualification Pack.

Assessment outcome	Performance Criteria	Total marks	Marks Allocation		
			Out of	Theory	Skills
	necessary, change the way you work.				
Compulsory NOS Total Marks: 100			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
<b>RAS/N0146</b> <b>To organize the display of products at the store</b>	PC1. Comply with health, safety and hygiene requirements and wear the correct protective clothing and equipment throughout the day while performing tasks at which you are competent and tactfully offer advice	100	5	2.5	2.5
	PC2. Check whether the products and accessories are complete and tactfully offer advice on any problems.		10	5	5
	PC3. Assemble and check products and additional materials and prepare them for use.		5	5	2.5
	PC4. Review the products available for display, estimate the quantities required and select those products which are most suitable with regard to shelf life, demand, appeal and promotional requirements.		5	10	5
	PC5. Prepare the display to ensure maximum appeal and to comply with product safety requirements.		5	2.5	2.5
	PC6. Confirm requirements for labelling of products with the relevant people.		10	5	5
	PC7. Confirm label information is correct and conforms to legal and standard operational requirements, with the relevant people.		5	2.5	2.5
	<b>Total</b>		<b>NOS Total</b>	<b>100</b>	<b>50</b>
		<b>QP Total</b>	<b>100</b>	<b>50</b>	
	PC8. Position labels for products correctly.		10	5	

	PC9. Ensure that labels are legible, visible to customers, and securely positioned in the correct place		5	2.5	2.5
	PC10. Check and take steps to ensure that the display area always meets the requirement of hygiene, safety and saleability.		5	2.5	2.5
	PC11. Transfer products safely to the display area according to instructions and specifications.		5	2.5	2.5
	PC12. Arrange and promptly replace products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and safety.		10	5	5
	PC13. Reposition and reorganize the position of products and accessories, where product is not available, to maintain presentation and to meet trading conditions.		5	2.5	2.5
	PC14. Monitor displays according to instructions and specifications.		10	5	5
	PC15. Carry out any emergency cleaning procedures promptly when required.		5	2.5	2.5
	PC16. Take prompt action to address any product or display related problem		5	2.5	2.5
	Total		100	50	50
<b>RAS / N0139</b> <b>To plan visual merchandising</b>	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
	PC9. Update stock records to account for merchandise on display.		10	5	5
	Total		100	50	50
<b>RAS / N0140</b> <b>To establish and satisfy customer needs</b>	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
<b>RAS / N0147</b> <b>To process the sale of products</b>	PC1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the department's business policies.	100	15	7.5	7.5
	PC2. Confirm that customer is aware and agreeable to the modes of payment available at the department		15	7.5	7.5
	PC3. Process payment or credit in line with business policies and ensure accurate accounting of units of purchased product or supplies and the payments and credits processed.		15	7.5	7.5
	PC4. Ensure safe handling and movement of product and supplies off the racks and through to billing counters.		15	7.5	7.5
	PC5. Ensure appropriate and accurate processing and safe storage of payments, vouchers, records and receipts.		15	7.5	7.5
	PC6. Ensure proper functioning of departmental processes that lead to a sale and alert appropriate persons in case of a process malfunction or process failure.		10	5	5
	PC7. Conclude dealing with customers with appropriate and prescribed mannerisms		15	7.5	7.5
	Total		100	50	50
<b>RAS / N0148</b> <b>To maintain the availability of</b>	PC1. Confirm the purchase of the display and any relevant requirements and standards and , where necessary, check them with the appropriate authority	100	4	2	2
	PC2. Clearly explain to staff the purpose of the display and any relevant requirements and standards		4	2	2

goods for sale to customers	PC3. Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers	4	2	2
	PC4. Provide constructive feedback to staff on their performance	4	2	2
	PC5. Provide opportunities for staff to check they understand the requirements and standards of the display	4	2	2
	PC6. Check that the assembled display confirms to company requirements and standards	4	2	2
	PC7. Obtain permission from the appropriate authority to modify or change the display	4	2	2
	PC8. Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively	4	2	2
	PC9. Keep complete, accurate and up- to- date records of displays	4	2	2
	PC10. Identity what standards the display should meet	4	2	2
	PC11. Check displays against all the relevant standards to decide how effective they are	4	2	2
	PC12. Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers	4	2	2
	PC13. Ask the right person for permission to make any changes that you cannot authorize yourself	4	2	2
	PC14. Give staff clear instructions and encouragement so that they can make any changes needed to the display	4	2	2
	PC15. Take prompt and suitable action to deal with any risks to security or health and safety that your assessment has revealed	4	2	2
	PC16. Collect and record accurate information on price changes	4	2	2
	PC17. Give accurate, up-to-date price information to the staff who need it	4	2	2
	PC18. Regularly check price marking and promptly sort out any pricing problems you spot	4	2	2
	PC19. Make sure that stock replenishment plans are up-to-date and realistic	4	2	2
	PC20. Deal with out of date or deteriorating stock in line with company policy and any relevant laws	4	2	2
	PC21. Involve staff in spotting potential improvements to the way stock is organised and presented	4	2	2
	PC22. Spot realistic and effective ways of improving how stock is organised and presented	8	4	4

	PC23. Get permission from the right person, where necessary, to improve the way stock is organised and presented		4	2	2
	PC24. Make sure that you maintain customer goodwill and staff morale while stock is being reorganised		4	2	2
	Total		100	50	50
<b>RAS / N0131</b> <b>To allocate and check work in your team</b>	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.		5	2.5	2.5
	PC5. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.		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.		10	5	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.		5	2.5	2.5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		10	5	5
	PC11. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.		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	

<b>RAS / N0150</b> <b>To monitor and solve customer service problems</b>	PC1. Respond positively to customer service problems following organisational guidelines	100	10	5	5
	PC2. Solve customer service problems when you have sufficient authority		5	2.5	2.5
	PC3. Work with others to solve customer service problems		10	5	5
	PC4. Keep customers informed of the actions being taken		5	2.5	2.5
	PC5. Checking if the customers are comfortable with the actions taken		5	2.5	2.5
	PC6. Solve problems with service system and procedures		10	5	5
	PC7. Inform coworkers of the steps taken to solve specific problems		5	2.5	2.5
	PC8. Identify repeated customer service problems		10	5	5
	PC9. Identify advantages and disadvantages of options for dealing with problems		5	2.5	2.5
	PC10. Select the best option, balancing customers' and organisational needs		5	2.5	2.5
	PC11. Obtain approval from sufficient authority to change guidelines to reduce a problem		10	5	5
	PC12. Action your agreed solution		5	2.5	2.5
	PC13. Keeping customers positively involved in steps taken to solve problem		10	5	5
	PC14. Monitor and adjust changes made		5	2.5	2.5
	Total		100	50	50
<b>RAS / N0145</b> <b>To communicate effectively with stakeholders</b>	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
	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		4	2	2
	PC18. Deal with customers in a respectful, helpful and professional way at all times		2	1	1
	PC19. Help to give good customer service by passing messages to colleagues		2	1	1
	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
	PC23. Discuss on how and when the joint work will be monitored and reviewed		4	2	2
	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		4	2	2
	PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved		2	1	1
	PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		4	2	2
	<b>Total</b>		<b>100</b>	<b>50</b>	<b>50</b>
<b>RAS / N0122 To help maintain healthy and safety</b>	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	<b>100</b>	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
<b>RAS / N0137</b> <b>To work effectively in a retail team</b>	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
	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
<b>RAS / N0138</b> <b>To work effectively in an</b>	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



organisation	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
	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.	10	5	5
	PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.	5	2.5	2.5
	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