

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

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Reference ID: RAS/Q0104, Version 3.0 NSQF level: 3

Retail Sales Associate (Divyangjan)

for Locomotor Disability

for Speech and Hearing Impairment

This book is sponsored by

Retailers Association's Skill Council of India

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Note: SCPwD

SCPwD has borrowed the qualification from RASCI which is approved by NCVET in the 22nd meeting of NSQC on 25th August 2022 (Link of MOM

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And uploaded on NQR WWW.nqr.gov.in

The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.

For LD- 2022/PWD/SCPWD/05845

For SHI- 2022/PWD/SCPWD/05846





Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

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

About this Guide

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

It includes the following National Occupational Standards (NOSs)-

1. RAS / N0114 To process credit applications for purchases
2. RAS / N0120 To help keep the store secure
3. RAS / N0122 To help maintain healthy and safety
4. RAS / N0125 To demonstrate products to customers
5. RAS / N0126 To help customers choose right products
6. RAS / N0127 To provide specialist support to customers facilitating purchases
7. RAS / N0128 To maximize sales of goods & services
8. RAS / N0129 To provide personalized sales & post-sales service support
9. RAS / N0130 To create a positive image of self & organisation in the customers mind
10. RAS / N0132 To resolve customer concerns
11. RAS / N0133 To organize the delivery of reliable service
12. RAS / N0134 To improve customer relationship
13. RAS / N0135 To monitor and solve service concerns
14. RAS / N0136 To promote continuous improvement in service
15. RAS / N0137 To work effectively in your team
16. RAS / N0138 To work effectively in your organisation

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

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

Table of Contents

S. No	Modules and Units	Page No
1.	Introduction to Retail (Additional Reading)	1
	Unit 1.1 - Introduction to Retail	3
	Unit 1.2 - Traditional and Modern Retail in India	8
	Unit 1.3 - Retail Formats	10
	Unit 1.4 - Modern Retailing, and You	12
	Unit 1.5 - Retail Supply Chain	14
2.	Suggesting Right Products to Customers (RAS/N0126)	17
	Unit 2.1 - Identification of Customer Needs	19
	Unit 2.2 - Demonstrate Products	21
	Unit 2.3 - Handle Objections and Close Sale	23
	Unit 2.4 - Buying Signals of the Customer	25
	Unit 2.5 - Advising Customers on Additional Products Sales	27
3.	Product Demonstration (RAS/N0125)	31
	Unit 3.1 - Prepare for Demonstrating Products	33
	Unit 3.2 - Demonstrate Products to Customers	35
4.	Provide Specialist Advise to the Customers (RAS/N0127)	39
	Unit 4.1 - Provide Specialist Support	41
	Unit 4.2 - Styles that Appeal to Customers	43
	Unit 4.3 - Demonstrate Specialist Products	45
5.	Maximising Sales (RAS/N0128)	49
	Unit 5.1 - Maximise Sales of Goods and Services	51
6.	Provide Personalised Sales & After Sales Support (RAS/N0129)	55
	Unit 6.1 - Provide a Personalised Service-1	57
	Unit 6.2 - Provide a Personalised Service (contd.)	59
	Unit 6.3 - Provide After-Sales Service	61



S. No	Modules and Units	Page No
7.	Building Positive Image in Minds of Customers (RAS/N0130)	65
	Unit 7.1 - Building Effective Rapport with the Customers	67
	Unit 7.2 - Responding to Customers	69
	Unit 7.3 - Responding to Different Types of Customers	71
8.	Resolving Customer Concerns (RAS/N0132)	75
	Unit 8.1 - Resolve Customer Concerns	77
	Unit 8.2 - Customer Concern Handling Process	79
9.	Organising Service Delivery (RAS/N0133)	83
	Unit 9.1 - Organize the Delivery of Reliable Service	85
10.	Customer Relationship Management (RAS/N0134 & RAS/N0135)	89
	Unit 10.1 - Improve Customer Relationship, Monitor and Solve Concerns	91
11.	Continuous Service Improvement (RAS/N0136)	95
	Unit 11.1 - Promote Continuous Improvement in Service	97
12.	Processing Applications for Purchase on Consumer Credit/ Loan (RAS/N0114)	101
	Unit 12.1 - Customer Credit Purchases	103
	Unit 12.2 - Process Credit Applications for Purchases	105
13.	Store Security (RAS/N0120)	109
	Unit 13.1 - Loss Prevention	111
	Unit 13.2 - Store Security	113
14.	Maintain Healthy and Safety (RAS/N0122)	117
	Unit 14.1 - Dealing with Accidents and Emergencies	119
	Unit 14.2 - Reduce Risks to Health and Safety	121



S. No	Modules and Units	Page No
15.	Working Effectively in a Team (RAS/N0137 & RAS/N0138)	125
	Unit 15.1 - Working Effectively in a Retail Team and Organisation	127
	Unit 15.2 - Information and Documentation at Workplace	129
	Unit 15.3 - Develop Effective Work Habits	131
16.	Annexures	133
	Annexure I: Training Delivery Plan	134
	Annexure II: Assessment Criteria	160
	Annexure III: List of QR Codes Used in PHB	168





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1. Introduction to Retail

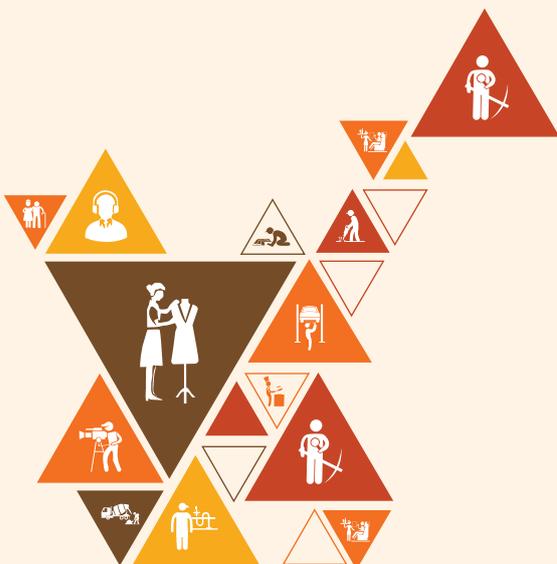
Unit 1.1 - Introduction to Retail

Unit 1.2 - Traditional and Modern Retail in India

Unit 1.3 - Retail Formats

Unit 1.4 - Modern Retailing, and You

Unit 1.5 - Retail Supply Chain



Additional
Reading

Key Learning Outcomes



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

1. State the meaning of retail.
2. Identify the difference between the traditional and modern retail sectors.
3. Identify the traditional forms of retailing in India.
4. Identify the features of retail formats.
5. Identify the departments and functions in a modern retailing operation.
6. Identify the components involved in the retail supply chain.

Unit 1.1: Introduction to Retail

Unit Objectives

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

1. State the meaning of retail.
2. List the features and components of retail.
3. Identify the stages in the growth of the retail sector.
4. Discuss the reasons for the growth of retail in India.
5. Differentiate between the traditional and modern retail sectors.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the participants cordially to the session. Explain that you will put them at ease by playing a game. This game is meant to break the ice between everyone and get the participants interested in the class.

Say

Good morning, participants and a very warm welcome to this training program, called 'Retail Sales Associate'.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game they will play as an "Ice Breaker".

Note



- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Say



Before starting the training, let us introduce ourselves and get to know each other. We shall play a game. Each of us will tell the class their name, hometown, hobbies and special quality about themselves, starting with the 1st letter of their name. I will start with mine.

Activity



- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each one of, you shall continue with the game with your names, till the last person in the circle/ semi-circle participates”.
- Listen to and watch the participants while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.

Remember to:

- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognizing each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Say



Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note

Discuss about the duties of a Retail Sales Associate , their scope of work and their required qualities.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. Today we shall learn about the need and importance of retail in India.

Ask

Ask the participants the following questions:

- Does anybody know what the meaning of retail is?
- Have you heard about the barter system?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the solutions and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Meanings of retail, retailing and retailer
- Features of retailing
- Key components of a retail store
- Growth of Retail Sector
- Barter system
- Retail store- organized v/s unorganized
- Traditional and modern retail sector

Say

Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

Activity

- This session will have a video activity.
- You will play a video.
- The video will give a brief idea about India's Retail Sector.
- The YouTube link for the video is: <https://youtu.be/que0S6L6plc>
- The participants will watch the video.
- They can note down pointers from the video that they may find relevant.
- In case of any queries or confusion, participants will write those down in their notebooks.
- After the end of the video, the participants can ask you questions.
- The participants will raise their hands, and you will pick up the participants who will place their questions.
- The answering session will be in the form of a discussion where either you or any of the participants knowing the answer, can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer

Say

I hope you all enjoyed this session today. Now we are going to take part in another activity. Did you find this activity interesting?

Activity

- Divide the class into 2 groups.
- Provide a broad explanation on the following topics.
 - Growth of Retail Sector
 - The traditional and modern retail sector
- The participants must present their answers rich in information.
- You will take 30 minutes to evaluate the answers of the participants.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	40 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.

Say 

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do 

- Conduct a doubt clarification session, if needed.
- Note down the crucial points on the whiteboard as the participants speak.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer.

Unit 1.2: Traditional and Modern Retail in India

Unit Objectives

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

1. Describe the traditional retail scene in India.
2. Describe the emerging modern forms of retailing in India.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the traditional retail scene in India and the emerging modern forms of retailing in India.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. Today we shall learn about the traditional retail scene in India emerging modern forms of retailing in India.

Ask

Ask the participants the following questions:

- What are the different traditional forms of retailing in India?
- What are the types of markets in the emerging retail trends in India?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Traditional forms of retailing in India
 - Kirana/mom and pop stores
 - Weekly bazaars/markets
 - Whole sale markets/mandis
 - Hawkers

- The emerging retail scene in India
 - Malls
 - Non-store retailing
 - Direct selling

Say

Let us participate in a group activity to explore the unit more.

Activity

- Divide the participants into 2 groups
- The first group will make a list and elaborate on the traditional forms of retailing in India
- The other group will make a list of the markets elaborating the emerging retail scene in India
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	40 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 1.3: Retail Formats

Unit Objectives

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

1. List the different retail formats.
2. Summaries the key features of retail formats

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will identify the different retail formats and the key features.

Say

Good morning and welcome back to this training program, “Retail Sales Associatee “. Today we shall learn about the different retail formats and the key features.

Ask

Ask the participants the following questions:

- What are the different types of retail formats?
- What are the features of the different types of retail formats?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Retail format
- Types of retail formats
 - Standalone stores
 - Department stores
 - Discount stores
 - Convenience stores

- Supermarkets
- Premium store/Lifestyle stores
- Hypermarkets
- Malls

Say

Let us participate in a group discussion to explore the unit more.

Activity

- Divide the participants into 3 to 5 groups
- Organize a group discussion in the class on the types of retail formats
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the importance of proper training for a Retail Sales Associate to comply with the organizational guidelines.

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ask the students to write the answer attentively
- Ensure that all the participants participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class
- Ensure that all the participants answer every question listed in the Participant Handbook

Unit 1.4: Modern Retailing, and You

Unit Objectives

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

1. List the departments and functions in a modern retailing operation.
2. Outline the structure of and roles in a front end store operation.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the processes of identifying departments and functions in a modern retailing operation, also structure and roles of front end store operation,.

Say

Good morning and welcome back to this training program, “Retail Sales Associatee “. Today we shall learn about the Various departments & their functions in a modern retailing operation , also the organizational structure and role in a front end store operation.

Ask

Ask the participants the following questions:

- What are the different departments in modern retailing?
- What is the structure and role of Retail Sales Associate in front end store operations?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Departments in modern retailing
 - Merchandising
 - WarehousingFinance
 - Projects
 - Marketing

- Human resources
- Structure and roles in a store

Say 

Let us participate in a group activity to explore the unit in detail.

Activity 

- Divide the participants into 2 groups
- The first group will make a list of departments in modern retailing
- The second group will make a list of the roles in a store
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	40 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do 

- Ensure that every trainee participates in the activity session
- Show the students the organizational structure of the organization you are currently working with

Notes for Facilitation 

- Ask the participants if they have any questions
- Encourage peer learning in the class

Unit 1.5: Retail Supply Chain

Unit Objectives

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

1. State the meaning of supply and retail supply chain.
2. Identify the elements of a typical supply chain.
3. List the features of a supply chain.
4. Identify the factors that influence supply chain management

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the state of the meaning of supply and retail supply chain, identify the elements of a typical supply chain, list the features of a supply chain, identify the factors that influence supply chain management.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. Today we shall learn about the retail supply chain

Ask

Ask the participants the following questions:

- What are the Features of the supply chain?
- What are the factors that influence the retail supply chain?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- A typical retail supply chain
- Features of a supply chain
- Supply chain management

- Factors that influence retail supply chain
 - Technology-based systems have raised the level of effectiveness
 - The last vital link—you
 - The store staff is the last vital link in the retail supply chain

Say 

Let us participate in a group discussion to explore the unit more.

Activity 

- Conduct a group discussion in the class on the features of a supply chain management
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the importance of proper training for a Retail Sales Associate to comply with the organizational guidelines.

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do 

- Ask the students to raise questions regarding any confusion
- Ensure active participation of each student

Notes for Facilitation 

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) cut
2. d) All of the above
3. d) All of the above
4. a) Store Manager
5. d) All of the above

Answer the following:

1. Refer - UNIT 1.1 Introduction to Retail
Topic – Retail
2. Refer - UNIT 1.5 Retail Supply Chain
Topic – Factors that Influence Retail Supply Chain
3. Refer - UNIT 1.1 Introduction to Retail
Topic – Growth of Retail Sector
4. Refer - UNIT 1.2 Traditional and Modern Retail in India
Topic – Traditional Forms of Retailing in India
5. Refer - UNIT 1.4 Modern Retailing and You
Topic – Departments in Modern Retailing



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2. Suggesting Right Products to Customers

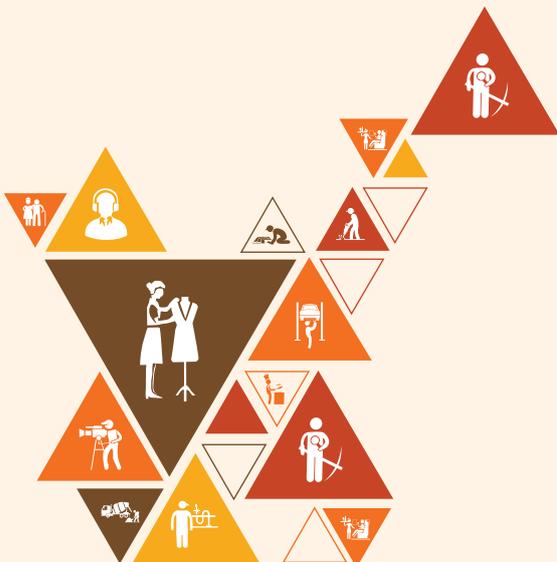
Unit 2.1 - Identification of Customer Needs

Unit 2.2 - Demonstrate Products

Unit 2.3 - Handle Objections and Close Sale

Unit 2.4 - Buying Signals of the Customer

Unit 2.5 - Advising Customers on Additional Products Sales



RAS/N0126

Key Learning Outcomes



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

1. Follow sales process to identify customer needs and suggest right products for them
2. Discuss the ways to promote sales and goodwill
3. Apply selling techniques to handle objections and queries of customers
4. Re-enact the process of suggesting additional and associated products to customers
5. Follow the techniques of closing sales
6. List the impact of not upholding the legal rights of the customers

Unit 2.1: Identification of Customer Needs

Unit Objectives

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

1. State the meaning of retail sales.
2. List the pre-selling activities.
3. Determine/Identify the standards for appearance and behaviour.
4. Carry -out the steps to help the customers in choosing the right products.
5. Perform the process of identifying the products that the customers are interested in buying.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer.

Note

This unit will discuss what Retail selling, Pre-Sales Preparation is.

Say

Good morning and welcome back to this training program, “Retail Sales Associatee “. Today we shall learn about Identifying Customer Needs.

Ask

Ask the participants the following questions:

- What is pre-sales preparation?
- What is the sales process?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Grooming
- Store and product arrangements
- Company and its people

- Company policies, processes:
- vendors, their rights and their business
- Your right's and your customer's rights
- Products and services
- Competitors and their business
- Meet and Greet
- Probe

Say

Let us participate in a group activity to explore the unit more.

Activity

- Ask two students to volunteer for the activity
- The first student acts as a sales associate, and the second student acts as a customer
- Ask the Sales associate to demonstrate the entire sales process :
 - Meet and Greet
 - Identify Customer Needs
 - Demonstrate Products
 - Propose solution
 - Handle objections
 - Close Sale
 - Follow up
- Repeat the activity with other participants

Activity	Duration	Resources used
Role Play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to participate

Unit 2.2: Demonstrate Products

Unit Objectives

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

1. Demonstrate the following steps of the Sales Process
 - a. Present and demonstrate.
 - b. Propose solution.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss Present and Demonstrate steps of sales process.

Say

Good morning and welcome back to this training program, “Retail Sales Associates”. Today we shall learn about Present and Demonstrate procedures with proposed solutions.

Ask

Ask the participants the following questions:

- What is a demonstration?
- Elaborate on the steps involved in the process of sales presentation.

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Focus on the benefits of your products and services
- Presentation: Tips for effectiveness
- Propose solution

Say

Let us participate in a group activity to explore how to 'present, demonstrate and propose' solutions to the customer.

Activity

- Ask two students to volunteer for the activity.
- Ask the first student to act as a Sale Associate and the second student to act as a customer.
- Ask them to dramatize a scenario where the customer asks for a product, and the sales associate demonstrate the product and brief the customer about the same.
- Now ask other participants to participate and repeat the same role-play

Activity	Duration	Resources used
Role Play	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ensure that all the participants participate in the Role play activity
- Ensure a friendly atmosphere during the Role play
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class
- Discuss the proper communication technique in Role play

Unit 2.3: Handle Objections and Close Sale

Unit Objectives

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

1. Demonstrate the following steps in the sales process:
 - a. Handle objections.
 - b. Close.
 - c. Follow up.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools, various communication equipment

Note

This unit will discuss Handle objections, closing sales, and follow up.

Ask

Ask the participants the following questions:

- What is closing a sale?
- What is taking Feedback?
- What act as an opening for you to explain how your product differs from your competitor's?

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

Elaborate

In this session, we will discuss the following points:

- How to handle objection from customers
- Steps to close the sales
- Identify readiness/Interest signal provided by the customer

Say

Let us participate in a group activity to explore the unit more.

Activity

- Ask four participants to volunteer for role play
- Ask two candidates to act as sales associates and two as customers in a shopping mall.
- Ask the sales associates to present a product, and the customer objects/complaint
- Instruct the sales associate to handle those objections
- Note down the complaints and rebuttals provided
- Repeat the activity with other participants

Activity	Duration	Resources used
Objection Handling	45 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Answer all the doubts raised by the participants in the class
- Encourage other participants to participate in the activity

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Unit 2.4: Buying Signals of the Customer

Unit Objectives

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

1. State the importance of establishing customer needs.
2. Identify the verbal buying signals of the customer.
3. Identify the non-verbal buying signals of the customer.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools, various communication equipment

Note

In this unit, we will discuss the importance of establishing customer needs & identifying Verbal and Non verbal buying signals of the customer.

Ask

Ask the participants the following questions:

- What are the customers' signals, which show that they are interested in buying the products?
- What are buying signals (non-verbal & verbal communications) of the customer?
- What are buying signals for sale closure?

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

Elaborate

In this session, we will discuss the following points:

- How does establishing customer needs can help in facilitating sales
- Customers' signals that show that they are interested in buying the products
- Buying signals (Verbal & non-verbal communications) of the customer
- Buying signals for sale closure

Say

Let us participate in a group activity to explore the non - verbal buying signals of the customers.

Activity

- Select two volunteers .
- First act as a customer, and the second act as a Sales associate.
- Ask the other trainee playing the role of Sales associates to recollect the occasion when they had made any sale.
- They will discuss and enact the key steps that happened in the process in terms of what was said and done in the process.
- The Trainee playing the role of the Sales associate should understand the key events in the product presentation and propose solution stages and enact the same.
- The trainee playing the role of the customer to enact the key things they said and did in making the purchase.
- Importance of establishing customer needs.
- Verbal buying signals of the customer.
- Non-verbal buying signals of the customer.

Activity	Duration	Resources used
Role Play	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Answer all the doubts raised by the participants in the class
- Encourage other participants to participate in the activity

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class

Unit 2.5: Advising Customers on Additional Products Sales

Unit Objectives

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

1. Identify the methods of advising additional and associated products to customers to increase sales.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools, various communication equipment

Note

In this unit, we will discuss cross-selling and upselling.

Ask

Ask the participants the following questions:

- Do you know what is cross-selling?
- What is upselling?
- What is post expert recommendation?

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

Elaborate

In this session, we will discuss the following points:

- Add-on selling
- Stay relevant
- Correct approach

Say

Let us participate in a group discussion to explore the upselling.

Activity

- Divide the class into two groups.
- First group act as a Retail Sales Associate, and the second group act as a customer.
- Ask the First group of Retail Sales Associate to interact with the customer group and perform the upselling task.
- Close the discussion by summarizing the importance of proper upselling & cross selling for a Retail Sales Associate to comply with the organizational guidelines.

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Answer all the doubts raised by the participants in the class
- Guide the students in identifying the pictures

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. a) Encourages
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 2.1 Identification of Customer Needs
Topic – Retail Selling
2. Refer - UNIT 2.2 Demonstrate Products
Topic – Sales Process
3. Refer - UNIT 2.4 Buying Signals of the Customer
Topic – Importance of Establishing Customer Needs
4. Refer - UNIT 2.5 Advising Customers on Additional Products Sales
Topic – Add-on Sales
5. Refer - UNIT 2.5 Advising Customers on Additional Products Sales
Topic – Add-on Sales



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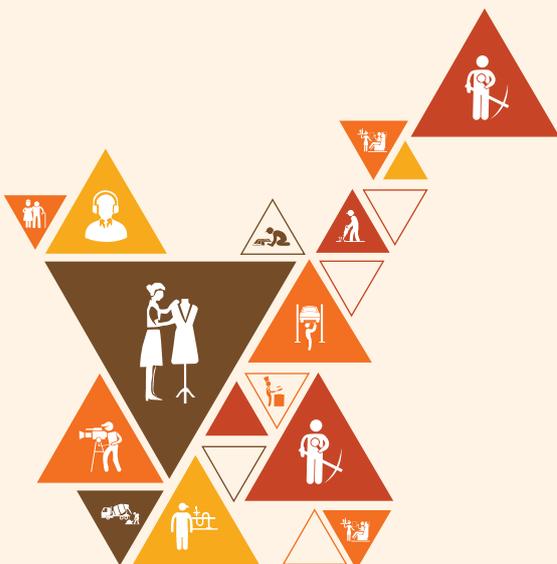


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3. Product Demonstration

Unit 3.1 - Prepare for Demonstrating Products

Unit 3.2 - Demonstrate Products to Customers



RAS/N0125

Key Learning Outcomes



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

1. Explain the importance of conducting product demonstration to the customers
2. Demonstrate the steps to prepare for product demonstration
3. List the steps of product demonstration in a logical sequence
4. Perform product demonstration in a logical sequence

Unit 3.1: Prepare for Demonstrating Products

Unit Objectives

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

1. Explain the need for the demonstration of products to the customers.
2. Identify how demonstrations help in promoting and selling the products
3. Show how to prepare the demonstration area effectively and check if it is safe.
4. Identify key demonstration areas and associated products in the store.
5. List key safety guidelines to be followed in the demonstration area.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn to demonstrate products.

Say

Good morning and welcome back to this training program, “Retail Sales Associatee “. Today we shall learn about demonstrating products.

Ask

Ask the participants the following questions:

- What are the key products that are generally demonstrated in-store?
- What is the need for a demonstration?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Need for Demonstration
- Role of product demonstrations in promoting and selling the products
- Preparing the demonstration area effectively Maintain safety at demonstration area

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the class into three or four groups depending on the size of the class. Give each group the following categories - Food and apparel, Consumer durables, IT and mobile products, Audio, video equipment.
- Each group will get a chart paper where they will write their answers.
- Ask participants to make a list of items required for demonstrations.
- Ask them to list the utility of every item they listed during the demonstration.
- Ask every group to present their findings to the class.

Activity	Duration	Resources used
Chart Paper Activity	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 3.2: Demonstrate Products to Customers

Unit Objectives

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

1. Explain the stages of demonstration
2. Conduct the process of demonstrating the products in a logical sequence and stages.
3. State the features and benefits of the products that are to be demonstrated.
4. Explain the applicable warranty, replacement/repair and annual maintenance costs.
5. Perform how to clear equipment and products away promptly at the end of the demonstration and connect with the customer.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn steps and stages involved in product demonstration.

Say

Good morning and welcome back to this training program, “Retail Sales Associatee “. Today we will learn the stages involved in product demonstrations.

Ask

Ask the participants the following questions:

- Explain the usage and working condition of the product to a customer?
- What is the benefit of offering a sample to the customer?
- Why is it important that the customer understand the benefits and advantages of a product based on his needs and requirements?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Explain the usage and working condition of the product to a customer?
- What is the benefit of offering a sample to the customer?
- Why is it important that the customer understand the benefits and advantages of a product based on his needs and requirements?

Say

Let us participate in a role-play to understand the grievance handling

Activity

- This session will be a role-play activity
- Assemble the trainees to a spacious room/ open space and divide them in groups of three
- One of trainees will act as salesperson and the other two as customers
- Ask the trainees to demonstrate the general store activities
- Assign a hypothetical situation of identifying and checking the price of products with respect to discounts and offers on each product and explain the same to the customers
- Allot 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Cordless microphones (if required), pen, notebook, participant hand-book, whiteboard, markers, tools and products as per industry standards, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. b) together
5. c) flavours

Answer the following:

1. Refer - UNIT 3.1 Prepare for Demonstrating Products
Topic – Prepare for Demonstrating Products
2. Refer - UNIT 3.2 Demonstrate Products to Customers
Topic – Stages of Demonstration
3. Refer - UNIT 3.2 Demonstrate Products to Customers
Topic – Stages of Demonstration
4. Refer - UNIT 3.1 Prepare for Demonstrating Products
Topic – Prepare for Demonstrating Products
5. Refer - UNIT 3.2 Demonstrate Products to Customers
Topic – Stages of Demonstration



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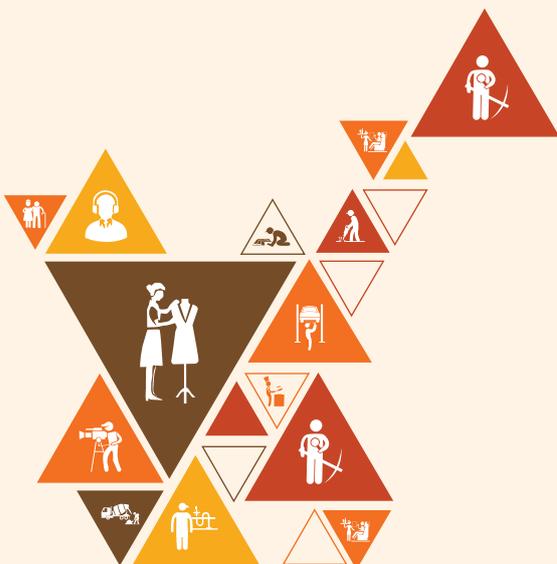
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4. Provide Specialist Advise to the Customers

Unit 4.1 - Provide Specialist Support

Unit 4.2 - Styles that Appeal to Customers

Unit 4.3 - Demonstrate Specialist Products



RAS/N0127

Key Learning Outcomes



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

1. State the meaning of specialist products
2. Discuss the importance of specialised knowledge to provide advise on specialist products
3. List the steps of identifying and suggesting specialist products to the customers
4. Demonstrate the steps to engage, demonstrate and suggest specialist products aligned with customer requirements
5. Employ closing techniques to sell specialist products to the customers

Unit 4.1: Provide Specialist Support

Unit Objectives

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

1. Describe how to help customers decide what to buy.
2. Describe the terms feature, advantage and benefit of a specialist product.
3. Explain the term and information relevant to individual interest and individual needs.
4. Explain the method of providing information and advice to customers by:
 - a. Comparing and contrasting the features and benefits of the specialist products.
 - b. Providing information that is relevant to their individual needs, such as speed of internet, processing speed, Wi-Fi facility, etc.
 - c. Finding out specific needs/interest and prioritise the specific needs.
 - d. Stating benefits of features that meet the needs.
 - e. Demonstrating the specialist product by following the safety guidelines.
 - f. Keeping the customer engaged and interested during the demonstration.
 - g. Adapting your style to appeal different kinds of customers.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This unit will learn about customers' features, an advantage of the product, features and benefits, interests and need.

Say

Good morning and welcome back to this training program, "Retail Sales Associatee ".

Ask

Ask the participants the following questions:

- What do they understand with features and benefits of specialist product?
- Whether features and advantages of a product are correlated?

write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Helping customers decide what to buy
- Feature, benefits and Advantage of specialist products
- Find out specific Interests and needs and prioritise them

Say

Let us participate in a group activity to explore the unit a little more.

Practical

- Select two participants to play the role of a Retail Sales Associate and customer.
- Participants should compare, contrast features, advantages and benefits of the products.
- Ask participants to read the case study
- Participants should be able to carry out the sales process steps – Demonstrate the models and offer an appropriate solution to the customers.
- Ask every participant to note their findings to the class.

Activity	Duration	Resources used
Role Play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 4.2: Styles that Appeal to Customers

Unit Objectives

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

1. Outline the factors that appeal to the customers.
2. Describe the style of speech that help in appealing the customers.
3. Identify the body language that needs to be adapted while -the customers.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

We will learn about body language for a retail sales person in this unit.

Say

Good morning and welcome back to this training program, “Retail Sales Associate”.

Ask

Ask the participants the following questions:

- What is body language, and the style of speech that appeals the customers ?
- What body language needs to be adapted to appeal different kinds of customers ?
- What are head motions, and what is their meaning?
- What is speech style?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Speech style
- Sales Style
- Body language – head motion

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Select two-two participants to play the role of a Retail Sales Associate and customer.
- Ask participants to make a list of how the student acting retail sales person is interacting with customer for demonstrating products.
- Ask each participant how they can interact with customer in a proper way.
- Ask every participant to present their findings to the class.

Activity	Duration	Resources used
Role Play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 4.3: Demonstrate Specialist Products

Unit Objectives

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

1. Describe how to prepare for demonstrating specialist products.
2. Explain the role of the sales associate in specialist product demonstrations.
3. Describe the way of interaction with customers during demonstrations.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn the key points we need to remember while demonstrating specialist products.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “.

Ask

Ask the participants the following questions:

- What do they understand by Specialist Products?
- Give some examples of specialist products in Retail shops?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Home theatre in a box (HTB) Systems
- Cables
- A specialist product that can easily be available in retail stores

Activity

- This session will be a role-play activity
- Take the participants to a spacious room/ open space
- Divide the class into groups where the participants make demonstrations of a store
- The trainee will demonstrate the correct process of handling proper store
- Assign a hypothetical situation of identifying and checking the price of products with respect to discounts and offers on each product
- Allot them 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Cordless Microphones (If Required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black), Tools and products as per industry standards, Etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) Specialist
2. d) All of the above
3. d) All of the above
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 4.1 Provide Specialist Support
Topic – Helping Customers Decide what to Buy
2. Refer - UNIT 4.1 Provide Specialist Support
Topic – Helping Customers Decide what to Buy
3. Refer - UNIT 4.2 Styles that Appeal to Customers
Topic – Adapting Your Style to Appeal to Different Kinds of Customers
4. Refer - UNIT 4.3: Demonstrate Specialist Products
Topic – Specialist Products
5. Refer - UNIT 4.3: Demonstrate Specialist Products
Topic – Specialist Products



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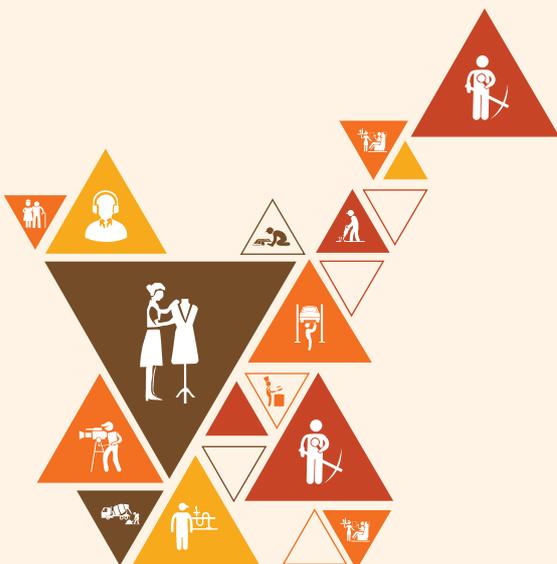
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5. Maximising Sales

Unit 5.1 - Maximise Sales of Goods and Services



RAS/N0128

Key Learning Outcomes



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

1. Discuss the role of sales promotions in a retail store
2. Demonstrate how promotional opportunities are communicated to the concerned person
3. Employ techniques of encouraging customers to purchase the promoted product
4. Identify the techniques of encouraging future buying of promoted product
5. Identify and communicate the potential of promotional opportunities authorities to increase sales

Unit 5.1: Maximise Sales of Goods and Services

Unit Objectives

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

1. State the purpose of promotions in stores.
2. Explain the term seasonal trend and how they affect opportunities for sales.
3. Estimate and compare the potential of promotional opportunities to increase sales.
4. Evaluate and record the results of promotions.
5. Determine the person in charge of promotional opportunities that have been identified.
6. Identify the techniques for building customers' interest in regularly buying the product being promoting.
7. Show how to promote the features and benefits of products to customers.
8. Identify the techniques for encouraging customers to buy the product being promoted.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tool

Note

In this unit, we will learn the purpose of product promotion.

Say

Good morning and welcome back to this training program, "Retail Sales Associate".

Ask

Ask the participants the following questions:

- What is a seasonal trend?
- How to build customers interest?
- How to encourage customers to buy the product?

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

Elaborate

In this session, we will discuss the following points:

- Sample sale trend
- Seasonal trends—opportunities for sales
- Estimating and comparing
- Evaluate results of promotions

Activity

- Conduct a group discussion in the class on the policies product promotion.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the importance of proper training for a Retail Sales Associate.

Activity	Duration	Resources used
Group Discussion	30 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Answer all the doubts raised by the participants in the class
- Guide the students throughout the activity

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. c) Monsoon
4. d) All of the above
5. b) Majorly

Answer the following:

1. Refer - UNIT 5.1 Maximise Sales of Goods and Services
Topic – Purpose of Promotions
2. Refer - UNIT 5.1 Maximise Sales of Goods and Services
Topic – Purpose of Promotions
3. Refer - UNIT 5.1 Maximise Sales of Goods and Services
Topic – Purpose of Promotions
4. Refer - UNIT 5.1 Maximise Sales of Goods and Services
Topic – Purpose of Promotions
5. Refer - UNIT 5.1 Maximise Sales of Goods and Services
Topic – Purpose of Promotions



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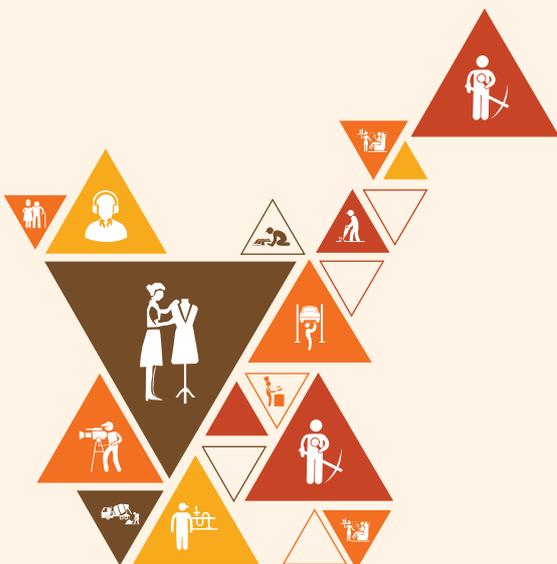
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6. Provide Personalised Sales & After Sales Support

Unit 6.1 - Provide a Personalised Service-1

Unit 6.2 - Provide a Personalised Service (contd.)

Unit 6.3 - Provide After-Sales Service



RAS/N0129

Key Learning Outcomes



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

1. Discuss the significance of providing personalized service to customers
2. List the advantages and benefits of providing personalized sales and service support to the customers
3. Point out the best practices followed in providing personalized sales and after sales service support
4. Employ rapport building techniques to ensure customer satisfaction
5. Identify and record and protect client information in a secured manner
6. Demonstrate the process of providing personalized sales and after sales support to the customers

Unit 6.1: Provide a Personalised Service-1

Unit Objectives

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

1. Describe the need for personalized service.
2. Show how to protect the company's desired image to the clients
3. Apply information about the client to prepare for client visits.
4. Create and maintain a rapport with clients, both new and existing.
5. Identify what types of questions to ask clients to find out about their buying needs, preferences and priorities.
6. Assess tactfully find out how much the client can spend.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn about personalised service.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ".

Ask

Ask the participants the following questions:

- What is the need for personalized service?
- How to Build rapport with clients?
- Which type of information can include in the client record?
- How do you project the company desired image?

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

Elaborate

In this session, we will discuss the following points:

- Customer Record Information
- Preparing Client Visit
- Type of question to identify customer need, open-ended, closed, and reflective questions.
- Determining clients capacity

Activity

- This is an individual activity
- Ask each of the participants to note down any five promotions/offers on products they have seen on TV or in a mall/market
- Ask them to note down the same on the notebook
- After the participants have completed writing, ask random students to narrate the offer/promotion in the class.

Activity	Duration	Resources used
Recall Activity	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 6.2: Provide a Personalised Service (contd.)

Unit Objectives

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

1. Describe how to relate the features and benefits of products or services to the client's needs
2. Identify suitable opportunities to sell additional or related products
3. Recommend clients in a way that encourages them to take your advice, without pressurising them
4. Display how to balance the need to make immediate sales with the need to maintain good business relations with the client

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn about how to correlate Feature, Advantage and Benefit of the products .

Say

Good morning and welcome back to this training program, "Retail Sales Associate ".

Ask

Ask the participants the following questions:

- What is the Feature of a product?
- What do understand by Benefits of the product?
- why is it important to know the Feature, Advantage and Benefit of a product?
- What do you mean by Additional or Related product?

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

Elaborate

In this session, we will discuss the following points:

- Feature
- Advantage
- Benefit
- Making Recommendation to client

Say

Let us participate in a group activity to explore the unit a little more.

Practical

- Ask two participants to volunteer for the activity.
- Ask one of the participants to act as a customer and the other as a sales associate.
- Ask the sales associate to demonstrate various types of bathing soap available with their USPs.
- Ask them to list the utility of every item they listed during the demonstration.
- Ask every participant to note their findings to the class.

Activity	Duration	Resources used
Role Play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 6.3: Provide After-Sales Service

Unit Objectives

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

1. Identify the need to provide after-sales service.
2. List the key components of service standards.
3. Describe the characteristics of good customer service standards.
4. Outline the factors that help in maintaining good personalised service standards.
5. Identify the impact of the moment of truth on keeping up with the promises to the client.
6. Describe the aspects of data protection laws and policies that aid in maintaining the confidentiality of client records.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn about the need for after-sales service and the benefit, Characteristics of a good service standard.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. Today we are going to learn the benefits of After sales service.

Ask

Ask the participants the following questions:

- What do you understand by After-sales service?
- What is TAT?
- What is SLA?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- TAT (Turn-around-time)
- SLA (Service level agreement)
- Characteristics of a good service standard
- Company Policy for client

Activity

- This is an individual activity
- Provide the following topics to the class and ask them to choose anyone from the list and prepare an extempore speech of approx. 1 min
 - Importance of after sales service
 - Importance of timeline in aftersales service
 - Service Level Agreement (SLA)
 - Characteristics of a good service standard
- After preparing the speech, ask random participants to stand and deliver the speech on their selected topic.
- Repeat the activity with all the participants

Activity	Duration	Resources used
Extempore	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. a) Service Level Agreement
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 6.1 Provide a Personalised Service-1
Topic – Personalised Service
2. Refer - UNIT 6.1 Provide a Personalised Service-1
Topic – Personalised Service
3. Refer - UNIT 6.2 Provide a Personalised Service (contd.)
Topic – Relating needs to Benefits of the Product
4. Refer - UNIT 6.3: Provide After-Sales Service
Topic – Need for After-sales Service
5. Refer - UNIT 6.3: Provide After-Sales Service
Topic – Need for After-sales Service



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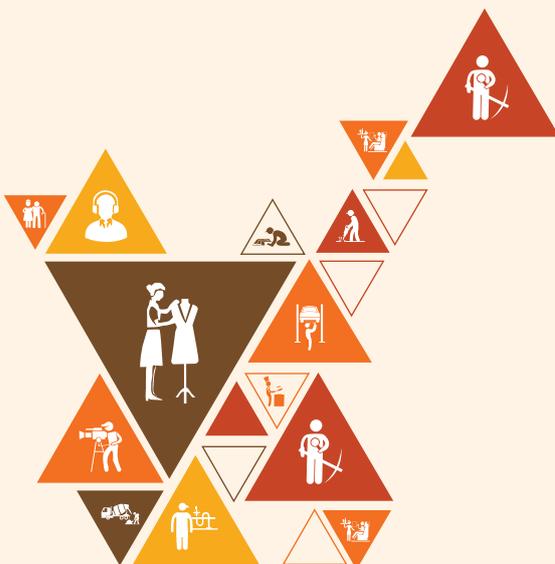
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7. Building Positive Image in Minds of Customers

Unit 7.1 - Building Effective Rapport with the Customers

Unit 7.2 - Responding to Customers

Unit 7.3 - Responding to Different Types of Customers



RAS/N0130

Key Learning Outcomes



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

1. Identify the need to impress upon the customers by creating a positive image in their mind
2. Explain the need to identify customer requirements and provide relevant information to them
3. Identify customer needs and provide relevant information on products and services to them
4. Follow the best practices of grooming and presentation of self

Unit 7.1: Building Effective Rapport with the Customers

Unit Objectives

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

1. Identify the importance of creating a positive image of self and the organisation in the customers' minds.
2. List the key factors that help in creating a positive image of self and the organisation.
3. Explain how the standards for appearance and behaviour help in creating a positive image of self.
4. Dramatize the methods of approaching and greeting the customers.
5. Show how to confirm the expectations of the customers.
6. Identify how to communicate information to the customers.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn the benefit of creating positive image of retail shop in customer's mind .

Say

Good morning and welcome back to this training program, "Retail Sales Associate ".

Ask

Ask the participants the following questions:

- Why is it important to create positive image of self and organization in the customers mind?explain Grooming and appearance and is it important to be well groomed?
- What are the keys of an effective greetings?
- What is communication and how does it help in building rapport with the customers ?

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

Elaborate

In this session, we will discuss the following points:

- Offer assistance
- Store and product arrangement
- Probe
- Showing undivided attention
- Communicating information to the customers
- Method of communication with customer, vendor, colleagues

Activity

- This is a group activity.
- Conduct a group discussion on the importance of establishing good rapport with the customers
- Ask the participants to note down important points from the discussion.
- Close the discussion by explaining the importance of appearance and behaviour in rapport building

Activity	Duration	Resources used
Group Discussion	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 7.2: Responding to Customers

Unit Objectives

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

1. State the meaning of customer service.
2. Identify the levels in customer service.
3. Describe the various factors that can make customer service memorable
4. Identify how to respond appropriately to customers.
5. Show how to meet customer expectations
6. Identify how to maintain customer loyalty.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn the difference between Customer and Consumer and customer service .

Say

Good morning and welcome back to this training program, “Retail Sales Associate “.

Ask

Ask the participants the following questions:

- Who is Consumer?
- Who is Customer?
- How to respond Customer?
- What is Customer retention?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Customer and Consumer
- Customer Retention
- Responding to Customer

Activity

Provide the students with a hypothetical situation as below:

- Select two participants to play the role of a Retail Sales Associate and a customer.
- Ask the Retail Sales Associate to interact with the customer, and know his/her needs.
- Ask the sales associate to pitch products as per the customer's need.
- Instruct the sales associate to answer the queries of the customer.
- Ask every participants to participate in the activity and note the key points.

Activity	Duration	Resources used
Role Play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 7.3: Responding to Different Types of Customers

Unit Objectives

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

1. Identify the different customer types.
2. Identify how to respond effectively to different customer types.
3. Identify how to manage customers when they are angry or confused.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn Types of Customer and How to treat different types of customer.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “.

Ask

Ask the participants the following questions:

- list different types of customers.

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Well-Informed Customers
- Uniformed Customer
- Shy Customers
- Sociable Customers
- Egocentric Customers
- Professional Customers

Activity

- Divide the class in six groups.
- Provide each group with chart paper and pens.
- Ask each group to make a detailed presentation on one of the customer types.
- Ask each group to define their Characteristics
- Ask every student to participate in the activity and note findings of the Retail Sales person.

Activity	Duration	Resources used
Chart Paper Activity	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. a) flagship
3. d) All of the above
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 7.1 Building Effective Rapport with the Customers
Topic – Importance of Creating a Positive Image
2. Refer - UNIT 7.2 Responding to Customers
Topic – Customer v/s Consumer
3. Refer - UNIT 7.2 Responding to Customers
Topic – Customer v/s Consumer
4. Refer - UNIT 7.3 Responding to Different Types of Customers
Topic – Types of Customers
5. Refer - UNIT 7.1 Building Effective Rapport with the Customers
Topic – Importance of Creating a Positive Image



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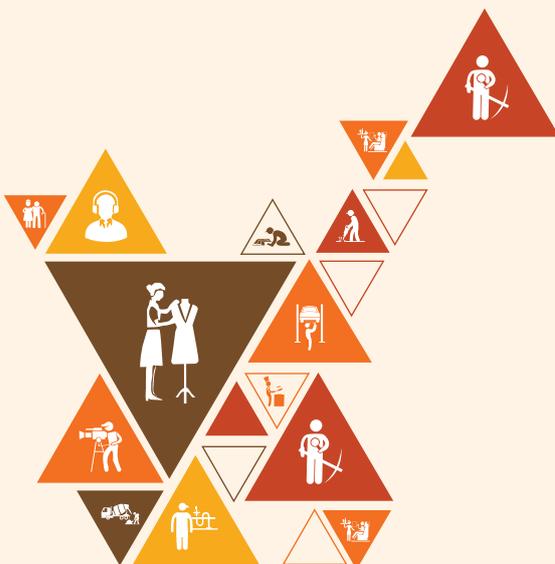


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8. Resolving Customer Concerns

Unit 8.1 - Resolve Customer Concerns

Unit 8.2 - Customer Concern Handling Process



RAS/N0132

Key Learning Outcomes



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

1. Discuss a sales associate's role in resolving customer problems
2. List the best practices followed to resolve customer problems
3. Demonstrate the steps to communicate amicable resolution to the customer's problem
4. Identify repeated customer problems and escalate to avoid recurrence

Unit 8.1: Resolve Customer Concerns

Unit Objectives

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

1. Discuss the steps involved in resolving customer concerns.
2. Explain the aspects of meet and greet.
3. Assess when and why to probe.
4. Outline the aspects of listening skills.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about Service, Type of Complain and Ways to solve complain.

Say

Good morning and welcome back to this training program, "Retail Sales Associate".

Ask

Ask the participants the following questions:

- What is Request, Complaints and Feedback?
- What are the types of complain and how to track complain?

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

Elaborate

In this session, we will discuss the following points:

- Listen
- When to probe customer
- Responding to customers, requests or feedback

Activity

- This is a group activity.
- Ask three students to volunteer for the activity
- Ask two students to act as customers and one student as sales associate
- Provide them with the following situation and ask to choose one
 - Customer complaining about price
 - Customer complaining about quality of the product
 - Customer complaining about hygiene factor
 - Customer complaining about availability and range of product
- Now ask them to conduct a role play on the same
- Repeat the activity with other participants and different scenerios

Activity	Duration	Resources used
Role play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 8.2: Customer Concern Handling Process

Unit Objectives

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

1. State the importance of listening to customer concerns.
2. Describe the aspects of apologising and acknowledging.
3. Apply the proper tone and intonation to be followed when handling customer complaints.
4. Recommend/suggest solutions and escalate.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn Non-Verbal Communication in Handling complain.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ".

Ask

Ask the participants the following questions:

- What is Active Listening, Body language, Facial Expression, Personal Space?
- What is Escalating? How it Help to Resolve Customer Complain?

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

Elaborate

In this session, we will discuss the following points:

- Follow-up
- Apologies and acknowledge
- Providing Solution

Activity

- This is an individual activity.
- Ask the participants to write the importance of – Follow-up, Providing Solution, Apologies and acknowledge.
- Instruct them to write the same on the note book
- Ask random students to read out what they have written

Activity	Duration	Resources used
Writing Activity	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) dissatisfaction
2. d) All of the above
3. d) All of the above
4. a) given importance
5. a) Interrupting and crowding

Answer the following:

1. Refer - UNIT 8.1 Resolve Customer Concerns
Topic – Service
2. Refer - UNIT 8.1 Resolve Customer Concerns
Topic - Service
3. Refer - UNIT 8.2 Customer Concern Handling Process
Topic – Handling Complaints—Non-verbal Communication
4. Refer - UNIT 8.2 Customer Concern Handling Process
Topic – Handling Complaints—Non-verbal Communication
5. Refer - UNIT 8.2 Customer Concern Handling Process
Topic - Handling Complaints-Non-verbal Communication



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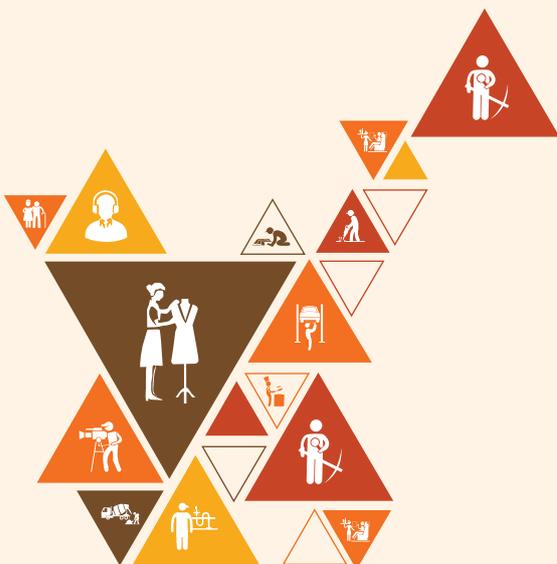
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9. Organising Service Delivery

Unit 9.1 - Organize the Delivery of Reliable Service



RAS/N0133

Key Learning Outcomes



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

1. State the importance of delivering reliable service to the customers
2. Explain the significance of planning in delivering reliable customer service
3. Combine procedures to organise delivery of reliable customer service
4. Follow standard operating practices to deliver customer service
5. Show how to monitor and control the delivery of desired Customer Service
6. Use Recording Systems to Maintain Reliable Customer Service

Unit 9.1: Organize the Delivery of Reliable Service

Unit Objectives

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

1. List the organisational procedures and systems for delivering customer service.
2. Identify the types of organisational systems for recording, storing, retrieving and supplying customer service information.
3. List the legal and regulatory requirements regarding the storage of data.
4. Describe the process of identifying the useful customer feedback.
5. Follow the process of communicating the customer feedback to others.
6. Describe the process of organising and delivering reliable service to customers

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about Organizational System used in a store.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “.

Ask

Ask the participants the following questions:

- What is CRM?
- What is POS?
- What is ERP?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- POS (Point of Sale)
- ERP (Enterprise Resource Planning)
- Job of CRM

Activity

- Divide the participants into 2 groups
- The first group will make a list of the different types of customer orders
- The other group will make a list of pointers probing to identify the precise needs of the customer
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	30 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

- Ensure that all the participants participate in the activity
- Help the students to understand the need of the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the participants in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c) Enterprise Resource Planning
2. d) All of the above
3. b) Point of Sales
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 9.1 Organise the Delivery of Reliable Service
Topic – Organisational Procedures and Systems for Customer Service
2. Refer - UNIT 9.1 Organise the Delivery of Reliable Service
Topic – Organisational Procedures and Systems for Customer Service
3. Refer - UNIT 9.1 Organise the Delivery of Reliable Service
Topic – Organisational Procedures and Systems for Customer Service
4. Refer - UNIT 9.1 Organise the Delivery of Reliable Service
Topic – Organisational Procedures and Systems for Customer Service
5. Refer - UNIT 9.1 Organise the Delivery of Reliable Service
Topic – Organisational Procedures and Systems for Customer Service



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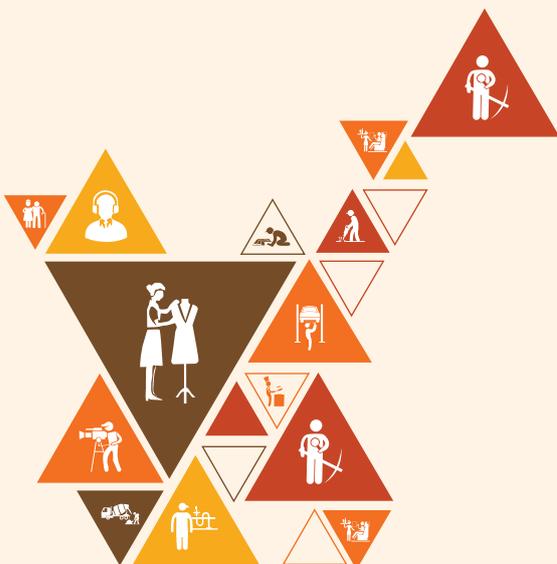
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10. Customer Relationship Management

Unit 10.1 - Improve Customer Relationship, Monitor and Solve Concerns



RAS/N0134 &
RAS/N0135

Key Learning Outcomes



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

1. Discuss the importance of improving relationship and communication with Customers
2. Identify the need to maintain balance between customer and organisational Needs
3. Explain the significance of meeting and exceeding customer expectations
4. Outline the practices followed to monitor and resolve customer service issues
5. List the standard practices and procedures followed to resolve customer service problems
6. Solve customer service problems and communicate resolutions to the customers
7. Review and report the problems arising while providing customer service to concerned authorities

Unit 10.1: Improve Customer Relationship, Monitor and Solve Concerns

Unit Objectives

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

1. Apply the methods of communication that are chosen to deal with customers.
2. Adapt communication style to respond to individual customer's feelings.
3. Explain how to negotiate effectively with customers to balance the needs of the customer and the organisation.
4. Assess the costs and benefits of any unusual agreement to your customer and your organisation.
5. Determine customer loyalty and/or an improved internal customer relationship is beneficial to the organisation.
6. Explain the organisational procedures and systems for dealing with customer service problems.
7. Show how to solve immediate customer service problems.
8. Identify the process of identifying and resolving repeated customer service problems.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about Method of communication.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this session we are going to learn method of communication.

Ask

Ask the participants the following questions:

- What is empathetic listening?
- What is EMAIL?
- What is direct conversion?

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

Elaborate

In this session, we will discuss the following points:

- Effective Negotiating
- Face to Face conversation
- Benefit of solution

Activity

- Divide the participant into 2 groups
- The first group will make a list of the different types of customer orders
- The other group will make a list of pointers probing to identify the precise needs of the customer
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	30 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

- Ensure that all the participants participate in the activity
- Help the students to understand the need of the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the participants in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. d) All of the above
5. a) Ending

Answer the following:

1. Refer - UNIT 10.1 Improve Customer Relationship, Monitor and Solve Concerns
Topic – Methods of Communication
2. Refer - UNIT 10.1 Improve Customer Relationship, Monitor and Solve Concerns
Topic – Methods of Communication
3. Refer - UNIT 10.1 Improve Customer Relationship, Monitor and Solve Concerns
Topic – Methods of Communication
4. Refer - UNIT 10.1 Improve Customer Relationship, Monitor and Solve Concerns
Topic – Methods of Communication
5. Refer - UNIT 10.1 Improve Customer Relationship, Monitor and Solve Concerns
Topic – Methods of Communication



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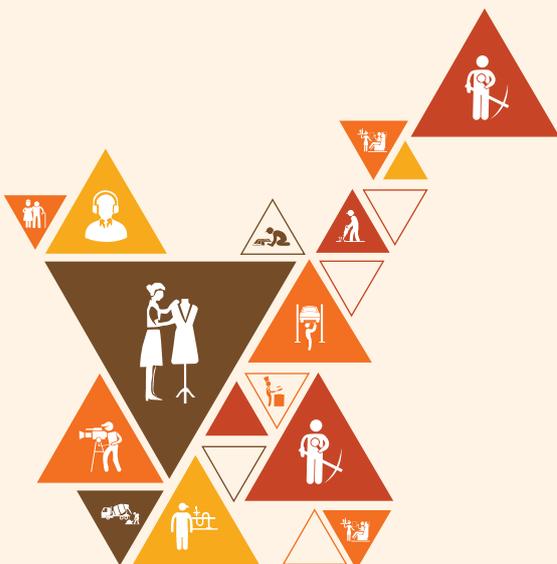
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11. Continuous Service Improvement

Unit 11.1 - Promote Continuous Improvement in Service



RAS/N0136

Key Learning Outcomes



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

1. Use customer feedbacks to analyze and suggest improvements in customer service delivery
2. Review and record feedback on the effects of changes
3. Discuss the impact of customer services on maintaining balance between overall customer satisfaction, costs of providing service, and regulatory needs.

Unit 11.1: Promote Continuous Improvement in Service

Unit Objectives

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

1. Explain the purpose of feedback.
2. List the modes of feedbacks from customers.
3. Explain the process of planning, implementing and reviewing the changes and/or improvements in customer service based on customer feedback.
4. Justify how customer experience is influenced by the way service is delivered.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about Feedback of customer, Mode of feedback, Type of feedback.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this session we are going to learn importance of feedback and how it can improve once quality and service.

Ask

Ask the participants the following questions:

- What is Feedback?
- What are the modes of Feedback?
- What is PDCA Cycle?

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

Elaborate

In this session, we will discuss the following points:

- Purpose of Feedback
- Feedback and Types of Feedback
- Modes of Feedback
- Plan , Do , Check and Act

Activity

- Divide the class in three groups.
- Ask one group to act as Retail Sales Associate and Rest group will act as Customer groups
- Ask one sales group to demonstrate one product to the customer group.
- Ask Customer groups to give feedback in positive only and in negative only.
- Ask every student to participate in the activity.

Activity	Duration	Resources used
Role play	50 minutes	Paper, Pen, Notebook, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. d) Hallmark
5. d) All of the above

Answer the following:

1. Refer - UNIT 11.1 Promote Continuous Improvement in Service
Topic – Purpose and Modes of Customer Feedback
2. Refer - UNIT 11.1 Promote Continuous Improvement in Service
Topic – Purpose and Modes of Customer Feedback
3. Refer - UNIT 11.1 Promote Continuous Improvement in Service
Topic – Purpose and Modes of Customer Feedback
4. Refer - UNIT 11.1 Promote Continuous Improvement in Service
Topic – Purpose and Modes of Customer Feedback
5. Refer - UNIT 11.1 Promote Continuous Improvement in Service
Topic – Purpose and Modes of Customer Feedback



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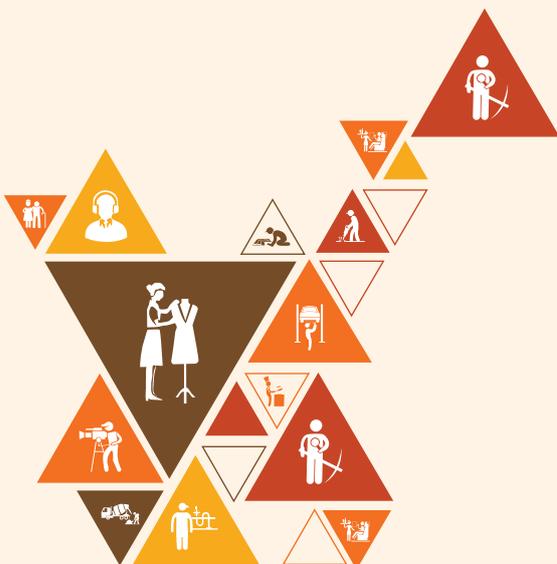


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12. Processing Applications for Purchase on Consumer Credit/ Loan

Unit 12.1 - Customer Credit Purchases

Unit 12.2 - Process Credit Applications for Purchases



RAS/N0114

Key Learning Outcomes



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

1. Outline the need for provision of a consumer loan or credit facility to the customers
2. Describe the characteristics and conditions of consumer loan or credit facility
3. List the legal and standard organizational criterion for providing consumer loans/ credit facilities to the customers
4. Outline the legal and standard company processes for carrying out credit checks and authorization
5. Demonstrate the steps to process the credit applications for purchase of products/ services
6. Use operating procedures to provide prompt solution to problems in Processing Credit Application Forms

Unit 12.1: Customer Credit Purchases

Unit Objectives

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

1. State the meaning of credit facility.
2. Describe the purpose of providing credit facility to customers at the store.
3. Identify the customer's needs for credit facilities.
4. List the features and conditions of the credit facilities offered by the company.
5. State the key legal and company requirements for giving information to customers when offering them credit facilities.
6. State the legal and company procedures for carrying out credit checks and getting authorisation for credit facilities.
7. Outline the features of a credit verification tool.
8. List the documents required from the customer to process the credit facility.
9. Identify the components involved in calculation of the cost of the credit facility to the customer.
10. Describe the process of calculating equated monthly instalments (EMI).

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn benefit of providing credit purchase facility.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this session we are going to learn importance of providing credit purchase.

Ask

Ask the participants the following questions:

- What is EMI?
- What is Credit facility?
- What is ECS?
- What is PDC?

- What is the purpose of credit checks?

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

Elaborate

In this session, we will discuss the following points:

- Credit purchase facility
- EMI
- PDC
- Credit Checks
- Feature and condition of credit facilities

Activity

- This session will be a role-play activity.
- Take the participants to a spacious room/ open space.
- Divide the class into groups where the participants will be even in number
- Ask the participants to demonstrate a cash or credit transaction identifying overdue payments and credit limits in a hypothetical scenario
- Allot them 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black),

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Unit 12.2: Process Credit Applications for Purchases

Unit Objectives

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

1. Explain how to accurately fill in the necessary documents to allow the customer to get credit.
2. Determine the credit worthiness of an individual by using appropriate techniques and tools.
3. Identify approach for advice and help in sorting out difficulties in processing applications.
4. Describe how to provide enough time and opportunities for the customer to ask for clarification or more information.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn steps of filling the loan application form.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this session we are going to learn filling the loan application form, CIBIL, major factors that affect the credit score.

Ask

Ask the participants the following questions:

- What is CIBIL?
- What are the major factors that affect credit score?

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

Elaborate

In this session, we will discuss the following points:

- CIBIL
- Credit Score
- Major Factor which affect credit score

Activity

- This session will be a role-play activity
- Take the participants to a spacious room/ open space
- Divide the class into groups where the participants make demonstrations of a store
- The trainee will demonstrate the major factor affect credit score
- Assign a hypothetical situation of identifying and checking Credit Score
- Allot them 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Cordless Microphones (If Required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black), Tools and products as per industry standards, Etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. d) Hallmark
5. d) All of the above

Answer the following:

1. Refer - UNIT 12.1 Customer Credit Purchases
Topic – Meaning of Credit Facility
2. Refer - UNIT 12.1 Customer Credit Purchases
Topic – Meaning of Credit Facility
3. Refer - UNIT 12.1 Customer Credit Purchases
Topic – Meaning of Credit Facility
4. Refer - UNIT 12.1 Customer Credit Purchases
Topic – Meaning of Credit Facility
5. Refer - UNIT 12.2 Process Credit Applications for Purchases
Topic – Filling the Loan Application



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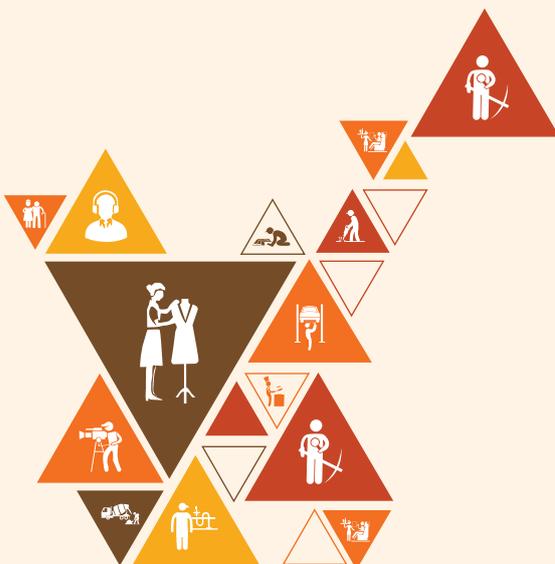


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13. Store Security

Unit 13.1 - Loss Prevention

Unit 13.2 - Store Security



RAS/N0120

Key Learning Outcomes



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

1. State the meaning and importance of loss prevention.
2. Describe the terms 'shoplifting' and 'kleptomania'.
3. List the types of losses and prevention measures
4. Describe the procedure to handle theft in a store.
5. Describe the electronic article surveillance equipment used in the store.
6. Identify the types of security risks at the store.
7. Identify the consequences of not keeping yourself and the store secure.
8. Identify the different situations that lead to security threats at the store.
9. Identify how to be alert of the situations that lead to security risks.
10. State the role of an SA in keeping the store secure.

Unit 13.1: Loss Prevention

Unit Objectives

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

1. State the meaning of loss prevention.
2. Identify the importance of loss prevention.
3. Describe the terms 'shoplifting' and 'kleptomania'.
4. Describe the types of losses and prevention measures.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn meaning of loss prevention, type of loss prevention, controlling known loss.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this unit we will learn meaning of loss prevention, type of loss prevention, controlling known loss.

Ask

Ask the participants the following questions:

- What is Loss?
- What are the types of losses?
- What are known loss?
- How can you control known loss?
- What action can you take for known loss?

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

Elaborate

In this session, we will discuss the following points:

- Loss
- Margin losses
- Wastage
- Billing Error
- Breakage
- Controlling known loss
- Unknown loss (Shrinkage)

Activity

- Conduct a group discussion on Loss , Different types of loss and how they can control loss
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing reporting hazards

Activity	Duration	Resources used
Group Discussion	20 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Share your inputs and insight, to encourage the participants and add into what they talk about.
- Ensure that all participants participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Unit 13.2: Store Security

Unit Objectives

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

1. List the types of security risk that can arise in your workplace.
2. Identify the authority and responsibility while dealing with security risks, including legal rights and duties.
3. Explain the approved procedure and techniques for protecting personal safety when security risks arise.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about store security, Types of Store security.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. In this unit we will learn type of store security and reporting, Tips for managing security risk, Authority and responsibility, EAS.

Ask

Ask the participants the following questions:

- What do you mean by Store Security?
- What is EAS
- What are the types of security risks?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Store Security
- RFID
- CCTV
- Company Policy
- Type of security risk

Activity

- Conduct a group discussion on Store Security, CCTV, and Company Policy.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing reporting hazards

Activity	Duration	Resources used
Group Discussion	30 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Share your inputs and insight, to encourage the participants and add into what they talk about.
- Ensure that all participants participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) Known Loss
2. b) Unknown loss
3. d) All of the above
4. a) Electronic surveillance gates
5. d) All of the above

Answer the following:

1. Refer - UNIT 13.1 Loss Prevention
Topic – Meaning of Loss Prevention
2. Refer - UNIT 13.1 Loss Prevention
Topic – Meaning of Loss Prevention
3. Refer - UNIT 13.1 Loss Prevention
Topic – Meaning of Loss Prevention
4. Refer - UNIT 13.2 Store Security
Topic – Type of Security Risks and Reporting
5. Refer - UNIT 13.2 Store Security
Topic – Type of Security Risks and Reporting



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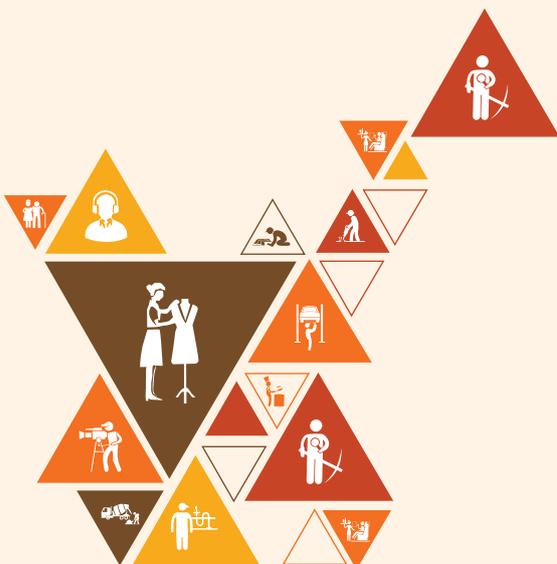


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14. Maintain Healthy and Safety

Unit 14.1 - Dealing with Accidents and Emergencies

Unit 14.2 - Reduce Risks to Health and Safety



RAS/N0122

Key Learning Outcomes



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

1. State the meaning of emergency.
2. Identify the causes for the emergency situation.
3. List the types of emergency situation that may arise in the store.
4. Describe the procedures in dealing with emergencies in the store.
5. Identify the procedure of reporting an emergency situation.
6. Identify the suitable behaviours required to handle the emergency situation.
7. Describe the procedure of raising alarm in emergency situation.
8. Describe the procedure of evacuation during emergency situation.
9. Describe the safety requirements laid down by organisation.
10. List the different types of risks with respect to safety that may arise in the store.
11. Describe the approved action to deal with different types risks.
12. List the different types of potential hazards that may lead to risks and emergency.
13. Describe the methods of dealing with potential hazards.

Unit 14.1: Dealing with Accidents and Emergencies

Unit Objectives

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

1. State the meaning of emergency.
2. Identify the causes for emergency situation.
3. List the types of emergency situation that may arise in the store.
4. Describe the procedures in dealing with emergencies in the store.
5. Follow the procedure of reporting an emergency situation.
6. Adapt suitable behaviour required to handle the emergency situation.
7. Describe the procedure of raising alarm in emergency situation.
8. Describe the procedure of evacuation during emergency situation.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about meaning of emergency, types of emergency, Handling accident, first-aid kit, raising alarm.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". In this unit we will learn meaning of emergency, types of emergency, Handling accident, first-aid kit, raising alarm.

Ask

Ask the participants the following questions:

- What do you mean by workplace emergency?
- What is First aid?
- What you include in first-aid kit?
- What is evacuation?
- What do you understand by emergency drill?

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

Elaborate

In this session, we will discuss the following points:

- Emergency drill
- First-aid box
- Evacuation
- Type of accident and emergencies
- Type of security risk

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on safety precautions to be taken in a store
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the consequences of improper shift handover

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ensure that all the participants participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class
- Discuss the proper commination technique in group discussion

Unit 14.2: Reduce Risks to Health and Safety

Unit Objectives

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

1. Describe the safety requirements laid down by organisation.
2. List the different types of risks with respect to safety that may arise in the store.
3. Describe the approved action to deal with different types of risks.
4. List the different types of hazards that may lead to risks and emergency.
5. Describe the methods of dealing with potential hazards.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn Types of risk, Types of hazard, Warning signs, PPE kit.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. In today’s session we learn Types of risk, Types of hazard, Warning signs, PPE kit.

Ask

Ask the participants the following questions:

- How to protect store equipment?
- What is the personal protective equipment’s which are used in retail store?
- What do you understand by personal hygiene?
- Make a list of risk types?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- PPE
- SAFER
- Type of hazard
- Basic fire-fighting techniques
- Action plan to deal with risks

Activity

- Divide the class into 3 groups
- The participants will have to provide a broad explanation on these topics.
 - Different ways to secure customer records in a store
 - Key safety procedures to be followed in a store
 - Different ways and the importance of keeping a store clean
- It is important that the participants present their answers not only rich in information but also supported by hand-drawn diagrams (if possible).
- The group which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Group Discussion	30 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Conduct a doubt clarification session, if needed.
- Notedown the crucial points on the whiteboard as the participants speak.
- Share your inputs and insight, to encourage the participants and add onto what they talk about.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 14.1 Dealing with Accidents and Emergencies
Topic – Meaning of Workplace Emergency
2. Refer - UNIT 14.1 Dealing with Accidents and Emergencies
Topic – Meaning of Workplace Emergency
3. Refer - UNIT 14.1 Dealing with Accidents and Emergencies
Topic – Meaning of Workplace Emergency
4. Refer - UNIT 14.2 Reduce Risks to Health and Safety
Topic – Securing Customer Records
5. Refer - UNIT 14.2 Reduce Risks to Health and Safety
Topic – Securing Customer Records



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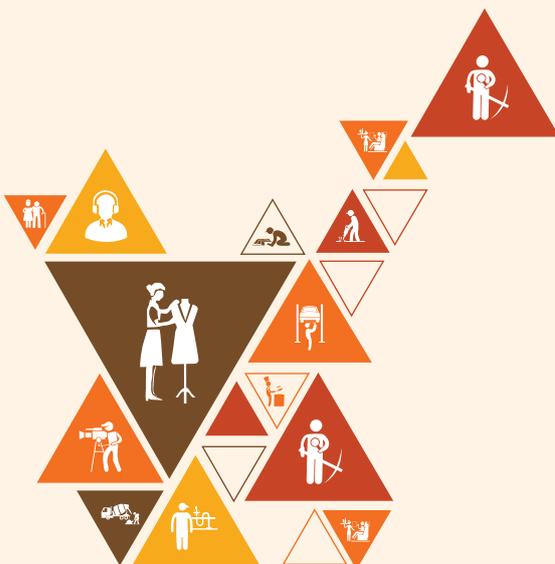
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15. Working Effectively in a Team

Unit 15.1 - Working Effectively in a Retail Team and Organisation

Unit 15.2 - Information and Documentation at Workplace

Unit 15.3 - Develop Effective Work Habits



RAS/N0137 &
RAS/N0138

Key Learning Outcomes



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

1. Identify the importance of working effectively in the team
2. Know the importance of information, instructions and documentation in retail workplace.
3. Discuss the importance of effective work habits.
4. Follow the required etiquette of the workplace.
5. Identify the significance of a positive attitude at the workplace.
6. Show how to effectively at the workplace.
7. Identify the significance of active listening skills.
8. Practice positive body language while communicating with others.
9. Identify the significance of good interpersonal skills at personal and professional front.

Unit 15.1: Working Effectively in a Retail Team and Organisation

Unit Objectives

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

1. Summarize the benefits of working as a team player
2. Develop effective work habits

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will learn about function of a store, importance of hierarchy and reporting hierarchy.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. In today’s session we will learn about function of a store, importance of hierarchy and reporting hierarchy

Ask

Ask the participants the following questions:

- What is hierarchy?
- Do you know about HR Department?
- What do you understand by IT Department?
- What housekeeping department deals with?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Housekeeping Department
- HR Department
- IT Department
- Audit Department
- Security Department

Activity

- Conduct a group discussion on the different departments functioning in a store collectively
- Ask the participants what they have learned from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing reporting hazards

Activity	Duration	Resources used
Group Discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Share your inputs and insight to encourage the participants and add to what they talk about.
- Ensure that all participants participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Unit 15.2: Information and Documentation at Workplace

Unit Objectives

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

1. Explain the importance of handling information within the purview of the job role.
2. Explain the importance of reading and interpreting policies and procedures.
3. List the steps to follow routine instructions through clear and direct communication.
4. Identify how to ask questions to find and confirm requirements.
5. Complete workplace documentation by writing simple reports.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn about the Scope of information, mode of information, types of services.

Say

Good morning and welcome back to this training program, “Retail Sales Associate “. Today we will learn about the Scope of information, mode of information, types of services.

Ask

Ask the participants the following questions:

- What is information?
- What are the modes of information we use?
- What do you know about managing waste?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Mode of information
- Identify requirements
- Workplace documentation

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the participants.
- The first topic in this session will be the scope of information
- The second topic on which the participants will prepare their extempore will be the process of workplace documentation
- You will randomly pick up participants and separate them into two groups.
- Ensure that the participants are equal in number.
- Allot the participants 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee with a simple explanation but rich in content will appreciate accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.

Do

- Conduct a doubt clarification session, if needed.
- Encourage the non-participating participants to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 15.3: Develop Effective Work Habits

Unit Objectives

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

1. Discuss the significance of displaying courteous and helpful behaviour.
2. Outline a typical value system of the organisation.
3. Summarise the employee rights and obligations.
4. Identify the language and concepts that are appropriate to cultural differences.
5. Identify how to use gestures or simple words to communicate where language barriers exist.
6. List the consequences of poor team participation on job outcomes

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will learn about the values of an organization, managing cultural differences, employee rights, team participation.

Say

Good morning and welcome back to this training program, "Retail Sales Associate ". Today, we will about values of organization, managing cultural differences, employee rights, team and individual

Ask

Ask the participants the following questions:

- What are the rights of employees?
- What is the dress code? What is its benefit?
- How do you manage cultural differences?

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

Elaborate

In this session, we will discuss the following points:

- Time management
- Values of an Organization
- Employee rights
- Team participation

Activity

- Conduct a group discussion on the cultures in the corporate
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising reporting hazards

Activity	Duration	Resources used
Conduct a group discussion on the cultures in the corporate	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Conduct a doubt clarification session, if needed.
- Share your inputs and insight to encourage the participants and add to what they talk about

Notes for Facilitation

- Encourage peer learning
- Use reference from different sources for better explanation



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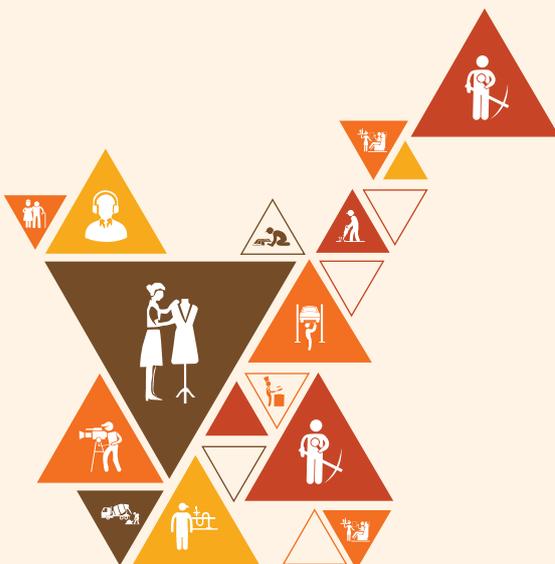
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16. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Retail Sales Associate		
Qualification Pack Name & Ref. ID	RAS/Q0104, Version 3.0		
Version No.	3.0	Version Update Date	27-11-2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Process credit applications for purchases 2. Help keep the store secure 3. Help maintain healthy and safety 4. Demonstrate products to customers 5. Help customers choose right products 6. Provide specialist support to customers facilitating purchases 7. Maximise sales of goods & services 8. Provide personalised sales & post-sales service support 9. Create a positive image of self & organisation in the customers mind 10. Resolve customer concerns 11. Organise the delivery of reliable service 12. Improve customer relationship 13. Monitor and solve service concerns 14. Promote continuous improvement in service 15. Work effectively in a retail team 16. Work effectively in an organisation 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to retail (Additional reading)	Introduction to the job role and responsibilities of Retail Sales Associate	<ul style="list-style-type: none"> • Discuss about retail sector in India • Distinguish between the traditional and modern retail sectors • Identify the traditional forms of retailing in India. • Discuss the features of retail formats. • Identify the departments and functions in a modern retailing operation. 	Bridge module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Participant handbook, note pad, white board, markers, projectors, computer, charts and graphs	0 Theory (0:00) Practical (0:00) (self learning)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Identify the components involved in the retail supply chain. List the roles and responsibilities of a Retail Sales Associate 				
1	To process credit applications for purchases	Credit facility for customers	<ul style="list-style-type: none"> Identify the customer's needs for credit facilities. Clearly explain to the customer the features and conditions of credit facilities. Provide enough time and opportunities for the customer to ask for clarification or more information. 	RAS / N0114 PC1, PC2, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Facilitator Guide), 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 add-on accessories such as mobile handsets with ear phones etc.) with barcode,	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Process applications from customers for credit facilities	<ul style="list-style-type: none"> • Accurately fill in the documents needed to allow the customer to get credit. • Successfully carry out the necessary credit checks and authorisation procedures. • Promptly refer difficulties in processing applications to the right person. 	RAS / N0114 PC4, PC5, PC6		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	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
2	To help keep the store secure	Identify and mitigating security threats at the store	<ul style="list-style-type: none"> Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of his/her responsibility and authority to do so. Follow company policy and legal requirements when dealing with security risks. Recognise when security risks are beyond his/her authority and responsibility to sort out, and report these risks promptly to the right person. 	RAS / N0120 PC1, PC2, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Help keep the retail environment secure	<ul style="list-style-type: none"> Use approved procedures and techniques for protecting personal safety when security risks arise. Follow company policies and procedures for maintaining security while working. Follow company policies and procedures for making sure that security will be maintained when he/she goes on breaks and when he/she finishes work. 	RAS / N0120 PC4, PC5, PC6		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	6 Theory (3:00) Practical (3:00)
3	To help maintain health and safety	Deal with accidents and emergencies	<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. Recognize when evacuation procedures have been started and follow company procedures for evacuation. 	RAS / N0122 PC1, PC2, PC3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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),	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Help to reduce health and safety risks	<ul style="list-style-type: none"> Follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same. Promptly take the approved action to deal with risks if he/she is authorised to do so. Report risks promptly to the right person, if he/she does not have the authority. Use equipment and materials in line with the manufacturer's instructions. 	RAS / N0122 PC5, PC6, PC7, PC8		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	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
4	To demonstrate products to customers	Perform pre-demonstration activities	<ul style="list-style-type: none"> Prepare the demonstration area and check that it can be used safely. Check whether the required equipment and products for demonstration are in place. 	RAS / N0125 PC1, PC2 KU1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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 add-on accessories such as mobile handsets with ear phones etc.) with barcode,	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Demonstrate products to customers	<ul style="list-style-type: none"> Demonstrate products clearly and accurately to customers. Present the demonstration in a logical sequence of steps and stages. Cover all the features and benefits he/she thinks are needed to gain the customer's interest. 	RAS / N0125 PC3, PC4, PC5, KU2		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	6 Theory (3:00) Practical (3:00)
		Perform post-demonstration activities	<ul style="list-style-type: none"> Promptly clear away the equipment and products at the end of the demonstration and connect with the customer 	RAS / N0125 PC6, KU4			6 Theory (3:00) Practical (3:00)
5	To help customers choose right products	Explaining product features	<ul style="list-style-type: none"> Find out which product features and benefits interest individual customers and focus on these when discussing products. Describe and explain clearly and accurately relevant product features and benefits to customers. Compare and contrast products in ways that help customers choose the product that best meets their needs. 	RAS / N0126 PC1, PC2, PC3, KU2, KU3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer,	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Help customers choose products	<ul style="list-style-type: none"> Check customers' responses to his/her explanations, and confirm their interest in the product. Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill. Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill. Constantly check the store for security, safety and potential sales whilst helping customers. 	RAS / N0126 PC4, PC5, PC6, PC7, KU6, KU7		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	8 Theory (4:00) Practical (4:00)
		Check the customer's preferences and buying decisions when making sales	<ul style="list-style-type: none"> Give customers enough time to evaluate products and ask questions. Handle objections and questions in a way that promotes sales and keeps the customer's confidence. Identify the need for additional and associated products and take the opportunity to increase sales. Clearly acknowledge the customer's buying decisions. Clearly explain any customer rights that apply. Clearly explain to the customer where to pay for their purchases 	RAS / N0126 PC8, PC9, PC10, PC11, PC12, PC13, KU9, KU10			7 Theory (4:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
6	To provide specialist support to customers facilitating purchases	Promoting products that best suits the customer needs	<ul style="list-style-type: none"> Talk to customers politely and in ways that promote sales and goodwill. Use the information given by the customer to find out what they are looking for. Help the customer understand the features and benefits of the products they have shown an interest in. Explain clearly and accurately the features and benefits of products and relate these to the customer's needs. Promote the products that give the best match between the customer's needs and the store's need to make sales. Spot and use suitable opportunities to promote other products where these will meet the customer's needs. Control the time he/she spends with the customer to match the value of the prospective purchase. 	RAS / N0127 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU3, KU4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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,	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Demonstrating the product as per customer's choice	<ul style="list-style-type: none"> Constantly check the store for safety, security and potential sales while helping individual customers. Find out if the customer is willing to see a demonstration. Set up demonstrations safely and in a way that disturbs other people as little as possible. Check whether he/she has everything needed to give an effective demonstration. Give demonstrations that clearly show the use and value of the product. 	RAS / N0127 PC8, PC9, PC10, PC11, PC12		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	8 Theory (4:00) Practical (4:00)
		Clarifying doubts about the product	<ul style="list-style-type: none"> Offer customers the opportunity to use the product themselves, where appropriate. Give customers enough chance to ask questions about the products or services he/she is demonstrating to them. Check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations. 	RAS / N0127 PC13, PC14, PC15			7 Theory (4:00) Practical (3:00)
7	To maximise sales of goods & services	Identify opportunities to increase sales of particular products	<ul style="list-style-type: none"> Identify promotional opportunities and estimate their potential to increase sales. Identify promotional opportunities, which offer the greatest potential to increase sales. Report promotional opportunities to the right person. Fill in the relevant records fully and accurately. 	RAS / N0128 PC1, PC2, PC3, PC4, KU2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer,	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Promote particular products	<ul style="list-style-type: none"> Tell customers about promotions clearly and in a persuasive way. Identify and take the most effective actions for converting promotional sales into regular future sales. 	RAS / N0128 PC5, PC6		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	8 Theory (4:00) Practical (4:00)
		Gathering information about the effectiveness of the information	<ul style="list-style-type: none"> Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person. Record clearly and accurately the results of promotions. 	RAS / N0128 PC7, PC8, KU5			7 Theory (4:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
8	To provide personalised sales & post-sales service support	Provide a personalised service	<ul style="list-style-type: none"> Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs. Make recommendations to the client in a confident and polite way and without pressurising them. 	RAS / N0129 PC1, PC2, PC3, PC4, PC5, PC6, KU7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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,	7 Theory (3:00) Practical (4:00)
		Maintaining company's customer service standards	<ul style="list-style-type: none"> Pace client consultations to make good use of the selling time while maintaining good relations with the client. Meet the company's customer service standards while dealing with the client 	RAS / N0129 PC7, PC8, PC9, PC10, PC11			7 Theory (4:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Provide after sales service	<ul style="list-style-type: none"> Follow the company's procedures for keeping client records up-to-date. Record client information accurately and store it in the right places in the company's system. Keep client information confidential and share it only with people who have a right to it. Keep to clients' wishes as to how and when they may be contacted. Follow the company's policy and procedures for contacting clients. Tell clients promptly and offer any other suitable products or services, where promises cannot be kept. 	RAS / N0129 PC12, PC13, PC14, PC15, PC16, PC17, KU13, KU14		Fixtures, Banners, Posters, POS, Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	8 Theory (4:00) Practical (4:00)
9	To create a positive image of self & organisation in the customers mind	Establish effective rapport with customers	<ul style="list-style-type: none"> Meet the organisation's standards of appearance and behaviour. Greet customers respectfully and in a friendly manner. Communicate with customers in a way that makes them feel valued and respected. Identify and confirm customer's expectations. Treat customers courteously and helpfully at all times. Keep customers informed and reassured. Adapt appropriate behaviour to respond effectively to different customer behaviour. 	RAS / N0130 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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),	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Respond appropriately to customers	<ul style="list-style-type: none"> Respond promptly to a customer seeking assistance. Select the most appropriate way of communicating with customers. Check with customers to ensure complete understanding of their expectations. Respond promptly and positively to customers' questions and comments. Allow customers time to consider his/her response and give further explanation when appropriate. 	RAS / N0130 PC8, PC9, PC10, PC11, PC12		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	8 Theory (4:00) Practical (4:00)
		Communicate information to customers	<ul style="list-style-type: none"> Quickly locate information that will help customers. Give customers the information they need about the services or products offered by the organisation. Recognise information that customers might find complicated and check whether they fully understand. Explain clearly to customers any reasons why their needs or expectations cannot be met. 	RAS / N0130 PC13, PC14, PC15, PC16			7 Theory (4:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
10	To resolve customer concerns	Spot customer service problems	<ul style="list-style-type: none"> Identify the options for resolving a customer service problem. Work with others to identify and confirm the options to resolve a customer service problem Work out the advantages and disadvantages of each option for customers and the organisation. Pick the best option for customers and the organisation. Identify for customers, other ways that problems may be resolved if you are unable to help. 	RAS / N0132 PC1, PC2, PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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,	7 Theory (4:00) Practical (3:00)
		Pick the best solution to resolve customer service problems	<ul style="list-style-type: none"> Identify the options for resolving a customer service problem. Work with others to identify and confirm the options to resolve a customer service problem. Work out the advantages and disadvantages of each option for your customer and your organisation. Pick the best option for your customer and your organisation. Identify for your customer other ways that problems may be resolved if you are unable to help. 	RAS / N0132 PC6, PC7,PC8, PC9, PC10			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Take action to resolve customer service problems	<ul style="list-style-type: none"> • Discuss and agree the options for solving the problem with customers. • Take action to implement the option agreed with the customer. • Work with others and the customer to make sure that any promises related to solving the problem are kept. • Keep customers fully informed about what is happening to resolve problem. • Check with customers to make sure the problem has been resolved to their satisfaction. • Give clear reasons to customers when the problem has not been resolved to their satisfaction 	RAS / N0132 PC11, PC12, PC13, PC14, PC15, PC16, KU3, KU4		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory (4:00) Practical (3:00)
11	To organise the delivery of reliable service	Plan and organise the delivery of reliable customer service	<ul style="list-style-type: none"> • Plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers. • Organise what he/ she does to ensure consistency in giving prompt attention to customers. • Reorganise his/her work to respond to unexpected additional workloads. • Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down. • Consistently meet customers' expectations. 	RAS / N0133 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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),	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Balance the time he/she takes with customers with the demands of other customers seeking attention. Respond appropriately to customers when they make comments about the products or services being offered. Alert others to repeated comments made by customers 			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	
		Use recording systems to maintain reliable customer service	<ul style="list-style-type: none"> Take action to improve the reliability of his/her service based on customer comments. Monitor whether the action taken has improved the service given to customers. Record and store customer service information accurately following organisational guidelines. Select and retrieve customer service information that is relevant, sufficient and in an appropriate format. Quickly locate information that will help solve a customer's query. Supply accurate customer service information to others using the most appropriate method of communication 	RAS / N0133 PC11, PC12, PC13, PC14			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
12	To improve customer relationship	Improve communication with customers	<ul style="list-style-type: none"> Select and use the best method of communication to meet customers' expectations. Take the initiative to contact customers to update them when things are not going as per plan or when further information is required. Adapt appropriate communication to respond to individual customers' feelings. 	RAS / N0134 PC1, PC2, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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,	7 Theory (4:00) Practical (3:00)
		Balance the needs of customers and the organisation	<ul style="list-style-type: none"> Meet customers' expectations within the organisation's service offer Explain the reasons to customers sensitively and positively when their expectations cannot be met. Identify alternative solutions for customers either within or outside the organisation. Identify the costs and benefits of these solutions to the organisation and to customers. Negotiate and agree solutions with customers which satisfy them and are acceptable to the organisation 	RAS / N0134 PC4, PC5, PC6, PC7, PC8, PC9			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Exceed customer expectations to develop the relationship	<ul style="list-style-type: none"> Take action to satisfy customers with the agreed solution. Make extra efforts to improve his/her relationship with customers. Recognise opportunities to exceed customers' expectations. Take action to exceed customers' expectations within the limits of his/her authority. Gain the help and support of others to exceed customers' expectations 	RAS / N0134 PC10, PC11, PC12, PC13		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer / Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory (4:00) Practical (3:00)
13	To monitor and solve service concerns	Solve immediate customer service problems	<ul style="list-style-type: none"> Respond positively to customer service problems following organizational guidelines. Solve customer service problems when he/she has sufficient authority. Work with others to solve customer service problems. Keep customers informed of the actions being taken. Check with customers that they are comfortable with the actions being taken. Solve problems with service systems and procedures that might affect customers before they become aware of them. Inform managers and colleagues of the steps taken to solve specific problems. 	RAS / N0135 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Identify repeated customer service problems and options for solving them	<ul style="list-style-type: none"> Keep customers informed of the actions being taken. Check with customers that they are comfortable with the actions being taken. Solve problems with service systems and procedures that might affect customers before they become aware of them. Inform managers and colleagues of the steps taken to solve specific problems. Identify repeated customer service problems. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option. Work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation 	RAS / N0135 PC8, PC9, PC10, PC11, PC12, PC13, PC14		(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	8 Theory (4:00) Practical (4:00)
14	To promote continuous improvement in service	Gathering customer feedback	<ul style="list-style-type: none"> Gather feedback from customers that will help identify opportunities for customer service improvement. Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes. Discuss with others the potential effects of any proposed changes for customers and the organisation. 	RAS / N0136 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah,	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change Organise the implementation of authorised changes. Implement the changes following organisational guidelines. Inform people inside and outside the organisation who need to know of the changes being made and the reasons for them. Monitor early reactions to changes and make appropriate fine-tuning adjustments. 			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	
		Analysing and interpreting feedback	<ul style="list-style-type: none"> Collect and record feedback on the effects of changes. Analyse and interpret feedback and share the findings on the effects of changes with others. Summarise the advantages and disadvantages of the changes. Use your analysis and interpretation of changes to identify opportunities for further improvement. Present these opportunities to somebody with sufficient authority to make them happen. 	RAS / N0136 PC9, PC10, PC11, PC12, PC13			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
15	To work effectively in a retail team	Supporting the work team	<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 workplace timeframes. • 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 with customers and other staff members 	RAS / N0137 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU2, KU3, KU4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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,	6 Theory (3:00) Practical (3:00)
		Maintain personal presentation and develop effective work habits	<ul style="list-style-type: none"> • Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. • Follow personal hygiene procedures according to organisational policy and relevant legislation. • Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. • Interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying. 	RAS / N0137 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KU5, KU6, KU7			6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> 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 between competing priorities 			Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	
16	To work effectively in an organisation	Support effective team working	<ul style="list-style-type: none"> Share work fairly with colleagues, taking account of 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 	RAS / N0138 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture/ PowerPoint Presentation/ Question and Answer	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)	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Help plan and organise own and other's learning	<ul style="list-style-type: none"> • 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. 	RAS / N0138 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18		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	6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Encourage colleagues to ask questions if they don't understand the information and advice given to them. Give colleagues opportunities to practice new skills, and give constructive feedback. Check that health, safety and security are not compromised when helping others to learn. 				
Total Duration							Total Duration 280:00 Theory Duration (hh:mm) 140:00 Practical Duration (hh:mm) 140:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Sales Associate	
Job Role	Sales Associate
Qualification Pack	RAS/Q0104 VERSION 3.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by Retailers Association's Skill Council of India. 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	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
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 50% of aggregate marks to
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Assessable Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0114: To process credit applications for purchases	PC1. identify the customers needs for credit facilities	7.5	7.5
	PC2. clearly explain to the customer the features and conditions of credit facilities.	10	10
	PC3. provide enough time and opportunities for the customer to ask for clarification or more information.	7.5	7.5
	PC4. accurately fill in the documents needed to allow the customer to get credit.	10	10
	PC5. successfully carry out the necessary credit checks and authorisation procedures.	7.5	7.5
	PC6. promptly refer difficulties in processing applications to the right person	7.5	7.5
	Total	50	50
RAS/N0120: To help keep the store secure	PC1. Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of your responsibility and authority to do so.	7.5	7.5
	PC2. Follow company policy and legal requirements when dealing with security risks.	10	10
	PC3. Recognise when security risks are beyond your authority and responsibility to sort out, and report these risks promptly to the right person.	7.5	7.5
	PC4. Use approved procedures and techniques for protecting your personal safety when security risks arise.	10	10

	PC5. Follow company policies and procedures for maintaining security while you work.	7.5	7.5
	PC6. Follow company policies and procedures for making sure that security will be maintained when you go on your breaks and when you finish work	7.5	7.5
	Total	50	50
RAS/N0122: To help maintain health and safety	PC1. follow company procedures and legal requirements for dealing with accidents and emergencies	5	5
	PC2. speak and behave in a calm way while dealing with accidents and emergencies.	5	5
	PC3. report accidents and emergencies promptly, accurately and to the right person	7.5	7.5
	PC4. recognize when evacuation procedures have been started and follow company procedures for evacuation	5	5
	PC5. follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same	7.5	7.5
	PC6. promptly take the approved action to deal with risks if he/she is authorised to do so	5	5
	PC7. report risks promptly to the right person, if he/she does not have the authority	7.5	7.5
	PC8. use equipment and materials in line with the manufacturers instructions	7.5	7.5
	Total	50	50
RAS/N0125: To demonstrate products to customers	PC1. Prepare the demonstration area and check that it can be used safely.	7.5	7.5
	PC2. Check you have the equipment and products you need to give the demonstration.	7.5	7.5
	PC3. Explain the demonstration clearly and accurately to the customer.	10	10
	PC4. Present the demonstration in a logical sequence of steps and stages.	7.5	7.5
	PC5. Cover all the features and benefits you think are needed to gain the customer's interest.	7.5	7.5
	PC6. Promptly clear away the equipment and products at the end of the demonstration and connect with the customer	10	10
	Total	50	50
RAS/N0126: To help customers choose right products	PC1. find out which product features and benefits interest individual customers and focus on these when discussing products.	5	5
	PC2. describe and explain clearly and accurately relevant product features and benefits to customers.	5	5
	PC3. compare and contrast products in ways that help customers choose the product that best meets their needs.	2.5	2.5
	PC4. check customers responses to his/her explanations, and confirm their interest in the product.	2.5	2.5
	PC5. encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.	2.5	2.5
	PC6. identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.	2.5	2.5
	PC7. constantly check the store for security, safety and potential sales whilst helping customers.	5	5
	PC8. give customers enough time to evaluate products and ask questions.	5	5
	PC9. handle objections and questions in a way that promotes sales and keeps the customers confidence.	5	5

	PC10. identify the need for additional and associated products and take the opportunity to increase sales.	5	5
	PC11. clearly acknowledge the customers buying decisions.	5	5
	PC12. clearly explain any customer rights that apply.	2.5	2.5
	PC13. clearly explain to the customer where to pay for their purchases.	2.5	2.5
	Total	50	50
RAS/N0127: To provide specialist support to customers facilitating purchases	PC1. talk to customers politely and in ways that promote sales and goodwill.	5	5
	PC2. use the information given by the customer to find out what they are looking for.	2.5	2.5
	PC3. help the customer understand the features and benefits of the products they have shown an interest in.	2.5	2.5
	PC4. explain clearly and accurately the features and benefits of products and relate these to the customers needs.	5	5
	PC5. promote the products that give the best match between the customers needs and the stores need to make sales.	2.5	2.5
	PC6. spot and use suitable opportunities to promote other products where these will meet the customers needs.	2.5	2.5
	PC7. control the time he/she spends with the customer to match the value of the prospective purchase.	5	5
	PC8. constantly check the store for safety, security and potential sales while helping individual customers.	2.5	2.5
	PC9. find out if the customer is willing to see a demonstration.	2.5	2.5
	PC10. set up demonstrations safely and in a way that disturbs other people as little as possible.	2.5	2.5
	PC11. check whether he/she has everything needed to give an effective demonstration.	2.5	2.5
	PC12. give demonstrations that clearly show the use and value of the product.	5	5
	PC13. offer customers the opportunity to use the product themselves, where appropriate.	2.5	2.5
	PC14. give customers enough chance to ask questions about the products or services he/she is demonstrating to them.	2.5	2.5
	PC15. check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations.	5	5
	Total	50	50
RAS/N0128: To maximise sales of goods & services	PC1. identify promotional opportunities and estimate their potential to increase sales.	7.5	7.5
	PC2. identify promotional opportunities which offer the greatest potential to increase sales.	5	5
	PC3. report promotional opportunities to the right person.	7.5	7.5
	PC4. fill in the relevant records fully and accurately.	7.5	7.5
	PC5. tell customers about promotions clearly and in a persuasive way.	5	5
	PC6. identify and take the most effective actions for converting promotional sales into regular future sales.	7.5	7.5
	PC7. gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.	5	5
	PC8. record clearly and accurately the results of promotions.	5	5
	Total	50	50

RAS/N0129: To provide personalised sales & post-sales service support	PC1. use available information in the client records to help prepare for consultations.	2.5	2.5
	PC2. check whether the work area is clean and tidy and that all the required equipment are in hand before starting a consultation.	2.5	2.5
	PC3. quickly create a rapport with the client at the start of the consultation.	2.5	2.5
	PC4. talk and behave towards the client in ways that project the company image effectively.	5	5
	PC5. ask questions to understand the clients buying needs, preferences and priorities.	2.5	2.5
	PC6. tactfully check, where appropriate, how much the client wants to spend.	2.5	2.5
	PC7. explain clearly to the client the features and benefits of the recommended products or services and relate these to the clients individual needs.	5	5
	PC8. identify suitable opportunities to sell additional or related products or services that are suited to the clients needs.	2.5	2.5
	PC9. make recommendations to the client in a confident and polite way and without pressuring them.	2.5	2.5
	PC10. pace client consultations to make good use of the selling time while maintaining good relations with the client.	2.5	2.5
	PC11. meet the companys customer service standards while dealing with the client.	2.5	2.5
	PC12. follow the companys procedures for keeping client records up-to-date.	2.5	2.5
	PC13. record client information accurately and store it in the right places in the companys system.	2.5	2.5
	PC14. keep client information confidential and share it only with people who have a right to it.	2.5	2.5
	PC15. keep to clients wishes as to how and when they may be contacted.	5	5
	PC16. follow the companys policy and procedures for contacting clients.	2.5	2.5
	PC17. tell clients promptly and offer any other suitable products or services, where promises cannot be kept.	2.5	2.5
Total	50	50	
RAS/N0130: To create a positive image of self & organisation in the customer's mind	PC1. meet the organisations standards of appearance and behaviour	2.5	2.5
	PC2. greet customers respectfully and in a friendly manner	2.5	2.5
	PC3. communicate with customers in a way that makes them feel valued and respected	5	5
	PC4. identify and confirm customers expectations	2.5	2.5
	PC5. treat customers courteously and helpfully at all times	2.5	2.5
	PC6. keep customers informed and reassured	2.5	2.5
	PC7. adapt appropriate behaviour to respond effectively to different customer behaviour	5	5
	PC8. respond promptly to a customer seeking assistance	2.5	2.5
	PC9. select the most appropriate way of communicating with customers	2.5	2.5
	PC10. check with customers to ensure complete understanding of their expectations	2.5	2.5
	PC11. respond promptly and positively to customers' questions and comments	5	5
	PC12. allow customers time to consider his/her response and give further explanation when appropriate	2.5	2.5
	PC13. quickly locate information that will help customers	2.5	2.5

	PC14. give customers the information they need about the services or products offered by the organisation	5	5
	PC15. recognise information that customers might find complicated and check whether they fully understand	2.5	2.5
	PC16. explain clearly to customers any reasons why their needs or expectations cannot be met	2.5	2.5
	Total	50	50
RAS/N0132: To resolve customer concerns	PC1. identify the options for resolving a customer service problem	5	5
	PC2. work with others to identify and confirm the options to resolve a customer service problem	5	5
	PC3. work out the advantages and disadvantages of each option for customers and the organisation	5	5
	PC4. pick the best option for customers and the organisation	5	5
	PC5. identify for customers other ways that problems may be resolved if you are unable to help	5	5
	PC6. discuss and agree the options for solving the problem with customers	5	5
	PC7. take action to implement the option agreed with the customer	2.5	2.5
	PC8. work with others and the customer to make sure that any promises related to solving the problem are kept	2.5	2.5
	PC9. keep customers fully informed about what is happening to resolve problem	5	5
	PC10. check with customers to make sure the problem has been resolved to their satisfaction	5	5
	PC11. give clear reasons to customers when the problem has not been resolved to their satisfaction	5	5
	Total	50	50
RAS/N0133: To organise the delivery of reliable service	PC1. plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers	2.5	2.5
	PC2. organise what he/she does to ensure consistency in giving prompt attention to customers.	2.5	2.5
	PC3. reorganise his/her work to respond to unexpected additional workloads	2.5	2.5
	PC4. maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down	5	5
	PC5. consistently meet customers expectations	5	5
	PC6. balance the time he/she takes with customers with the demands of other customers seeking attention	2.5	2.5
	PC7. respond appropriately to customers when they make comments about the products or services being offered	5	5
	PC8. alert others to repeated comments made by customers	2.5	2.5
	PC9. take action to improve the reliability of his/her service based on customer comments	2.5	2.5
	PC10. monitor whether the action taken has improved the service given to customers	5	5
	PC11. record and store customer service information accurately following organisational guidelines	2.5	2.5
	PC12. select and retrieve customer service information that is relevant, sufficient and in an appropriate format	5	5
	PC13. quickly locate information that will help solve a customers query	2.5	2.5

	PC14. supply accurate customer service information to others using the most appropriate method of communication	5	5
	Total	50	50
RAS/N0134: To improve customer relationship	PC1. select and use the best method of communication to meet customers expectations.	5	5
	PC2. take the initiative to contact customers to update them when things are not going as per plan or when further information is required.	2.5	2.5
	PC3. adapt appropriate communication to respond to individual customers feelings.	5	5
	PC4. meet customers expectations within the organisations service offer.	2.5	2.5
	PC5. explain the reasons to customers sensitively and positively when their expectations cannot be met.	5	5
	PC6. identify alternative solutions for customers either within or outside the organisation.	2.5	2.5
	PC7. identify the costs and benefits of these solutions to the organisation and to customers.	5	5
	PC8. negotiate and agree solutions with customers which satisfy them and are acceptable to the organisation.	2.5	2.5
	PC9. take action to satisfy customers with the agreed solution.	2.5	2.5
	PC10. make extra efforts to improve his/her relationship with customers.	2.5	2.5
	PC11. recognise opportunities to exceed customers expectations.	5	5
	PC12. take action to exceed customers expectations within the limits of his/her authority.	5	5
	PC13. gain the help and support of others to exceed customers expectations.	5	5
	Total	50	50
RAS/N0135: To monitor and solve service concerns	PC1. respond positively to customer service problems following organisational guidelines.	5	5
	PC2. solve customer service problems when he/she has sufficient authority	2.5	2.5
	PC3. work with others to solve customer service problems	2.5	2.5
	PC4. keep customers informed of the actions being taken	5	5
	PC5. check with customers that they are comfortable with the actions being taken	2.5	2.5
	PC6. solve problems with service systems and procedures that might affect customers before they become aware of them	2.5	2.5
	PC7. inform managers and colleagues of the steps taken to solve specific problems	2.5	2.5
	PC8. identify repeated customer service problems	2.5	2.5
	PC9. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option	5	5
	PC10. work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation	2.5	2.5
	PC11. obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.	2.5	2.5
	PC12. action the agreed solution	5	5
	PC13. keep customers informed in a positive and clear manner of steps being taken to solve any service problems	5	5

	PC14. monitor the changes that have been made and adjust them if appropriate	5	5
	Total	50	50
RAS/N0136: To promote continuous improvement in service	PC1. gather feedback from customers that will help identify opportunities for customer service improvement	5	5
	PC2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes	2.5	2.5
	PC3. discuss with others the potential effects of any proposed changes for customers and the organisation	2.5	2.5
	PC4. negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change	5	5
	PC5. organise the implementation of authorised changes	2.5	2.5
	PC6. implement the changes following organisational guidelines	2.5	2.5
	PC7. inform people inside and outside the organisation who need to know of the changes being made and the reasons for them	5	5
	PC8. monitor early reactions to changes and make appropriate fine-tuning adjustments	2.5	2.5
	PC9. collect and record feedback on the effects of changes	5	5
	PC10. analyse and interpret feedback and share the findings on the effects of changes with others	2.5	2.5
	PC11. summarise the advantages and disadvantages of the changes	5	5
	PC12. use your analysis and interpretation of changes to identify opportunities for further improvement	5	5
	PC13. present these opportunities to somebody with sufficient authority to make them happen	5	5
	Total	50	50
RAS/N0137: To work effectively in a retail team	PC1. display courteous and helpful behaviour at all times	5	5
	PC2. take opportunities to enhance the level of assistance offered to colleagues	2.5	2.5
	PC3. meet all reasonable requests for assistance within acceptable workplace timeframes	2.5	2.5
	PC4. complete allocated tasks as required	2.5	2.5
	PC5. seek assistance when difficulties arise	2.5	2.5
	PC6. use questioning techniques to clarify instructions or responsibilities	5	5
	PC7. identify and display a non discriminatory attitude in all contacts with customers and other staff members	2.5	2.5
	PC8. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact	2.5	2.5
	PC9. follow personal hygiene procedures according to organisational policy and relevant legislation	2.5	2.5
	PC10. interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task	5	5
	PC11. interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying	2.5	2.5
	PC12. ask questions to seek and clarify workplace information	5	5
	PC13. plan and organise daily work routine within the scope of the job role	5	5
	PC14. prioritise and complete tasks according to required timeframes	2.5	2.5
	PC15. identify work and personal priorities and achieve a balance between competing priorities	2.5	2.5

	Total	50	50
RAS/N0138: To work effectively in an organisation	PC1. share work fairly with colleagues, taking account of own and others preferences, skills and time available	2.5	2.5
	PC2. make realistic commitments to colleagues and do what has been promised	2.5	2.5
	PC3. let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives	2.5	2.5
	PC4. encourage and support colleagues when working conditions are difficult	2.5	2.5
	PC5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect	2.5	2.5
	PC6. follow the companys health and safety procedures while working	2.5	2.5
	PC7. discuss and agree with the right people goals that are relevant, realistic and clear	2.5	2.5
	PC8. identify the knowledge and skills needed to achieve his/her goals	2.5	2.5
	PC9. agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning	2.5	2.5
	PC10. regularly check his/her progress and, when necessary, change the way of working	2.5	2.5
	PC11. ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance	2.5	2.5
	PC12. encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide	2.5	2.5
	PC13. notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice	2.5	2.5
	PC14. give clear, accurate and relevant information and advice relating to tasks and procedures	5	5
	PC15. explain and demonstrate procedures clearly, accurately and in a logical sequence	2.5	2.5
	PC16. encourage colleagues to ask questions if they dont understand the information and advice given to them	2.5	2.5
	PC17. give colleagues opportunities to practice new skills, and give constructive feedback	2.5	2.5
	PC18. check that health, safety and security are not compromised when helping others to learn	5	5
	Total	50	50

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
Chapter 1 - Introduction to Retail	Unit 1.1 - Introduction to Retail	1.1.1 Retail	19	www.youtube.com/watch?v=Gm-agMsfu0s&t=40s	 <p>English phrases for salesperson</p>
Chapter 2 - Suggesting Right Products to Customers	Unit 1.2 - Demonstrate Products	1.2.1 Present and demonstrate	44	www.bakercommunications.com/sales-training-videos.htm	 <p>Overall sales training video</p>
Chapter 5 - Maximising Sales	Unit 5.1 - Maximise Sales of Goods and Services	5.1.1 Purpose of promotions	93	www.youtube.com/watch?v=-JT1bc8q5Dw0	 <p>How to upsell the product</p>
Chapter 7 - Building Positive Image in Minds of Customers	Unit 7.1 - Building Effective Rapport with the Customers	7.1.1 Importance of creating a positive image	130	www.youtube.com/watch?v=rt6QXdKafRQ&t=46s	 <p>How To greet customers</p>
Chapter 8 - Resolving Customer Concerns	Unit 8.1 - Resolve Customer Concerns	8.1.1 Service	141	www.youtube.com/watch?v=zldwm__fnEc	 <p>How to deal with aggressive customer</p>

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
Chapter 9 - Organising Service Delivery	Unit 9.1 - Organise the Delivery of Reliable Service	9.1.1 Organisational procedures and systems for customer service	150	www.youtube.com/watch?v=IQsbFaNZLm4	 <p>How to make sale effective</p>
Chapter 10 - Customer Relationship Management	Unit 10.1 - Improve Customer Relationship, Monitor and Solve Concerns	10.1.1 Methods of communication	162	www.youtube.com/watch?v=LVTZ_jISqH4	 <p>How to retain customers, build customer loyalty and internal customer relationship</p>
	Unit 10.1 - Improve Customer Relationship, Monitor and Solve Concerns	10.1.1 Methods of communication	162	www.youtube.com/watch?v=FXHD4VPWkrk	 <p>Be a successful sales person</p>
Chapter 14 - Maintain Healthy and Safety	Unit 14.2 - Reduce Risks to Health and Safety	14.2.1 Securing customer records	221	www.youtube.com/watch?v=dek1slvptlM	 <p>Maintain safety and health at work</p>

Pre-Training Hours recommended for Persons with Speech and Hearing Impairment (SHI)

Sr. No.	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Learn Basic Indian SignLanguage (ISL)	15	12	27
2	Use Basic English	27	12	39
3	Personal and Social Skill	9	3	12
4	Professional & EthicalBehaviour in the Workplace	9	3	12
5	Developing Keyboarding Skills	0	30	30
	Total	60	60	120

- Please note that Point 5 in the table (Developing Keyboarding Skills), are applicable only for the job roles that have an IT Skills component.

Module Details

Module 1: Learn Basic Indian Sign Language (ISL)

Mapped to: Bridge Module

Terminal Outcomes:

- Communicate using basic Indian Sign Language.

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the regional differences in signs used in Indian Sign Language. • Describe ways to greet and respond to others. • Explain significance of facial expressions and gestures in enhancing meaning of signed words. • Discuss the general sentence rules used while signing 	<ul style="list-style-type: none"> • Demonstrate introductions and greetings using Indian Sign language • Demonstrate use of finger spellings in ISL (for example: names, places and abbreviations.) • Express simple actions and feeling using ISL. • Express information related to time, directions, numbers and currency using ISL. • Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module 2: Use Basic English

Mapped to: Bridge Module

Terminal Outcomes:

- Apply knowledge of basic English to interpret information received and respond accordingly.
- Recognise familiar words and basic phrases concerning self, family members and immediate workplace.
- Read and Write simple sentences in English about self, activities planned and events of the day.

<i>Duration: 27:00</i>	<i>Duration: 12:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recognise words and phrases related to formal and informal greetings. • Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.). • Recognise very simple words related to home, neighbourhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes food and drinks. • Recognise simple pronouns (he/she/ we / they). • Comprehend basic hobby related verbs (like playing, singing, dancing). • Recognise common verbs related to movement of transport (e.g., buses run, boats sail). • Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry). • Recognise familiar english words and phrases used in the workplace especially as instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door etc.). 	<ul style="list-style-type: none"> • Write basic personal information about self and others such as names, date of birth, id numbers, address, nationality, marital status). • Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc). • Write simple sentences using names of everyday objects, places, directions. (e.g., i live in delhi.). • Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc). • Write words and short phrases to describe travel, holidays and vacations. • Frame written answer to simple questions related to self, food preferences, feelings etc. • Identify and read health, safety, security signage in english at works and public places or on gadgets and appliances when accompanied by related images or graphics. • Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships. • Read and write simple sentences describing activities planned for the next Day/week/month etc.
Sample Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module 3: Personal and Social Skill

Mapped to: Bridge Module

Terminal Outcomes:

- Manage Professional and Social behaviour.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of professional appearance and behaviour at workplace. • Discuss the importance of following social etiquette in formal and informal settings. • Explain the principles of communication. • Discuss the barriers to effective communication and ways to overcome these. • Discuss the importance of managing stress. 	<ul style="list-style-type: none"> • Display professional appearance. • Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients. • Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc. • Create a method for stress management with reference to self by listing techniques/steps.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module 4: Professional & Ethical Behaviour in the Workplace

Mapped to: Bridge Module

Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of Completing task/assignments on time/ by prioritizing. • Discuss the importance and challenges of team work in an organisation to achieve goals. • Discuss the importance of seeking assistance from peers and supervisor when required. • Outline the importance of maintaining privacy and confidentiality. • Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them. 	<ul style="list-style-type: none"> • Prepare a work schedule prioritising given tasks. • Demonstrate effective team behaviour to accomplish a given task. • List activities/write to seek application assistance of supervisor/peers.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	



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