



Department of Empowerment of Persons with Disabilities (Divyangjan)  
Ministry of Social Justice & Empowerment



कौशल शलम्बाव ताताप्रगति



सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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RASCI  
Retailers Association's  
Skill Council of India



SCPwD  
Skill Council for Persons with Disability

# Facilitator Guide



Sector  
Retail

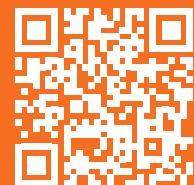
Sub-Sector  
Retail Operations

Occupation  
Store Operations

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Reference ID: RAS/Q0103, Version 3.0, NSQF Level:3

## Retail Trainee Associate (Divyangjan)



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for Locomotor Disability  
for Speech and Hearing Impairment

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#### **Note: SCPwD**

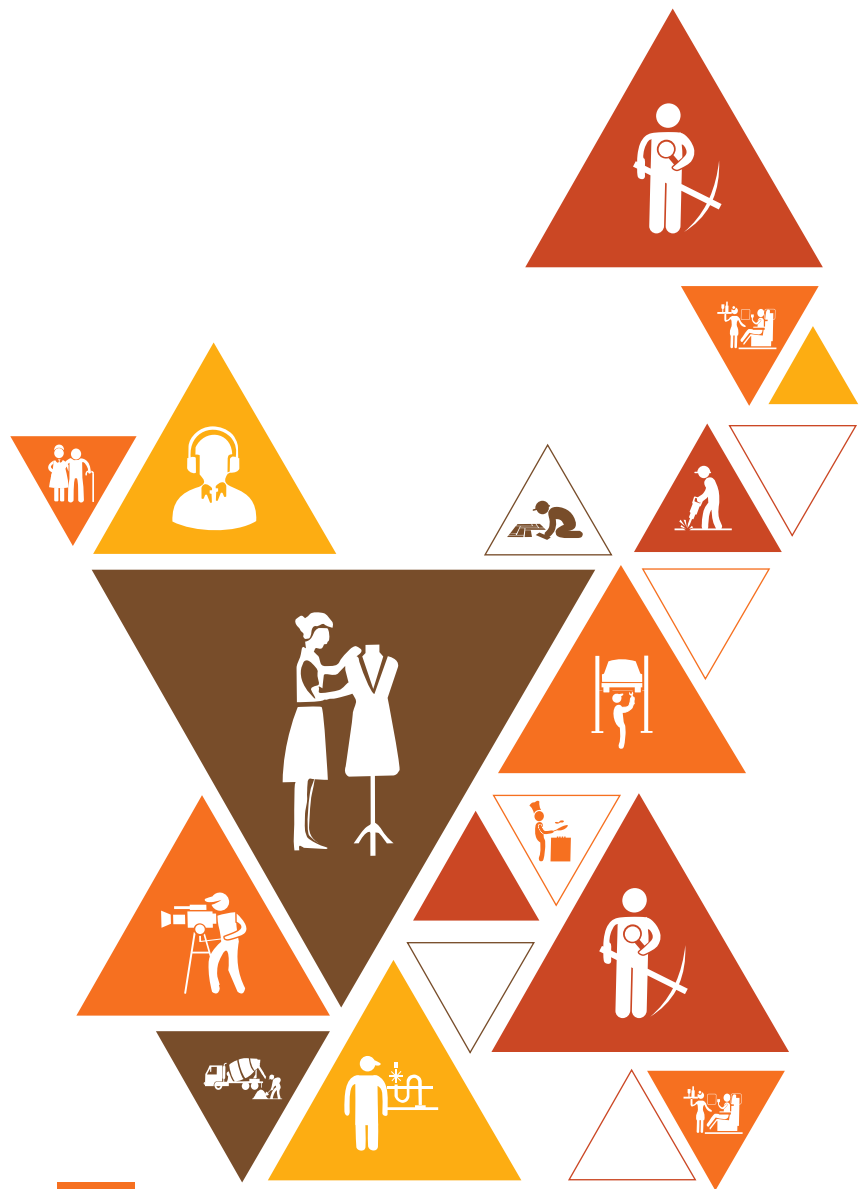
SCPwD has borrowed the qualification of Hand Embroider from AMHSSC which is approved by NCVET in the 22nd meeting of NSQC on 25th August 2022 (Link of MOM <https://ncvet.gov.in/sites/default/files/MoM%2022nd%20NSQC%20held%20on%2025%20August%202022.pdf> And uploaded on NQR [WWW.nqr.gov.in](http://WWW.nqr.gov.in) The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.  
For LD- 2022/PWD/SCPWD/05842  
For SHI- 2022/PWD/SCPWD/05843





**Shri Narendra Modi**  
Prime Minister of India

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





## Acknowledgements

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

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

## About this Guide

The facilitator guide (FG) for Retail Trainee Associate is primarily designed to facilitate skill development and training of people, who want to become professional Retail Trainee Associates 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/N0105: To display stock to promote sales
2. RAS/N0106: To plan and prepare visual merchandising displays
3. RAS/N0107: To Dress Visual Merchandising Displays
4. RAS/N0108: To Dismantle and Store Visual Merchandising Displays
5. RAS/N0109: To Prepare Products for Sale
6. RAS/N0118: To promote Loyalty Schemes to Customers
7. RAS/N0119: To Keep the Store Secure
8. RAS/N0121: To Maintain Health and Safety
9. RAS/N0123: To Keep the Store Clean and Hygienic
10. RAS/N0124: To Provide Information and Advice to Customers
11. RAS/N0130: To create a positive image of self & organisation in the customer's mind
12. RAS/N0137: To work effectively in a retail team

Post this training, the participants will be able to perform tasks as professional Retail Trainee 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

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# 1. Introduction to Retail

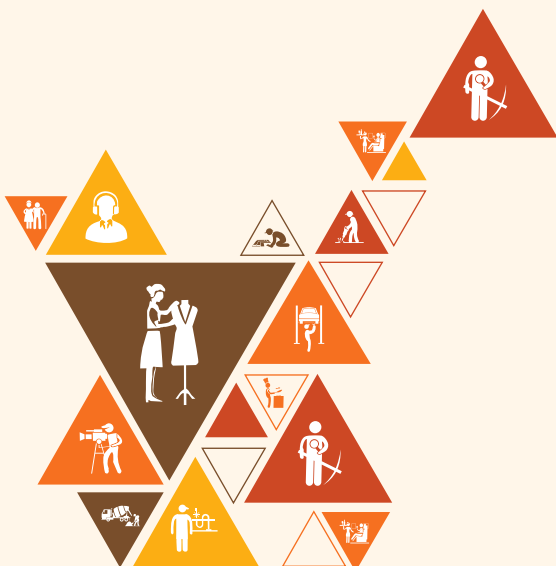
Unit 1.1 - Introduction to Retail

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 trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

### Do

- Start by welcoming all the trainees to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program on Retail Trainee Associate
- Introduce yourself briefly to the participants, your name and your role in the training program
- Explain the rules of the game you are going to play as an “Ice Breaker”.

### Note

- Please ensure that while the introduction activity, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., in the classroom. This will encourage 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 we start the training, let us spend some time introducing ourselves and knowing 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 of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to 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 recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

	Dura	Resources used
Ice Breaker	60 minutes	N.A.

## 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 Trainee Associate, their scope of work and their required qualities.

## Say

Good morning, and welcome to the “Retail Trainee Associate” training program. Today we shall learn about the needs and importance of Retail in India.

## Ask

Ask the trainees the following questions:

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

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

## Elaborate

In this session, 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
- Organised retail and unorganised retail
- 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

- Conduct a group discussion on the changing retail landscape in India
- Ask the students to specify observable changes in the retail sector in recent times
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the impact of globalisation on the retail sector

	Dura	Resources used
Group Discussion	25 minutes	Participant handbook, pen, writing pad, whiteboard, flip-chart, markers, laptop, overhead projector, laser pointer

## Say

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

## Activity

- In this activity, you will divide the class into two groups.
- The trainees will have to provide a broad explanation of the following topics.
  - Growth of Retail Sector
  - Traditional and modern retail sector
- The trainees must present their answers rich in information.
- You will take 30 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 60 minutes will be awarded appreciation and accolades

	Dura	Resources used
Writing Activity	60 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

- Keep the ambience constructive and positive
- Share your inputs with the trainees and encourage them to talk further.

## Notes for Facilitation

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

## 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 re-tailing in India.

### Say

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

### Ask

Ask the trainees 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 trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

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

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

## Say

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

## Activity

- Divide the trainees into two 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 on 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

	Dura	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

## Do

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

## Notes for Facilitation

- Inquire if the trainees are aware of the size and significance of the retail sector in India
- Try to gauge if they understand the national policy for retail sector employees
- Explain the emerging trends and growth drivers of the retail sector

## 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 various 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 their key features.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we shall learn about the different retail formats and their key features of those.

### Ask

Ask the trainees 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 trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

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

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

## Say

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

## Activity

- Conduct 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 summarising the importance of proper training for a Retail Trainee As-sociate to comply with the organisational guidelines.

	Dura	Resources used
Group discussion	60 minutes	Participant handbook, wide screen or laptop, over-head screen, projector, internet connection, etc.

## Do

- Answer all questions raised by the trainees
- Encourage teamwork and participation
- Ensure that all the trainees participate in the activity

## Notes for Facilitation

- Ensure that all the trainees participate in the group discussion
- Maintain a cordial and helpful environment in the classroom
- Ensure that all the trainees 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, the structure of and roles in a front-end store operation, the roles and responsibilities of an associate, the associate's interaction with other departments, challenges faced by an associate at the workplace.

### Say

Good morning and welcome to this training program, "Retail Trainee Associate". Today we shall learn about the modern retailing areas and the operations administered in these areas.

### Ask

Ask the trainees the following questions:

- What are the different departments in modern retailing?
- What are the challenges in the associate's role?

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

### Elaborate

In this session, discuss the following points:

- Departments in modern retailing
  - Merchandising
  - Warehousing
  - Finance

- Projects
- Marketing
- Human resources
- Structure and roles in a store
- Associate—interaction with other departments
- Challenges in associate's role

## Say

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

## Activity

- Divide the trainees into two groups
- The first group will make a list of departments in modern retailing
- The other 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

	Dura	Resources used
Chart paper activity	30 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 organisational structure of the organisation 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 meaning of supply and retail supply chain, identify the elements of a typical supply chain, list the features of a supply chain, and identify the factors that influence supply chain management.

### Say

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

### Ask

Ask the trainees the following questions:

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

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

### Elaborate

In this session, 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 a little more.

## Activity

- Conduct a group discussion in the class on the features of a supply chain
- 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 the importance of proper training for a Retail Trainee Associate to comply with the organisational guidelines.

	Dura	Resources used
Group discussion	60 minutes	Participant handbook, wide screen or laptop, over-head 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 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

### MCQ

1. Retailing
2. Barter system
3. Kirana/mom-and-pop stores
4. Direct selling
5. Store Operations Assistant

### Describe

1. Refer UNIT 1.3: Retail Formats  
Topic - Types of retail formats
2. Refer UNIT 1.4: Modern Retailing and You  
Topic - 1.4.1 Departments in Modern Retailing
3. Refer UNIT 1.5: Retail Supply Chain  
Topic - 1.5.1 Meaning and Importance
4. Refer UNIT 1.5: Retail Supply Chain  
Topic - 1.5.2 Factors that Influence Retail Supply Chain
5. Refer UNIT 1.4: Modern Retailing and You  
Structure and roles in a store





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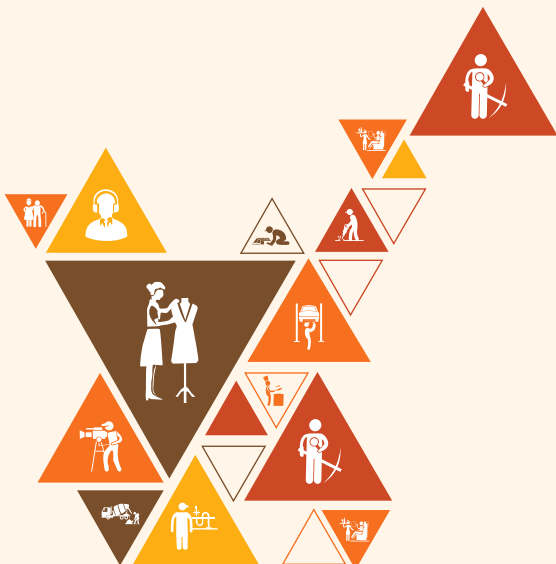
Transforming the skill landscape



## 2. Setting up Product Displays

Unit 2.1 - Displaying Products on the Shelf

Unit 2.2 - Labelling the Product Displays



RAS/N0105



## Key Learning Outcomes



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

1. Explain the role of product displays in promoting sales
2. Identify the need for checking potential health and safety issues before setting up and dismantling displays
3. List the legal requirements for labelling products in a display
4. Demonstrate the process of setting up, labelling, and dismantling the product displays at the retail store

## Unit 2.1: Displaying Products on the Shelf

### Unit Objectives

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

1. State the role of a trainee associate in arranging the deliveries of merchandise for display
2. Discuss the significance of horizontal and vertical selling
3. Describe the elements of sizing
4. Identify the importance of facing
5. Identify the importance of levelling down and bringing front
6. Identify the importance of hang sell

### 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 about setting up product displays.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we shall learn about setting up product displays.

### Ask

Ask the trainees the following questions:

- What do you understand by delivery?
- Is arranging products important in a retail store?

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

### Elaborate

In this session, discuss the following points:

- Role of a Trainee Associate in arranging the deliveries of merchandise for display
  - Horizontal display
  - Vertical display

- Sizing
- Facing
- Levelling
- Importance of hang sell

## Say

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

## Activity

- Divide the trainees into three groups
- The first group will make a list of the purpose of the Horizontal v/s vertical display
- The second group will make a list of the key benefits of each type of display
- 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

	Dura	Resources used
Chart paper activity	60 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

## Do

- Guide the trainees in understanding the various guidelines for display
- Supervise the entire process while trainees arrange the products based on these guidelines

## Notes for Facilitation

- Supervise the entire process while trainees are learning the application of the tools provided to apply various display techniques
- Encourage other trainees to answer problems and boost peer learning in the class

## Unit 2.2: Labelling the Product Displays

### Unit Objectives

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

1. Identify the purpose and contents of the Shelf edge label (SEL)
2. List the SEL rules followed in a display
3. Explain how to change SEL in a display
4. List the SEL printing rules
5. State the legal requirements which apply to pricing and ticketing

### 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 about labelling the product displays.

### Say

Good morning and welcome back to this training program, "Retail Trainee Associate". Today we shall learn about labelling the product displays.

### Ask

Ask the trainees the following questions:

- What do you understand by Shelf edge label (SEL)?
- What is the importance of labelling?

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

### Elaborate

In this session, discuss the following points:

- Shelf edge label (SEL)
  - Changing SEL for new displays
  - Legal requirements which apply to pricing and ticketing

**Say** 

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

**Activity** 

- This is a group activity
- Divide the class into two groups
- Conduct a chart paper presentation on Each group should identify and explain the components of SEL
- 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

	Dura	Resources used
Chart Paper Activity	60 minutes	Participant handbook, laptop, overhead screen, projector, internet connection, chart paper, sketch pens, ruler, etc.

**Do** 

- Ensure that all the trainees 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 trainees in the class

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Horizontal display
2. Self Edge Label
3. Hand Held Terminal
4. Unit of Measure
5. Shelf Edge Ticket

**Answer the following:**

1. UNIT 2.1: Displaying Products on the Shelf  
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display  
Topic - Level down and bring to front
2. UNIT 2.1: Displaying Products on the Shelf  
2.2.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display  
Topic - Facing
3. UNIT 2.1: Displaying Products on the Shelf  
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display  
Topic – Sizing
4. UNIT 2.1: Displaying Products on the Shelf  
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display  
Topic – Horizontal Display
5. UNIT 2.1: Displaying Products on the Shelf  
2.1.1 Role of a Trainee Associate in Arranging the Deliveries of Merchandise for Display  
Topic – Role of the Trainee Associate





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## 3. Preparing Products for Sale

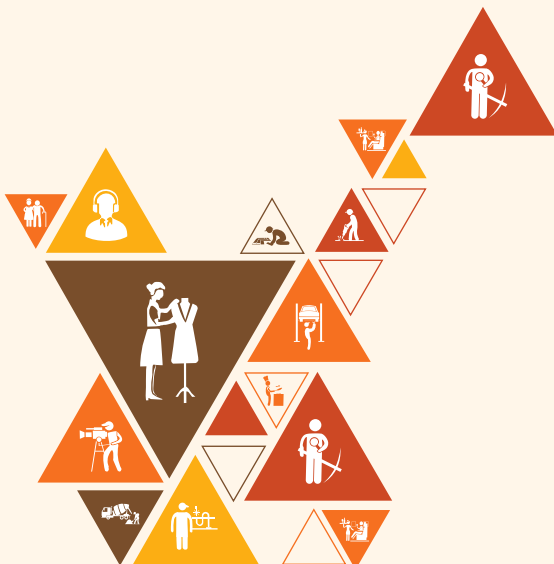
Unit 3.1 - Fixtures Used in Preparing Products for Sale

Unit 3.2 - Maintenance and Usage of Fixtures

Unit 3.3 - Planogram

Unit 3.4 - Putting Products for Sale

Unit 3.5 - Putting Products Together for Sale



RAS/N0108 &  
RAS/N0109



## Key Learning Outcomes



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

1. Identify the role of different fixtures at the store in preparing products for sale
2. Outline the role of associates in setting up, maintaining and dismantling the fixtures
3. Identify the role of planogram in preparing products for sale
4. Prepare products for sale by following the display quality standards and procedures

## Unit 3.1: Fixtures Used in Preparing Products for Sale

### Unit Objectives

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

1. State the role and importance of fixtures
2. List the different types of display fixtures and their purpose

### 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 fixtures used to prepare products for sale.

### Ask

Ask the trainees the following questions:

- What is the importance of fixtures?

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

### Elaborate

In this session, discuss the following points:

- Importance of fixtures
  - Role of fixtures in a display
  - Floor fixtures—gondolas
  - Floor fixtures—browsers
  - Floor fixtures—racks, shelves, tables and counters
  - Perimeter/wall fixture
  - Slat fixture
  - Peg hooks
  - Fixture attachments used for stacking—shelves

## Say

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

## Activity

- Divide the trainees into two groups
- Each group will make a list of the different types of fixtures
- 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

	Dura	Resources used
Chart paper activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens. participant handbook, etc.

## Do

- Ensure that all the trainees participate in the chart paper activity
- Help the students to understand the need for the activity

## Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Unit 3.2: Maintenance and Usage of Fixtures

### Unit Objectives

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

1. List the usage of different fixtures in displays
2. State the importance of dismantling the displays
3. List the measures to ensure that parts of displays are not damaged while dismantling
4. Assess the need to make adjustments and improvements to displays
5. Follow the process of storing the dismantled displays
6. Outline the process for items of display that need repair
7. Generate reports after dismantling and storing the display materials

### 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 about the maintenance and usage of fixtures.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we will discuss about the maintenance and usage of fixtures.

### Ask

Ask the trainees the following questions:

- What is the use of fixtures in retail?

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

### Elaborate

In this session, discuss the following points:

- Using fixtures for displays
  - Reasons for dismantling a display
  - Adjustments and improvements to display fixtures

- Measures for preventing damage while dismantling displays
- Storing the dismantled displays
- Fixtures that need repair
- Reports to be prepared after dismantling and storing the display materials

## Say

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

## Activity

- Conduct a group discussion in the class on the impact of not repairing faulty fixtures
- 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 the importance of proper training for a Retail Trainee Associate to comply with the organisational guidelines

	Dura	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Conduct a doubt clarification session, if needed
- Ensure that all the trainees participate in the activity

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

## Unit 3.3: Planogram

### Unit Objectives

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

1. State the meaning of the planogram
2. Describe the need for a planogram
3. Show how to implement a planogram
4. List the key components of a planogram
5. State the role of a trainee associate in implementing a planogram
6. Justify the usage of a planogram to prepare and implement displays
7. List the planogram implementation checklist
8. List some common problems faced during implementation
9. Outline the features of a sample planogram

### 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 about planograms.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we will discuss about planogram.

### Ask

Ask the trainees the following questions:

- What is the use of planogram in retail?

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

## Elaborate

In this session, discuss the following points:

- Planogram
  - Purpose of a planogram
  - Implementing a planogram
- Role of a Trainee Associate in implementing a planogram
- Key components of a planogram
- Preparing for a planogram implementation
- Planogram implementation checklist
- Post implementation of planogram process

## Say

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

## Activity

- This is an individual activity
- Ask the trainees to create a sample planogram
- Ask them to measure each of the fixtures, the Depth and width of each shelf or rack section, the number of shelves or racks and spacing between shelves or racks, or the space needed for hanging items
- Instruct them to decide exactly where to put each item
- Finally, assist in drawing your planogram

	Dura	Resources used
Creating a planogram	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, measuring tape, chart paper, ruler, sketch pens, etc.

## Do

- Ensure that all the trainees participate in the activity
- Discuss about the planogram software available in on the market

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

## Unit 3.4: Putting Products for Sale

### Unit Objectives

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

1. List the methods to identify the products the Trainee Associate is responsible for preparing for sale
2. List the key quality standards to be followed while putting the products for sale
3. Implement the methods used to check the condition of products on display
4. Follow the methods to put the products together and place them after they are assembled
5. Show how to deal with products that are damaged
6. Identify the process of managing waste

### 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 how to put products for sale.

### Say

good morning and welcome back to this training program, “retail trainee associate”. today we will discuss about putting products for sale.

### Ask

Ask the trainees the following questions:

- Have you heard about FIFO and FEFO systems?

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

### Elaborate

In this session, discuss the following points:

- Methods to identify the products to prepare for the sale
  - Key quality standards to be followed while putting the products for sale
  - Methods to check the condition of products on display
  - Food articles



- Methods to put the products together and place them after they are assembled
- Dealing with products that are damaged
- Managing waste

## Say

Let us participate in an extempore to explore the unit a little more.

## Activity

- This is an individual activity
- Prepare multiple paper chits and mention different waste management techniques on the same
- Ask each trainee to pick and chit and deliver a short speech on the same
- Allow them 1 min of time to think and prepare the speech
- Repeat this activity with all the trainees

	Dura	Resources used
Extempore	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, etc.

## Do

- Ensure that all the trainees participate in the activity
- Encourage teamwork and active participation

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

## Unit 3.5: Putting Products Together for Sale

### Unit Objectives

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

1. Identify the tools used to put the products together
2. Outline the process of managing the sales floor
3. Identify the process to be followed whenever there is any difficulty in putting the products together
4. Justify the reporting hierarchy for sorting out problems associated with a display of merchandise
5. Follow the method to get rid of the waste and unwanted packaging material
6. State the role of trainee associates in updating stock records to account for merchandise on display
7. Prepare reports after arranging the products meant for sale

### 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 how to put together products for sale.

### Say

good morning and welcome back to this training program, “retail trainee associate”. today we will discuss about putting together products for sale.

### Ask

Ask the trainees the following questions:

- What are the hard tools used to put together products for sale?

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

### Elaborate

In this session, discuss the following points:

- Tools used to put products together
  - Document tools
  - Hard tools

- Handling difficulty in putting products together
- Reporting hierarchy for sorting problems
- Getting rid of waste and unwanted packing material
- Updating stock records
- Reports to be prepared after arranging for the sale

## Say

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

## Activity

- Conduct a group discussion on updating stock records
- Ask the participants what they have learnt from this exercise
- Close the discussion by summarising key takeaways

	Dura	Resources used
Group Discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, etc.

## Do

- Ensure that all the trainees participate in the activity
- Encourage participants to ask relevant questions

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Maintain a cordial and positive environment in the classroom
- Discuss proper communication techniques in group discussion

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Stock Keeping Units
2. Browser
3. T-Bar
4. Nesting tables
5. Stopping rods

**Answer the following:**

1. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale  
3.1.1 Importance of Fixtures  
Topic - Role of fixtures in a display
2. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale  
3.1.1 Importance of Fixtures  
Topic – Browser
3. Refer UNIT 3.3: Planogram  
3.3.1 Planogram  
Topic - Purpose of a planogram
4. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale  
3.1.1 Importance of Fixtures  
Topic - Peg hooks
5. Refer UNIT 3.1: Fixtures Used in Preparing Products for Sale  
3.1.1 Importance of Fixtures  
Topic - Fixtures





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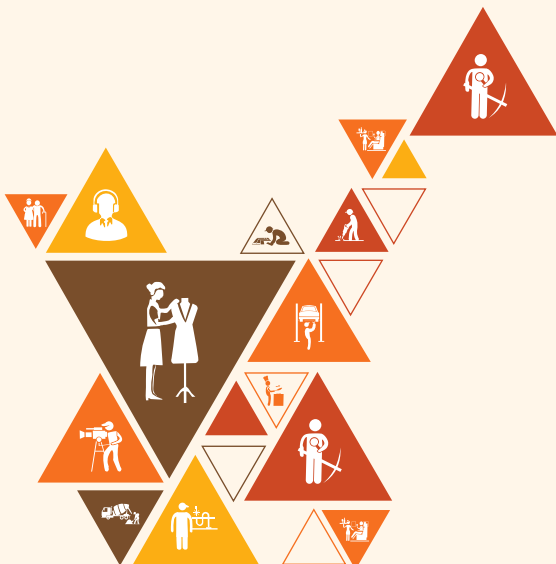
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## 4. Providing Customer Assistance

Unit 4.1 - Qualities Required of a Trainee Associate and Various Customer Styles



RAS/N0124 &  
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 at the workplace

## Unit 4.1: Qualities Required of a Trainee Associate and Various Customer Styles

### Unit Objectives

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

1. Know the qualities of a retail trainee associate
2. Identify the customer styles—characteristics, and preferences
3. Respond appropriately to different customer styles

### 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 qualities required of a trainee associate and various customer styles.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we shall learn about the qualities required of a trainee associate and various customer styles.

### Ask

Ask the trainees the following questions:

- How to determine customer response?

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

### Elaborate

In this session, discuss the following points:

- Customer styles—Defensive
- Customer styles—Indecisive
- Other customer styles
- Appropriate customer responses



## Say

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

## Activity

- This session will be a role-play activity
- Take the trainees to a spacious room/ open space
- Divide the class into groups where the trainees 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 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

	Dura	Resources used
Role Play	60 minutes	Cordless microphones (if required), pen, notebook, participant handbook, 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. Highly motivated by self- pride
2. Understanding the need of the customer fast
3. Facial expression
4. Speech intonation
5. Watching for early signs for closure

### Answer the following:

1. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles  
4.1.1 Customer Styles-Defensive  
Topic - Appropriate responses
2. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles  
4.1.1 Customer Styles-Defensive
3. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles  
4.1.1 Customer Styles-Defensive  
Topic – Defensive
4. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles  
4.1.1 Customer Styles-Defensive  
Topic – Sociable
5. Refer UNIT 4.1: Qualities Required of a Trainee Associate and Various Customer Styles  
4.1.1 Customer Styles-Defensive  
Topic - Decisive





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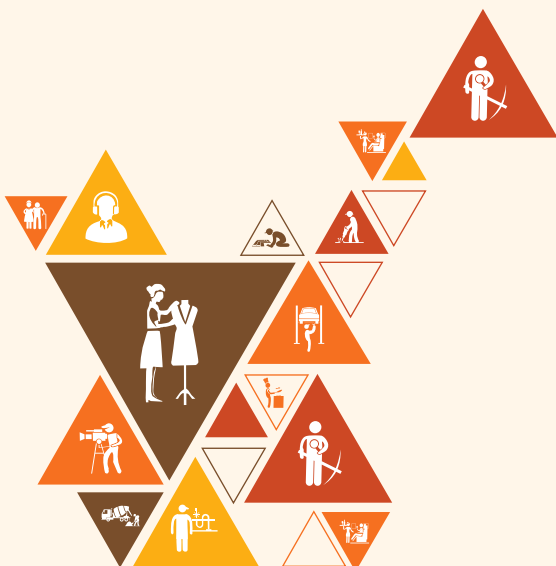
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# 5. Resolving Customer Complaints

Unit 5.1 - Customer Complaint Handling Process

Unit 5.2 - Customer Complaint Handling Process (contd.)

Unit 5.3 - Modes and Sources of Customer Complaints



RAS/N0124

## Key Learning Outcomes



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

1. Explain the importance of resolving customer complaints
2. Identify the modes and sources of customer complaints
3. Solve customer complaints in line with the sample standard operating practices

## Unit 5.1: Customer Complaint Handling Process

### Unit Objectives

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

1. Identify the steps involved in the customer complaint handling process
2. Identify the organisation standards for timelines in responding to customer questions and requests for information
3. Identify the aspects of meet and greet
4. Identify when and why to probe

### 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 ways of handling customer complaints.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we will learn about ways of handling customer complaints.

### Ask

Ask the trainees the following questions:

- What is the impact of not handling customer complaints properly?

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

### Elaborate

In this session, discuss the following points:

- Service
  - Request
  - Complaint
  - Feedback

- Complaint handling process
- Responding to customer's complaints, requests or feedback
- Types of complaints and examples
- Tracking customer complaints

## Say

Let us participate in a role-play to understand this unit better.

## Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as a sales associate
- Ask the customers to complain about the product or pricing or anything else related to the product
- Observe how the sales associate handles the complaints
- Repeat the activity with all the trainees

	Dura	Resources used
Role-play	30 minutes	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers, tools and products as per industry standards, etc.

## Do

- Ensure that all the trainees participate in the role-play
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

## Unit 5.2: Customer Complaint Handling Process (contd.)

### Unit Objectives

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

1. State the importance of listening to customer complaints
2. Discuss the importance of apologising and acknowledging while handling customer complaints
3. Identify the proper tone and intonation to be followed when handling customer complaints
4. Understand how to provide 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 discuss the customer complaint handling process.

### Ask

Ask the trainees the following questions:

- What is the meaning of customer service?

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

### Elaborate

In this session, discuss the following points:

- Handling Complaints—Non-verbal Communication
  - Active listening
  - Body language
  - Personal space
- Handling complaints—verbal communication
  - Clarity of speech
  - Calm and neutral
  - Confident
  - Empathetic tone
  - Non-aggressive



- Apologise and acknowledge
- Providing solutions
- Escalating issues

## Say

Let us participate in a role-play to understand this unit better.

## Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as a sales associate
- Ask the customers to lodge product-related complaints or billing-related issues
- Ask the sales associate to apologise and acknowledge the issue
- Observe how the sales associate handles the complaints
- Ask them to escalate the issue to the supervisor if the customers are unsatisfied or angry
- Repeat the activity with all the trainees

	Dura	Resources used
Group discussion	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

## Notes for Facilitation

- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## Unit 5.3: Modes and Sources of Customer Complaints

### Unit Objectives

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

1. Identify the different modes and sources of complaints
2. Identify the ways to respond to different modes and sources of complaints
3. Follow-up for complaints
4. Identify the methods to escalate the problems that cannot be solved
5. Identify when to refuse to accept returned goods
6. Identify the different needs of different 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 discuss about the modes and sources of customer complaints.

### Ask

Ask the trainees the following questions:

- Which one is more difficult to handle – Telephonic complaint or Face to face complaint?

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

### Elaborate

In this session, discuss the following points:

- Sources of Customer Complaints
- Modes of customer complaints
  - Face-to-face complaints
  - Telephonic complaints
  - Written complaints
  - Follow-up complaints
- Ways to deal with different kinds of customer complaints
- Customers returning products

## Say

Let us participate in an extempore activity to understand this unit better.

## Activity

- This activity will be based on individual performance
- In this activity, you will give two topics to the trainees
- The first topic in this session will be different types of customer complaints
- The second topic on which the trainees will prepare their extempore will be reasons why customers return products
- You will randomly pick up trainees and separate them into two groups
- Ensure that the trainees are equal in number
- Allot the trainees 2 minutes to prepare the topic that you will give them
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes
- The trainee with a simple explanation but rich in content will be appreciated with accolades

	Dura	Resources used
Extempore	60 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

## Do

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

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in the activity

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Service Level Agreement
2. Turn-Around-Time
3. Listening
4. Anger
5. Company service policy guidelines

**Answer the following:**

1. Refer UNIT 5.1: Customer Complaint Handling Process Service  
Topic - Complaint handling process
2. Refer UNIT 5.1: Customer Complaint Handling Process Service  
Second step—listen and understand
3. Refer UNIT 5.1: Customer Complaint Handling Process Service  
Topic – Request
4. Refer UNIT 5.1: Customer Complaint Handling Process Service  
Topic - Complaint handling process
5. Refer UNIT 5.1: Customer Complaint Handling Process Service  
Topic -Probing





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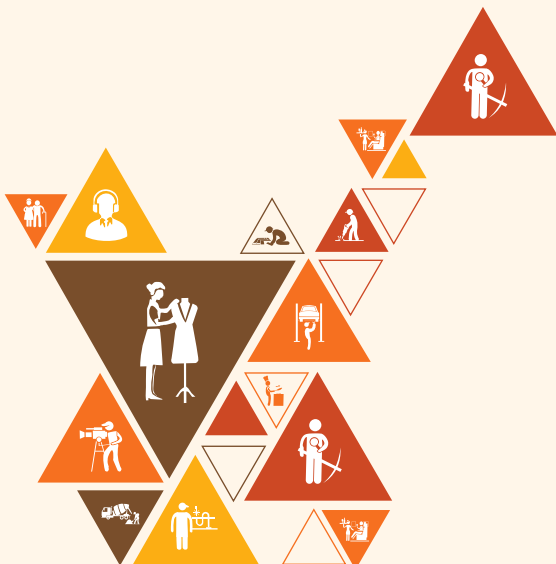


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## 6. Promoting Loyalty Memberships

Unit 6.1 - Loyalty Scheme Basics

Unit 6.2 - Building Loyalty Memberships



RAS/N0118

## Key Learning Outcomes



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

1. Explain the need for Loyalty schemes in a retail store
2. Identify the methods of promoting loyalty schemes
3. Build customer loyalty memberships by enrolling them into loyalty schemes

## Unit 6.1: Loyalty Scheme Basics

### Unit Objectives

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

1. Describe the features and benefits of the company's loyalty scheme
2. Describe the financial benefit accrued by a customer through loyalty schemes
3. Describe how the loyalty schemes help in achieving the financial objectives of the organisation
4. List the key offers available to customers under loyalty schemes
5. Identify the source of information from where the Trainee Associate can state the features and benefits of a loyalty scheme

### 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 about loyalty schemes.

### Say

Good morning and welcome back to this training program, "Retail Trainee Associate". Today we shall learn about loyalty schemes.

### Ask

Ask the trainees the following questions:

- What are loyalty schemes?

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

### Elaborate

In this session, discuss the following points:

- Loyalty Programmes
  - Purpose of loyalty programmes
  - Features and benefits of a loyalty programme
  - Financial benefits for customers



- Financial benefits to the organisation
- Key offers under loyalty programmes
- Source of information and statistics

## Say

Let us participate in an activity to understand this unit better.

## Activity

- Conduct a group discussion on the different types of loyalty programmes
- 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 key points

	Dura	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 trainees and add to what they talk about
- Ensure that all trainees 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 6.2: Building Loyalty Memberships

### Unit Objectives

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

1. Describe the usage of the probing technique to gain information about customers and their interest in joining the scheme
2. Describe the method of handling objections of customers in relation to loyalty schemes
3. Describe the closing techniques that can be applied to gain customer's commitment to join the loyalty schemes
4. Describe the structure of the loyalty scheme enrolment forms
5. Describe the documentation process involved in the enrolment of a customer in a loyalty scheme

### 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 probing technique, methods of handling objections in relation to loyalty schemes.

### Ask

Ask the trainees the following questions:

- What is probing?
- What do you understand by objection handling?

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

### Elaborate

In this session, discuss the following points:

- Probing
- Handling Objections
- Closing
- Structure of the loyalty scheme form and documentation process
- Documentation process requirements for enrolment into the loyalty scheme

## Say

Let us participate in a role-play activity to understand this unit better.

## Activity

- Make small groups of 3 trainees each
- Ask 2 of them to act as customers and the other one as sales associates
- Instruct the sales associate to ask probing questions to understand the customer's needs
- Also, ask the sales associate to pitch relevant loyalty program

	Dura	Resources used
Role-play	40 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

## Do

- Conduct a doubt clarification session, if needed
- Encourage the non-participating trainees 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 of the participants

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Loyalty programmes
2. 0.2%
3. 2012
4. Frequently Asked Questions
5. Probing technique

**Answer the following:**

1. Refer UNIT 6.2: Building Loyalty Memberships  
6.2.1 Probing  
Topic - Structure of the loyalty scheme form and documentation process
2. Refer UNIT 6.2: Building Loyalty Memberships  
6.2.1 Probing  
Topic - Structure of the loyalty scheme form and documentation process
3. Refer UNIT 6.2: Building Loyalty Memberships  
6.2.1 Probing  
Topic – Handling objections
4. Refer UNIT 6.1: Loyalty Scheme Basics  
6.1.1 Loyalty Programmes  
Topic - Loyalty programmes—source of information
5. Refer UNIT 6.1: Loyalty Scheme Basics  
6.1.1 Loyalty Programmes  
Topic - Key offers under loyalty programmes





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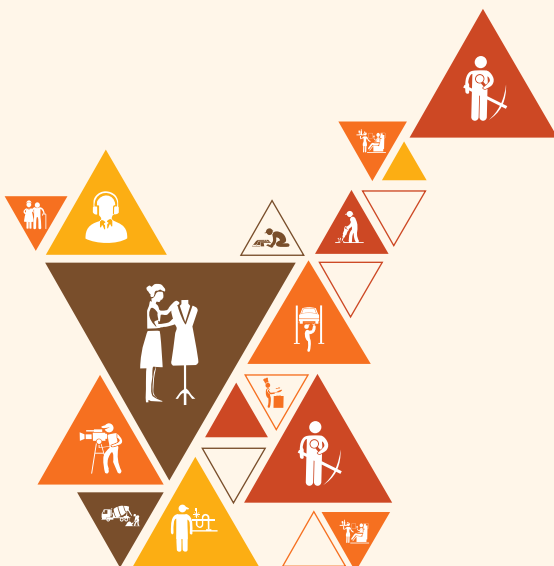


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# 7. Maintaining Store Security

Unit 7.1 - Loss Prevention

Unit 7.2 - Store Security



RAS/N0119

## Key Learning Outcomes



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

1. Outline the various types of security risks at the store
2. Identify and report the security risks to the concerned higher authorities
3. Select appropriate methods to handle the security risks that fall within the purview of self-authority
4. List the impact of not following statutory guidelines with respect to store safety and security

## Unit 7.1: 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 discuss about loss prevention.

### Ask

Ask the trainees the following questions:

- What do you mean by "Loss Prevention"?
- What can be the consequences of poor security at a retail store?

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

### Elaborate

In this session, discuss the following points:

- Meaning of Loss Prevention
  - Shoplifting and kleptomania
- Types of losses and preventive measures
- Controlling known loss
- Unknown loss (shrinkage)
- Managing shrink—critical areas



## Say

Let us participate in an activity to understand this unit better.

## Activity

- Take the trainees for a visit to the nearby shopping mall or supermarket
- Ask them to observe the store operations with respect to the following:
  - Ways of managing compliance with store security policies
  - Methods of conducting team training on ways of handling emergencies
  - Implementing security measures during emergency situations
  - Inspecting security features for loopholes
  - Helping the store staff select effective security measures
  - Compliance with the store's security policy
  - Ways of preventing employee theft
  - Common signs hinting at theft by employees
  - Importance of stock-taking and external audits at the store
  - Disaster management plan at the store
  - Risk management policies at the store

	Dura	Resources used
Industry visit	5 hours	Participant handbook, pen, notebook, centre i.d. cards

## Do

- Ensure that every trainee participates in the industry visit
- Instruct the trainees to maintain decorum throughout the visit
- Inform the trainees, beforehand, that they would wear formals for the visit

## Notes for Facilitation

- Answer all the doubts raised by the trainees during the visit
- Make sure that no trainee goes for the visit without the centre I.D. card
- Ask the trainees to prepare individual reports on the visit outcomes and submit them to you

## Unit 7.2: Store Security

### Unit Objectives

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

1. List the types of security risks 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 discuss about store security.

### Ask

Ask the trainees the following questions:

- What are the probable risks for a retail store?

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

### Elaborate

In this session, discuss the following points:

- Type of security risks and reporting
- Tips for managing security risks
- Authority and responsibility
- Company policy, procedures and techniques
- Different types of Electronic Article Surveillance (EAS)

## Say

Let us participate in an activity to understand this unit better.

## Activity

Provide the students with a hypothetical situation as below:

- This is an individual activity
- Using the projector/screen, show different types of Electronic Article Surveillance (EAS) equipment
- Pick random trainees to trainees and ask them to identify each piece of equipment and also state their usage
- Appreciate each correct answer and pass the question to another trainee in case of an incorrect answer
- You can use the below pictures for the activity



	Dura	Resources used
Identifying various Electronic Article Surveillance (EAS) equipment	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, 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. Loss prevention
2. Known loss
3. Unknown loss
4. Expensive/high value goods
5. Point of Sale

**Answer the following:**

1. Refer UNIT 7.1: Loss Prevention  
7.1.1 Meaning of Loss Prevention  
Topic - Unknown loss
2. Refer UNIT 7.1: Loss Prevention  
7.1.1 Meaning of Loss Prevention  
Topic - Known loss actions
3. Refer UNIT 7.1: Loss Prevention  
7.1.1 Meaning of Loss Prevention  
Topic - Types of losses and preventive measures
4. Refer UNIT 7.1: Loss Prevention  
7.1.1 Meaning of Loss Prevention  
Topic - Shoplifting: loss facts
5. Refer UNIT 7.1: Loss Prevention  
7.1.1 Meaning of Loss Prevention  
Topic - Kleptomania





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## 8. Visual Merchandising

Unit 8.1 - Introduction to Visual Merchandising

Unit 8.2 - Introduction to Visual Merchandising Displays

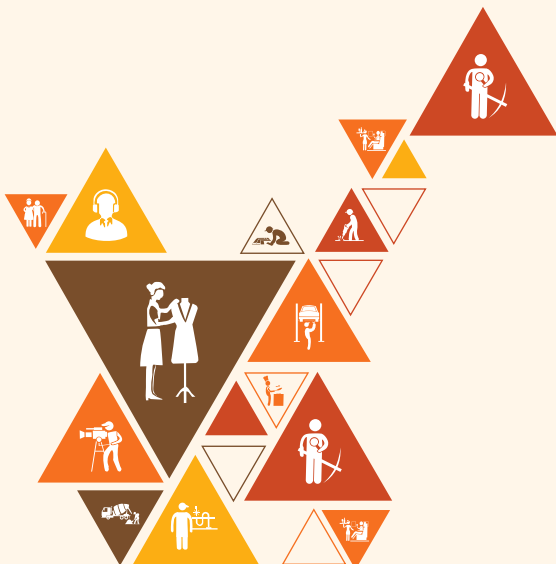
Unit 8.3 - Planning Visual Merchandising Displays

Unit 8.4 - Role of the Design Brief

Unit 8.5 - Principles to Set up Visual Merchandising Displays

Unit 8.6 - Dressing up Visual Merchandising Displays

Unit 8.7 - Health and Safety in Displays



RAS/N0106 &  
RAS/N0107

## Key Learning Outcomes



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

1. Explain the importance of visual merchandising in promoting the sale of products
2. Identify the role of the design brief in setting up Visual Merchandising displays
3. Outline the different methods of setting up Visual Merchandising displays
4. Interpret design brief, source merchandise and props for setting up Visual Merchandising displays
5. Prepare a plan to dress up visual merchandising displays as per the design brief
6. Prepare Visual Merchandising displays to attract customers and promote the sale of products

## Unit 8.1: Introduction to Visual Merchandising

### Unit Objectives

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

1. State the meaning and importance of visual merchandising (V.M.)
2. Identify the factors influencing V.M.
3. Outline the features of a good display
4. Discuss the staff responsibilities toward V.M.
5. Identify the business impact of V.M.

### 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 about visual merchandising.

### Ask

Ask the trainees the following questions:

- What do you understand by visual merchandising?
- What can be the consequences of poor visual merchandising at a retail store?

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

### Elaborate

In this session, discuss the following points:

- Visual Merchandising
  - Factors influencing visual merchandising
  - Features of a good display
- Staff responsibilities toward visual merchandising
- Business impacts



## Say

Let us participate in a group discussion to understand this unit better.

## Activity

- This activity should be performed on an individual basis
- List a few common stores policies
- Ask random trainees to explain the meaning and importance of each policy
- Describe all the policies in detail when all the trainees have answered
- Close the activity by summarising key takeaways

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

## Do

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

## Notes for Facilitation

- Encourage active participation
- Use references from different sources for a better explanation

## Unit 8.2: Introduction to Visual Merchandising Displays

### Unit Objectives

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

1. Identify the different methods of designing displays for different types of merchandise
2. Compare the different purposes of displays and their use in visual merchandising
3. Assess the key methods of choosing and combining dimension, shape, colour, texture and lighting to create the visual effect
4. List the advantages and benefits of different methods of designing the displays
5. Show how light, colour, texture, shape and dimension combine to achieve the effects

### 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 about visual merchandising displays.

### Ask

Ask the trainees the following questions:

- What is the significance of colour blocking?

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

### Elaborate

In this session, discuss the following points:

- Methods of designing displays for different types of merchandise
  - Brand campaigns
  - Thematic display
  - Colour blocking
  - Window display
  - Creating and achieving visual effects

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

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

	Dura	Resources used
Filling up the requisition form	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Offer /Policy Signage

Visual Merchandise Supplies Requisition Form				
Vendor Name:				
Requested By:				
Delivery Location:				
Sl. No.	Display Props	Quantity (No.)	Price (Rs.)	
1.	Mannequins	x		
2.	Shelves	x		
3.	Gondolas	x		
4.	Hangers	x		
5.	Cabinets	x		
6.	Display tables	x		
7.	Hangers	x		
8.	Signages	x		
9.	Foldable shelves	x		
10.	Plinths	x		
Signatures:				
1.	Visual Merchandiser			
2.	Lead Visual Merchandiser			
Date of Order Placed:		Date of Delivery:		

Fig. 8.2.1: Requisition form

**Do**

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

**Notes for Facilitation**

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

## Unit 8.3: Planning Visual Merchandising Displays

### Unit Objectives

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

1. Identify the different purposes of displays and their use in visual merchandising
2. List the advantages and benefits of different methods of designing the displays
3. Justify the need to make adjustments and improvements to displays
4. Explain the methods of evaluating the visual effects of the display
5. Apply the dressing techniques for different types of merchandise

### 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 how to plan visual merchandising displays.

### Ask

Ask the trainees the following questions:

- What is the use of visual merchandising?

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

### Elaborate

In this session, discuss the following points:

- Different purposes of displays and their use in visual merchandising
- Advantages and benefits of different methods of display
- Methods of evaluating the visual effect

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

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

	Dura	Resources used
Setting up the store based on merchandising themes	3 hours	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparel, accessories, consumer durables, food/grocery products etc.), Shelves for Stacking Products; Gondolas, Tables; Mannequins (Full/Half Bust); Hangers, Fixtures, browsers (2-way, 4-way, 8-way, and 16-way), etc.

## Do

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

## Notes for Facilitation

- Guide the trainees in identifying the props for a specific theme
- Demonstrate and describe to the trainees the proper method of setting up a store based on themes
- Demonstrate and discuss the various guidelines for theme coordination
- Give proper instructions on how to create visually appealing displays
- Ensure safety while putting up displays

## Unit 8.4: Role of the Design Brief

### Unit Objectives

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

1. State the importance of the design brief
2. Describe the contents of the design brief
3. Follow the method to interpret the design brief to arrange a display
4. Describe the process of finalising potential places to put the displays as per the design brief

### 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 about the role of the design brief.

### Ask

Ask the trainees the following questions:

- What is a design brief?

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

### Elaborate

In this session, discuss the following points:

- Importance of Design Brief
  - Contents of a design brief
  - Interpreting design brief
  - Process of finalising potential places to put the displays
- Impulse counters at the POS

### Say

Let us participate in a group discussion to understand this unit better.

## Activity

- Distribute a hand-out to each of the trainees describing the following situation
  - “Suppose you are the visual merchandiser of a supermarket. Each of you, now write down a few design ideas that come to your mind when you hear the word ‘Holi’
- Instruct each trainee to note down a few design ideas for decorating a supermarket on the Holi theme
- Ask the trainees to exchange their sheets with the trainee sitting beside them once all of them have finished writing down the steps
- Instruct each trainee to review the newly acquired sheet and find out the shortcomings in the designs and note them down wherever necessary
- Now ask the trainees to give back the sheets to their original owner
- Instruct the trainees to go through the feedback on the designs
  - Now ask the trainees to be the best judge and analyse whether they need to implement these suggestions in their designs
- Ask them to write down the reasons they feel that they need to implement or not
- If yes, ask them to identify the reasons why their designs are not meeting the standards
- Go through the final answers of all the trainees and provide suggestions wherever necessary

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

## Do

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

## Notes for Facilitation

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



## Unit 8.5: Principles to Set up Visual Merchandising Displays

### Unit Objectives

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

1. List the different types of merchandise groupings done in a display
2. Describe the features of symmetrical balance and the triangle principle
3. Describe the features a focal point within a display
4. Describe the concepts of optical centre, rectangular, radial, repetitive, rhythm, group and harmony
5. State the role of displays in marketing, promotional and sales campaign activities
6. Show how attractive displays help in achieving add-on sales
7. Identify the selling features of merchandise to be used in displays

### 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 about the principles of setting up visual merchandising displays.

### Ask

Ask the trainees the following questions:

- What is the role of displays in marketing, promotional and sales campaigns?

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

### Elaborate

In this session, discuss the following points:

- Different types of merchandise groupings
  - Symmetrical balance
  - Triangle principle
  - Focal points
  - Creating focal points
- Other merchandise groupings
- Role of displays in marketing, promotional, sales campaign and activities
- Displays aid in achieving add-on sales
- Selling feature of merchandise used in displays

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

- This activity should be performed on an individual basis
- Instruct each trainee to note down the resources they think are necessary for executing the theme – “Poila Baishak”, i.e., Bengali New Year
- Instruct each trainee to share their answers in front of the class once everyone has completed writing them down
- Discuss the correct resources necessary for the identified theme

	Dura	Resources used
Identification of resources	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker

## Do

- Guide the trainees in analysing the given situation and identify the correct measures to be taken
- Answer all questions raised by the trainees

## Notes for Facilitation

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

## Unit 8.6: Dressing up Visual Merchandising Displays

### Unit Objectives

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

1. Identify the significance of lighting in displaying merchandise
2. List the different types of lights used
3. Identify the methods of lighting used in displays
4. Demonstrate how to use different types, directions and levels of light to create an atmosphere
5. Identify the locations on floors and ceilings where the display is done
6. Discuss the role of lighting window displays in the enhancement of visual effects
7. State the role of Props, prototypes, dressings and fixtures in creating visual effects
8. Apply the methods used to dress up mannequins, busts and other props
9. Describe the dressing techniques for different types of merchandise
10. Identify the key elements of merchandise and props on which consultation of merchandiser or buyer is sought

### 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 about dressing up visual merchandising displays.

### Ask

Ask the trainees the following questions:

- What is the significance of lighting in visual merchandising?

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

### Elaborate

In this session, discuss the following points:

- Lighting
  - Methods of using lighting
  - Different directions and levels of light
  - Floor and ceiling

- Window displays in the enhancement of visual effects
- Role of props, prototypes, dressings and fixtures
- Mannequins—a type of prop
  - Dressing up mannequins, busts and other props
- Consultation with merchandise or buyer

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

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

	Dura	Resources used
Using a mannequin	30 mins	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Products for display (mix of apparel, accessories, etc.), Mannequins (Full/Half Bust)

## Do

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

## Notes for Facilitation

- Encourage teamwork and active participation
- Help the trainees understand the guidelines for mannequin display
- Guide the trainees in conducting checks for damages to props and tools
- Discuss the implication of maintaining uniformity

## Unit 8.7: Health and Safety in Displays

### Unit Objectives

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

1. List the key health and safety guidelines for displays
2. List the safety measures to be taken when putting products together for sale
3. Identify the dangers and risks to health, safety and security in relation to storage facilities and stored items
4. Outline the process of reporting dangers and risks to the concerned
5. Describe the techniques for cleaning display sites and parts safely and thoroughly
6. Identify safe and approved cleaning materials and equipment to use

### 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 about the health and safety of displays.

### Ask

Ask the trainees the following questions:

- What are the safety measures when putting products together for sale?

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

### Elaborate

In this session, discuss the following points:

- Health and Safety Guidelines for Displays
  - Safety measures when putting products together for sale
  - Dangers and risks to health, safety and security during storage
  - Dangers and risks and reporting them
  - Techniques for cleaning display sites
  - Safe and approved cleaning materials
  - Safe and approved cleaning equipment

## Say

Let us participate in a group discussion to understand this unit better.

## Activity

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

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

## Do

- Ensure that all the trainees participate in conducting checks for damages to the props session
- Guide the trainees in identifying the different types of damage while conducting checks of props and tools
- Help the trainees in gaining an understanding of the importance of conducting checks and maintenance of props and tools

## Notes for Facilitation

- Ensure safety so that no damage is caused to the props
- Make sure that no trainee gets hurt during props setup
- Ensure that all the trainees answer every question listed in the participant handbook

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Colour blocks
2. VIBGYOR
3. Designing brief
4. Fixturing
5. Rhythm

**Answer the following:**

1. Refer UNIT 8.5: Principles to set up visual merchandising displays  
8.5.1 Different Types of Merchandise Groupings  
Topic - Role of displays in marketing, promotional, sales campaign and activities
2. Refer UNIT 8.6: Dressing up visual merchandising displays  
8.6.1 Lighting  
Topic - Role of lighting
3. Refer UNIT 8.6: Dressing up visual merchandising displays  
8.6.1 Lighting  
Topic - Mannequins—type of prop
4. Refer UNIT 8.6: Dressing up visual merchandising displays  
8.6.1 Lighting  
Topic - Elements of merchandise and props
5. Refer UNIT 8.7: Health and safety in displays  
8.7.1 Health and Safety Guidelines for Displays  
Topic - Safety measures when putting products together for sale





## Key Learning Outcomes



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

1. Identify the importance of health and safety in the store
2. Identify the safety risks, hazards and accidents that occur in the store
3. Describe the safety practices followed in the store
4. Describe the importance of housekeeping
5. State the procedures for dealing with emergencies

## Unit 9.1: Hazards and Accidents in the Store and Safe Practices

### Unit Objectives

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

1. Identify the importance of health and safety in the store
2. Identify the hazards that may occur in a store
3. Identify the commonly occurring accidents due to the hazards
4. Identify how effective store maintenance helps in preventing accidents and maintaining a safe environment

### 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 types of hazards and safety practices in a store.

### Say

Good morning and welcome back to this training program, “Retail Trainee Associate”. Today we will discuss the hazards and accidents in a store and safe practices.

### Ask

Ask the trainees the following questions:

- What are the hazards that may occur in a store?

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

### Elaborate

In this session, discuss the following points:

- Importance of health and safety
- Types of Hazards in a store
  - Electrical hazards
  - Accidents
  - Housekeeping and storage hazards

- Accidents that may occur due to housekeeping hazards
- Entry and exit hazards
- Material handling hazards
- Hazardous materials present in a store
- Types of accidents and emergencies
- Some safety precautions to be taken in a store
- Effects of poor maintenance in a store
- Impact of effective maintenance

### Say

Let us participate in a group discussion to understand this unit better.

### 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 summarising how safe practices can prevent accidents and emergencies

	Dura	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

### Do

- Ensure that all the trainees 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 trainees in the class
- Discuss the proper communication technique in group discussion

## Unit 9.2: Safety Practices

### Unit Objectives

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

1. Identify the importance of securing customer records
2. Identify the importance of safeguarding store equipment
3. Identify the importance of protecting staff and customer belongings and store products
4. Identify the personal protective or safety equipment used in the store
5. Describe the key safety procedures followed in the store
6. Describe the importance of housekeeping and cleanliness in the store

### 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 safety practices administered in a store.

### Ask

Ask the trainees the following questions:

- Why is it important to secure customer records?
- What are the key safety procedures followed in a store?

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

### Elaborate

In this session, discuss the following points:

- Different ways to secure customer records in a store
- Ways to safeguard store equipment and infrastructure
- Protecting staff and customer belongings and the store products
- Importance of protecting customer belongings and store equipment
- Personal protective equipment used in the store
- Key safety procedures to be followed in a store
- Caution against hazardous material

- Preventive and safety measures
- Importance of housekeeping in a store

## Say

Let us participate in an activity to understand this unit better.

## Activity

- Divide the class into three groups
- The trainees will have to provide a broad explanation of 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 trainees present their answers rich in information and 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

	Dura	Resources used
Chart paper activity	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
- Note down the crucial points on the whiteboard as the trainees speak
- Share your inputs and insight to encourage the trainees and add to 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

## Unit 9.3: Procedures for Dealing with Emergencies

### Unit Objectives

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

1. Identify when to raise the alarm
2. Identify the importance of contacting emergency services
3. Understand the procedure of evacuation
4. Identify the purpose of drills
5. Understand how to handle accidents
6. Know the first aid procedure (in line with store policy)

### 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 ways to deal with emergencies in a store.

### Ask

Ask the trainees the following questions:

- When should an alarm be raised?

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

### Elaborate

In this session, discuss the following points:

- Situations when alarms should be raised
- Contacting emergency services
- Ways to evacuate a store during an emergency
- Ways to handle accidents

### Say

Let us participate in an activity to understand this unit better.

## Activity

- This will be a group activity
- Conduct a mock fire drill
- The trainees will perform the PASS technique of operation of fire extinguishers
- Also, ask the trainees to evacuate using an emergency exit and take shelter at a safe place
- They will be awarded marks based on their overall participation in the mock drill session
- End the activity by explaining the various types of workplace hazards and the possible solutions

	Dura	Resources used
Mock fire drill	45 minutes	Participant handbook, pen, notebook, whiteboard, markers, dummy fire extinguishers and Personnel Protective Equipment (PPE)

## Do

- Ensure that every trainee participates in the mock fire drill session
- Explain to the students the importance of safety in the workplace
- Ensure that no student gets hurt during the mock fire drill session

## Notes for Facilitation

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

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Electrical problems
2. Clients
3. Manual handling techniques
4. 101
5. 102

**Answer the following:**

1. Refer UNIT 9.3: Procedures for Dealing with Emergencies  
9.3.1 Raising the Alarm  
Topic - Contacting emergency services
2. Refer UNIT 9.3: Procedures for Dealing with Emergencies  
9.3.1 Raising the Alarm  
Topic - Handling accidents
3. Refer UNIT 9.3: Procedures for Dealing with Emergencies  
9.3.1 Raising the Alarm  
Topic – First aid kit
4. Refer UNIT 9.3: Procedures for Dealing with Emergencies  
9.3.1 Raising the Alarm  
Topic – Evacuation
5. UNIT 9.1: Hazards and Accidents in the Store and Safe Practices  
9.1.1 Importance of Health and Safety  
Topic - Hazardous materials







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& ENTREPRENEURSHIP



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Skill Development  
Corporation

Transforming the skill landscape



**RASCI**  
Retailers Association's  
Skill Council of India



**SCPwD**  
Skill Council for Persons with Disability

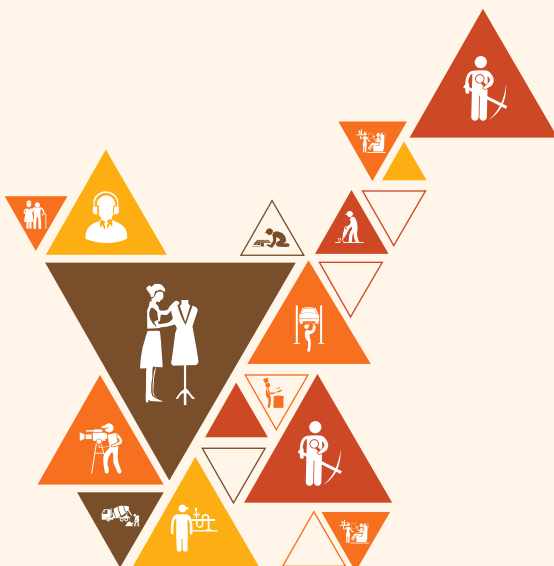
# 10. Working Effectively in a Retail Team

Unit 10.1 - Work Effectively in a Retail Team

Unit 10.2 - Information, Instructions and Documentation in a Retail Workplace

Unit 10.3 - Develop Effective Work Habits

Unit 10.4 - Team Work



RAS/N0137

## 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 the 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

## Unit 10.1: Work Effectively in a Retail Team

### Unit Objectives

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

1. Describe the reporting hierarchy and escalation matrix of a typical retail store
2. List the functions of the key departments in a store
3. Identify the policies and procedures applicable to the job role

### 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 ways to work effectively in a retail team.

### Ask

Ask the trainees the following questions:

- What is a reporting hierarchy?

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

### Elaborate

In this session, discuss the following points:

- Reporting Hierarchy and Functions of a Sample Store
- Cash office or store accounting department
- Audit department
- Information technology (I.T.) department
- Human resources (H.R.) department
- Housekeeping department
- Security and safety/loss prevention or asset protection department
- Policies and procedures

## Say

Let us participate in group discussion to understand this unit better.

## 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 summarising functions of the key departments in a store

	Dura	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 trainees and add to what they talk about
- Ensure that all trainees 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 10.2: Information, Instructions and Documentation in a Retail Workplace

### Unit Objectives

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

1. Identify the scope of information or materials required within the parameters of the job role
2. Identify how to read and interpret organisational policies and procedures
3. Identify how to read and interpret workplace documentation
4. State the steps to follow routine instructions through clear and direct communication
5. State the procedure to follow instructions accurately
6. Identify how to ask questions to find and confirm requirements
7. 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 discuss the ways to work effectively in a retail team.

### Ask

Ask the trainees the following questions:

- What is information?
- What are the modes of information we use?

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

### Elaborate

In this session, discuss the following points:

- Scope of Information
  - In-depth knowledge and information on products
  - Types of services and maintenance contracts offered: based on the service provided, contract, warranty/guarantee, renewals, service schedules, etc.
  - Modes of information

- Reading, interpreting and understanding information
- Identify and confirm requirements
- Following routine instructions
- Managing waste (sample process)

## Say

Let us participate in an activity to understand this unit better.

## Activity

- This activity will be based on individual performance
- In this activity, you will give two topics to the trainees
- The first topic in this session will be the scope of information
- The second topic on which the trainees will prepare their extempore will be the process of workplace documentation
- You will randomly pick up trainees and separate them into two groups
- Ensure that the trainees are equal in number
- Allot the trainees 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

	Dura	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 trainees 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 of the participants

## Unit 10.3: Develop Effective Work Habits

### Unit Objectives

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

1. Identify how to display courteous and helpful behaviour at all times
2. Identify the 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 discuss the ways to develop effective work habits.

### Ask

Ask the trainees 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 trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Courteous and Helpful Behaviour Elements
  - Time management
  - Values of an organisation
- Managing cultural difference
  - Cultures in the corporate
- Employee rights
- Team participation



**Say** 

Let us participate in a group discussion to understand this unit better.

**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 cultures in corporate

	Dura	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 trainees and add to what they talk about

**Notes for Facilitation** 

- Encourage peer learning
- Use references from different sources for a better explanation

## Unit 10.4: Team Work

### Unit Objectives

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

1. Define teamwork
2. List the qualities of a reliable Team member

### 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 about teamwork.

### Ask

Ask the trainees the following questions:

- What is the significance of teamwork in a retail outlet?

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

### Elaborate

In this session, discuss the following points:

- Self-assessment questionnaire
- Purpose of Team
- Working in a team environment

### Say

Let us participate in an activity to understand this unit better.

## Activity

- Divide the class into two groups
- Conduct a group discussion in the class on purpose of team
- 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 the importance of working in team

	Dura	Resources used
Group discussion	40 minutes	Participant handbook, widescreen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all the trainees 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 trainees in the class
- Discuss the proper combination technique in group discussion

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option**

1. Escalation matrix
2. Audit
3. Information Technology
4. Housekeeping department
5. Loss Prevention

**Answer the following:**

1. Refer UNIT 10.1: Work Effectively in a Retail Team  
10.1.1 Reporting Hierarchy and Functions of a Sample Store  
Topic – Housekeeping department
2. Refer UNIT 10.1: Work Effectively in a Retail Team  
10.1.1 Reporting Hierarchy and Functions of a Sample Store  
Topic – Hierarchy
3. Refer UNIT 10.1: Work Effectively in a Retail Team  
10.1.1 Reporting Hierarchy and Functions of a Sample Store  
Topic - Cash office or store accounting department
4. Refer UNIT 10.1: Work Effectively in a Retail Team  
10.1.1 Reporting Hierarchy and Functions of a Sample Store  
Topic - Information technology (IT) department
5. Refer UNIT 10.1: Work Effectively in a Retail Team  
10.1.1 Reporting Hierarchy and Functions of a Sample Store  
Topic - Human resources (HR) department





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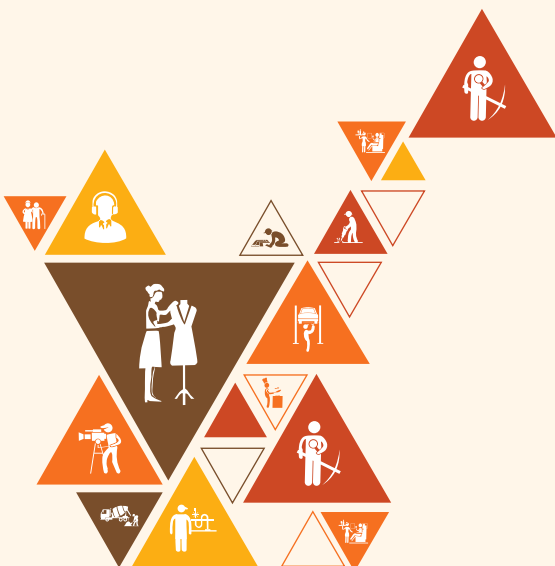
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## 11. Annexures

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			
<b>Program Name:</b>	Retail Trainee Associate		
<b>Package Name &amp; Ref. ID</b>	RAS/Q0103 version 3.0		
<b>Version No.</b>	3.0	<b>Version Update Date</b>	25/11/2024
<b>Pre-requisites to Training (if any)</b>	Not Applicable		
<b>Training Outcomes</b>	<p><b>By the end of this program trainees will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Display stock to promote sales</li> <li>2. Plan and prepare visual merchandising displays</li> <li>3. Dress visual merchandising displays</li> <li>4. Dismantle and store visual merchandising displays</li> <li>5. Prepare products for sale</li> <li>6. Promote loyalty schemes to customers</li> <li>7. Keep the store secure</li> <li>8. Maintain health and safety</li> <li>9. Keep the store clean and hygienic</li> <li>10. Provide information and advice to customers</li> <li>11. Create a positive image of self &amp; organisation in the customer's mind</li> <li>12. Work effectively in a retail team</li> </ol>		

SL	Module Name	Session name	Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to retail (self-reading)	Introduction to the job role and responsibilities of Retail Trainee Associate	<ul style="list-style-type: none"> <li>• Discuss about retail sector in India</li> <li>• Distinguish between the traditional and modern retail sectors</li> <li>• Identify the traditional forms of retailing in India.</li> <li>• Discuss the features of retail formats.</li> <li>• Identify the departments and functions in a modern retailing operation.</li> <li>• Identify the components involved in the retail supply chain.</li> <li>• List the roles and responsibilities of a Retail Trainee Associate</li> </ul>	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)

2	<b>To Display Stock to Promote Sales</b>	<b>Preparing for product display</b>	<ul style="list-style-type: none"> <li>Explain the role of product displays in promoting sales</li> <li>State the role of a trainee associate in arranging the deliveries of merchandise for display</li> <li>State company procedures for clearing, cleaning and preparing the display area before use</li> <li>Demonstrate the process to check that the display area is the right size and report any concerns promptly</li> <li>Collect materials needed for the display and ensure that they in good working order</li> </ul>	RAS/N0105 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), 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,	8 Theory (4:00) Practical (4:00)
		<b>horizontal and vertical selling</b>	<ul style="list-style-type: none"> <li>Discuss the significance of horizontal and vertical selling</li> <li>Identify the need for checking potential health and safety issues before setting up and dismantling displays</li> <li>Explain the process to report any information on labels that may need changing</li> </ul>	RAS/N0105 PC9, PC10, PC11			7 Theory (5:00) Practical (2:00)
		<b>Labelling</b>	<ul style="list-style-type: none"> <li>Explain the concept of levelling down and bringing front</li> <li>Explain the purpose and contents of Shelf Edge Label (SEL)</li> <li>List the legal requirements for labelling products in a display</li> <li>Explain the significance of completing labelling within the time allowed</li> <li>State the legal requirements which apply to pricing and ticketing</li> </ul>	RAS/N0105 PC12, PC13, PC14			6 Theory (3:00) Practical (3:00)



		<b>Dismantle display</b>	<ul style="list-style-type: none"> <li>• Demonstrate the process to set up and dismantle the display safely, in line with plans and within the time allowed</li> <li>• Perform necessary steps to check that the display has the levels of stock needed</li> <li>• Demonstrate the process to clean and store equipment and excess materials; get rid of waste safely, correctly and promptly</li> </ul>	RAS/N0105 PC5, PC6, PC7, PC8		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory (2:00) Practical (5:00)
3	<b>To Plan and Prepare Visual Merchandising Displays</b>	<b>Concept of visual merchandising</b>	<ul style="list-style-type: none"> <li>• Explain the importance of visual merchandising in promoting sale of products</li> <li>• Explain the business impact of visual merchandising in Retail Industry</li> <li>• Identify the purpose, content and style of the display</li> <li>• Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it</li> </ul>	RAS/N0106 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,	8 Theory (4:00) Practical (4:00)
		<b>Design brief</b>	<ul style="list-style-type: none"> <li>• Compare the different purposes of displays and their use in visual merchandising</li> <li>• Describe the role of design brief in setting up visual merchandising displays</li> <li>• Identify the different methods of designing displays for different types of merchandise</li> </ul>	RAS/N0106 PC4, PC5, KU10			7 Theory (5:00) Practical (2:00)
		<b>Props for visual merchandising</b>	<ul style="list-style-type: none"> <li>• Explain the process to verify arrangements for delivery of merchandise &amp; props with the right people</li> <li>• Explain ways to check the progress of deliveries and take suitable action if delays seem likely</li> </ul>	RAS/N0106 PC6, PC7			6 Theory (3:00) Practical (3:00)

		<b>Stock check</b>	<ul style="list-style-type: none"> <li>• Demonstrate the process to update stock records to account for merchandise on display</li> <li>• Demonstrate the use of light, colour, texture, shape and dimension combine to achieve the desired effects</li> <li>• Use appropriate methods to evaluate the visual effects of the display</li> </ul>	RAS/N0106 PC8, PC9, KU12		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	7 Theory (2:00) Practical (5:00)
4	<b>To Dress Visual Merchandising Displays</b>	<b>Concept of shapes, colours and groupings</b>	<ul style="list-style-type: none"> <li>• Describe shapes, colours and groupings that are suited to the purpose and style of the display</li> <li>• Describe ways to check that the finished display meets health and safety guidelines and legal requirements.</li> <li>• Describe the features of symmetrical balance and triangle principle</li> <li>• Explain the features a focal point within a display</li> <li>• Use the design brief to identify the focal points of the display</li> <li>• Elucidate the concepts of optical centre, rectangular, radial, repetitive, rhythm, group and harmony</li> </ul>	RAS/N0107 PC1, PC2, PC3, PC4, PC5, PC6, KU22	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,	8 Theory (4:00) Practical (4:00)

		<p><b>Merchandise groupings</b></p> <ul style="list-style-type: none"> <li>Describe the steps to check that the display meets requirements for easy access, safety and security</li> <li>Identify safety and security risks to the display and choose suitable ways of reducing risks</li> <li>List the different types of merchandise groupings done in a display</li> <li>Describe the process of finalising potential places to put the displays as per the design brief</li> </ul>	<p>RAS/N0107 PC10, PC11, PC12, KU21</p>		<p>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</p>	<p>7 Theory (5:00) Practical (2:00)</p>
		<p><b>Positioning of merchandise, graphics and signs</b></p> <ul style="list-style-type: none"> <li>Demonstrate the process to create displays that achieve the required visual effect and are consistent with the company's visual design policy</li> <li>Select appropriate positioning of merchandise, graphics and signs in ways that promote sales</li> <li>Use different types, directions and levels of light to create atmosphere</li> <li>Conduct regular checks of the displays visual effect</li> </ul>	<p>RAS/N0107 PC7, PC8, PC9</p>			<p>6 Theory (3:00) Practical (3:00)</p>
		<p><b>Dressing techniques</b></p> <ul style="list-style-type: none"> <li>Use appropriate methods to check that all the parts of the display are suitable for the purpose of the display and meet requirements</li> <li>Select appropriate dressing techniques for different types of merchandise</li> <li>Dramatize a situation to encourage colleagues to provide constructive comments about the display</li> </ul>	<p>RAS/N0107 PC13, PC14, PC15, PC16, PC17, KU20</p>			<p>7 Theory (2:00) Practical (5:00)</p>

			<ul style="list-style-type: none"> <li>Dramatize a scenario to promptly report any problems and risks to the right person when he/she is not responsible for sorting out himself/herself</li> </ul>				
5	<b>To Dismantle and Store Visual Merchandising Displays</b>	<b>Dismantle retail displays - I</b>	<ul style="list-style-type: none"> <li>Explain ways to protect the parts of the display from being damaged during dismantling</li> <li>Explain the process to get rid of unwanted materials safely and keep accurate records of this if needed</li> <li>State the importance of calculating the storage space required</li> </ul>	RAS/N0108 PC2, PC4, PC6, KU2, KU3, KU6	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,	6 Theory (3:00) Practical (3:00)
		<b>Dismantle retail displays- II</b>	<ul style="list-style-type: none"> <li>Identify the protective packaging he/she needs and the security measures that need to be in place</li> <li>Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person</li> <li>Explain ways to check that storage facilities and items in storage are clean, safe, secure and accessible only to the concerned authority</li> </ul>	RAS/N0108 PC7, PC10, PC11, KU16, KU7			7 Theory (5:00) Practical (2:00)
		<b>Dismantle retail displays- III</b>	<ul style="list-style-type: none"> <li>Demonstrate the process to dismantle displays safely</li> <li>Use suitable methods to keep accurate and up-to-date records of items in storage</li> <li>Explain how to return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition</li> </ul>	RAS/N0108 PC1, PC3, PC9, KU1, KU4, KU9			6 Theory (3:00) Practical (3:00)

		<b>Dismantle retail displays- IV</b>	<ul style="list-style-type: none"> <li>Demonstrate methods to clean display sites and parts using safe and approved cleaning materials and equipment</li> <li>Apply appropriate techniques to store items in suitable places and with clear and accurate labels</li> </ul>	RAS/N0108 PC5, PC8, KU13		Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory (2:00) Practical (5:00)
6	<b>To Prepare Products for Sale</b>	<b>Introductory Planogram</b>	<ul style="list-style-type: none"> <li>Identify the products the trainee associate is responsible to prepare for sale</li> <li>Describe the need and key components of a planogram</li> <li>Explain the role of planogram in preparing products for sale</li> <li>List the tools used to put the products together</li> </ul>	RAS/N0109 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.)	8 Theory (4:00) Practical (4:00)
		<b>Removing waste</b>	<ul style="list-style-type: none"> <li>Explain the process to manage the sales floor</li> <li>Describe the process to promptly remove damaged products from display and follow company procedures for dealing with them</li> <li>Implement suitable methods to check the condition of products on display</li> </ul>	RAS/N0109 PC1, PC2, PC7, PC8, KU6, KU7			7 Theory (5:00) Practical (2:00)
		<b>Removing damaged products</b>	<ul style="list-style-type: none"> <li>Demonstrate the steps to check that all expected items and parts of the product are in the package</li> <li>Follow the method to get rid of the waste and unwanted packaging material</li> </ul>	RAS/N0109 KU8 KU10			6 Theory (3:00) Practical (3:00)

		<b>Assembling products</b>	<ul style="list-style-type: none"> <li>Show how to gather the tools he/she needs for putting products together</li> <li>Follow correct methods to put the products together and place them after they are assembled</li> <li>Apply appropriate ways to check that products have been assembled correctly and can be used safely</li> <li>Dramatize situation to ask the right person for help when products are proving difficult to put together</li> <li>Prepare reports after arranging the products meant for sale</li> </ul>	RAS/N0109 PC3, PC4, PC5, PC6, KU9, KU1, KU2, KU4, KU5,		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	7 Theory (2:00) Practical (5:00)
7	<b>To Promote Loyalty Memberships</b>	<b>Loyalty scheme - I</b>	<ul style="list-style-type: none"> <li>Describe the features and benefits of the company's loyalty scheme</li> <li>Describe the financial benefit accrued by a customer through loyalty schemes</li> <li>List the key offers available to customers under loyalty schemes</li> <li>Elaborate how the loyalty schemes helps in achieving the financial objectives of the organisation</li> </ul>	RAS/N0118  PC1, PC2, KU1, KU2, KU3, KU4, KU5, KU13	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)

		<p><b>Loyalty scheme - II</b></p> <ul style="list-style-type: none"> <li>• Explain how to recognise when customers are interested in joining the scheme</li> <li>• Explain the method of handling objections of customers in relation to loyalty schemes</li> <li>• Role-play to respond positively to any questions or objections that the customer raises</li> <li>• Explain the structure of the loyalty scheme enrolment forms</li> <li>• Use appropriate probing technique to gain information about customers and their interest in joining the scheme</li> <li>• Display polite behaviour towards customers in a way that promotes goodwill</li> </ul>	<p>RAS/N0118</p> <p>PC3, PC4, PC5, PC6, PC11, KU6, KU7, KU8, KU9</p>		<p>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</p>	<p>8</p> <p>Theory (4:00) Practical (4:00)</p>
		<p><b>Loyalty scheme - III</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the documentation process involved in the enrolment of a customer in a loyalty scheme</li> <li>• Perform the steps to fill in the membership application accurately with the customer, using the information they provide</li> <li>• Show the process to give the customer proof of their membership</li> <li>• Follow appropriate ways to check with the customer that their details, as shown on the membership documentation, are correct</li> </ul>	<p>RAS/N0118</p> <p>PC7, PC8, PC9, PC10, PC11, KU10, KU11, KU12, KU13</p>		<p>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</p>	<p>6</p> <p>Theory (3:00) Practical (3:00)</p>

8	<b>To Keep the Store Secure</b>	<b>Store security</b>	<ul style="list-style-type: none"> <li>Identify and report the security risks to the concerned higher authorities</li> <li>Explain the role of a trainee associate in keeping the store secure</li> <li>Identify the authority and responsibility while dealing with security risks, including legal rights and duties</li> <li>Demonstrate the process to notice and identify security risks</li> </ul>	RAS/N0119 PC1, PC2, KU3, KU4, KU5 KU6, 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,	8 Theory (4:00) Practical (4:00)
		<b>Identifying risks</b>	<ul style="list-style-type: none"> <li>Explain the approved procedure and techniques for protecting personal safety when security risks arise</li> <li>Describe the types of losses and prevention measures</li> <li>State the meaning of loss prevention</li> <li>Discuss about 'shoplifting' and 'kleptomania'</li> </ul>	RAS/N0119 PC4, PC5, KU10, KU11, KU12			8 Theory (4:00) Practical (4:00)



		<b>Risk pre-ven</b>	<ul style="list-style-type: none"> <li>• Role-play a situation to reporting security risks to the right people promptly and accurately</li> <li>• Follow company procedures for preventing security risks while working</li> <li>• Use appropriate electronic article surveillance equipment to ensure store security</li> <li>• Apply appropriate ways to notice where stock may have been stolen</li> </ul>	RAS/N0119 PC3, KU8, KU9		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)
9	<b>To Main-tain Health and Safety</b>	<b>Workplace hazards</b>	<ul style="list-style-type: none"> <li>• Identify the safety risks, hazards and the accidents that occur in the store</li> <li>• Describe the safety practices followed in the store when accidents and emergencies arise</li> <li>• Describe effective store maintenance practices that helps in preventing accidents and maintaining a safe environment</li> <li>• Follow company policy and procedures for preventing further injury while waiting for help to arrive</li> </ul>	RAS/N0121 PC1, PC2, PC3, PC4, KU1, KU2, KU3, KU4, KU5, KU6	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,	8 Theory (4:00) Practical (4:00)
		<b>Securing customer records</b>	<ul style="list-style-type: none"> <li>• Explain the effects of poor maintenance of tools and equipment</li> <li>• Demonstrate the process to check that equipment needed are fit for use</li> <li>• Explain the importance of moving the goods safely</li> <li>• Explain the importance of securing customer records</li> <li>• Elucidate the significance of protecting staff, customer belongings and store products</li> </ul>	RAS/N0121 PC11, PC13, KU7			4 Theory (2:00) Practical (2:00)

		<b>Safety procedures</b>	<ul style="list-style-type: none"> <li>• Demonstrate the use of safety equipment correctly and in the right situations</li> <li>• Follow instructions given by senior staff and the emergency services</li> <li>• Follow company procedures and legal requirements for reducing health and safety risks as far as possible while working</li> <li>• Conduct a role-play to get advice and help from the right people</li> <li>• Illustrate the evacuation procedure</li> <li>• Use appropriate lifting and handling equipment guidelines in line with company and manufacturer's instructions</li> <li>• Follow the first aid procedure</li> </ul>	RAS/N0121 PC5, PC6, PC7, PC8, PC9, PC10, PC12, PC14, KU8, KU9, KU10, KU11, KU12, KU13, KU14		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	4 Theory (2:00) Practical (2:00)
10	<b>To Keep The Store Clean and Hygienic</b>	<b>Store cleanliness and hygiene - I</b>	<ul style="list-style-type: none"> <li>• Describe the importance of housekeeping and cleanliness in the store</li> <li>• State the role of Retail trainee associate in keeping the store clean and hygienic</li> <li>• Explain ways to maintain personal hygiene</li> <li>• Discuss ways to handle food products</li> <li>• Show how not to disturb others while cleaning</li> </ul>	RAS/N0123 PC5, PC6, PC11, KU6, KU7, KU8	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)
		<b>Store cleanliness and hygiene - II</b>	<ul style="list-style-type: none"> <li>• Demonstrate the process to safely position the cleaning equipment and materials and any items he/she must move</li> <li>• Explain ways to keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly</li> </ul>	RAS/N0123 PC1, PC2, PC3, PC4, KU1, KU2, KU3, KU4, KU5, KU9			4 Theory (2:00) Practical (2:00)

			<ul style="list-style-type: none"> <li>• Demonstrate the process to get rid of rubbish and waste promptly and safely</li> <li>• Follow appropriate surface cleaning procedure</li> <li>• Demonstrate ways to store cleaning equipment and materials correctly and promptly when after cleaning</li> </ul>				
		<b>Store cleanliness and hygiene - III</b>	<ul style="list-style-type: none"> <li>• Show how to check the Serviceability of equipment's</li> <li>• Illustrate the process to store equipment correctly and promptly after use</li> <li>• Use personal protective or safety equipment in the store</li> <li>• Apply best practices to correctly dispose of used clothing and products</li> <li>• Use effective techniques for keeping his/her hair, skin and nails clean enough for the work</li> </ul>	RAS/N0123 PC7, PC8, PC9, PC10, PC12, PC13, PC14, PC15, KU10, KU11, KU12, KU13, KU14		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	4 Theory (2:00) Practical (2:00)

11	<b>To Provide Informa- Advice to Customers</b>	<b>Under- standing customer's need</b>	<ul style="list-style-type: none"> <li>Identify the customer's needs for information and advice</li> <li>Describe the process to provide relevant, complete, accurate and up-to-date information and advice to customers</li> <li>Explain the process to refer requests for information or advice to the right person when he/she cannot help the customer</li> </ul>	RAS/N0124 PC1, PC2, PC3, PC4, PC5, PC6,	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standeeds for product categories and offers (Different Types), Calcula- tor, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash draw- er, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad – on acces- sories such as mobile handsets with ear phones etc.) with barcode, specifica- tions, price tags, VM elements (Manne- quins - Full/ Half Bust, Danglers, Wobblers,	8 Theory (4:00) Practical (4:00)
		<b>Iden ying customer complaints</b>	<ul style="list-style-type: none"> <li>Identify the nature of the complaint from information obtained from customers</li> <li>Identify the different modes and sources of complaints</li> </ul>	PC7, PC8,			7 Theory (5:00) Practical (2:00)
		<b>Complaint handling</b>	<ul style="list-style-type: none"> <li>Identify the steps involved in the customer complaint handling process</li> <li>Discuss how to acknowledge the complaint clearly and accurately and apologise to the customer</li> <li>Identify the organisation standards for timelines in responding to customer questions and requests for information</li> <li>Explain the options for solving the problem to your customer</li> <li>Discuss the importance of apologizing and acknowledging while handling customer complaints</li> </ul>	RAS/N0124 PC9, PC11, PC12, PC13, PC14			6 Theory (3:00) Practical (3:00)

		<b>Advising customers</b>	<ul style="list-style-type: none"> <li>Apply suitable communication techniques to share information and advice to customers in ways they can understand</li> <li>Role-play a situation to acknowledge promptly and politely customers' requests for information and advice</li> <li>Use appropriate listening skills when dealing customer complaints</li> <li>Use proper tone and intonation when handling customer complaints</li> <li>Follow legal requirements and company policies and procedures for dealing with complaints</li> <li>Apply appropriate ways to check with your customer to make sure the problem has been resolved to their satisfaction</li> <li>Dramatize a situation to give clear reasons to your customer when the problem has not been resolved to their satisfaction</li> <li>Role-play on how to escalate complaints that cannot be solved</li> </ul>	RAS/N0124 PC1, PC10, PC15, PC16, PC17		Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	7 Theory (2:00) Practical (5:00)
12	<b>To Create image of self and organisa-</b>	<b>Mee organisa standards</b>	<ul style="list-style-type: none"> <li>List the key factors that help in creating a positive image of self and the organisation</li> <li>Explain the significance of meeting the organisations standards of appearance and behaviour</li> <li>Discuss how to confirm customers' expectations and keep them informed and reassured</li> </ul>	RAS/N0130 PC1, PC2, PC3, PC4, PC6, PC7, PC8, PC9, KU1, 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, Card swiping machine),	8 Theory (4:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>Apply standard procedure to greet customers respectfully and in a friendly manner</li> <li>Dramatize a situation to treat customers courteously and helpfully</li> <li>Use appropriate communication techniques to make the customers feel valued and respected</li> </ul>			Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers	
		<b>Customer loyalty</b>	<ul style="list-style-type: none"> <li>Describe appropriate ways to respond effectively to different types of customer behaviour</li> <li>Identify the different customer types</li> <li>Discuss the importance of maintaining customer loyalty</li> <li>Explain the process to quickly locate information that will help customers</li> <li>Dramatize how to respond promptly to a customer seeking assistance</li> </ul>	RAS/N0130 PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU3,			8 Theory (4:00) Practical (4:00)
		<b>Responding to a customer</b>	<ul style="list-style-type: none"> <li>Dramatize a situation to respond positively to customers' questions and comments</li> <li>Role-play on how to allow customers time to consider the response and give further explanation</li> </ul>	RAS/N0130 KU4, KU5			6 Theory (3:00) Practical (3:00)

13	<b>To Work e uly in a retail team</b>	<b>Team work - I</b>	<ul style="list-style-type: none"> <li>• State the meaning of teamwork</li> <li>• Explain the characteristics of effective teamwork</li> <li>• State the reporting hierarchy and escalation matrix of a retail store</li> <li>• Describe the importance of prioritizing and completing the allocated tasks according to the required timeframe</li> <li>• Identify work and personal priorities and achieve a balance between competing priorities</li> <li>• Explain the steps in planning and organising daily work routine within the scope of the job role</li> <li>• Illustrate the reporting hierarchy and escalation matrix of a typical retail store</li> <li>• Display courteous and helpful behaviour at all times</li> <li>• Use questioning techniques to clarify doubts on instructions or responsibilities</li> <li>• Use gestures or simple words to communicate where language barriers exist</li> <li>• Dramatize a situation to seek assistance when difficulties arise</li> </ul>	RAS/N0137 PC1, PC2, PC3, PC4, PC5, PC6, PC14, PC15, KU1, KU2, Ku3, KU4, KU5, KU6, KU7, KU8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calcula- tor, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash draw- er, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad – on acces- sories such as mobile handsets with ear phones etc.) with barcode, specifica- tions, price tags, VM elements (Manne- quins - Full/ Half Bust, Danglers, Wobblers,	8 Theory (4:00) Practical (4:00)
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		<b>Team work - II</b>	<ul style="list-style-type: none"> <li>Identify the value system of the organisation</li> <li>List the consequences of poor team participation on job outcomes</li> <li>Describe the process to identify and display a non-discriminatory attitude with customers and other staff members</li> <li>Discuss the impact of dressing appropriately as required by the workplace, job role and level of customer contact</li> <li>Apply personal hygiene procedures according to organisational policy and relevant legislation</li> <li>Demonstrate ways to ask questions to seek clarification on workplace information</li> <li>Interpret, confirm, and act on workplace information, instructions, and procedures relevant to the particular task</li> <li>Interpret, confirm, and act on legal requirements in regard to antidiscrimination, sexual harassment, and bullying</li> </ul>	RAS/N0137 PC7, PC8, PC9, PC10, PC11, PC12, PC13, KU9, KU10, KU11		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)
<b>Total Dura</b>							<b>Total Dura</b> 280:00  <b>Theory Dura</b> 140:00 <b>Practical Dura</b> 140:00



## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Trainee Associate	
Job Role	Retail Trainee Associate
Qualification Pack	RAS/Q0103, version 3.0
Sector Skill Council	Retailers Associations Skill Council of India

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each
6	To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
<b>RAS/N0105: To display stock to promote sales</b>	PC1. identify the need for the display in relation to stock, space, position of the display and dates.	5	5
	PC2. check that the display area is the right size and report any concerns promptly.	2.5	2.5
	PC3. gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order.	5	5
	PC4. follow company procedures for clearing, cleaning and preparing the display area before use.	2.5	2.5
	PC5. set up and dismantle the display safely, in line with plans and within the time allowed.	5	5
	PC6. check that the display is clean, tidy and safe for use.	2.5	2.5
	PC7. check that the display has the levels of stock needed.	5	5
	PC8. clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.	2.5	2.5
	PC9. check requirements for labelling stock.	5	5
	PC10. check information on the label is clear, accurate and legal before starting to label stock.	2.5	2.5

	PC11. report promptly any information on labels that may need changing.	2.5	2.5
	PC12. attach the right labels to the right products.	2.5	2.5
	PC13. position labels so that they are securely fastened and customers can see them clearly.	5	5
	PC14. complete labelling within the time allowed.	2.5	2.5
	NOS Total	50	50
<b>RAS/N0106: To plan and prepare visual merchandising displays</b>	PC1. identify the purpose, content and style of the display.	5	5
	PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.	5	5
	PC3. evaluate whether the place to put the display is likely to fulfil the design brief.	5	5
	PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority.	7.5	7.5
	PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.	5	5
	PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.	5	5
	PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.	7.5	7.5
	PC8. check the progress of deliveries and take suitable action if delays seem likely.	5	5
	PC9. update stock records to account for merchandise on display.	5	5
	NOS Total	50	50
<b>RAS/N0107: To Dress Visual Merchandising Displays</b>	PC1. use the design brief to identify the focal points of the display.	5	5
	PC2. choose shapes, colours and groupings that are suited to the purpose and style of the display.	2.5	2.5
	PC3. create displays that achieve the required visual effect and are consistent with the companys visual design policy.	2.5	2.5
	PC4. position merchandise, graphics and signs in ways that promote sales.	2.5	2.5
	PC5. check that lighting is installed in line with the design brief.	2.5	2.5
	PC6. check that the finished display meets health and safety guidelines and legal requirements.	5	5
	PC7. position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.	2.5	2.5
	PC8. group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.	2.5	2.5
	PC9. make sure that lighting is installed in line with lighting requirements.	2.5	2.5
	PC10. check that all the parts of the display are suitable for the purpose of the display and meet requirements.	2.5	2.5
	PC11. check that the display meets requirements for easy access, safety and security.	2.5	2.5
	PC12. identify safety and security risks to the display and choose suitable ways of reducing risks.	2.5	2.5
	PC13. consider how the display looks from all the directions from which customers will approach it.	2.5	2.5

	PC14. encourage colleagues to provide constructive comments about the display.	2.5	2.5
	PC15. promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.	2.5	2.5
	PC16. regularly check the displays visual effect.	2.5	2.5
	PC17. promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.	5	5
	NOS Total	50	50
<b>RAS/N0108: To Dismantle and Store Visual Merchandising Displays</b>	PC1. dismantle displays safely.	2.5	2.5
	PC2. protect the parts of the display from being damaged during dismantling.	5	5
	PC3. return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.	5	5
	PC4. get rid of unwanted materials safely and keep accurate records of this if needed.	5	5
	PC5. clean display sites and parts using safe and approved cleaning materials and equipment.	5	5
	PC6. work out accurately the storage space required.	5	5
	PC7. identify the protective packaging he/she needs and the security measures that need to be in place.	5	5
	PC8. store items in suitable places and with clear and accurate labels.	2.5	2.5
	PC9. keep accurate and up-to-date records of items in storage.	5	5
	PC10. identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.	5	5
	PC11. check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.	5	5
	NOS Total	50	50
<b>RAS/N0109: To Prepare Products for Sale</b>	PC1. check that all expected items and parts of the product are in the package.	5	5
	PC2. remove all unwanted packaging and safely get rid of waste.	5	5
	PC3. gather the tools he/she needs for putting products together.	5	5
	PC4. use safe work methods and follow manufacturers instructions when putting products together.	5	5
	PC5. check that products have been assembled correctly and can be used safely.	10	10
	PC6. ask the right person for help when products are proving difficult to put together.	7.5	7.5
	PC7. check regularly that products on display are in a satisfactory condition.	5	5
	PC8. promptly remove damaged products from display and follow company procedures for dealing with them.	7.5	7.5
	NOS Total	50	50
<b>RAS/N0118: To promote Loyalty Schemes to Customers</b>	PC1. take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	5	5
	PC2. explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.	5	5
	PC3. respond positively to any questions or objections that the customer raises.	5	5
	PC4. provide relevant information to the customer to help them decide whether to join the scheme.	2.5	2.5
	PC5. treat the customer politely at all times and in a way that promotes goodwill.	2.5	2.5






	PC6. recognise accurately when customers are interested in joining the scheme.	5	5
	PC7. take opportunities to ask customers who are showing signs of interest to sign up for the scheme.	5	5
	PC8. fill in the membership application accurately with the customer, using the information they provide.	5	5
	PC9. give the customer proof of their membership.	5	5
	PC10. check with the customer that their details, as shown on the membership documentation, are correct.	5	5
	PC11. give application forms to customers who show interest but are not willing to join the scheme then and there.	5	5
	NOS Total	50	50
<b>RAS/N0119: To Keep the Store Secure</b>	PC1. notice and correctly identify security risks.	10	10
	PC2. follow company procedures for reporting security risks.	10	10
	PC3. report security risks to the right people promptly and accurately.	10	10
	PC4. follow company procedures for preventing security risks while working.	10	10
	PC5. notice where stock may have been stolen and tell the right person about it.	10	10
	NOS Total	50	50
<b>RAS/N0121: To Maintain Health and Safety</b>	PC1. notice and correctly identify accidents and emergencies.	2.5	2.5
	PC2. get help promptly and in the most suitable way.	2.5	2.5
	PC3. follow company policy and procedures for preventing further injury while waiting for help to arrive.	2.5	2.5
	PC4. act within the limits of his/her responsibility and authority when accidents and emergencies arise.	2.5	2.5
	PC5. promptly follow instructions given by senior staff and the emergency services.	5	5
	PC6. follow company procedures and legal requirements for reducing health and safety risks as far as possible while working.	5	5
	PC7. use safety equipment correctly and in the right situations.	2.5	2.5
	PC8. get advice and help from the right people when he/she concerned about his ability to work safely.	5	5
	PC9. take suitable safety measures before lifting to protect himself/herself and other people.	5	5
	PC10. use approved lifting and handling techniques.	5	5
	PC11. check that any equipment he/she needs to use is fit for use.	2.5	2.5
	PC12. use lifting and handling equipment in line with company guidelines and manufacturers instructions.	2.5	2.5
	PC13. plan a safe and efficient route for moving goods.	5	5
	PC14. make sure that he/she understands his/her own responsibilities when he/she asks others to help in lifting and handling operations.	2.5	2.5
	NOS Total	50	50
<b>RAS/N0123: To Keep the Store Clean and Hygienic</b>	PC1. get the equipment and materials that are suitable for the surfaces that need cleaning.	2.5	2.5
	PC2. safely position the cleaning equipment and materials and any items he/she must move.	2.5	2.5
	PC3. keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.	5	5
	PC4. get rid of rubbish and waste promptly and safely.	2.5	2.5







	PC5. disturb other people as little as possible while cleaning.	2.5	2.5
	PC6. check that surfaces are thoroughly clean.	5	5
	PC7. store cleaning equipment and materials correctly and promptly when he/she has finished cleaning.	2.5	2.5
	PC8. use suitable equipment to tidy work areas.	2.5	2.5
	PC9. check that equipment is safe to use before starting to use it.	2.5	2.5
	PC10. get rid of waste and litter safely and in line with company procedures.	2.5	2.5
	PC11. disturb other people as little as possible while getting rid of waste and litter.	5	5
	PC12. store equipment correctly and promptly after use.	2.5	2.5
	PC13. wear protective clothing that is clean and suitable for the work he/she needs to do.	5	5
	PC14. correctly dispose of used clothing and products.	2.5	2.5
	PC15. use effective practices and techniques for keeping his/her hair, skin and nails clean enough for the work he/she does.	5	5
	NOS Total	50	50
<b>RAS/N0124: To Provide Informa and Advice to Customers</b>	PC1. acknowledge promptly and politely customers requests for information and advice.	5	5
	PC2. identify the customers needs for information and advice.	5	5
	PC3. communicate information and advice to customers in ways they can understand.	5	5
	PC4. provide relevant, complete, accurate and up-to-date information and advice to customers.	5	5
	PC5. check politely that the information and advice provided meets the customers needs.	5	5
	PC6. find other ways to help the customer when the information and advice given is not satisfactory.	5	5
	PC7. refer requests for information or advice to the right person when he/she cannot help the customer.	2.5	2.5
	PC8. identify the nature of the complaint from information obtained from customers.	5	5
	PC9. acknowledge the complaint clearly and accurately and apologise to the customer.	2.5	2.5
	PC10. follow legal requirements and company policies and procedures for dealing with complaints.	5	5
	PC11. promptly refer compliants to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them.	5	5
	NOS Total	50	50
<b>RAS/N0130: To create image of self &amp; organise the customer's mind</b>	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	5	5
	NOS Total	50	50
<b>RAS/N0137: To work effectively in a retail team</b>	PC1. display courteous and helpful behaviour at all times	2.5	2.5
	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	5	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	2.5	2.5
	PC11. interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying	5	5
	PC12. ask questions to seek and clarify workplace information	2.5	2.5
	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	5	5
	PC15. identify work and personal priorities and achieve a balance between competing priorities	2.5	2.5
	NOS 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)
1 - Introduction to Retail	Unit 1.1 - Introduction to Retail	1.1.1 Retail	19	<a href="http://www.youtube.com/watch?v=Gm-agMsfu0s&amp;t=40s">www.youtube.com/watch?v=Gm-agMsfu0s&amp;t=40s</a>	 English phrases for sales person
2 - Setting up Product Displays	Unit 2.1 - Displaying Products on the Shelf	2.1.1 Role of a Trainee Associate in arranging the deliveries of merchandise for display	34	<a href="http://www.youtube.com/watch?v=x-GCLzclrR7E">www.youtube.com/watch?v=x-GCLzclrR7E</a>	 What is point of sale display
3 - Preparing Products for Sale	Unit 3.3: Planogram	3.3.1 Planogram	63	<a href="https://www.youtube.com/watch?v=Zq0nEkrJ5rg">https://www.youtube.com/watch?v=Zq0nEkrJ5rg</a>	 What is a planogram
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	63	<a href="http://www.youtube.com/watch?v=IQsbFaNZLm4">www.youtube.com/watch?v=IQsbFaNZLm4</a>	 How to make sales effective
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	63	<a href="http://www.youtube.com/watch?v=FXHD4VPWkrk">www.youtube.com/watch?v=FXHD4VPWkrk</a>	 How to be a successful sales person

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	Unit 3.4 - Putting Products for Sale	3.4.1 Methods to identify the products to prepare for the sale	63	<a href="http://www.youtube.com/watch?v=-JT1bc8q5Dw0">www.youtube.com/watch?v=-JT1bc8q5Dw0</a>	 How to upsell
4 - Providing Customer Assistance	Unit 4.1 - Qualities Required of a Trainee Associate and Various Customer Styles	4.1.1 Customer styles—Defensive	72	<a href="http://www.youtube.com/watch?v=rt6QXdKafRQ&amp;t=46s">www.youtube.com/watch?v=rt6QXdKafRQ&amp;t=46s</a>	 How to greet customers
5 - Resolving Customer Complaints	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	86	<a href="http://www.youtube.com/watch?v=zldwm__fnEc">www.youtube.com/watch?v=zldwm__fnEc</a>	 How to deal with aggressive customers
	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	86	<a href="http://www.youtube.com/watch?v=LVTZ_jISqH4">www.youtube.com/watch?v=LVTZ_jISqH4</a>	 How to retain customer
	Unit 5.1 - Customer Complaint Handling Process	5.1.1 Service	86	<a href="http://www.bakercommunications.com/sales-training-videos.htm">www.bakercommunications.com/sales-training-videos.htm</a>	 Sales Training
8 - Visual Merchandising	Unit 8.1 - Introduction to Visual Merchandising	8.1.1 Visual Merchandising	154	<a href="https://www.youtube.com/watch?v=6edj2Vvz3OU">https://www.youtube.com/watch?v=6edj2Vvz3OU</a>	 What is Visual merchandising



Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	Unit 8.2 - Introduction to visual merchandising displays	8.2.1 Methods of Designing Displays for Different Types of Merchandise	154	<a href="https://www.youtube.com/watch?v=-d5jx5pwMdg">https://www.youtube.com/watch?v=-d5jx5pwMdg</a>	 Merchandising principles
	Unit 8.3 - Planning visual merchandising displays	8.3.1 Different Purposes of Displays and Their Use in Visual Merchandising	154	<a href="https://www.youtube.com/watch?v=2DhQ35UJj2Y">https://www.youtube.com/watch?v=2DhQ35UJj2Y</a>	 Merchandising themes

## 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.

<b>Duration: 15:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the regional differences in signs used in Indian Sign Language.</li> <li>• Describe ways to greet and respond to others.</li> <li>• Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li> <li>• Discuss the general sentence rules used while signing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate introductions and greetings using Indian Sign language</li> <li>• Demonstrate use of finger spellings in ISL (for example: names, places and abbreviations.)</li> <li>• Express simple actions and feeling using ISL.</li> <li>• Express information related to time, directions, numbers and currency using ISL.</li> <li>• Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
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>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognise words and phrases related to formal and informal greetings.</li> <li>• Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• 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.</li> <li>• Recognise simple pronouns (he/she/ we / they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognise common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• 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.).</li> </ul>	<ul style="list-style-type: none"> <li>• Write basic personal information about self and others such as names, date of birth, id numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• Write simple sentences using names of everyday objects, places, directions. (e.g., i live in delhi.).</li> <li>• Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc).</li> <li>• Write words and short phrases to describe travel, holidays and vacations.</li> <li>• Frame written answer to simple questions related to self, food preferences, feelings etc.</li> <li>• 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.</li> <li>• Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next Day/week/month etc.</li> </ul>
<b>Sample Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
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.

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

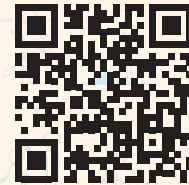
*Mapped to: Bridge Module*

### Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment.

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





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**Phone:** 01120892791

**Price:**