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MINISTRY OF SKILL DEVELOPMENT
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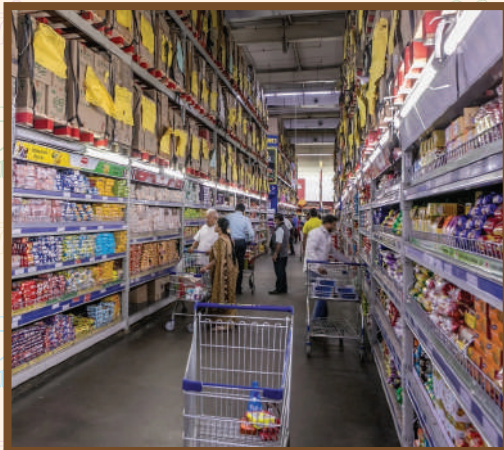
Transforming the skill landscape



RASCI

Retailers Association's
Skill Council of India

Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Reference ID: RAS/Q0101, Version 3.0
NSQF level: 1

Retail Store Ops Assistant



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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

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

About this Guide

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

It includes the following National Occupational Standards (NOSs)-

1. RAS/N0101: To receive and store goods in retail operations
2. RAS/N0102: To deliver products to customers
3. RAS/N0103: To maintain required levels of stock in retail operations
4. RAS/N0104: To maintain adequate stocks levels for sale
5. RAS/N0121: To Maintain Health and Safety
6. RAS/N0130: To create a positive image of self & organisation in the customer's mind
7. RAS/N0137: To work effectively in a retail team
8. RAS/N0138: To work effectively in an organisation

Post this training, the participants will be able to perform tasks as professional Retail Store Ops Assistant. 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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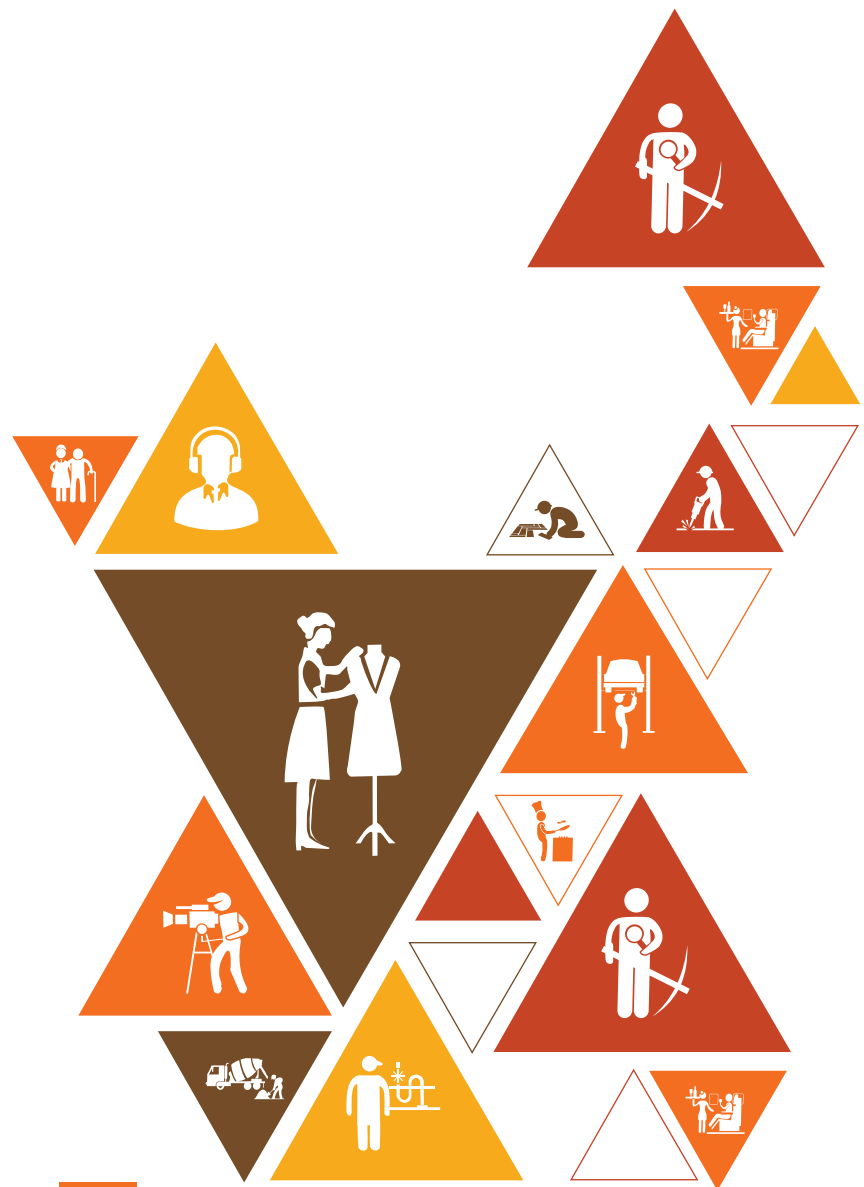
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1. Introduction to Retail

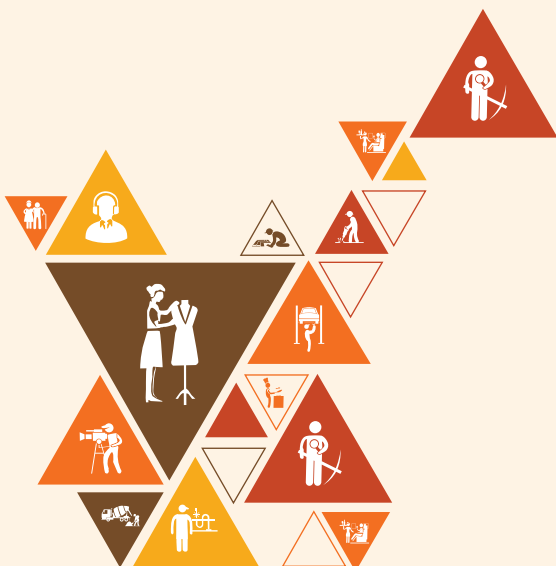
Unit 1.1 - Introduction to Retail

Unit 1.2 - Traditional and Modern Retail in India

Unit 1.3 - Retail Formats

Unit 1.4 - Modern Retailing and You

Unit 1.5 - Role of Supply Chain System



Additional
Reading

Key Learning Outcomes



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

1. State the meaning of retail.
2. Distinguish between the traditional and modern retail sectors.
3. Identify the traditional forms of retailing in India.
4. Discuss 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.
7. List the roles and responsibilities of a Store Operations Assistant (SOA).

Unit 1.1: Introduction to Retail

Unit Objectives

By the end of this unit, the trainees 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. Please introduce yourself, the program, and its purpose in detail. Welcome the trainees cordially to the session. Explain that you will put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

Say

Good morning, participants, and a very warm welcome to this training program called 'Retail Store Ops Assistant.'

Do

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

Note



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

Say



Before starting the training, let us introduce ourselves and get to know each other. We shall play a game.

Each of us will tell the class their name, hometown, hobbies, and special quality about themselves, starting with the 1st letter of their name. I will start with mine.

Activity



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

Remember to:

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

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Say



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

Note



Discuss the duties of a Retail Store Ops Assistant, their scope of work, and their required qualities.

Say

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

Ask

Ask the participants the following questions:

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

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the 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
- Retail store- organised v/s unorganised
- Traditional and modern retail sector

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 retailing
- 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 the importance of proper training for a Retail Store Ops Assistant to comply with the organisational guidelines.

Activity	Duration (in mins)	Resources used
Group discussion	60 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Say



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

Do



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

Notes for Facilitation



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

Unit 1.2: Traditional and Modern Retail in India

Unit Objectives

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

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

Resources to be Used

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

Note

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

Say

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

Ask

Ask the participants the following questions:

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

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

Elaborate

In this session, we will discuss the following points:

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

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

Say

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

Activity

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

Activity	Duration	Resources used
Chart paper activity	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

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

Unit 1.3: Retail Formats

Unit Objectives

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

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

Resources to be Used

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

Note

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

Say

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

Ask

Ask the participants the following questions:

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

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

Elaborate

In this session, we will discuss the following points:

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

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

Say

We will perform a role play based activity session to understand the usage of various interactive learning approaches Activity

- Announce in the class that there will be a Think-Pair-Share activity
- Give out a few questions to the class
- Divide the learners into pairs and ask them to discuss the questions and come out with answers.
- Topics:
 - Meaning of retail format
 - Types of retail format
- Ask each learner pair (after the discussion) to share their answers with the entire class
- For large classes, choose a certain number of pairs, depending on the time at hand

Activity	Duration	Resources used
Think-Pair-Share	60 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

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

Notes for Facilitation

- Encourage peer learning
- 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 1.4: Modern Retailing and You

Unit Objectives

By the end of this unit, the trainees 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.
3. Summarise the roles and responsibilities of a store operations assistant (SOA).
4. Discuss the challenges faced by an SOA at the workplace.

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 back to this training program, "Retail Store Ops Assistant." Today, we shall learn about the modern retailing areas and the operations administered in these areas.

Ask

Ask the participants the following questions:

- What are the different departments in modern retailing?
- What are the roles in a store?

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

Elaborate

In this session, we will discuss the following points:

- Departments in modern retailing
 - Merchandising

- Warehousing
- Finance
- Projects
- Marketing
- Human resources
- Structure and roles in a store
- Store Operations Assistant- roles and responsibilities
- Challenges in Store Operations Assistant'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

Activity	Duration (in mins)	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: Role of Supply Chain System

Unit Objectives

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

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

Resources to be Used

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

Note

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

Say

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

Ask

Ask the participants the following questions:

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

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

Elaborate

In this session, we will discuss the following points:

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

Say

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

Activity

- Divide the trainees into five groups
- Provide each group with a chart paper
- Ask them to draw a diagram to illustrate four important components of a supply chain
- Ask them to make the diagram informative
- Display the best presentation in the class

Activity	Duration (in mins)	Resources used
Drawing Activity	60 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, chart paper, marker, ruler, pencil, sketch pens, 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

Answer the following questions by choosing the correct option:

1. French
2. Pop store
3. 500 to 2000
4. Premium store
5. Warehousing

Answer the following:

1. Refer – Unit 1.1: Introduction to retail
1.1.2: Growth of retail sector
2. Refer – Unit 1.2: Traditional and modern retail in India
1.2.1: Traditional forms of retailing in India
3. Refer – Unit 1.3: Retail Formats
1.3.1 Retail Format
4. Refer - UNIT 1.4: Modern Retailing and You
1.4.1 Departments in Modern Retailing
5. Refer - UNIT 1.5: Role of Supply Chain System
1.5.2 Factors that Influence Retail Supply Chain



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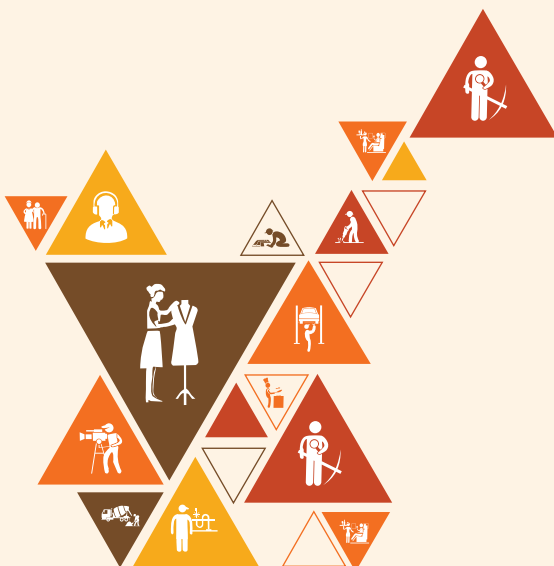


2. Overview of Store Operations

Unit 2.1 - Introduction to Store Operations

Unit 2.2 - Introduction to Product Categories

Unit 2.3 - Key Policies in Receiving and Storing Goods



RAS/N0101

Key Learning Outcomes



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

1. List the functions involved instore operations.
2. Identify the key product categories present in the store.
3. Describe the key policies for receiving and storing the goods

Unit 2.1: Introduction to Store Operations

Unit Objectives

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

1. State the meaning and importance of store operations.
2. Identify the important store opening functions.
3. List the staff responsibilities towards store opening functions.
4. List the post-store opening activities.
5. Describe the staff responsibilities towards post-store opening activities.
6. List the day-end activities.
7. Describe the staff responsibilities towards day-end activities.
8. Identify the important registers maintained 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 about store operations.

Say

Good morning and welcome back to this training program, "Retail Store Ops Assistant. " Today we shall learn about store operations

Ask

Ask the participants the following questions:

- What do you mean by store operations?
- What are the stages of store operations?

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

Elaborate

In this session, we will discuss the following points:

- The meaning and importance of store operations
- Stages in store operations
 - Store opening.
 - Post store opening.
 - Store closing.
- Store opening activities and the responsibilities of store staff
- The different post store opening activities intend to provide better customer service
- Important store closing activities
- Important registers maintained in the store
- Recap of store operations

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 store opening activities and the responsibilities of store staff
- The second group will make a list of the different post store opening activities which intend to provide better customer service
- The third group will make a list of the important store closing activities
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration (in mins)	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

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

Unit 2.2: Introduction to Product Categories

Unit Objectives

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

1. State the meaning of 'product category'.
2. Identify the three important product categories in the retail industry.
3. Outline the product classification.
4. Outline the product classification structure of food, apparel and general merchandise.
5. Discuss the impact of product categories on the business

Note

In this unit, we will discuss about product categories.

Say

Good morning and welcome back to this training program, "Retail Store Ops Assistant. " Today we shall learn about store operations

Note

In this unit, we will discuss about store operations.

Say

Good morning and welcome back to this training program, "Retail Store Ops Assistant". Today we shall learn about product categories.

Ask

Ask the participants the following questions:

- What do you mean by product category?
- What are the important product categories?

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

Elaborate

In this session, we will discuss the following points:

- Meaning and importance of product category
- Important product categories
- Product Classification
 - Product classification for apparel
 - Product classification—Food
 - Product classification—General merchandising
- Business impacts
 - Increases footfalls
 - Increases sales

Say

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

Activity

- Conduct a group discussion in the class on product classification
- 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 the importance of proper training for a Retail Store Ops Assistant to comply with the organisational guidelines.

Activity	Duration (in mins)	Resources used
Group discussion	60 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 2.3: Key Policies in Receiving and Storing Goods

Unit Objectives

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

1. Discuss the overarching policies for receiving and storing each classification of goods.
2. List the administrative procedures for receiving and storing the goods.
3. List the requirements for maintaining security and safety during delivery and storage.

Resources to be Used

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

Note

In this unit, we will discuss the key policies in receiving and storing goods.

Ask

Ask the trainees the following questions:

- What are the main policies for receiving goods?
- What do you mean by stock updates?
- What are the few pointers that the escalation policies state?

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

Elaborate

In this session, we will discuss the following points:

- Main policies for receiving
- Life of product policies
- Documentation policies while receiving
- Checking and rejection policies
- Escalation policies
- Presentation and condition policy
- Storing policies

- Storage location policies
- Shortage in storage space
- Documentation policies while storing
- Freebies storage policies
- Maintenance, security, and safety policies while storing
- Examples of storage
- Requirement for maintaining the security
- Requirement for maintaining safety
- Administrative procedures for receiving and storing

Say

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

Activity

- Conduct a group discussion in the class on Documentation policies while receiving products
- 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 the importance of proper training for a Retail Store Ops Assistant to comply with the organisational guidelines.

Activity	Duration (in mins)	Resources used
Group discussion	30 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

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

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. 1st
2. Closing store
3. Food, apparel and general merchandise
4. General merchandise
5. Life of product policies

Answer the following:

1. Refer - UNIT 2.3: Key Policies in Receiving and Storing Goods
2.3.1 Overarching Policies—Receiving Each Classification of Goods
2. Refer - UNIT 2.3: Key Policies in Receiving and Storing Goods
2.3.1 Overarching Policies—Receiving Each Classification of Goods
3. Refer - UNIT 2.3: Key Policies in Receiving and Storing Goods
2.3.1 Overarching Policies—Receiving Each Classification of Goods
4. Refer - UNIT 2.3: Key Policies in Receiving and Storing Goods
2.3.1 Overarching Policies—Receiving Each Classification of Goods
5. Refer - UNIT 2.3: Key Policies in Receiving and Storing Goods
2.3.1 Overarching Policies—Receiving Each Classification of Goods



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3. Receive and Store Goods

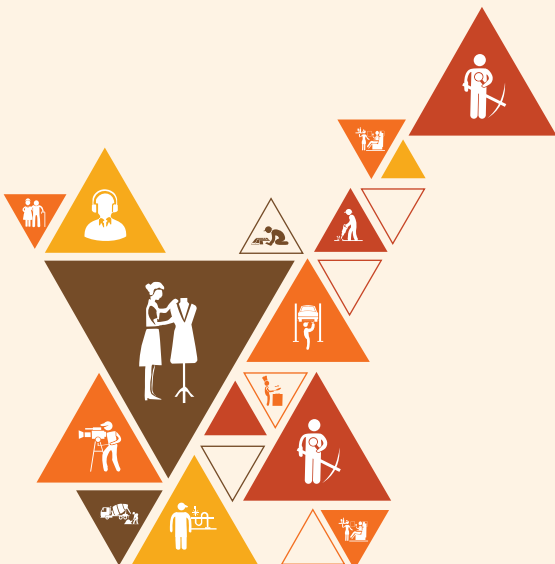
Unit 3.1 - Receiving Goods at the Store

Unit 3.2 - Unloading the Goods

Unit 3.3 - Inwarding of Goods at the Store

Unit 3.4 - Storing Material in a Back Store Area

Unit 3.5 - Measures to Maintain Quality Standards of the Stock



RAS/N0101

Key Learning Outcomes



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

1. Describe the process of receiving the goods at the store.
2. Describe the process of unloading the goods from the vehicle.
3. Describe the process of inwarding goods at the store.
4. Describe the process of storing material at the back-store.
5. Describe the measures taken to maintain the quality and quantity of stock.

Unit 3.1: Receiving Goods at the Store

Unit Objectives

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

1. Identify the stages involved in the receipt of goods.
2. Identify the key documents involved in the receipt of goods.
3. Demonstrate the steps involved in the document and PO check process
4. Demonstrate the steps involved in the sequencing and docking process

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 goods are received at the store.

Ask

Ask the trainees the following questions:

- What do you understand by pallets?

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

Elaborate

In this session, we will discuss the following points:

- Key terminologies relating to storing and receiving goods
- Need to receive and store goods at the store
- Stages in the receipt of material
- Preparing the receiving area
- Size and nature of goods
- Escalate challenges:
 - Material handling equipment (MHE) readiness
 - IT readiness

- Appropriate stationery
- Required signage
- Examples of preparation pertaining to a particular category of products
- Key documents involved in the receipt of material
- Security seal on the DC/invoice
- Document and purchase order check process
- Steps to be taken in the PO check process
- Importance of document and PO check process
- Sequencing and docking process

Say

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

Activity

- Divide the trainees into two groups
- The first group will make a list of key documents involved in the receipt of material
- The other group will make a list of the steps to be taken in the PO check process
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration (in mins)	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 activity
- Help the students to understand the need for the activity

Notes for Facilitation

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

Unit 3.2: Unloading the Goods

Unit Objectives

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

1. Describe the steps involved in the unloading process.
2. Identify the different kinds of goods to be unloaded.
3. Identify appropriate tools for unloading material, its importance, and exceptions.
4. Explain the process of vehicle release

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 unloading goods.

Say

Good morning and welcome back to this training program, “Retail Store Ops Assistant “. Today we will discuss the processes involved in unloading goods.

Ask

Ask the trainees the following questions:

- What are some of the steps involved in the unloading process?

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

Elaborate

In this session, we will discuss the following points:

- Steps involved in the unloading process
 - Prepare unloading bay
 - Arrange tools and resources
 - Unload
 - Material tagging
- Types of material to be unloaded
 - Pallet
 - Carton
 - Barrel
 - Bags
 - Crates
- Classification of goods
- Equipment for unloading and movement of materials
- MHE or Material Handling Equipment
- Factors to be considered while unloading
- Six levels in fault finding procedure
- Reporting requirements
- Steps involved in the acknowledgement and vehicle release process

Say

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

Activity

- Conduct a group discussion in the class on the factors to be considered while unloading
- 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 the importance of proper training for a Retail Store Ops Assistant to comply with the organisational guidelines.

Activity	Duration (in mins)	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: Inwarding of Goods at the Store

Unit Objectives

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

1. Explain the process of inwarding the goods
2. Explain the importance of visual inspection and quality check process
3. List the steps involved in the quality check process and their importance.
4. List the steps involved in the updation of material status in the system and its importance.

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 process of inwarding goods at the store.

Ask

Ask the trainees the following questions:

- Why is a visual inspection done?

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

Elaborate

In this session, we will discuss the following points:

- Procedures involved in visual inspection of goods which is done before generating a Goods Receipt Note (GRN)
 - Checking packaging condition
 - Checking leakages
 - Inspecting damages
 - Analysing Pilferage
- Procedures followed in rejection of goods that are delivered
 - Reject goods based on the reasons provided in the receiving policies of the company.
 - Escalate or clarify with superiors in case of doubt in receiving or rejecting.

- Once a decision is taken to reject articles, do not receive the goods.
- Segregate the rejected goods of the vendor and receive the balance.
- Once they are moved into the storing area, create a Non-returnable Gate Pass (NRGP), giving details of the article description, article number, UOM, MRP, and a number of pieces.
- Reason for rejection should be mentioned.
- Get the vendors representative to sign the NRGF
- Steps involved in the quantity check process
 - Quantity check
 - Types of counts
- Steps involved in the quantity check process
- Process of reporting shortage and over supplies
- Processes in inwarding the material
 - Document filing
- Steps involved in the quality check process
 - Quality check
 - Quality report
 - Tagging
 - Segregation
 - Isolation of rejected material
- Importance of quality check
- Steps involved in the updation of material status
 - Generate lot status from system
 - Confirm quantities accepted and rejected
 - Move confirm quantities to the right location
- Importance of data accuracy
- Consequences of inaccurate reporting

Say

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

Activity

- Divide the trainees into 2 different teams
- Each team has to check the steps involved in the quantity check process
- Provide each group with samples of goods
- Ask them to perform a quantity check of goods
- The activity will analyse the decision making skills of students
- Allocate marks based on the performance of each group

- The final marks will be awarded based on the performance of individual groups

Activity	Duration (in mins)	Resources used
Mock drill session	75 minutes	Sample goods, Measuring apparatus, Paper, Pen, Notebook, Chart paper, and Sketch pens. Participant Handbook, etc.

Do

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

Notes for Facilitation

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

Unit 3.4: Storing Material in a Back Store Area

Unit Objectives

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

1. List the steps involved in the material movement and storing process.
2. Explain the components of a storage location master and its usage.
3. Identify different kinds of materials and their standard storage conditions 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 how materials are stored in a back storage area.

Say

Good morning and welcome back to this training program, “Retail Store Ops Assistant. “Today, we will discuss the process of storing material in the a back store area.

Ask

Ask the trainees the following questions:

- Why is the process of storage necessary?

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

Elaborate

In this session, we will discuss the following points:

- Various factors are involved in deciding the type of storage
- Steps involved in storing materials in the storage area
- Storage location master
- Shortage in the storage of space
- Categories of goods in a store
- Different types of storage

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 steps involved in storing materials in the storage area
- 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 the importance of proper training for a Retail Store Ops Assistant to comply with the organisational guidelines.

Activity	Duration (in mins)	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 3.5: Measures to Maintain Quality Standards of the Stock

Unit Objectives

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

1. Describe the steps to be taken to minimise deterioration of stock quality.
2. Identify the reports that need to be generated during the process of receiving and storing

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 measures to maintain the quality standards of the stock.

Ask

Ask the trainees the following questions:

- What do you mean by quality?

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

Elaborate

In this session, we will discuss the following points:

- Determining product quality
- Maintaining the stock quality
- Storage methods
- Examples of storage methods
- Examples for maintaining quality
- Minimise deterioration of stock quality
- Periodic reports on aging
- Various procedures are involved towards the protection of the product
- Reports during the process of receiving and storing goods

Say

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

Activity

- Divide the trainees into two groups
- The first group will make a list of procedures involved towards the protection of the product
- The other group will make a list of reports during the process of receiving and storing goods
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration (in mins)	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 activity
- Help the students to understand the need for the activity

Notes for Facilitation

- Encourage teamwork and active participation
- 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. Cross
2. Delivery Challan
3. All of the above
4. Non-food
5. None of the above

Answer the following:

1. Refer - UNIT 3.1: Receiving Goods at the Store
3.1.1 Key Terminologies
2. Refer - UNIT 3.1: Receiving Goods at the Store
3.1.1 Key Terminologies
3. Refer - UNIT 3.2: Unloading the Goods
3.2.1 Steps Involved in the Unloading Process
4. Refer - UNIT 3.2: Unloading the Goods
3.2.1 Steps Involved in the Unloading Process
5. Refer - UNIT 3.4: Storing Material in a Back Store Area
3.4.1 Storage



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4. Manage Stocks

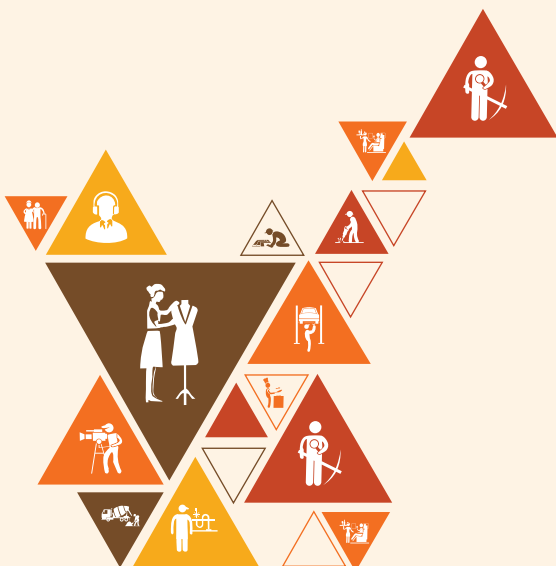
Unit 4.1 - Manage Stocks

Unit 4.2 - Stock Checking (contd.)

Unit 4.3 - Maintaining Stock

Unit 4.4 - Stock Rotation

Unit 4.5 - Ordering Stock



RAS/N0103 &
RAS/N0104

Key Learning Outcomes



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

1. Demonstrate the process of stock verification.
2. Explain the need to maintain the store's required and adequate levels of stock.
3. Describe the role of the store operations assistant in maintaining required and adequate levels of
4. stock in the store.
5. Summarise the process of filling the shelf.
6. Describe the process of clearing expired, perishable and un-saleable stock.
7. Describe the process of ordering goods at the store.

Unit 4.1: Manage Stocks

Unit Objectives

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

1. Explain the need for stock checking.
2. Identify the reasons for deviation in stock levels.
3. Identify how a stock verification system is planned.
4. Describe the components involved in the stock verification system.
5. Explain the stock verification process.

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 deal of stock checking

Say

Good morning and welcome back to this training program, “Retail Store Ops Assistant. “Today, we shall learn an important unit on stock checking

Ask

Ask the trainees the following questions:

- Why is stock-keeping important?

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

Elaborate

In this session, we will discuss the following points:

- Importance of stock-taking
- Deviations in stock levels
- Planning of stock verification systems
- Stock taking planning and processing
- Components of planning
- Stock verification process

Say

Let us participate in a role-play to understand the stock verification process.

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 verification systems, verifying samples provided
- The trainee will demonstrate the correct verification systems
- Assign a hypothetical situation of identifying and checking deviations in stock levels
- Allot 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

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

Do

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

Notes for Facilitation

- Ask the 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

Unit 4.2: Stock Checking (contd.)

Unit Objectives

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

1. Describe the elements of the typical stock verification process in the store
2. Identify the steps to perform stock updates and related documentation
3. Describe the reports that need to be produced after carrying out stock checks and system updation

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 stock checking process

Ask

Ask the trainees the following questions:

- What is the importance of updating stock records?

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

Elaborate

In this session, we will discuss the following points:

- Process of stock check and updating stock records
- Documentation and updating stock levels in the system
- Maintenance of stock levels in the system
- Role of store operations assistant in maintaining documentation
- Reports produced after stock checks and system updation

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 on these topics.
 - Documentation and updating stock levels in the system
 - Maintenance of stock levels in the system
 - Role of store operations assistant in maintaining documentation
- 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

Activity	Duration (in mins)	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 4.3: Maintaining Stock

Unit Objectives

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

1. Explain the need for a store to always maintain the required level of stocks in the storage.
2. Explain the need to maintain adequate stock levels for sale.
3. Demonstrate the process of determining the:
 - a. Current stock levels.
 - b. The stock levels required to be maintained.
 - c. Any shortfalls in the stocks by using the stock control system.
4. Discuss the role of store operations assistants in maintaining the required level of stocks.
5. Demonstrate the process of filling the shelves.

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 the stock is maintained.

Ask

Ask the trainees the following questions:

- Why is it important to maintain stock?

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

Elaborate

In this session, we will discuss the following points:

- Terminologies relating to maintenance of stock
- Need to maintain the required level of stocks
- Maintaining adequate stock levels for sale
- Determination of current, required, and shortfall in stock using the system
- Role of store operations assistant
- Process of filling the shelves
- Procedure to dispose of waste

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 role of the store operations assistant
- 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 the importance of proper training for Retail Store Ops assistantsto comply with the organisational guidelines.

Activity	Duration (in mins)	Resources used
Group discussion	30 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

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

Notes for Facilitation

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

Unit 4.4: Stock Rotation

Unit Objectives

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

1. Summarise the process of identifying expired stocks.
2. Identify the action to be taken when stocks with expired dates are identified.
3. Describe the action to be taken when there is an excess of perishable goods with a short life cycle in the stock.
4. Describe the role of the store operations assistant in handling un-saleable stocks.

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 deal of stock rotation

Say

Good morning and welcome to this training program, “Retail Store Ops Assistant “. Today we shall learn an important unit on a stock rotation

Ask

Ask the trainees the following questions:

- How are expired stocks identified?

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

Elaborate

In this session, we will discuss the following points:

- Process of identifying expired stocks
- Action to be taken on stocks with expired dates
- Action for excess perishable goods with short life
- Role of SOA in handling un-saleable stocks

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.
 - Process of identifying expired stocks
 - Action to be taken on stocks with expired dates
 - Action for excess perishable goods with short life
- 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

Activity	Duration (in mins)	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 4.5: Ordering Stock

Unit Objectives

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

1. Identify the quantity of stocks that needs to be ordered
2. Prepare and send order documents to procure stocks
3. List the factors that can affect the demand for stocks.

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 process of ordering stock

Ask

Ask the trainees the following questions:

- Why is ordering stock needed?

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

Elaborate

In this session, we will discuss the following points:

- Need to order stocks
- Process to determine the quantity to order
- Process of preparing and sending orders accurately and at the right time
- Factors that can affect the demand for stocks

Say

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

Activity

- Conduct a group discussion in the class on the process of preparing and sending orders accurately and at the right time
- 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 the importance of proper Retail Store Ops Assistant training to comply with the organisational guidelines.

Activity	Duration (in mins)	Resources used
Group discussion	30 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

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

Notes for Facilitation

- Encourage teamwork and active participation
- 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. Proper Inventory
2. CEO
3. Gaps
4. Manufacturing date
5. Season

Answer the following:

1. Refer - UNIT 4.1: Stock Checking
4.1.1 Need for Stock Check
2. 2 Refer - UNIT 4.2: Stock Checking (contd.)
4.2.1 Process of Stock Check and Updating Stock Records
3. Refer - UNIT 4.3: Maintaining Stock
4.3.1 Terminologies
4. Refer - UNIT 4.3: Maintaining Stock
4.3.1 Terminologies
5. Refer - UNIT 4.4: Stock Rotation
4.5.1 Need to Order Stocks



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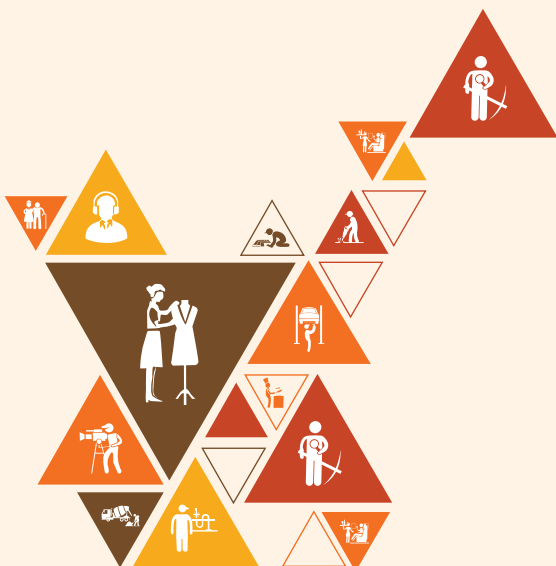
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5. Delivery of Products to Customers

Unit 5.1 - Planning the Delivery of Products to Customers

Unit 5.2 - During and Post Delivery



RAS/N0102

Key Learning Outcomes



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

1. Prepare a plan to deliver products to the customers
2. Demonstrate the process of delivering products to customers.

Unit 5.1: Planning the Delivery of Products to Customers

Unit Objectives

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

1. Explain the need to deliver the products to the customers.
2. Identify the classification of products that need to be delivered to the customers
3. Dramatise the process of planning to be followed before delivery to customers.

Resources to be Used

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

Note

This unit will discuss how delivering products to customers is planned.

Say

Good morning and welcome back to this training program, “Retail Store Ops Assistant. “Today, we will discuss how delivering products to customers is planned.

Ask

Ask the trainees the following questions:

- Why is it necessary to deliver products to customers?

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

Elaborate

In this session, we will discuss the following points:

- Need to deliver the products
- Different types of products which get delivered to customers
- Planning before delivery to customers
- Treat customers courteously
- Checks to be done before leaving the store to deliver
- Deliver products at the agreed time

- Checking the products due to be delivered
- Safety and security
- Planning transportation and route
- Arrival at the customer's premises

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 different types of products that get delivered to customers
- 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 the consequences of improper shift handover

Activity	Duration (in mins)	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 combination technique in group discussion

Unit 5.2: During and Post Delivery

Unit Objectives

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

1. Explain the process during delivery to the customers.
2. Explain the process post-delivery to the customers.

Resources to be Used

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

Note

In this unit, we will discuss the practices during and post-delivery.

Ask

Ask the trainees the following questions:

- What do you mean by post-delivery of products?

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

Elaborate

In this session, we will discuss the following points:

- Procedure for arriving early or late for delivery
- Unloading goods safely
- Examples of safe unloading
- Customer rejections
- Action on rejected products
- Action on cancelled delivery of products
- Rescheduling of non-delivered products
- Reasons for rescheduling
- Records for deliveries and non-deliveries
- Key etiquettes

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 on these topics.
 - Procedure for arriving early or late for delivery
 - Unloading goods safely
 - Examples of safe unloading
- 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

Activity	Duration (in mins)	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.

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Dairy
2. Ready to cook food
3. Contact the customer directly
4. Supervisor
5. If the customer is not available

Answer the following:

1. Refer - UNIT 5.1: Planning the Delivery of Products to Customers
5.1.1 Need to Deliver the Products
2. Refer - UNIT 5.2: During and Post Delivery
5.2.1 Procedure for Arriving Early or Late for Delivery
3. 3 Refer - UNIT 5.1: Planning the Delivery of Products to Customers
5.1.1 Need to Deliver the Products
4. Refer - UNIT 5.2: During and Post Delivery
5.2.1 Procedure for Arriving Early or Late for Delivery
5. Refer - UNIT 5.2: During and Post Delivery
5.2.1 Procedure for Arriving Early or Late for Delivery



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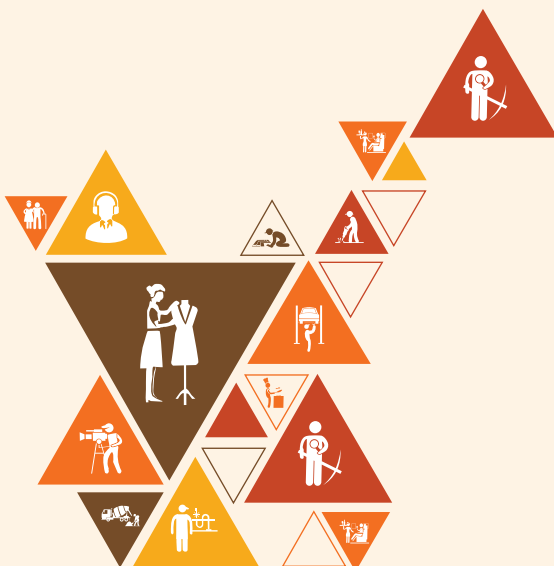


6. Creating Positive Image of Self and Organisation

Unit 6.1 - Building Effective Rapport with Customers

Unit 6.2 - Responding to customers

Unit 6.3 - Responding to different types of customers



RAS/N0130

Key Learning Outcomes



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

1. Identify the importance of creating a positive image in the minds of the customers.
2. Explain the importance of establishing effective rapport with the customers.
3. Discuss the need to communicate accurate information to the customers
4. Show how to respond appropriately to customers.

Unit 6.1: Building Effective Rapport with Customers

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss ways of building effective rapport with customers

Say

Good morning and welcome back to this training program, “Retail Store Ops Assistant”. Today we will learn about building effective rapport with customers

Ask

Ask the trainees the following questions:

- What is the importance of creating a positive image among customers?

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

Elaborate

In this session, we will discuss the following points:

- Importance of creating a positive image among customers
- Key factors that help in creating a positive image in the minds of the customer
- Some other factors that help in creating a positive image in the minds of the customers
- Standards for appearance and behaviour
- Ways of establishing rapport—approaching the customer
- Communicating information to the customers
- Methods of communication

Say

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

Activity

- Conduct a group discussion in the class on the importance of creating a positive image among customers
- Ask the participants what they have learned from this exercise
- Close the discussion by summarising.

Activity	Duration (in mins)	Resources used
Group discussion	30 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 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 communication technique in group discussion

Unit 6.2: Responding to customers

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss the importance of customer service.

Ask

Ask the trainees the following questions:

- What is the meaning of customer service?

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

Elaborate

In this session, we will discuss the following points:

- Meaning of customer service.
- Levels in customer service.
- Various aspects can make customer service memorable.
- Responding appropriately to customers
- Meeting customer expectations effectively and efficiently
- Maintaining customer loyalty

Say

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

Activity

- Conduct a group discussion in the class on ways to respond appropriately to customers
- Ask the participants what they have learned from this exercise
- Close the discussion by summarising.

Activity	Duration (in mins)	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 6.3: Responding to different types of customers

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss the ways to respond to different types of customers.

Ask

Ask the trainees the following questions:

- What can be the possible different types of customers?

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

Elaborate

In this session, we will discuss the following points:

- Identifying different customer types.
- Responding to different customer behaviours.
- Identifying and managing customers when they are angry or confused

Say



Let us understand and practice how to deal with appropriate behaviour in a professional manner.

Activity



- You have been given a few inappropriate behavioural scenarios at the workplace
 - Arguing
 - Harassing
- How will you handle each of the scenarios?
- Explain with appropriate examples

Activity	Duration (in mins)	Resources used
Case study based activity	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

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. False
2. True
3. Consumers
4. Close probs
5. Communication with customers

Answer the following:

1. Refer - UNIT 6.1: Building Effective Rapport with Customers
6.1.1 Importance of Creating a Positive Image
2. Refer - UNIT 6.1: Building Effective Rapport with Customers
6.1.1 Importance of Creating a Positive Image
3. Refer - UNIT 6.2: Responding to Customers
6.2.1 Customer v/s Consumer
4. Refer - UNIT 6.2: Responding to Customers
6.2.1 Customer v/s Consumer
5. Refer - UNIT 6.3: Responding to Different Types of Customers
6.3.1 Different Types of Customers

Key Learning Outcomes



By the end of this module, the trainees 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 7.1: Hazards and Accidents in the Store and Safe Practices

Unit Objectives

By the end of this unit, the trainees 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 managing hazards and accidents in the store and safe practices.

Say

Good morning, and welcome back to “Retail Store Ops Assistant.” Today we shall learn about managing hazards and accidents in the store and safe practices.

Ask

Ask the trainees the following questions:

- Why is ensuring health and safety important?

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

Elaborate

In this session, we will discuss the following points:

- Hazards that may occur in a store.
- Commonly occurring accidents due to the hazards
- How effective store maintenance helps in preventing accidents and maintaining a safe environment

Say



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

Activity



- Conduct a group discussion on the Commonly occurring accidents due to the hazards
- 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 reporting hazards

Activity	Duration (in mins)	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 into 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 7.2: Safety Practices

Unit Objectives

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

1. Identify the importance of securing customer records.
2. Identify the importance of safe guarding 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 safety practices in a retail workplace.

Ask

Ask the trainees the following question:

- Why are safety practices important?

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

Elaborate

In this session, we will discuss the following points:

- Importance of securing customer records.
- Importance of safe guarding store equipment.
- Importance of protecting staff and customer belongings and store products.
- Personal protective or safety equipment used in the store.
- Key safety procedures were followed in the store.
- Importance of housekeeping and cleanliness in the store.

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 the importance of securing customer records
- The second topic on which the trainees will prepare their extempore will be on the key safety procedures which are followed in the store
- 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.

Activity	Duration (in mins)	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 raised in the class

Unit 7.3: Procedures for Dealing with Emergencies

Unit Objectives

At the end of this unit, the trainees 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 how to develop effective work habits

Ask

Ask the trainees the following question:

- Why is it important to contact emergency services?

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

Elaborate

In this session, we will discuss the following points:

- Raising the alarm.
- Importance of contacting emergency services.
- Procedure of evacuation.
- Purpose of drills.
- Handling accidents.
- First aid procedure (in line with store policy)

Say

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

Activity

- Conduct a group discussion on accident handling practices
- 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 reporting hazards

Activity	Duration (in mins)	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.
- 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

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. Electrical hazards
2. True
3. House keeping
4. Entry and exit
5. 5S

Answer the following:

1. Refer - UNIT 7.1: Hazards and Accidents in the Store and Safe Practices
7.1.1 Importance of Health and Safety
2. Refer - UNIT 7.2: Safety Practices
7.2.1 Securing Customer Records
3. Refer - UNIT 7.2: Safety Practices
7.2.1 Securing Customer Records
4. Refer - UNIT 7.3: Procedures for Dealing with Emergencies
7.3.1 Raising the Alarm
5. Refer - UNIT 7.3: Procedures for Dealing with Emergencies
7.3.1 Raising the Alarm



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Transforming the skill landscape

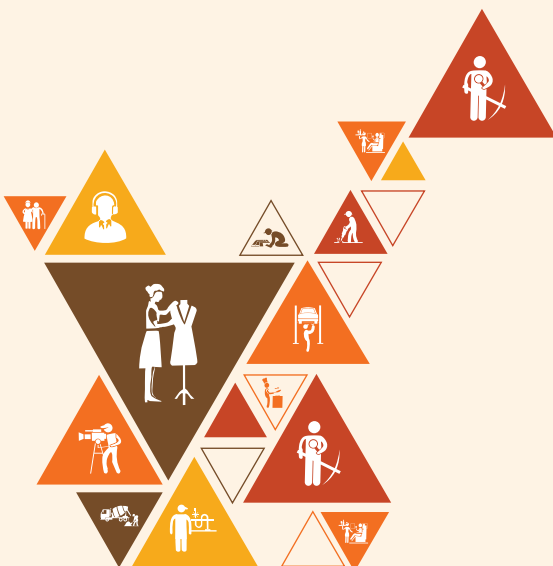


8. Working Effectively in a Retail Team and Organisation

Unit 8.1 - Working Effectively in a Retail Team and Organisation

Unit 8.2 - Information and Documentation at the Workplace

Unit 8.3 - Develop Effective Work Habits



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& RAS/N0138

Unit 8.1: Working Effectively in a Retail Team and Organisation

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss how to work effectively in a retail team and organisation

Say

Good morning, and welcome back to “Retail Store Ops Assistant.” Today we shall learn about working effectively in a retail team and organisation.

Ask

Ask the trainees the following questions:

- What are the functions of the key departments in a store?

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

Elaborate

In this session, we will discuss the following points:

- Reporting hierarchy and escalation matrix of a typical retail store
- Functions of the key departments in a store
- Policies and procedures applicable to job roles.

Say

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

Activity

- Conduct a group discussion on reporting hierarchy and escalation matrix of a typical retail store
- 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 reporting hazards

Activity	Duration (in mins)	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 8.2: Information and Documentation at the Workplace

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss the importance of information, instructions, and documentation in a retail workplace.

Ask

Ask the trainees the following questions:

- What is the scope of information?
- How do you interpret workplace documentation?

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

Elaborate

In this session, we will discuss the following points:

- Scope of information or materials required within the parameters of the job role.
- Reading and interpreting organisational policies and procedures.
- Reading and interpreting workplace documentation.
- Steps to follow routine instructions through clear and direct communication.
- Procedure to follow instructions accurately.
- Asking questions to identify and confirm requirements.
- Workplace documentation and sample reports.

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 summarising the steps to follow routine instructions through clear and direct communication
- The second topic on which the trainees will prepare their extempore will be the processes of reading and interpreting organisational policies and procedures
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allow 5 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 be appreciated with accolades.

Activity	Duration (in mins)	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
- Encourage the trainees to answer the exercise questions from the handbook

Unit 8.3: Develop Effective Work Habits

Unit Objectives

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

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

Resources to be Used

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

Note

In this unit, we will discuss how to develop effective work habits

Ask

Ask the trainees the following questions:

- What do you mean by “value system”?
- What can be the consequences of poor team participation on job outcomes?

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

Elaborate

In this session, we will discuss the following points:

- Displaying courteous and helpful behaviour at all times.
- Value system of the organisation.
- Employee rights and obligations.
- Language and concepts appropriate to cultural differences.
- Using gestures or simple words to communicate where language barriers exist.
- Consequences of poor team participation on job outcomes

Say



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

Activity



- Conduct a group discussion on the consequences of poor team participation on job outcomes
- 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 reporting hazards

Activity	Duration (in mins)	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.
- 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

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. True
2. Hierarchy
3. False
4. True
5. Time management

Answer the following:

1. Refer - UNIT 8.1: Working Effectively in a Retail Team and Organisation
8.1.1 Reporting Hierarchy and Functions of a Sample Store
2. Refer - UNIT 8.1: Working Effectively in a Retail Team and Organisation
8.1.1 Reporting Hierarchy and Functions of a Sample Store
3. Refer - UNIT 8.1: Working Effectively in a Retail Team and Organisation
8.1.1 Reporting Hierarchy and Functions of a Sample Store
4. Refer - UNIT 8.2: Information and Documentation at Workplace
8.2.1 Scope of Information
5. Refer - UNIT 8.3: Develop Effective Work Habits
8.3.1 Courteous and Helpful Behaviour Elements



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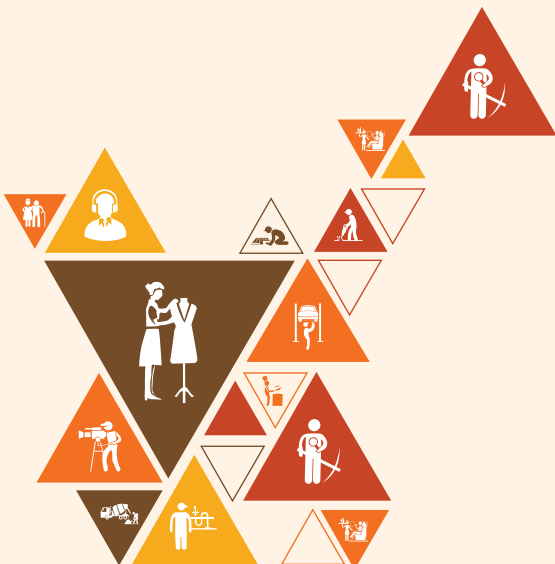
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10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Retail Store Ops Assistant		
Qualification Pack Name & Ref. ID	RAS/Q0101 VERSION 3.0		
Version No.	3.0	Version Update Date	25-11 – 2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Receive and store goods in retail operations 2. Deliver products to customers 3. Maintain required levels of stock in retail operations 4. Maintain adequate stock levels for sale 5. Maintain health and safety 6. Create a positive image of self & organisation in the customers mind 7. Work effectively in a Retail team 8. Work effectively in an organisation 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to retail (Additional reading)	Introduction to the job role and responsibilities of Retail Store Ops Assistant	<ul style="list-style-type: none"> • Discuss about retail sector in India • Distinguish between the traditional and modern retail sectors • Identify the traditional forms of retailing in India. • Discuss the features of retail formats. • Identify the departments and functions in a modern retailing operation. • Identify the components involved in the retail supply chain. • List the roles and responsibilities of a Store Operations Assistant 	Bridge module	Classroom lecture/ PPT session, Practical demonstration, etc.	Participant handbook, note pad, white board, markers, projectors, computer, charts and graphs	0 Theory (0:00) Practical (0:00) (Self Learning)

2	To receive and store goods in retail operations	Handling Goods	<ul style="list-style-type: none"> Identify the quantity and nature of goods to be received. Practise confirming appropriate storage space availability. Evaluate and confirm that all equipment required for receipt and movement of goods is available and in good working order. Ensure completing required paperwork, checking for accuracy and completeness. Ensure that the area for receiving goods is clean, tidy, and free from obstruction and perils. Practise reporting any shortfall in space or malfunction with equipment to the supervisor Evaluate if all goods as detailed in the delivery note have been received. Ensure recording refusals accurately following organisational standard operating procedures. 	RAS/N0101 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola/ Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, 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 Light-box); Signage Board;	7 Theory (4:00) Practical (3:00)
		Stock Control Systems and Stock Rotation	<ul style="list-style-type: none"> Ensure accurately updating stock control systems to reflect receipt of goods. Practise confirming storage requirements and conditions for the incoming goods. Ensure appropriate handling procedures for perishable and non-perishable goods are in place. Ensure following all relevant legislation and organisation policies and procedures. Practise completing all administrative procedures to ensure appropriate rotation of goods. 	RAS/N0101 PC9, PC10, PC11, PC12, PC13		7 Theory (4:00) Practical (3:00)	

		<p>Reporting Malfunctioning or Hazardous Handling of Equipment.</p> <ul style="list-style-type: none"> • Requirements for maintaining security and safety during delivery and storage of goods. • Follow policies for receiving and storing a range of products, including perishable goods. • Follow administrative procedures required for receiving and storing goods. • Carryout refusal procedures in relation to the type of goods being delivered. • Ensure contacting supervisors for reporting product shortages or oversupply. • Ensuring contacting supervisors for reporting malfunctioning or hazardous handling of equipment. • Analyse the need to thoroughly prepare for receipt and storage of goods 	<p>RAS/N0101 KU1, KU2, KU3, KU4, KU5, KU6, KU7</p>		<p>Offer/Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/ Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>7 Theory (4:00) Practical (3:00)</p>
		<p>Work Health and Safety Requirements in the Delivery and Storage Areas</p> <ul style="list-style-type: none"> • Obtain the scope of information required on quantity and type of goods. • Analyse the storage requirements for a range of products types including perishable goods. • Evaluate the lifecycle of perishable products in storage (if applicable). • Practise reporting requirements for shortage of storage space • Analyse consequences of inaccurate recording and reporting of goods in receipt and storage. 	<p>RAS/N0101 KU8, KU9, KU10, KU11, KU12, KU13, KU14, KU15, KU16, KU17</p>			<p>7 Theory (4:00) Practical (3:00)</p>

			<ul style="list-style-type: none"> • Determine which equipment is required for the delivery and movement of goods into storage. • Perform the operations and functions of the handling equipment. • Carryout fault-finding procedures and reporting requirements. • Practise work health and safety requirements in the delivery and storage areas. • Ensure security systems are in place for loss prevention 				
3	To deliver products to customers	Scheduling and following Company Procedures	<ul style="list-style-type: none"> • Determine if he/she has all the products that are due to deliver. • Evaluate if he/she has the equipment and paperwork needed for the delivery. • Evaluate if he/she has all the delivery details needed and that he/she knows how to get to the delivery address. • Plan a schedule of deliveries that makes the best use of time and other resources • Determine if he/she has enough fuel for the delivery • Determine whether the fuel is enough for the Scheduled delivery and following company procedures for getting more fuel if needed. • Practice safe and secure procedures to transport products and equipment. • Carryout delivery of products at the times agreed with the customer 	RAS/N0102 PC1, PC2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola/ Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Dummy Products (Products with ad-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements	7 Theory (4:00) Practical (3:00)

		<p>Company and Legal Procedures</p> <ul style="list-style-type: none"> Follow company procedures if you expect to arrive at the customer's premises early or late. follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them. Follow company procedures if no one is available who can receive the delivery or if the customer rejects the delivery. Perform unloading orders safely and in ways that protect the orders from getting damaged. Ensure treating the customer courteously throughout the delivery process. Practise updating records of delivery and non-delivery promptly and in line with company procedures. 	<p>RAS/N0102 PC8, PC9, PC10, PC11, PC12, PC13</p>		<p>(Mannequins - Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/ Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>7 Theory (4:00) Practical (3:00)</p>
		<p>Ensuring Effective Customer Service</p> <ul style="list-style-type: none"> Devise ways to check that he/she has all the products that are due to deliver. Devise ways to check that he/she has enough fuel for the delivery schedule, and company procedures for getting more fuel if needed. Enquire why it is important to deliver products at the times agreed with customers. Follow company procedures if he/she expects to arrive at the customer's premises early or late. Practise relevant legal restrictions on who can receive delivery. 	<p>RAS/N0102 KU1, KU2, KU3, KU4, KU5</p>			<p>7 Theory (4:00) Practical (3:00))</p>

		Planning an Efficient Delivery Schedule	<ul style="list-style-type: none"> Follow company procedures when no one is available who can receive the delivery and when the customer rejects the delivery. Determine the importance of treating customers courteously. Maintain records of deliveries and non-deliveries and company procedures for completing these. Devise ways how to transport products and equipment safely and securely. Analyse the importance of planning an efficient delivery schedule and how to do this. Devise ways how to unload goods safely and in ways that protect goods from damage. 	RAS/N0102 KU6, KU7, KU8, KU9, KU10, KU11			7 Theory (4:00) Practical (3:00)
4	To maintain required levels of stock in retail operations	Evaluate Existing Stock Levels Accurately	<ul style="list-style-type: none"> Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock. Ask the right person for advice if instructions for checking stock are not clear. Identify unsaleable stock and promptly tell the right person. Check stock levels in ways that do not disturb other people any more than needed. Ensure updating stock records accurately and in line with company procedures. Follow instructions for positioning stock 	RAS/N0103 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), Calculator, Stock Almirah, Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements	7 Theory (4:00) Practical (3:00)

		<p>Maintaining Cleanliness</p> <ul style="list-style-type: none"> promptly asking the right person for advice if instructions for positioning stock are not clear. Practise handling stock in ways that protect own and other people's safety. Practise handling stock in ways that protect stock, equipment, and premises from being damaged. Ensure filling shelves in ways that do not disturb other people any more than needed. Practise promptly cleaning and tidying the work area when they have finished 	<p>RAS/N0103 PC7, PC8, PC9, PC10, PC11,</p>		<p>(Mannequins - Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/ Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>7 Theory (4:00) Practical (3:00)</p>
		<p>Updating Stock and Risk management</p> <ul style="list-style-type: none"> Follow company procedures for updating stock records. Follow company procedures for checking stock levels. follow Instructions and procedures for checking stock levels. Analyse the importance of maintaining accurate and up-to-date stock checks and records. Devise ways to check stock accurately. Identify unsaleable stock when checking stock levels. Devise ways to position stock needs accurately. Determine the safety risks when handling stocks. Ensure safety at the workplace Health, safety & environmental requirement. 	<p>RAS/N0103 KU2, KU3, KU4, KU5, KU6, KU7, KU8</p>			<p>7 Theory (4:00) Practical (3:00)</p>

		Storage of Stock and Security Procedures	<ul style="list-style-type: none"> • Devise ways to handle stock without risking own or other people's safety. • Devise ways of handling stock so that stock, premises, and equipment are not damaged. • Evaluate the lifecycle of perishable products in storage (if applicable). • Practise reporting requirements for the shortage of storage space. • Assess the operations and function of handling equipment. • Practise fault-finding procedures and reporting requirements. • Evaluate security systems in place for loss prevention. 	RAS/N0103 KU9, KU10, KU11, KU12, KU13, KU14, KU15, KU16			7 Theory (4:00) Practical (3:00)
5	To maintain adequate stocks levels for sale	Evaluate Stock Levels	<ul style="list-style-type: none"> • Use the stock control system to identify current stock levels, the stock levels needed, and any shortfalls in stock. • Identify when to replace stock before they run • Evaluate stock levels at suitable intervals. • Practise informing promptly when stock needs replacing. • Ensure noticing when stock has passed its expiry date and promptly remove it from sale and update the stock control system. • Ensure ordering enough stock to maintain the correct levels. 	RAS/N0104 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), Calculator, Stock Almirah, Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM element	7 Theory (4:00) Practical (3:00)

		<p>Company Procedures</p> <ul style="list-style-type: none"> • Practise preparing stock for sale within the time allowed. • Ensure to arrange for stock to be moved to the sales floor when needed. • Ensure rotating stock correctly and with the least possible disturbance to other people. • Follow company procedures for getting rid of packaging waste. • Ensure updating the stock control system promptly, accurately, and completely. • Determine changes in demand for the stock and decide what stock levels are suitable. • Suggest realistic changes and give reasons for his/her recommendations 	<p>RAS/N0104 PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13</p>		<p>(Mannequins - Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>7 Theory (4:00) Practical (3:00)</p>
		<p>Stock Control System</p> <ul style="list-style-type: none"> • Evaluate factors that can affect demand for the stock and how to work out how often to check stock levels. • Devise ways to use the stock control system to identify current stock levels, the stock levels needed, and any shortfalls in stock. • Identify stock with expired date codes. • Devise ways to update the stock control system to reflect changes in stock levels. • Follow company procedures for getting rid of packaging waste. 	<p>RAS/N0104 KU1, KU2, KU3, KU4, KU5</p>			<p>7 Theory (4:00) Practical (3:00)</p>

		Demand and Supply of Stock	<ul style="list-style-type: none"> • Devise ways to check the demand for the stock regularly. • Use the stock control system to identify the types and quantities of stock to order. • Devise ways to prepare and send orders for stock accurately and at the right times 	RAS/N0104 KU6, KU7, KU8			7 Theory (4:00) Practical (3:00)
6	To maintain health and safety		<ul style="list-style-type: none"> • Notice and correctly identify accidents and emergencies. • Ask for help promptly and in the most suitable way. • Follow company policy and procedures for preventing further injury while waiting for help to arrive. • Act within their responsibility and authority limits when accidents and emergencies arise. • follow instructions promptly given by senior staff and the emergency services. • Follow company procedures and legal requirements for reducing health and safety risks as far as possible while working. • Use safety equipment correctly and in the right situations. • Ask and receive advice and help from the right people when concerned about their ability to work safely. • Ensure taking suitable safety measures before lifting to protect themselves and other people. • Use approved lifting and handling techniques. • Check the equipment's serviceability before use 	RAS/N0121 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11	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, Dummy Products (Products with ad -on accesso- ries such as mobile handsets with ear phones etc.) with barcode, specifica- tions, price tags, VM elements (Manne- quins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Dis- play (LED Lightbox); Signage Board;	8 Theory (4:00) Practical (4:00)

		<p>Managing Equipment, Risks, Health and Safety</p> <ul style="list-style-type: none"> • Use lifting and handling equipment in line with company guidelines and manufacturers' instructions. • Plan a safe and efficient route for moving goods. • Ensure that they understand their own responsibilities when they ask others to help in • lifting and handling operations • List the types of accidents and emergencies that tend to happen in stores and why they happen. • Ensure getting help in the event of an accident or emergency. • Identify action they can safely and usefully take while waiting for help to arrive. • Practise Health and safety risks that can arise in a store environment • Identify company procedures and legal requirements for reducing health and safety risks as far as possible while working. • Follow health and safety procedures. • Evaluate safety equipment to be used and why it is required. • Analyse what they can lift safely. • Evaluate the weight of the loads they have to lift. • Use approved techniques for safe handling and lifting. • Use approved procedures for using safety equipment 	<p>RAS/N0121 PC12, PC13, PC14, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU13, KU14</p>		<p>Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>8 Theory (4:00) Practical (4:00)</p>
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		Company Guide-lines and Planning Techniques	<ul style="list-style-type: none"> Identify company guidelines for not lifting more than safe loads. plan his/her route when moving goods, including the types of obstacles to look for and how to remove or avoid them. Identify company guidelines and manufacturers' instructions for using lifting and handling equipment. 	RAS/N0121 KU10, KU11, KU12			8 Theory (4:00) Practical (4:00)
7	To create a positive image of self & organisation in the customers mind	Proper Communication and Customer Handling	<ul style="list-style-type: none"> Ensure meeting the organisation's standards of appearance and behaviour. Practise greeting customers respectfully and in a friendly manner. Ensure communicating with customers to make them feel valued and respected. Identify and confirm the customer's expectations. Ensure treating customers courteously and helpfully at all times. Practise keeping customers informed and reassured. Adapt appropriate behaviour to respond effectively to different customer behaviour. Ensure responding promptly to a customer seeking assistance. Select the most appropriate way of communicating with customers 	RAS/N0130 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola/ Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light-box);	8 Theory (4:00) Practical (4:00)

		<p>Fulfilling Customers' Expectations</p> <ul style="list-style-type: none"> • Check with the customers to ensure complete understanding of their expectations. • Practise responding promptly and positively to customers' questions and comments. • Give customers time to consider their response and giving further explanation when appropriate. • Ensure locating information quickly that will help customers. • Give customers the information they need about the services or products offered by the organisation. • Identify information that customers might find complicated and check whether they fully understand. • Explain clearly to customers any reasons why their needs or expectations cannot be met 	<p>RAS/N0130 PC10, PC11, PC12, PC13, PC14, PC15, PC16</p>		<p>Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>8 Theory (4:00) Practical (4:00)</p>
		<p>Responding to Customer Questions and Requests</p> <ul style="list-style-type: none"> • Follow organisation's standards for appearance and behaviour. • Follow organization's guidelines for recognizing what customers want and responding appropriately. • Follow organisation's rules and procedures regarding the methods of communication used. • Devise ways to recognise when a customer is angry or confused. • Follow organisation's standards for timeliness in responding to customer questions and requests for information. 	<p>RAS/N0130 KU1, KU2, KU3, KU4, KU5</p>			<p>8 Theory (4:00) Practical (4:00)</p>

8	To work effectively in a retail teams	Completion of Tasks Personal Hygiene Procedures	<ul style="list-style-type: none"> • Display courteous and helpful behaviour at all times. • Practise taking opportunities to enhance the level of assistance offered to colleagues. • Ensure meeting all reasonable requests for assistance within acceptable workplace timeframes. • Ensure completing allocated tasks as required. • Ask for assistance when difficulties arise. • Use questioning techniques to clarify instructions or responsibilities. • Identify and display a non-discriminatory attitude in all contacts with customers and other staff members. • Use appropriate dress code and presentation as required by the workplace, job role, and level of customer contact. • follow personal hygiene procedures according to organisational policy and relevant legislation. 	RAS/N0137 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, 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),	7 Theory (4:00) Practical (3:00)
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		<p>Legal Requirements</p> <ul style="list-style-type: none"> • Interpret, confirm and act on workplace information, instructions, and procedures relevant to the particular task. • Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment, and bullying. • Ask questions to seek and clarify workplace information. • Plan and organise daily work routines within the scope of the job role. • Practise prioritising and completing tasks according to required timeframes. • Identify work and personal priorities and achieve a balance between competing priorities. 	<p>RAS/N0137 PC10, PC11, PC12, PC13, PC14, PC15</p>		<p>Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)</p>	<p>7 Theory (4:00) Practical (3:00)</p>
		<p>Following Routine Instructions</p> <ul style="list-style-type: none"> • Identify the policies and procedures relating to the job role. • Identify the value system of the organisation. • Identify employee rights and obligations. • Evaluate the reporting hierarchy and escalation matrix. • Devise ways to ask questions to identify and confirm requirements. • Devise ways to follow routine instructions through clear and direct communication. • Devise ways to use language and concepts appropriate to cultural differences. • Devise ways to use and interpret non-verbal communication. 	<p>RAS/N0137 KU1, KU2, KU3 KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11</p>			<p>6 Theory (3:00) Practical (3:00)</p>

			<ul style="list-style-type: none"> Identify the scope of information or materials required within the parameters of the job role. Identify the consequences of poor team participation on job outcomes. Ensure working with health and safety requirements. 				
9	To work effectively in an organisation	Polite Customer Handling and Working in Collaboration with Colleagues	<ul style="list-style-type: none"> Practise sharing work fairly with colleagues, taking account of your own and others' preferences, skills, and time available. Practise making realistic commitments to colleagues and do what has been promised. Ensure letting colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives. Practise encouraging and supporting colleagues when working conditions are difficult. Practise encouraging colleagues who are finding it difficult to work together to treat each other fairly, politely, and with respect. Follow the company's health and safety procedures while working. Discuss and agree with the right people's relevant, realistic, and clear goals. Identify the knowledge and skills needed to achieve their goals. 	RAS/N0138 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC, PC9, PC10, PC11	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners,	7 Theory (4:00) Practical (3:00)

			<ul style="list-style-type: none"> • Practise agreeing on action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning. • Evaluate their progress regularly and, when necessary, change the way of working. • Ask for feedback on their progress from those in a position to give it, and use their feedback to improve his/her performance 			Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Carry bags of different dimensions, Dummy Fire Extinguishers, Stock Inward/Stock Outward register, Register to record customer delivery, Sample Stock delivery note / challan, Gift wrapping paper (to gift wrap dummy products)	
		Col-leagues' Roles and Main Responsibilities.	<ul style="list-style-type: none"> • Ensure encouraging colleagues to ask them for work-related information or advice that they are likely to be able to provide. • Provide help when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice. • Give clear, accurate, and relevant information and advice relating to tasks and procedures. • Explain and demonstrate procedures clearly, accurately, and in a logical sequence. • Encourage colleagues to ask questions if they don't • Give colleagues opportunities to practice new skills and give constructive feedback. • Evaluate that health, safety, and security are not compromised when helping others to learn. 	RAS/N0138 PC12, PC13, PC14, PC15, PC16, PC17, PC18, KU1, KU2, KU3, KU4, KU5			7 Theory (4:00) Practical (3:00)

			<ul style="list-style-type: none"> Identify the team's purpose, aims, and targets. Evaluate the responsibility for contributing to the team's success. Identify colleagues' roles and main responsibilities. Identify the importance of sharing work fairly with colleagues. Identify the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload. 				
		Importance of Maintaining Team Morale	<ul style="list-style-type: none"> Evaluate the importance of being a reliable team member. Identify factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control. Identify the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues. Identify the importance of good working relations and techniques for removing tension between colleagues. Evaluate the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. 	RAS/N0138 KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU13, KU14, KU15, KU16, KU17, KU18, KU19			6 Theory (3:00) Practical (3:00)

			<ul style="list-style-type: none"> • Identify who can help set goals, help plan your learning, and give you feedback about your progress. • Identify the knowledge and skills they will need to achieve their goals. • Identify ways to check their progress. • Devise ways to adjust plans as needed to meet goals. • Devise ways to ask for feedback on progress. • Devise ways to respond positively. • Devise ways to help others to learn in the workplace. • Devise ways to work out what skills and knowledge he/she can usefully share with others. • Ensure Health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risk 				
Total Duration							Theory Duration 100.00
							Practical Duration 100.00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Retail Store Manager	
Job Role	Retail Store Manager
Qualification Pack	RAS/Q 0107, V 3.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2	Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3	SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4	The assessments will be conducted as per the assessment blueprint and centralised question bank of the SSC released from time to time
5	The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails
6	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
7	To pass the Qualification Pack assessment, every trainee should score a minimum of 50% aggregate marks for the QP.
8	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0101: To receive and store goods in retail operations	PC1. Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock.	5	5
	PC2. confirm appropriate storage space availability.	2.5	2.5
	PC3. check and confirm that all equipment required for receipt and movement of goods is available and in good working order.	2.5	2.5
	PC4. complete required paperwork , checking for accuracy and completeness.	5	5
	PC5. ensure that the area for receiving goods is clean, tidy and free from obstruction and perils.	2.5	2.5
	PC6. report any shortfall in space or malfunction with equipment to supervisor	2.5	2.5
	PC7. check that all goods as detailed in the delivery note have been received.	2.5	2.5
	PC8. record refusals accurately following organisational standard operating procedures.	5	5
	PC9. accurately update stock control systems to reflect receipt of goods.	2.5	2.5
	PC10. confirm storage requirements and conditions for the incoming goods.	5	5
	PC11. ensure appropriate handling procedures for perishable and non-perishable goods is in place.	5	5

	PC12. follow all relevant legislation and organisation policies and procedures.	5	5
	PC13. complete all administrative procedures to ensure appropriate rotation of goods.	5	5
		50	50
RAS/N0102: To deliver products to customers	PC1. Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock.	2.5	2.5
	PC2. check that he/she has the equipment and paperwork needed for the delivery.	2.5	2.5
	PC3. check that he/she has all the delivery details needed and that he/she knows how to get to the delivery address.	2.5	2.5
	PC4. plan a schedule of deliveries which makes the best use of time and other resources.	2.5	2.5
	PC5. check that he/she has enough fuel for the delivery schedule and follow company procedures for getting more fuel if needed.	5	5
	PC6. transport products and equipment safely and securely.	2.5	2.5
	PC7. deliver products at the times agreed with the customer.	2.5	2.5
	PC8. take action in line with company procedures if you expect to arrive at the customers premises early or late.	5	5
	PC9. follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them.	5	5
	PC10. take action in line with company procedures if no one is available who can receive the delivery or if the customer rejects the delivery.	5	5
	PC11. unload orders safely and in ways which protect the orders from damage.	5	5
	PC12. treat the customer courteously throughout the delivery process.	5	5
	PC13. update records of delivery and nondelivery promptly and in line with company procedures.	5	5
		50	50
RAS/N0103: To maintain required levels of stock in retail operations	PC1. Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock.	5	5
	PC2. ask the right person for advice if instructions for checking stock are not clear.	2.5	2.5
	PC3. spot unsaleable stock and promptly tell the right person.	2.5	2.5
	PC4. check stock levels in ways that do not disturb other people any more than needed.	5	5
	PC5. update stock records accurately and in line with company procedures.	5	5
	PC6. follow instructions for positioning stock.	5	5
	PC7. promptly ask the right person for advice if instructions for positioning stock are not clear.	5	5
	PC8. handle stock in ways that protect own and other peoples safety.	5	5
	PC9. handle stock in ways that protect stock, equipment and premises from being damaged.	5	5
	PC10. fill shelves in ways that do not disturb other people any more than needed.	5	5
	PC11. promptly clean and tidy the work area when he/she has finished.	5	5
		50	50






RAS/N0104: To maintain adequate stocks levels for sale	PC1. Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock.	2.5	2.5
	PC2. Check stock so that there will be enough time to replace stocks before they run out.	2.5	2.5
	PC3. Check stock levels at suitable intervals.	2.5	2.5
	PC4. Inform promptly when stock needs replacing.	2.5	2.5
	PC5. Notice when stock has passed its expiry date and promptly remove it from sale and update the stock control system.	5	5
	PC6. Order enough stock to maintain the correct levels.	2.5	2.5
	PC7. Prepare stock for sale within the time allowed.	5	5
	PC8. Arrange for stock to be moved to the sales floor when it is needed.	5	5
	PC9. Rotate stock correctly and with the least possible disturbance to other people.	5	5
	PC10. Follow company procedures for getting rid of packaging waste.	5	5
	PC11. Update the stock control system promptly, accurately and completely.	2.5	2.5
	PC12. Notice changes in demand for stock and decide what stock levels are suitable.	5	5
	PC13. Suggest realistic changes and give reasons for your recommendations.	5	5
	50	50	
RAS/N0121: To Maintain Health and Safety	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
		50	50






RAS/N0130: To create a positive image of self & organisation in the customer's mind	PC1. meet the organisations standards of appearance and behaviour	2.5	2.5
	PC2. greet customers respectfully and in a friendly manner	2.5	2.5
	PC3. communicate with customers in a way that makes them feel valued and respected	5	5
	PC4. identify and confirm customers expectations	2.5	2.5
	PC5. treat customers courteously and helpfully at all times	2.5	2.5
	PC6. keep customers informed and reassured	2.5	2.5
	PC7. adapt appropriate behaviour to respond effectively to different customer behaviour	5	5
	PC8. respond promptly to a customer seeking assistance	2.5	2.5
	PC9. select the most appropriate way of communicating with customers	2.5	2.5
	PC10. check with customers to ensure complete understanding of their expectations	2.5	2.5
	PC11. respond promptly and positively to customers' questions and comments	5	5
	PC12. allow customers time to consider his/her response and give further explanation when appropriate	2.5	2.5
	PC13. quickly locate information that will help customers	2.5	2.5
	PC14. give customers the information they need about the services or products offered by the organisation	5	5
	PC15. recognise information that customers might find complicated and check whether they fully understand	2.5	2.5
	PC16. explain clearly to customers any reasons why their needs or expectations cannot be met	2.5	2.5
	50	50	
RAS/N0137: To work effectively in a retail team	PC1. display courteous and helpful behaviour at all times	5	5
	PC2. take opportunities to enhance the level of assistance offered to colleagues	2.5	2.5
	PC3. meet all reasonable requests for assistance within acceptable workplace timeframes	2.5	2.5
	PC4. complete allocated tasks as required	2.5	2.5
	PC5. seek assistance when difficulties arise	2.5	2.5
	PC6. use questioning techniques to clarify instructions or responsibilities	5	5
	PC7. identify and display a non discriminatory attitude in all contacts with customers and other staff members	2.5	2.5
	PC8. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact	2.5	2.5
	PC9. follow personal hygiene procedures according to organisational policy and relevant legislation	2.5	2.5
	PC10. interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task	5	5
	PC11. interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying	2.5	2.5
	PC12. ask questions to seek and clarify workplace information	5	5
	PC13. plan and organise daily work routine within the scope of the job role	5	5
	PC14. prioritise and complete tasks according to required timeframes	2.5	2.5
	PC15. identify work and personal priorities and achieve a balance between competing priorities	2.5	2.5
	50	50	


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

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
Chapter 1 - Introduction to Retail	Unit 1.1 - Introduction to Retail	1.1.1 Retail	18	www.youtube.com/watch?v=FXHD4VPWkrk	 Be a successful sales person
	Unit 1.1 - Introduction to Retail	1.1.1 Retail	18	www.youtube.com/watch?v=Gm-agMsfu0s&t=40s	 English phrases for sales person
	Unit 1.3: Retail Formats	1.3.1 retail Format	18	https://www.youtube.com/watch?v=xOkRogadXqk	 Types of Retail Formats
Chapter 2 - Overview of Store Operations	Unit 2.2 - Introduction to Product Categories	2.2.1 Product category	35	www.bakercommunications.com/sales-training-videos.Htm	 Sales training video
4. Manage Stocks	Unit 4.1: Stock Checking	4.1.1 Need for Stock Check	111	https://www.youtube.com/watch?v=jxCG9MxloK0&t=44s	 Stock management(FIFO/LIFO)

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
	Unit 4.1: Stock Checking	4.1.1 Need for Stock Check	111	https://www.youtube.com/watch?v=r7FoV4XoAaw	 Maintain stock in the retail store RFID
	Unit 4.4: Stock Rotation	4.4.1 Process of Identifying Expired Stocks	111	https://www.youtube.com/watch?v=7Ls47gOpNOA	 Rotation of stock
Chapter 5 - Delivery of products to customers	Unit 5.1 - Planning the Delivery of Products to Customers	5.1.1 Need to deliver the products	127	www.youtube.com/watch?v=IQsbFaNZLm4	 How to make sale effective
Chapter 6 - Creating Positive Image of Self and Organisation	Unit 6.1 - Building Effective Rapport with Customers	6.1.1 Importance of creating a positive image	146	www.youtube.com/watch?v=rt6QXdKafRQ&t=46s	 how to greet customers
7. Health and Safety in Retail Sector	Unit 7.2: Safety Practices	7.2.1 Securing Customer Records	171	https://www.youtube.com/watch?v=1umJD13FexA	 Prevent accidents in the store

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
8. Working Effectively in a Retail Team and Organisation	Unit 8.3: Develop Effective Work Habits	8.3.1 Courteous and Helpful Behaviour Elements	192	https://www.youtube.com/watch?v=sshBLFLCwC8	 Working effectively at retail store





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