RASCI
Retailers Association's
Skill Council of India

Facilitator Guide

Sector **Retail**	
Sub-Sector **Retail Operations**	**Deputy Manager (Retail Store Department)**
Occupation **Store Operations**	

Reference ID: RAS/Q0106
NSQF level: 5

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

The Facilitator Guide is designed for the Trainers to enable training for a specific job role and enhance the quality of executing the training program. This particular Facilitator Guide is designed for enabling the training program for the job role of " Deputy Manager (Retail Store Department) " in the Retail Sector.

This course is aligned to Qualification Pack, Deputy Manager (Retail Store Department), Reference ID: RAS/Q0106.

This Qualification pack is developed by Retail Sector Skills Council of India. This course encompasses all 8 National Occupational Standards (NOS).

Each unit starts with learning objectives, followed by relevant activities and corresponding training methodology. Upon successful completion of this course, the participant will be able to:

1.   RAS/N0165: Execute Operational Plan
2.   RAS/N0140: Establish and satisfy customer needs
3.   RAS/N0139: Plan visual merchandising
4.   RAS/N0166: Achieve Sales Goals
5.   RAS/N0142: To provide leadership for your team
6.   RAS/N0151: Manage a budget
7.   RAS/N0167: Utilize AI for Optimized Management of Retail Department
8.   DGT/VSQ/N0102: Employability Skills (60 Hours)

Besides, it has been endeavored to follow the facilitator guide guidelines prescribed by the National Skill Development Corporation.

Symbols Used

Ask	Explain	Elaborate	Notes	Objectives	Do
Demonstrate	Activity	Team Activity	Facilitation Notes	Practical	Say
Resources	Example	Summary	Role Play	Learning Outcomes	

Table of Contents

Employability Skills is available at the following location :

https://www.skillindiadigital.gov.in/content/list

Scan the QR code below to access the ebook

1. Introduction to Retail

Bridge Module

Key Learning Outcomes

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

1. State the meaning of retail
2. Identify the difference between the traditional and modern retail sector
3. Identify the traditional forms of retailing in India
4. Explain the features of different retail formats
5. Identify various departments and functions in a modern retailing operation

Unit 1.1 Introduction to Retail

Unit Objectives ⌖

At the end of this unit, the trainee 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 in India
4. Discuss the reasons for the growth of retail in India
5. Differentiate between the traditional and modern retail sector

Resources to be Used ⚙

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do ✓

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say 💬

- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a " Deputy Manager (Retail Store Department) ", in the "Retail" Sector/Industry."
- Talk about the Qualification Pack (QP), and the National Occupational Standards (NOS).
- List the compulsory NOSs to the QP " Deputy Manager (Retail Store Department) ".
- Say, "Before we start the program let's play a small game".

Group Activity

Objective	The purpose of this activity is to connect with the course mates
Materials required	Book (for passing)
Steps/procedure	1. Welcome the new learners by giving their own introduction 2. Make the learners stand in a circle, close enough to the person on each side of them so that they can pass the book quickly. 3. Say 'Stop' when it is least expected. At that time, the learner holding the book introduces himself/herself while saying his/her name and a little additional information such as favourite hobbies, where they stay, their favourite subject, etc. 4. The winner of the game should stand and introduce himself/herself at the end of the game. 5. At last, thank the learners for their participation.
Conclusion / what has been achieved	This activity helps the learners to know each other and allows them to feel comfortable.

Explain

- Explain the following topics:
  - o Retail
    - o Features of retailing
    - o Key components of a retail store
  - o Growth of the Retail Sector
    - o Reasons for the Growth of Retail in India
    - o Traditional and Modern Retail Sector

Do

- Conduct an activity to help learners understand how the barter system works.

Activity

Objective	The purpose of this activity is to help learners understand how the barter system works.
Materials required	• Pens or markers or notebooks. • Cards with detail written on it.

Steps/procedure	1. This is a class activity.
	2. Divide the class into three or four groups depending on the size of the class.
	3. Give each group a card with one of the following items written on it:
	• Group 1: Rice: 50 kg.
	• Group 2: Vegetables: 20 kg.
	• Group 3: Salt and masala: 1 kg.
	• Group 4: Vessels: 10
	4. Give 10 minutes to complete the task to each group.
	5. Once the task is completed, share the feedback and discuss what you did, why, and how.
	6. Briefly explain the class about the importance of the barter system as the very first way of the 'buying' system. Explain that money evolved to make buying more flexible and the subsequent growth of retail.
Conclusion / What has been achieved	This activity enables learners to understand how barter system works.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define retailing.
- How does nuclear family structure influence retail growth?
- What is the difference in systems between modern and traditional retail?
- Why do retail stores have location advantages?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 1.2 Retail Formats

Unit Objectives

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

1. List the different types of retail formats
2. Summarize the key features of different retail formats

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let us understand and learn about the various types of retail formats and their key features, gaining a clear understanding of how different formats cater to diverse consumer needs and market dynamics."

Explain

- Explain the following topics:
  - Retail format - Refer to PH Fig.1.1
    - Types of retail formats
      - Standalone stores and Department stores
      - Discount stores and Specialty stores
      - Convenience stores and Supermarkets
      - Premium store/Lifestyle stores
      - Hypermarkets and Malls

Do ☑

- Conduct an activity to help learners understand different types of retail formats and their key characteristics.

Activity

Objective	The purpose of this activity is to help learners understand different types of retail formats and their key characteristics.
Materials required	• Flashcards with different retail formats (e.g., department store, supermarket, specialty store, convenience store, e-commerce, etc.) • Whiteboard or flip chart - Markers
Steps/procedure	1. Begin by introducing the concept of retail formats and their importance in the retail industry. 2. Explain different types of retail formats briefly with examples. 3. Divide participants into small groups. 4. Distribute flashcards, each containing a retail format. 5. Ask each group to discuss the characteristics of their assigned format and provide real-life examples. 6. Each group presents their findings in 1-2 minutes. 7. Facilitate a discussion on how different retail formats serve various customer needs. 8. Summarize key takeaways about the role and significance of different retail formats.
Conclusion / What has been achieved	This activity will help learners gain a basic understanding of different retail formats and their practical applications.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why do hypermarkets focus on high-volume, low-margin sales?
- What is the typical size of a mall?
- Where are standalone stores usually located?
- Can you name an example of a discount store?
- How do malls benefit retailers?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 1.3 Modern Retailing and You

Unit Objectives

At the end of this unit, the trainee 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. Describe the traditional retail scene in India
4. Describe the emerging modern forms of retailing in India

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's delve into the structure of modern retail operations, exploring key departments, front-end store roles, and their functions. We'll also compare India's traditional retail landscape with the emerging modern retail formats shaping the industry today."

Explain

- Explain the following topics:
  - Departments in Modern Retailing
    - Structure and Roles in a Store - Refer to PH Fig.1.2
  - Traditional Forms of Retailing in India
    - The emerging retail scene in India

Do ✓

- Conduct an activity to help learners understand various traditional forms of retailing in India and their significance in the Indian market.

Activity

Objective	The purpose of this activity is to help learners understand various traditional forms of retailing in India and their significance in the Indian market.
Materials required	• Flashcards with different traditional retail formats (e.g., Kirana stores, Haats, Bazaars, Melas, Street Vendors, Cooperative Stores) • Whiteboard or flip chart - Markers
Steps/procedure	1. Begin by introducing the concept of traditional retailing in India and its role in the economy. 2. Briefly explain different traditional retail formats with examples. 3. Divide participants into small groups. 4. Distribute flashcards, each containing a traditional retail format. 5. Ask each group to discuss and list key features of their assigned format along with examples. 6. Each group presents their findings in 1-2 minutes. 7. Facilitate a discussion on the relevance and evolution of traditional retailing in India. 8. Summarize key takeaways on how traditional retailing continues to thrive alongside modern formats.
Conclusion / What has been achieved	This activity will help learners gain an understanding of the importance and diversity of traditional retailing in India.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How does the merchandising department coordinate with the warehouse?
- Who takes care of a specific department in a store?
- What are wholesale markets (mandis)?
- Why is cooperation between store departments important?
- Define store operations.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
- **Multiple-choice Questions:**
    1. To cut
    2. All of the above
    3. All of the above
    4. Store Manager
    5. All of the above
- **Answer the following questions:**
    1. **What is Retail?**
       Hint: Refer to 1.1.1 in the participant handbook
    2. **What are the reasons behind the growth of retail in India?**
       Hint: Refer to 1.1.2 in the participant handbook
    3. **What are the traditional forms of retailing in India?**
       Hint: Refer to 1.3.2 in the participant handbook
    4. **Describe structures and roles in a store.**
       Hint: Refer to 1.3.1 in the participant handbook

Scan the QR codes or click on the link for the e-books

https://www.youtube.com/watch?v=Np090VKTzt	https://www.youtube.com/watch?v=lmuKoz9a-WGY	https://www.youtube.com/watch?v=iRvaWH-k3A8k	https://www.youtube.com/watch?v=Wr9Y-483ONw
Common Types of retailers	Development of Retail Sector in India	Retail 2020 | 5 Technologies that will change the way you shop	Role of Retail Department Manager/ Floor Manager

2. Execute Operational Plan

Unit 2.1 Performance Management and Strategic Execution in Retail Operations

RAS/N0165

Key Learning Outcomes

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

1. List and utilize various methods for collecting, analyzing, and organizing resource needs, ensuring efficient and effective resource management aligned with organizational requirements

2. Monitor and measure performance using Key Performance Indicators (KPIs), taking timely corrective actions, mentoring, coaching, and supervising teams to ensure continuous improvement and alignment with profit and productivity goals

Unit 2.1 Performance Management and Strategic Execution in Retail Operations

Unit Objectives 🎯

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

1. Describe performance monitoring systems and processes
2. List the Key Performance Indicators used to measure performance
3. Discuss the significance of key performance indicators
4. Describe methods for problem solving
5. Explain how organisational policies and procedures relate to the operational plan

Resources to be Used ⚙️

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do ✓

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say 💬

- "Let's explore performance monitoring systems, key performance indicators (KPIs), and their significance."
- "We'll also discuss problem-solving methods and the role of organizational policies in achieving operational goals."

Explain

- Explain the following topics:
  - Performance Monitoring Systems and Processes
    - Data Collection Mechanisms– Refer to PH Fig.2.1
    - Key Monitoring Tools- Refer to PH Table.2.1
    - Performance Monitoring Process– Refer to PH Fig.2.2
  - Key Performance Indicators Used to Measure Performance
    - Categorization of Retail KPIs- Refer to PH Table.2.2
    - Formulas and Benchmarks for KPIs- Refer to PH Table.2.3
    - Application of GMROI, GMROL, and GMROF to Improve Sales in a Store
    - Store Performance Scorecard- Refer to PH Table.2.4

Do ☑

- Conduct an activity to help learners understand the importance and functionality of key monitoring tools used in business operations.

Activity ⚙

Objective	The purpose of this activity is to help learners understand the importance and functionality of key monitoring tools used in business operations.
Materials required	• Whiteboard or flip chart - Markers • Handouts with examples of common monitoring tools (e.g., dashboards, KPIs)
Steps/procedure	1. Start with a brief explanation of what monitoring tools are and why they are important for tracking business performance. 2. Divide participants into small groups. 3. Provide each group with a business scenario (e.g., monitoring sales, inventory levels, or customer satisfaction). 4. Ask groups to identify which key monitoring tool would best suit their scenario (e.g., Google Analytics for website traffic, ERP systems for inventory). 5. Each group presents their findings in 2-3 minutes, explaining why they chose the tool and how it helps achieve business goals. 6. Highlight the importance of real-time tracking, accuracy, and efficiency in business operations. 7. Conclude with a discussion on how monitoring tools support proactive decision-making.
Conclusion / what has been achieved	This activity will help learners understand how key monitoring tools enhance business efficiency and performance tracking.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 💬

- How do retail ERP systems help store management?
- Define comparative monitoring.
- What do customer satisfaction metrics assess?
- How is employee productivity calculated?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
  - Significance of Key Performance Indicators
    - Performance Tracking and Benchmarking and Informed Decision-Making- Refer to PH Fig.2.3
    - Understanding Employee Productivity and Operational Efficiency- Refer to PH Fig.2.4
    - Creating Customer-Centric Strategies
    - Case Study: KPI-Driven Retail Strategy at D-Mart
    - Application of KPIs in Decision-Making- Refer to PH Table.2.5
    - Sample Dashboards of KPI Trends- Refer to PH Fig.2.5

Ask

- How do KPIs support performance tracking and benchmarking?
- What KPIs are used for customer-centric strategies?
- How did better merchandising affect low-performing stores?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the following topics:
  - Methods for Problem-Solving
    - PDCA Cycle (Plan Do Check Act)- Refer to PH Fig.2.6
    - DMAIC (Define Measure Analyze Improve Control) and Root Cause Analysis (RCA)- Refer to PH Fig.2.7 and Fig.2.8
    - Brainstorming & Kaizen
    - Cross-Functional Teams in Problem-Solving
    - Case Study: Resolving Low Conversion Rates with DMAIC
  - Organisational Policies and Procedures Related to Operational Plan
    - Sample Operational Plan- Refer to PH Table.2.6
    - Compliance Policies in Retail Operations

Do ☑

- Conduct an activity to help learners understand the PDCA cycle and how it supports continuous improvement in business processes.

Activity ⚙

Objective	The purpose of this activity is to help learners understand the PDCA cycle and how it supports continuous improvement in business processes.
Materials required	• Whiteboard or flip chart - Markers • Handouts with a simple PDCA cycle diagram
Steps/procedure	1. Start with a brief explanation of the PDCA cycle and its four stages: • Plan: Identify the problem and develop a plan for improvement. • Do: Implement the plan on a small scale. • Check: Monitor and evaluate the results. • Act: Standardize successful solutions or make further improvements. 2. Divide participants into small groups. 3. Provide each group with a simple business scenario (e.g., improving customer satisfaction in a retail store). 4. Ask each group to outline a solution using the PDCA cycle. 5. Each group presents their PDCA approach in 2-3 minutes. 6. Discuss how the cycle promotes continuous improvement and reduces errors.
Conclusion / what has been achieved	This activity will help learners understand how to apply the PDCA cycle to problem-solving and process improvement.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 💬

- How many self-checkout kiosks will the store install?
- What is the objective of the improvement plan?
- What did the 5 Whys analysis reveal as the root cause?
- How did the store streamline customer wait times?
- What technology can the IT team leverage to prevent theft?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 2.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:

- **Multiple-choice Questions:**
    1. Reduce checkout wait times by 25% during peak hours
    2. Increased customer satisfaction and engagement
    3. Increasing staff during peak hours and reorganizing apparel racks
    4. Reducing employee salaries
    5. Sales Growth

- **Answer the following questions:**
    1. **Why is it important to monitor performance in an organization?**
       Hint: Refer to 2.1.1 in the participant handbook
    2. **How does the PDCA (Plan-Do-Check-Act) cycle assist in solving operational problems?**
       Hint: Refer to 2.1.4 in the participant handbook
    3. **What should be done if a policy conflicts with operational goals?**
       Hint: Refer to 2.1.5 in the participant handbook
    4. **How do KPIs help in measuring individual and team performance?**
       Hint: Refer to 2.1.2 in the participant handbook
    5. **What is the impact of poorly defined KPIs on performance measurement?**
       Hint: Refer to 2.1.3 in the participant handbook

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https://www.youtube.com/
watch?v=BApH54Oyleo

The Management of Stock
Levels

https://www.youtube.
com/watch?v=h-xD-nv0y-
iw

Lead and Manage the
Team for Developing Store
Capability

https://youtu.be/7MVZy-
FxRyU4?si=oOVHj3XH-
F0_0exil

Gross Margin Return on
Investment (GMROI)

https://youtu.be/bO3G-
pAjVvD8?si=skfnlKGlE7y-
w9W-j

PDCA Cycle
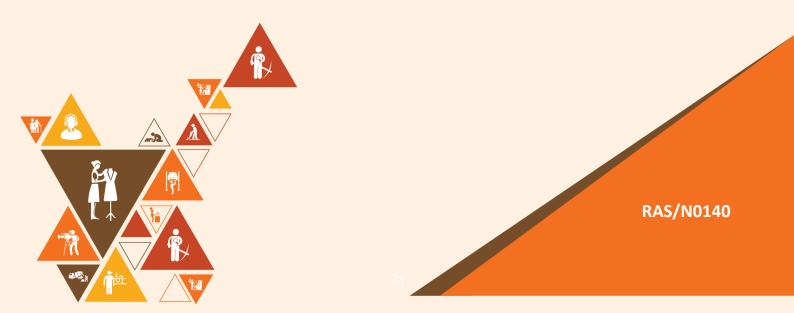
3. To establish and satisfy customer needs

Unit 3.1 Establishing Customer Needs

Unit 3.2: Understanding Customer Expectations

Unit 3.3: Meeting Customer Expectations

RAS/N0140

Key Learning Outcomes

By the end of the module, the participants will be able to:

1   Demonstrate the techniques that help in establishing customer needs
2   Demonstrate the methods for providing suitable solutions/ suggestions to the customer
3   Use suitable techniques to close a sale and fulfil customer orders
4   Identify the different behaviours of the customer and adapt suitable mannerisms
5   Identify techniques to meet customer expectations

Unit 3.1 Establishing Customer Needs

Unit Objectives

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

1   Explain the importance of identifying customer needs before suggesting a solution
2   Discuss the characteristics of different types of customers along with their requirements, choices, and preferences
3   Discuss the types of behaviour and mannerisms that need to be exhibited for different types of customers
4   Discuss the best practices followed while engaging with a customer in an unobtrusive and non-overbearing to affect customer purchases
5   List the steps of the sales process
6   Explain the elements of the sales process and its role in meeting the needs of the customer the needs of the customers
7   List the health, safety and hygiene practices that need to be followed while interacting with the customers

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say

- Start the class by saying, "This unit will help you to understand the essentials of customer engagement, from understanding their needs and behavior to adopting the right mannerisms and best practices."
- "We'll also cover the sales process, its key elements, and the importance of health, safety, and hygiene while interacting with customers."

Explain

- Explain the following topics:
  - o The Importance of Identifying Customer Needs – Refer to PH Fig.3.1
  - o The Characteristics of Different Types of Customers Along with Their Requirements, Choices, And Preferences
  - o The Type of Behaviour and Mannerisms That Need to Be Exhibited for Each Type of Customer - Refer to PH Fig.3.2
  - o Engaging with a customer in an unobtrusive and non-overbearing to affect customer purchases
  - o Steps of The Sales Process Along with Its Significance

Do

- Conduct an activity to help learners understand different types of customers and the appropriate behavior and mannerisms required to handle them effectively.

Activity

Objective	The purpose of this activity is to help learners understand different types of customers and the appropriate behavior and mannerisms required to handle them effectively.
Materials required	- Flashcards with different customer types (e.g., Impatient Customer, Friendly Customer, Bargaining Customer, Confused Customer, Angry Customer, Silent Customer) - Whiteboard or flip chart - Markers
Steps/procedure	1. Introduce the importance of understanding customer behavior and responding appropriately. 2. Explain different customer types with real-life examples. 3. Divide participants into small groups. 4. Distribute flashcards, each containing a customer type. 5. Ask each group to discuss and note down the ideal behavior and mannerisms required for handling their assigned customer type. 6. Each group presents their findings in 1-2 minutes, demonstrating an interaction if possible. 7. Facilitate a discussion on best practices for customer service. 8. Summarize key takeaways on handling different customers effectively and professionally.
Conclusion / what has been achieved	This activity will help learners learn how to identify different customer types and exhibit appropriate behavior to ensure customer satisfaction.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What is the first step in the buying cycle?
- Why is identifying customer needs crucial in the sales process?
- How can a salesperson engage customers without making them feel pressured?
- How should difficult customers be handled?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 3.2 Understanding Customer Expectations

Unit Objectives

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

1   List the elements of the sales process
2   Explain the importance of welcoming and greeting the customer
3   Explain the importance of identifying customer needs
4   Explain the ways in which solutions can be proposed based on customer requirements
5   Identify the methods to overcome sales objections and recognise buying signals
6   Discuss the importance of closing the sale
7   Explain the importance of suggesting additional product
8   State the importance of enrolling customer in loyalty programmes

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's embark on a journey to understand the key elements of the sales process, from welcoming customers and identifying their needs to proposing solutions, handling objections, and closing sales. We'll also discuss the importance of upselling, loyalty programs, and creating a positive customer experience."
- Let us study in detail."

Explain

- Explain the following topics:
  - o   Elements of Sales Process
  - o   Welcome & Greet - Refer to PH Fig.3.3
    - o   Type of Greetings

Do

- Conduct an activity to help learners practice effective customer greetings and interactions in different store scenarios.

Activity

Objective	The purpose of this activity is to help learners practice effective customer greetings and interactions in different store scenarios.
Materials required	- No specific materials required - Optional: Notebooks for taking notes

Steps/procedure	1. Form pairs.
	2. Learners take turns playing the role of the customer and the customer service representative.
	3. Practice greetings and interactions in different scenarios:
	    • Customer interaction at the till (checkout counter)
	    • Customer interaction on the store floor
	    • Customer interaction at the Customer Service Desk/Point
	    • Customer interaction at the store entrance
	4. Each participant should demonstrate a warm and professional greeting.
	5. Switch roles between customer and representative to ensure both perspectives are experienced.

Conclusion / what has been achieved	This activity will help learners develop confidence in greeting customers and creating a welcoming store environment.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can you engage with customers to identify their needs?
- What is the benefit of suggesting additional merchandise?
- What are two non-verbal components of a proper greeting?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Say

- "Let's proceed further with an activity to help learners understand different types of questions used in sales and their relevance."

Activity

Objective	The purpose of this activity is to help learners understand different types of questions used in sales and their relevance.
Materials required	• Notebook or worksheet • Pen or pencil

Steps/procedure	1. This is an individual exercise.
	2. Ask each participant to list at least six questions under the following categories:
	   • Closed questions
	   • Open questions
	   • Reflective questions
	3. After completing the task, discuss the purpose of each type of question in a sales conversation.
	4. Highlight how relevant questions help gather important information, while irrelevant ones can irritate the customer.

Conclusion / what has been achieved	This activity will help learners understand how to frame effective questions in sales to gather useful information.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Elaborate

- Elaborate on the following topics:
  - Engage with customers to identify their needs
    - Open-ended questions
    - Closed-ended questions
    - Reflective questions

Do

- Conduct an activity to help learners practice effective questioning techniques in a sales environment.

Activity

Objective	The purpose of this activity is to help learners practice effective questioning techniques in a sales environment.
Materials required	• No specific materials required • Optional: Notebooks for taking notes
Steps/procedure	1. Form pairs. 2. Decide roles: One participant is the customer, and the other is the salesperson/team leader. 3. The customer pretends to browse the men's formal section in a store. 4. The salesperson must ask appropriate questions to identify the customer's needs. 5. Partners should practice different scenarios to get comfortable with questioning techniques. 6. Switch roles between customer and salesperson to ensure both Learners experience both perspectives.
Conclusion / what has been achieved	This activity will help learners develop confidence in customer interaction and learn the importance of asking relevant questions in sales.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can you understand a customer's precise requirements?
- Why should a salesperson use reflective questions?
- What type of question is best to start a conversation with a customer?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the following topics:
  - Propose solutions to the customer
    - Features, Advantages and Benefits
    - Suggest Solutions - F A B Model- Refer to PH Fig.3.4
      - Proposing Solutions - Steps in Presenting a Solution- Refer to PH Fig.3.5 and Fig.3.6
      - Up Selling
      - Few Techniques to upsell

Do

- Conduct an activity to help learners practice upselling and cross-selling techniques in sales interactions.

Activity

Objective	The purpose of this activity is to help learners practice upselling and cross-selling techniques in sales interactions.
Materials required	- No specific materials required - Optional: Notebooks for taking notes

Steps/procedure	1. Form pairs.
	2. Decide roles: One participant is the customer, and the other is the salesperson/team leader.
	3. The customer pretends to be buying one of the following items:
	   - A shirt
	   - A women's western outfit
	   - Any other product based on the scenario
	4. The salesperson must suggest additional products that complement the purchase and persuade the customer to consider them.
	5. Learners should practice different scenarios to become comfortable with upselling and cross-selling techniques.
	6. Switch roles between customer and salesperson to ensure both Learners experience both perspectives.

Conclusion / what has been achieved	This activity will help learners develop confidence in recommending additional products and enhancing the overall sales experience.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What are the possible options a customer considers before making a purchase?
- Why do customers ignore products even if they match their needs?
- What is the store team's role in helping customers make a purchase decision?
- Define F.A.B model in selling.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 3.3 Meeting Customer Expectations

Unit Objectives

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

1. Identify the methods to overcome sales objections and recognise buying signals
2. Discuss the importance of closing the sale
3. Explain the importance of suggesting additional products
4. State the importance of enrolling customer in loyalty programmes

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- "In today's session, we will explore effective ways to overcome sales objections, recognize buying signals, and close a sale successfully. We'll also discuss the benefits of suggesting additional products and enrolling customers in loyalty programs to enhance their shopping experience."

Explain

- Explain the following topics:
  - Anticipate and overcome objections
    - Why does an objection arise?
    - How to handle objections?
    - How to overcome objections?
    - Anticipate & overcome objections – Few other tips on handling objections- Refer to PH Fig.3.7
      - The First type of objection is misconception
      - The Second type of objection is Scepticism
      - The third type of objection is Complaint.
      - The fourth type of objection is Drawback.

Do ☑

- Conduct an activity to help learners practice handling customer objections effectively in sales scenarios.

Activity ⚙

Objective	The purpose of this activity is to help learners practice handling customer objections effectively in sales scenarios.
Materials required	• No specific materials required • Optional: Notebooks for taking notes

Steps/procedure	1. Form pairs.
	2. Decide roles: One participant is the customer, and the other is the salesperson/team leader.
	3. The customer pretends to be interested in buying one of the following items:
	  • A trouser
	  • A watch
	  • Running shoes
	4. The salesperson must anticipate and overcome objections based on scenarios provided by the trainer.
	5. Learners should practice multiple scenarios to improve their skills.
	6. Switch roles between customer and salesperson to ensure both Learners experience both perspectives.

Conclusion / what has been achieved	This activity will help learners learn to handle objections confidently and improve their ability to persuade customers effectively.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 💬

- Why is the same product available online at a lower price?
- How should salespeople handle objections?
- Define skepticism objection.
- Why do dark shed clothes bleed?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following questions:
  - Identify buying signals
    - Verbal Buying Signals
    - Non-Verbal Buying Signals
    - Importance Of Buying Signals - Consequence of ignoring the buying signals
  - Close the sale- Refer to PH Fig.3.8
    - Persuading techniques

Say

- "Let's proceed with an activity to help learners practice persuasive selling techniques and closing a sale effectively."

Activity

Objective	The purpose of this activity is to help learners practice persuasive selling techniques and closing a sale effectively.
Materials required	• No specific materials required • Optional: Notebooks for taking notes

Steps/procedure	1. Form pairs.
	2. Decide roles: One participant is the customer, and the other is the salesperson/team leader.
	3. The customer pretends to be interested in buying one of the following items:
	  • A shirt
	  • A women's western outfit
	4. The salesperson must use persuasion techniques to encourage the customer to commit to the purchase.
	5. Learners should practice various closing techniques to feel comfortable in real sales situations.
	6. Switch roles between customer and salesperson to ensure both Learners experience both perspectives.

Conclusion / what has been achieved	This activity will help learners develop confidence in closing sales by using effective persuasion and commitment techniques.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What does the term "closing" refer to in sales?
- How does a persuasive closing technique help in sales?
- Why should closing techniques be adapted to different situations?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the following topics:
  - Suggest additional merchandise- Refer to PH Fig.3.9(a) and Fig.3.9(b)
    - Advantages of cross selling
    - Techniques to suggest additional products

Do

- Conduct an activity to help learners practice upselling and cross-selling techniques effectively.

Activity

Objective	The purpose of this activity is to help learners practice upselling and cross-selling techniques effectively.
Materials required	• No specific materials required • Optional: Notebooks for taking notes and feedback

Steps/procedure	1. Form pairs.
	2. Decide roles: One participant is the customer, and the other is the salesperson/team leader.
	3. The customer pretends to be buying one of the following items:
	• A shirt
	• A women's western outfit
	• Any other product based on the scenario
	4. The salesperson must suggest additional products that complement the purchase and persuade the customer to consider them.
	5. Learners should practice different scenarios to become comfortable with upselling and cross-selling techniques.
	6. Switch roles between customer and salesperson to ensure both Learners experience both perspectives.
Conclusion / what has been achieved	This activity will help learners develop confidence in recommending additional products and enhancing the overall sales experience.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Define cross-selling.
- How does cross-selling create a wider reach for a brand?
- Can you give an example of a cross-selling technique used in retail.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following questions:
  - Facilitate Billing- Refer to PH Fig.3.10
  - Suggest enrolment into loyalty schemes/ memberships

Say 💬

- "Let's proceed with an activity to help learners practice promoting and explaining loyalty programs to customers."

Activity ⚙️

Objective	The purpose of this activity is to help learners practice promoting and explaining loyalty programs to customers.
Materials required	• No specific materials required • Optional: Loyalty program brochures or handouts
Steps/procedure	1. Form pairs. 2. Assign roles: One participant is the customer, and the other is the Team Leader. 3. The Team Leader must suggest and persuade the customer to enroll in the loyalty program by explaining its benefits. 4. Practice different customer responses and objections to improve persuasion skills. 5. Switch roles so both participants experience both perspectives.
Conclusion / what has been achieved	This activity will help learners develop confidence in promoting loyalty schemes, handling customer objections, and improving customer engagement.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 💬

- How should you end your interaction with a customer?
- What benefits do loyalty programs offer customers?
- How can customers use the points earned in a loyalty program?

Notes for Facilitation 📝

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

4. To plan visual merchandising

Unit 4.1: Planning Visual Merchandising Displays

RAS/N0139

Key Learning Outcomes

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

1   Interpret design briefs for retail displays
2   Outline the new and effective ways of improving the visual effect
3   Identify how to procure merchandise and props to be featured in retail displays

Unit 4.1 Planning Visual Merchandising Displays

Unit Objectives

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

1. Explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities
2. List the principles of visual merchandising
3. Explain the importance of the elements within the design brief
4. List the steps of using the design brief to identify what components are required to create a visual merchandising display
5. Explain the best practices for evaluating the potential places to put the display to meet the brief design specifications
6. Explain the different approaches to designing displays for different types of merchandise and why these are effective
7. Explain the role of light, colour, texture, shape, and dimension to achieve an effective display
8. Outline the process to procure merchandise for setting up visual merchandising display

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- "Let us gain knowledge and learn about the role of visual merchandising in marketing and sales, focusing on key principles, design briefs, and display placement."
- "Visual Merchandising display is also referred to as "Silent Salesman", for a reason that the representation of the product in an attractive manner itself speaks to the customer and impulses her/ him to buy."
- "Later we'll also discuss effective design approaches, the impact of light, color, and texture, and the process of procuring merchandise for compelling displays."

Explain

- Explain the following topics:
  - The Role of Visual Merchandising Display
    - Role of displays in marketing, promotional, sales campaign and activities
  - The Principles of Visual Merchandising
  - The Importance of The Elements Within the Design Brief
    - Contents of design brief
  - Interpreting Design Briefs - Refer to PH Table.4.1
    - Consultation is also obtained on , Elements of merchandise and props may be classified as under
  - Evaluating the potential places to put the display to meet the brief design specifications
    - Some potential locations

Do

- Conduct an activity to help learners understand the key principles of visual merchandising and how to apply them to create attractive product displays.

Activity

Objective	The purpose of this activity is to help learners understand the key principles of visual merchandising and how to apply them to create attractive product displays.
Materials required	- Sample product images or small objects for display - Whiteboard or flip chart - Markers
Steps/procedure	1. Begin by introducing the concept and importance of visual merchandising in retail. 2. Explain key principles like color coordination, product grouping, balance, lighting, and signage. 3. Divide participants into small groups. 4. Assign each group a mock display area (tabletop or chart space). 5. Ask each group to arrange sample products/images based on the discussed principles. 6. Each group presents their display, explaining how they applied the principles. 7. Facilitate a discussion on how visual merchandising influences customer behavior. 8. Summarize key takeaways for effective visual merchandising.
Conclusion / what has been achieved	This activity will help learners understand how to apply visual merchandising principles to create attractive and functional product displays.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- Why is visual merchandising referred to as a "Silent Salesman"?
- How does the type of business affect product display?
- What role does location play in a design brief?
- What is the significance of end caps in merchandising?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
  - Approaches to designing displays for different types of merchandise and why these are effective
    - Symmetrical balance- Refer to PH Fig.4.1
    - Triangle principle and Focal points- Refer to PH Fig.4.2 and Fig.4.3
    - Other merchandise groupings
      - Emphasis and Optical centre- Refer to PH Fig.4.4
      - Rectangular, radial, repetitive- Refer to PH Fig.4.5
      - Rhythm and Harmony- Refer to PH Fig.4.6 and Fig.4.7
      - Adjacencies for cross merchandising
  - The Role of Light, Colour, Texture, Shape, and Dimension to Achieve an Effective Display- Refer to PH Fig.4.9
  - Process to procure merchandise for setting up visual merchandising display

Say

- "Let us now engage in an activity to learners understand the significance of maintaining and organizing a display area effectively."

Activity

Objective	The purpose of this activity is to learners understand the significance of maintaining and organizing a display area effectively.
Materials required	• Food and apparel • Consumer durables • IT and mobile products • Audio and video equipment • Participant handbook
Steps/procedure	1. Divide the class into three or four groups, depending on the class size. 2. Provide each group with relevant materials from the mentioned categories. 3. Ask learners to list the key cleaning and maintenance requirements for their assigned display area. 4. Have them prepare a list of essential items needed for setting up an effective display. 5. Each group should explain the utility of every listed item in enhancing the display setup. 6. Groups will present their findings to the class for discussion and feedback.
Conclusion / what has been achieved	This activity reinforces the importance of preparing and maintaining a display area, ensuring it is visually appealing and functional.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can symmetrical balance be achieved in fixturing?
- What is optical center grouping?
- How are display materials procured for promotions?
- How does shape enhance a display?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

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https://www.youtube.com/watch?v=rLEC4NlduLY

Execute Visual Merchandising Displays as Per Standards and Guidelines

5. Achieve Sales Goals

Unit 5.1 Sales Strategy and Performance Management

Unit 5.2 Sales Execution and Problem Resolution

RAS/N0166

Key Learning Outcomes

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

1. Set clear and achievable sales goals using the SMART criteria, review these goals regularly, and adjust them as necessary to ensure their relevance and attainability

2. Develop the skills to analyze past sales data, use effective reporting methods to communicate sales progress, and provide continuous feedback and corrective actions to improve sales performance and align with organizational objectives

Unit 5.1 Sales Strategy and Performance Management

Unit Objectives

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

1. Explain the significance of organisational policies and procedures for customer service and sales process
2. Discuss the internal and external factors that can impact sales
3. Describe the plans and methods to determine, interpret and achieve sales goals

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- "Let's explore the significance of organizational policies for customer service and sales, the internal and external factors affecting sales, and strategies to determine, interpret, and achieve sales goal."
- "Organizational policies and procedures are vital for any retail operation's smooth functioning and success."

Explain

- Explain the following topics:
  - Significance of Organisational Policies and Procedures-Refer to PH Table 5.1
    - Effective Implementation of Organizational Policies and Procedures-Refer to PH Fig.5.1
    - Case Study
  - Internal and External Factors Influencing Retail Sales Performance -Refer to PH Fig.5.2 and Fig.5.3
    - Importance and Impact of Internal and External Factors-Refer to PH Table 5.2 and Table.5.3
    - Prioritization Matrix-Refer to PH Table.5.4
    - Adaptive Sales Strategies for Different Retail Sectors-Refer to PH Table.5.5 and Table.5.6

Do ☑

- Conduct an activity to help learners understand the importance of organizational policies and procedures in maintaining efficiency, consistency, and compliance.

Activity

Objective	The purpose of this activity is to help learners understand the importance of organizational policies and procedures in maintaining efficiency, consistency, and compliance.
Materials required	- Whiteboard or flip chart - Markers - Handouts with examples of common workplace policies (e.g., attendance, safety, conduct)
Steps/procedure	1. Briefly explain what organizational policies and procedures are and why they are important for smooth operations. 2. Share a few examples, such as attendance policies, safety protocols, and customer service guidelines. 3. Divide participants into small groups. 4. Provide each group with a workplace scenario (e.g., handling customer complaints, ensuring employee safety). 5. Ask each group to identify which policies and procedures would apply in their scenario. 6. Each group presents their findings in 2-3 minutes, explaining how the policies help maintain order and efficiency. 7. Conclude by discussing how adherence to policies ensures fairness, reduces risks, and enhances productivity.
Conclusion / what has been achieved	This activity will help learners understand how organizational policies and procedures support smooth, consistent, and compliant operations.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How do policies contribute to customer satisfaction
- What ethical standards do policies enforce in sales?
- What metrics do policies define for performance?
- Why is clarity important in policy language?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
  - o Plans and Methods to Set, Analyze, and Achieve Sales Goals
    - o Sales Goal Achievement Process - Refer to PH Fig.5.4
    - o Setting SMART Sales Goals- Refer to PH Fig.5.5
    - o Sales Forecasting Methods- Refer to PH Table.5.7
    - o Sales Performance Metrics- Refer to PH Table.5.8
    - o Sales Optimization Techniques- Refer to PH Fig.5.6
    - o Sales Monitoring and Adjustments- Refer to PH Fig.5.7
    - o Feedback Loop Approach for Adjusting Sales Goals in Retail
    - o Goal Alignment Framework
    - o Implementing Goal Alignment in Sales Planning

Say

- "Let us now engage in an activity to learners understand how to set effective sales goals using the SMART (Specific, Measurable, Achievable, Realistic, Time-bound) framework."

Activity

Objective	The purpose of this activity is to learners understand how to set effective sales goals using the SMART (Specific, Measurable, Achievable, Realistic, Time-bound) framework.
Materials required	- Whiteboard or flip chart - Markers - Handouts with the SMART goal framework
Steps/procedure	1. Briefly explain the SMART framework and how it applies to sales goal setting. 2. Share an example of a non-SMART goal (e.g., "Increase sales") and transform it into a SMART goal (e.g., "Increase monthly sales by 20% within the next three months by focusing on new customer acquisition"). 3. Divide participants into pairs or small groups. 4. Provide each group with a sales scenario (e.g., boosting holiday sales, promoting a new product). 5. Ask each group to create a SMART sales goal based on their scenario. 6. Each group presents their SMART goal in 2-3 minutes. 7. Discuss how SMART goals improve clarity, focus, and accountability.
Conclusion / what has been achieved	This activity will help learners understand how to set clear, achievable sales goals that drive better performance.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can sales targets be determined effectively?
- What does market trend analysis involve?
- How is average transaction value (ATV) calculated?
- Why should sales goals align with business objectives?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 5.2 Sales Execution and Problem Resolution

Unit Objectives

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

1. Discuss the corrective measures for non-performance
2. Explain the sales processes and how it can be implemented to achieve sales goals
3. Describe the necessary steps to boost sales when problems related to operational issues, resource availability, stock availability and competition arise

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- "Let us gain knowledge and learn about the corrective measures for non-performance, effective sales processes for achieving goals, and strategies to boost sales when facing operational challenges, resource constraints, stock issues, and competition."

Explain

- Explain the following topics:
  - Corrective Measures for Non-Performance- Refer to PH Fig.5.8
    - Identifying the Cause of Non-Performance
    - Corrective Measures for Non-Performance-Refer to PH Table.5.9
    - Continuous Monitoring and Follow-Up-Refer to PH Table.5.10
    - Long-Term Corrective Strategies for Sustainable Sales Improvement
  - Sales Processes and Their Implementation- Refer to PH Fig.5.9
    - Implementing the Sales Process to Achieve Sales Goals
    - Integration of E-commerce and Store-Based Sales Efforts
    - Psychological Sales Techniques

Do ✓

- Conduct an activity to help learners understand the key stages of the sales process and how to implement them effectively.

Activity

Objective	The purpose of this activity is to help learners understand the key stages of the sales process and how to implement them effectively.
Materials required	• Whiteboard or flip chart - Markers • Handouts with sales process stages

Steps/procedure	1. Briefly explain the stages of the sales process:
	  • Prospecting: Identifying potential customers
	  • Approach: Engaging the customer
	  • Needs Analysis: Understanding customer requirements
	  • Presentation: Showcasing the product or service
	  • Handling Objections: Addressing concerns
	  • Closing: Finalizing the sale
	  • Follow-up: Ensuring customer satisfaction
	2. Divide participants into pairs.
	3. Assign each pair a mock sales scenario (e.g., selling a mobile phone, clothing, or gym membership).
	4. Each pair practices a sales conversation, following the sales process step by step.
	5. After 5-7 minutes, ask pairs to switch roles and repeat.
	6. Invite a few pairs to share their experience with the group.
	7. Discuss how following a structured sales process improves efficiency and success rates.

Conclusion / what has been achieved	This activity will help learners understand how to implement the sales process to drive better results and customer satisfaction.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How can customer feedback help identify non-performance?
- What corrective action improves product availability?
- How should sales performance be monitored post-correction?
- Who is responsible for identifying non-performance causes?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
  - Necessary Steps to Boost Sales
    - Sales Challenge Resolution Matrix
    - Framework for Prioritization- Refer to PH Table.5.11
    - Proactive Sales Enhancement Strategies

Ask

- How can store layout optimization improve sales?
- What automation tools assist customers in product selection?
- How do pre-booking options reduce lost sales?
- What is the benefit of omnichannel retailing?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:

- **Multiple-choice Questions:**
    1. Economic environment
    2. Achievable
    3. Handling Objections and Negotiation
    4. Identify Non-Performance Causes
    5. Implement real-time inventory tracking using RFID and barcode scanning

- **Answer the following questions:**
    1. **Explain the significance of organisational policies and procedures for customer service and sales processes?**

       Hint: Refer to 5.1.1 in the participant handbook

    2. **What are the internal and external factors influencing retail sales performance?**

       Hint: Refer to 5.1.2 in the participant handbook

    3. **What does the SMART framework stand for in sales goal setting?**

       Hint: Refer to 5.1.3 in the participant handbook

    4. **How can real-time inventory tracking help in addressing non-performance related to product availability?**
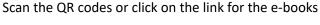
       Hint: Refer to 5.2.1 in the participant handbook

    5. **Why post-sale follow-up is important in the retail sales process?**

       Hint: Refer to 5.2.2 in the participant handbook

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https://www.youtube.com/watch?v=sF6AMj3H0jg	https://rasci-lms.web.app/course-learn_StoreOperations-Management.html	https://youtu.be/pu5ioT-F9eIM?si=L_PoOwO-P874EoTbJ	https://youtu.be/S-mJ5yY5nSg?si=GQm-JdfyYi4KucH9f
Manage Sales and Service Delivery to Increase Store Profitability	Store Operations Management	Setting SMART Sales Goals	Sales Forecasting

6. Provide Leadership for Your Team

Unit 6.1 - Demonstrate leadership skills

Key Learning Outcomes

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

1   Communicate store objectives clearly to all team members
2   Involve key team members in planning strategies to meet business goals
3   Encourage leadership based on expertise and provide support
4   Define personal work objectives for team members, linking them to overall success

Unit 6.1 Demonstrate leadership skills

Unit Objectives

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

1. Identify different ways of communicating effectively with members of a store team
2. Establish SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) store business objectives
3. Develop plans for achieving team objectives and emphasize the value of involving team members in the process
4. Explain the importance of linking personal work objectives to overall team goals
5. Describe various leadership styles
6. Select and implement effective methods for motivating team members
7. Support, encourage, and recognize team members' efforts and achievements
8. Identify potential difficulties and challenges, such as conflict, diversity, and inclusion
9. Address team issues and develop strategies to resolve them effectively

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Discuss the important topics from the previous two modules.

Say

- Start the class by saying, "This unit will help you explore effective communication within a store team, setting SMART objectives, and aligning personal and team goals. We'll also discuss leadership styles, motivation techniques, team recognition, and strategies for resolving challenges like conflict, diversity, and inclusion."

Explain

- Explain the following topics:
  - o Demonstrating Leadership Skills
    - o Set S.M.A.R.T (Specific, Measurable, Achievable, Realistic and Time-bound) objectives
    - o Different methods for motivating, supporting and encouraging team members
    - o Ways to handle issues/conflicts within the team
    - o Monitor activities and progress across the store team without interfering
  - o Leadership Skills
  - o Demonstrating Leadership Skills in an organization

Do

- To conduct an activity to help learners understand how to set S.M.A.R.T (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives for personal and professional goal.

Activity

Objective	The purpose of this activity is to help participants understand how to set S.M.A.R.T (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives for personal and professional goal.
Materials required	- Whiteboard or flip chart - Markers - Handout with S.M.A.R.T objective framework
Steps/procedure	1. Introduce the concept of S.M.A.R.T objectives and explain each component with examples. 2. Divide participants into pairs. 3. Ask each pair to discuss a personal or professional goal. 4. Instruct them to transform their goal into a S.M.A.R.T objective using the handout. 5. Each pair presents their objective, explaining how it meets the S.M.A.R.T criteria. 6. Facilitate a discussion on the importance of clear goal-setting. 7. Encourage participants to set one personal and one professional S.M.A.R.T goal for themselves. 8. Summarize key takeaways for effective objective setting.
Conclusion / what has been achieved	This activity will help learners understand how to set clear, actionable goals that can be effectively tracked and achieved.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How does being realistic affect goal setting?
- Why is appreciation crucial in communication?
- How does a healthy culture prevent conflicts?
- Why should leaders remain unbiased?
- How does vision and strategy contribute to leadership?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 6.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
   - **Multiple-choice questions.**
     1. All of the above
     2. All of the above
     3. Common goal
     4. All of the above
   - **Answer the following questions.**
     1. **Discuss the different methods of communicating effectively with members of a team.**
        Hint: Refer to PH section 6.1.1
     2. **State the method of how to plan the achievement of store team objectives and the importance of involving team members in this process.**
        Hint: Refer to PH section 6.1.1
     3. **Discuss how SMART objectives could be helpful in a store business.**
        Hint: Refer to PH section 6.1.1
     4. **State the ways to handle conflicts within the team.**
        Hint: Refer to PH section 6.1.1
     5. **Discuss the importance of leadership skills.**
        Hint: Refer to PH section 6.1.2

Scan the QR codes or click on the link for the e-books

https://rasci-lms.web.app/lms-learning_Sustainability-In-Retail-Opeations.html

Store Team Management

7. To Manage a Budget

Unit 7.1 - Manage a budget

Key Learning Outcomes

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

1. Explain the significance of monitoring business expenses to maintain seamless operations
2. Outline the essential steps involved in preparing a budget
3. Explain the fundamentals of budget management, including monitoring and adjusting income and expenses
4. List the factors impacting budget creation
5. Describe the Fundamentals of budget management, including tracking and adjusting income
6. Explore essential skills required for effective budget management

Unit 7.1 - Manage a budget

Unit Objectives

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

1. Explain the importance of monitoring expenses for seamless operations
2. Demonstrate the steps in effective budget preparation
3. Describe budget management fundamentals, including monitoring and adjustments
4. Identify and analyze factors influencing budget creation
5. Describe the skills required for effective budget management and forecasting
6. Identify the types of Fraudulent activities in Retail

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the participants.

Say

- "In today's session, let's explore the essentials of budget management in retail, including expense monitoring, budget preparation, and adjustments."
- "Later, we will discuss key influencing factors, forecasting skills, and identifying fraudulent activities for seamless operations."

Explain

- Explain the following topics:
  - Importance of Budgeting in Retail
    - How to create a budget
  - Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector
  - Managing a Budget
    - Budgets often have four segments
  - Skills required for effective budget management and forecasting
  - Types of Fraudulent Activities in Retail
  - Importance of Identifying and Reporting Fraudulent Activities

Do ☑

- To conduct an activity to help learners understand and practice techniques for building positive relationships with customers.

Activity

Objective	The purpose of this activity is to help learners develop effective communication and problem-solving skills for dealing with difficult customer situations.
Materials required	• Scenario cards with challenging customer situations (e.g., product return, delayed service, pricing dispute) • Notepads and pens for feedback • A timer for managing roleplay duration

Steps/procedure	1. Begin with a brief discussion on the importance of excellent customer service, even in challenging situations.
	2. Share tips for handling difficult customers, such as staying calm, listening actively, and finding solutions.
	3. Divide participants into pairs or small groups. Assign one person as the "customer" and another as the "retailer."
	4. Provide each pair/group with a scenario card, such as:
	  • A customer demanding a refund for a product without a receipt.
	  • A customer upset about delayed delivery.
	  • A customer angry about a pricing discrepancy.
	5. Instruct the "customer" to act out the situation, expressing their concerns or frustration, while the "retailer" attempts to resolve the issue professionally.
	6. After 3-5 minutes of roleplay, ask observers to provide constructive feedback on how the situation was handled.
	7. Rotate roles so everyone gets a chance to play both customer and retailer.
	8. End with a group discussion on lessons learned and strategies for improving customer interactions.

Conclusion / what has been achieved	This activity will help learners enhance their ability to manage challenging customer interactions by focusing on empathy, communication, and problem-resolution skills.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- How does budgeting improve inventory management?
- What role do objectives play in budget creation?
- How does ROI affect budgeting?
- What are the four segments of a budget?
- Why is proficiency with financial tools important?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 7.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
- **Multiple choice questions:**
   1. Activities
   2. All of the above
   3. All of the above
   4. The departmental leaders
   5. Capital
- **Answer the following questions:**
   1. **Discuss the importance of spending time on and consulting with others in preparing a budget.**
      Hint: Refer to PH section 7.1.1
   2. **Explain the purposes of budgetary systems.**
      Hint: Refer to PH section 7.1.1
   3. **Discuss the methods of budget creation.**
      Hint: Refer to PH section 7.1.3
   4. **State the factors affecting the state of budgets.**
      Hint: Refer to PH section 7.1.2
   5. **State the importance of identifying fraudulent activities.**
      Hint: Refer to PH section 7.1.5

Scan the QR codes or click on the link for the e-books

https://www.youtube.com/watch?v=3KMnZ5UpqwA

Manage a budget
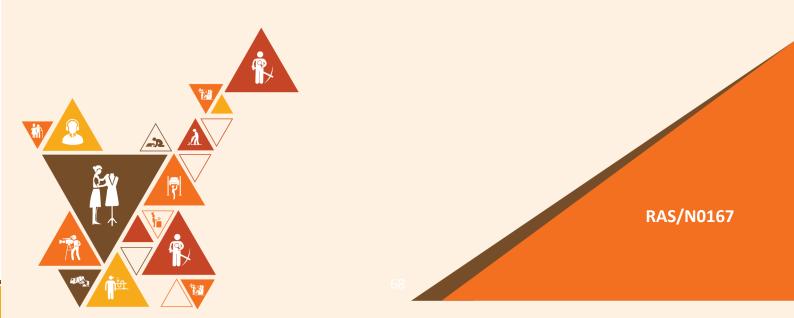
8. Leverage AI for Optimized Retail Department Management

Unit 8.1 AI in Workforce Management and Operational Efficiency

Unit 8.2 AI-Driven Inventory and Resource Optimization

Unit 8.3 AI for Strategic Decision-Making and Innovation

RAS/N0167

Key Learning Outcomes

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

1. Efficiently manage departmental operations by utilizing AI-driven solutions

2. Demonstrate the ability to manage stock levels, minimize wastage, and maximize profitability through AI-based solutions

3. Use AI tools to analyze customer feedback, track behavior, and enhance engagement strategies to boost satisfaction and retention

Unit 8.1 AI in Workforce Management and Operational Efficiency

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Explain the importance of allocating staff based on AI Driven store traffic insight
2. Explain the importance of training staff on AI technologies
3. Discuss the role of AI in optimizing workforce allocation, improving operational efficiency

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's delve into understanding the essentials of budget management in retail, including expense monitoring, budget preparation, and adjustments. We'll also discuss key influencing factors, forecasting skills, and identifying fraudulent activities for seamless operations."
- "Allocating staff based on AI-driven store traffic insights ensures the right balance between operational efficiency, cost optimisation, and customer satisfaction."

Explain

- Explain the following topics:
  - Importance of Allocating Staff Based on AI-Driven Store Traffic Insight– Refer to PH Table.8.1
  - Importance of Training Staff on AI Technologies- Refer to PH Fig.8.1
    - Sector-specific Examples Benefits of Training Staff on AI Technologies- Refer to PH Fig.8.2
    - Challenges in Training Staff on AI Technologies
  - Role of AI in Optimising Workforce Allocation and Improving Operational Efficiency– Refer to PH Table.8.2

Do ☑

- To conduct an activity to help learners understand why training staff on AI technologies is essential for business efficiency and customer satisfaction.

Activity

Objective	The purpose of this activity is to help learners understand why training staff on AI technologies is essential for business efficiency and customer satisfaction.
Materials required	• Whiteboard or flip chart or Markers • AI-related case study handouts
Steps/procedure	1. Begin with a short discussion on AI in retail, customer service, and business operations. 2. Divide participants into small groups. 3. Provide each group with a case study (e.g., a company that successfully implemented AI for customer support). 4. Ask groups to discuss the benefits and challenges of training employees on AI. 5. Each group presents key takeaways from their discussion. 6. Facilitate a brief Q&A on how AI training enhances employee productivity and customer experience.
Conclusion / what has been achieved	This activity will help learners understand the significance of AI training in improving business operations and competitiveness.

Tips

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask

- What can AI tools analyze to identify peak and low-traffic hours?
- How can AI improve staff deployment in high-traffic aisles?
- Why is human oversight important for AI tools?
- How did AI-driven waste management benefit a hypermarket?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 8.2 AI-Driven Inventory and Resource Optimization

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Explain the process of using AI to automate stock replenishment systems
2. Outline the financial impact of AI-driven stock management in reducing waste and optimizing resources
3. Discuss the environmental benefits of using AI for sustainable inventory management

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- " Let's explore how AI automates stock replenishment, its financial impact on reducing waste and optimizing resources, and its role in promoting sustainable inventory management."

Explain

- Explain the following topics:
  - Process of Using AI to Automate Stock Replenishment Systems – Refer to PH Fig.8.3
    - Process of Using AI to Automate Stock Replenishment Systems– Refer to PH Fig.8.4
    - Role of AI in reducing global supply chain disruptions during crisis
  - Financial Impact of AI-Driven Stock Management in Reducing Waste and Optimizing Resources
    - Case Study
  - Environmental Benefits of Using AI for Sustainable Inventory Management - Refer to PH Table.8.3

Do ☑

- To conduct an activity to help learners understand how AI in inventory management reduces environmental impact through efficient resource use and waste reduction.

Activity ⚙

Objective	The purpose of this activity is to help learners understand how AI in inventory management reduces environmental impact through efficient resource use and waste reduction.
Materials required	• Whiteboard or flip chart or Markers • Handouts on AI-driven sustainable inventory practices
Steps/procedure	1. Briefly explain how AI optimizes inventory management (e.g., demand forecasting, reduced overstocking, efficient storage). 2. Divide participants into pairs or small groups. 3. Provide each group with a scenario (e.g., a retail store managing seasonal stock). 4. Ask groups to identify environmental benefits AI could provide in their given scenario (e.g., less waste, reduced carbon footprint). 5. Each group presents their findings in 2-3 minutes. 6. Highlight key points, such as reducing waste, energy savings, and responsible sourcing.
Conclusion / what has been achieved	This activity will help learners understand how AI-driven inventory management promotes environmental sustainability.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 💬

- What factors do AI-powered predictive models consider for forecasting inventory needs?
- How does AI minimize stockouts and lost sales?
- How did Walmart use AI to reduce waste?
- How does AI support sustainable production practices?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Unit 8.3 AI for Strategic Decision-Making and Innovation

Unit Objectives

At the end of the unit, the trainee will be able to:

1. Explore the key AI tools and platforms used in retail environments
2. Explain the process of integrating AI insights with overall business objectives
3. Discuss the potential of AI in fostering innovation and competitiveness across departments

Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

Say

- "Let's explore key AI tools in retail, how to integrate AI insights with business objectives, and how AI drives innovation and competitiveness across departments."

Explain

- Explain the following topics:
    - Key AI Tools and Platforms Used in Retail Environments – Refer to PH Table.8.4
    - Process of Integrating AI Insights with Business Objectives
        - Benefits of Integrating AI Insights with Business Objectives- Refer to PH Fig.8.5
    - Potential of AI in Fostering Innovation and Competitiveness Across Departments - Refer to PH Fig.8.6
        - AI a Catalyst for Competitiveness

Do ☑

- To conduct an activity to help learners understand how AI insights can align with and enhance business objectives for better decision-making and efficiency.

Activity ⚙

Objective	The purpose of this activity is to help learners understand how AI insights can align with and enhance business objectives for better decision-making and efficiency.
Materials required	• Whiteboard or flip chart or Markers • Handouts with examples of AI-driven business strategies
Steps/procedure	1. Start with a brief explanation of how AI generates insights from data to support business goals (e.g., sales growth, cost reduction). 2. Divide participants into small groups. 3. Provide each group with a business scenario (e.g., launching a new product, optimizing store layout). 4. Ask groups to identify how AI insights can support the given objective (e.g., predicting demand, customer preferences). 5. Each group presents their findings in 2-3 minutes. 6. Highlight how AI improves decision-making, efficiency, and goal achievement. 7. Conclude with a discussion on the importance of continuous learning and adaptation with AI insights.
Conclusion / what has been achieved	This activity will help learners understand how AI insights drive better alignment with and achievement of business objectives.

Tips 🔍

- Monitor student progress during the activity and provide support as needed.
- Evaluate student understanding through class participation, completion of handouts, and verbal responses during review and application.

Ask 🗨

- Which AI tool helps retailers make product recommendations based on customer data?
- How does AI foster innovation and competitiveness in retail?
- What do AI-integrated cameras like NVIDIA Metropolis analyze?
- How do platforms like Omnilytics and Zinrelo help retailers?

Notes for Facilitation 📝

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summary 📑

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise 📝

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 8.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:

- **Multiple choice questions:**
  1. Demand forecasting
  2. CRM systems
  3. Managing real-time stock tracking and automated reordering
  4. By enabling online product listings and sales management
  5. Power BI

- **Answer the following questions:**
  1. **What is the importance of allocating staff based on AI-driven store traffic insights?**
     Hint: Refer to PH section 8.1.1
  2. **Why is training staff on AI technologies important?**
     Hint: Refer to PH section 8.1.2
  3. **What are the key AI tools and platforms used in retail environments?**
     Hint: Refer to PH section 8.3.1
  4. **How can businesses integrate AI insights with their objectives?**
     Hint: Refer to PH section 8.3.2
  5. **What is the process of using AI to automate stock replenishment systems?**
     Hint: Refer to PH section 8.2.1

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https://www.youtube.com/watch?v=1AEw7ED7S8g

AI in Retail: Revolutionizing Customer Experience & Inventory Management

https://youtu.be/cQxOcSDM6gw?si=MC4vIgvK8UiABrJ5

AI in Retail

9. Employability Skills

DGT/VSQ/N0102

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https://www.skillindiadigital.gov.in/content/list

10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: QR Codes

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Deputy Manager (Retail Store Department)		
Qualification Pack Name & Ref. ID	RAS/Q0106		
Version No.	3.0	**Version Update Date**	22-10-2024
Pre-requisites to Training (if any)	NA		
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Execute operational Plan 2. Establish and satisfy customer needs 3. Plan visual merchandising 4. Achieve Sales Goals 5. Provide leadership for your team 6. Manage a budget 7. Utilise AI for Optimized Management of Retail Departments 8. Employability Skills		

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1.	Introduction to Retail	Introduction to Retail	• State the meaning of retail • List the features and components of retail • Identify the stages in the growth of the retail sector in India • Discuss the reasons for the growth of retail in India • Differentiate between the traditional and modern retail sector	Bridge Module (Self-Learning)	Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
		Retail Formats	• List the different types of retail formats • Summarize the key features of different retail formats		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
		Modern Retailing and You	• List the departments and functions in a modern retailing operation • Outline the structure of and roles in a front end store operation • Describe the traditional retail scene in India • Describe the emerging modern forms of retailing in India		Additional Learning	Additional Learning	0 Theory 00:00 Practical 00:00
2.	Execute Operational Plan	Performance Management and Strategic Execution in Retail Operations	• Describe performance monitoring systems and processes	RAS/ N0165	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Performance management software, Flowcharts and process maps, Presentation slides and projector, Case studies on performance monitoring, KPI tracking templates, Dashboards for KPI	8 Theory 03 : 00 Practical 05 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					8 Theory 03 : 00 Practical 05 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Performance Management and Strategic Execution in Retail Operations (Contd..)	• List the Key Performance Indicators used to measure performance			9 | Deputy Manager (Retail Store Department) monitoring, Sample KPI reports, Case studies on problem-solving scenarios, Organizational policy manuals, Case studies with scenarios, Contingency planning templates, Operational plan templates, Sample performance reports, budget tracking tools, Sample resource requirement reports, Feedback forms and templates, Coaching session guidelines.	7 Theory 03 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)	• Discuss the significance of key performance indicators				7 Theory 03 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)	• Describe methods for problem solving				6 Theory 02 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					6 Theory 02 : 00 Practical 04 : 00
							6 Theory 02 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Performance Management and Strategic Execution in Retail Operations (Contd..)	• Explain how organisational policies and procedures relate to the operational plan				6 Theory 02 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					6 Theory 02 : 00 Practical 04 : 00
		Performance Management and Strategic Execution in Retail Operations (Contd..)					6 Theory 02 : 00 Practical 04 : 00
3.	To establish and satisfy customer needs	Establishing Customer Needs	• Explain the importance of identifying customer needs before suggesting a solution • Discuss the characteristics of different types of customers along with their requirements, choices, and preferences • Discuss the types of behaviour and mannerisms that need to be exhibited for different types of customers	RAS/ N0140	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers,	7 Theory 03 : 00 Practical 04 : 00
		Establishing Customer Needs (Contd..)	• Discuss the best practices followed while engaging with a customer in an unobtrusive and non-overbearing to affect customer purchases • List the steps of the sales process • Explain the elements of the sales process and its role in meeting the needs of the customer the needs of the customers • List the health, safety and hygiene practices that need to be followed while interacting with the customers				7 Theory 03 : 00 Practical 04 : 00
		Establishing Customer Needs (Contd..)					7 Theory 03 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Understanding Customer Expectations	• List the elements of the sales process • Explain the importance of welcoming and greeting the customer • Explain the importance of identifying customer needs • Explain the ways in which solutions can be proposed based on customer requirements	RAS/ N0140		Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy `11	Deputy Manager (Retail Store Department) stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger for maintaining accounts Sample script for team briefing, Product planogram,	7 Theory 03 : 00 Practical 04 : 00
		Understanding Customer Expectations (Contd..)					6 Theory 02 : 00 Practical 04 : 00
		Understanding Customer Expectations (Contd..)	• Identify the methods to overcome sales objections and recognise buying signals • Discuss the importance of closing the sale • Explain the importance of suggesting additional product • State the importance of enrolling customer in loyalty programmes				6 Theory 02 : 00 Practical 04 : 00
		Meeting Customer Expectations	• Identify the methods to overcome sales objections and recognise buying signals • Discuss the importance of closing the sale • Explain the importance of suggesting additional products • State the importance of enrolling customer in loyalty programmes				6 Theory 02 : 00 Practical 04 : 00
		Meeting Customer Expectations (Contd..)					4 Theory 02 : 00 Practical 02 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Posters showing various types of digital payment options such as PayTM, PayPal etc.), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample store profit & loss statements/ ledger book for maintaining accounts	
4.	To plan visual merchandising	Planning Visual Merchandising Displays	• Explain the role of visual merchandising displays in marketing, promotional and sales campaigns and activities • List the principles of visual merchandising	RAS/ N0139	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board;	7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)	• Explain the importance of the elements within the design brief • List the steps of using the design brief to identify what components are required to create a visual merchandising display	RAS/ N0139			7 Theory 03 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)					6 Theory 02 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Planning Visual Merchandising Displays (Contd..)	• Explain the best practices for evaluating the potential places to put the display to meet the brief design specifications • Explain the different approaches to designing displays for different types of merchandise and why these are effective	RAS/ N0140		Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy `	6 Theory 02 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)	• Explain the role of light, colour, texture, shape, and dimension to achieve an effective display • Outline the process to procure merchandise for setting up visual merchandising display			11 | Deputy Manager (Retail Store Department) stock and inventory management system (Physical register/excel version) to	6 Theory 02 : 00 Practical 04 : 00
		Planning Visual Merchandising Displays (Contd..)				demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such	4 Theory 02 : 00 Practical 02 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						as PayTM, PayPal etc.), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample store profit & loss statements/ ledger book for maintaining accounts	
5.	Achieve Sales Goals	Sales Strategy and Performance Management	• Explain the significance of organisational policies and procedures for customer service and sales process	RAS/ N0166	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Case study examples, Roleplay scenarios, Market analysis reports, Competitor analysis tools, SWOT analysis templates, Goal-setting templates (SMART criteria), Performance tracking sheets, Corrective action plan templates, Case studies on performance improvement, Sales process flowcharts, CRM software, Inventory management tools, Competitor benchmarking reports, Case studies on overcoming operational challenges, Daily/ weekly task tracking sheets, Sales management software, Feedback forms, Customer feedback software, Monthly sales reports, Inventory	8 Theory 03 : 00 Practical 05 : 00
		Sales Strategy and Performance Management (Contd..)					8 Theory 03 : 00 Practical 05 : 00
		Sales Strategy and Performance Management (Contd..)	• Discuss the internal and external factors that can impact sales				7 Theory 03 : 00 Practical 04 : 00
		Sales Strategy and Performance Management (Contd..)					7 Theory 03 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Sales Strategy and Performance Management (Contd..)	• Discuss the corrective measures for non-performance			management software, Stock tracking sheets, Problem-solving templates, Reporting templates.	7 Theory 03 : 00 Practical 04 : 00
		Sales Strategy and Performance Management (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Sales Execution and Problem Resolution	• Explain the sales processes and how it can be implemented to achieve sales goals				6 Theory 02 : 00 Practical 04 : 00
		Sales Execution and Problem Resolution (Contd..)					6 Theory 02 : 00 Practical 04 : 00
							6 Theory 02 : 00 Practical 04 : 00
		Sales Execution and Problem Resolution (Contd..)	• Describe the necessary steps to boost sales when problems related to operational issues, resource availability, stock availability and competition arise				6 Theory 02 : 00 Practical 04 : 00
		Sales Execution and Problem Resolution (Contd..)					6 Theory 02 : 00 Practical 04 : 00
		Sales Execution and Problem Resolution (Contd..)					6 Theory 02 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
6.	To provide leadership for your team	Demonstrate leadership skills	• Identify different ways of communicating effectively with members of a store team • Establish SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) store business objectives	RAS/ N0142	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy	8 Theory 03 : 00 Practical 05 : 00
		Demonstrate leadership skills (Contd..)	• Develop plans for achieving team objectives and emphasize the value of involving team members in the process • Explain the importance of linking personal work objectives to overall team goals				8 Theory 03 : 00 Practical 05 : 00
		Demonstrate leadership skills (Contd..)					8 Theory 03 : 00 Practical 05 : 00
		Demonstrate leadership skills (Contd..)	• Describe various leadership styles • Select and implement effective methods for motivating team members	RAS/ N0142			8 Theory 03 : 00 Practical 05 : 00
		Demonstrate leadership skills (Contd..)					8 Theory 03 : 00 Practical 05 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Demonstrate leadership skills (Contd..)	• Support, encourage, and recognize team members' efforts and achievements • Identify potential difficulties and challenges, such as conflict, diversity, and inclusion			11 | Deputy Manager (Retail Store Department) stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ledger for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc.), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample store profit & loss statements/ ledger book for maintaining accounts	8 Theory 03 : 00 Practical 05 : 00
		Demonstrate leadership skills	• Address team issues and develop strategies to resolve them effectively				7 Theory 02 : 00 Practical 05 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
7.	To manage a budget	Manage a budget	• Explain the importance of monitoring expenses for seamless operations	RAS/ N0151	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on	8 Theory 03 : 00 Practical 05 : 00
		Manage a budget (Contd..)					8 Theory 03 : 00 Practical 05 : 00
		Manage a budget (Contd..)	• Demonstrate the steps in effective budget preparation				7 Theory 03 : 00 Practical 04 : 00
		Manage a budget (Contd..)					7 Theory 03 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Manage a budget (Contd..)	• Describe budget management fundamentals, including monitoring and adjustments			accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags,	7 Theory 03 : 00 Practical 04 : 00
		Manage a budget (Contd..)				VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters,	7 Theory 03 : 00 Practical 04 : 00
		Manage a budget (Contd..)	• Identify and analyze factors influencing budget creation			POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart,	6 Theory 02 : 00 Practical 04 : 00
		Manage a budget (Contd..)				Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical	6 Theory 02 : 00 Practical 04 : 00
		Manage a budget (Contd..)	• Describe the skills required for effective budget management and forecasting • Identify the types of Fraudulent activities in Retail			register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating	6 Theory 02 : 00 Practical 04 : 00
		Manage a budget (Contd..)				Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual,	6 Theory 02 : 00 Practical 04 : 00
		Manage a budget (Contd..)				Sample contact list of key internal and external stakeholders, Attendance register / Employee Work	6 Theory 02 : 00 Practical 04 : 00
						Shift planner, Sample employee appraisal form, Sample store	6 Theory 02 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						profit & loss statements/ledger for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc.), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample store profit & loss statements/ ledger book for maintaining accounts	
8.	Leverage AI for Optimized Retail Department Management	AI in Workforce Management and Operational Efficiency	• Explain the importance of allocating staff based on AI Driven store traffic insight • Explain the importance of training staff on AI technologies • Discuss the role of AI in optimizing workforce allocation, improving operational efficiency	RAS/ N0167	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/	7 Theory 03 : 00 Practical 04 : 00
		AI in Workforce Management and Operational Efficiency (Contd..)					5 Theory 01 : 00 Practical 04 : 00
		AI-Driven Inventory and Resource Optimization	• Explain the process of using AI to automate stock replenishment systems • Outline the financial impact of AI-driven stock management in reducing waste and optimizing resources • Discuss the environmental benefits of using AI for sustainable inventory management		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion		7 Theory 03 : 00 Practical 04 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		AI for Strategic Decision-Making and Innovation	• Explore the key AI tools and platforms used in retail environments • Explain the process of integrating AI insights with overall business objectives • Discuss the potential of AI in fostering innovation and competitiveness across departments			Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Customer Inquiry /Lead Register, Dummy stock and inventory management system (Physical register/excel version) to demonstrate stock levels/ageing, Sample Retail Standard Operating Procedures (SOP) manual covering do's & don'ts in a store, In-store induction training manual, HR Manual, Sample contact list of key internal and external stakeholders, Attendance register / Employee Work Shift planner, Sample employee appraisal form, Sample store profit & loss statements/ ledger for maintaining accounts Sample script for team briefing, Product planogram, Posters showing various types of digital payment options such as PayTM, PayPal etc.), Sample Team Target vis-à-vis Team Performance Report sample (In hardcopy or digital form), Sample store profit & loss statements/ ledger book for maintaining accounts	6 Theory 03 : 00 Practical 03 : 00

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
9.	Employability Skills	Introduction to Employability Skills	1. Discuss the Employability Skills required for jobs in various industries. 2. List different learning and employability related GOI and private portals and their usage.	DGT/ VSQ/ N0102	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 1.5 P: 0
		Constitutional values - Citizenship	1. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen. 2. Show how to practice different environmentally sustainable practices.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 1.5 P: 0
		Becoming a Professional in the 21st Century	1. Discuss importance of relevant 21st century skills. 2. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. 3. Describe the benefits of continuous learning.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2.5 P: 0

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Basic English Skills	1. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone. 2. Read and understand text written in basic English. 3. Write a short note/paragraph / letter/e-mail using correct basic English.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 10 P: 0
		Career Development & Goal Setting	1. Create a career development plan with well-defined short- and long-term goals.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2 P: 0
		Communication Skills	1. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. 2. Explain the importance of active listening for effective communication. 3. Discuss the significance of working collaboratively with others in a team.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Diversity & Inclusion	1. Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD. 2. Discuss the significance of escalating sexual harassment issues as per POSH act.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 2.5 P: 0

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Financial and Legal Literacy	1. Outline the importance of selecting the right financial institution, product, and service. 2. Demonstrate how to carry out offline and online financial transactions, safely and securely. 3. List the common components of salary and compute income, expenditure, taxes, investments etc. 4. Discuss the legal rights, laws, and aids.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Essential Digital Skills	1. Describe the role of digital technology in today's life. 2. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0
		Essential Digital Skills (Contd..)	3. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. 4. Create sample word documents, excel sheets and presentations using basic features. 5. Utilize virtual collaboration tools to work effectively.				T: 5 P: 0

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Entrepreneurship	1. Explain the types of entrepreneurship and enterprises. 2. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. 3. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. 4. Create a sample business plan, for the selected business opportunity.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 7 P: 0
		Customer Service	1. Describe the significance of analyzing different types and needs of customers. 2. Explain the significance of identifying customer needs and responding to them in a professional manner. 3. Discuss the significance of maintaining hygiene and dressing appropriately.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 5 P: 0

S. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Getting Ready for Apprenticeship & Jobs	1. Create a professional Curriculum Vitae (CV). 2. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. 3. Discuss the significance of maintaining hygiene and confidence during an interview. 4. Perform a mock interview. 5. List the steps for searching and registering for apprenticeship opportunities.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, Duster, Audio Visual aide, Computer with Internet	T: 8 P: 0
Total (In Hours)						Theory	184
						Theory Practical On the Job Training	296
							60
						*Grand Total (in Hours)	540 hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Retail Cashier	
Job Role	Deputy Manager (Retail Store Department)
Qualification Pack	RAS/Q0106, V3.0
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.	Individual NCVET recognised assessment agencies will prepare the theory and practical question papers.
5.	The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6.	Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7.	The assessment for the theory and practical will be conducted online on a digital assessment platform with comprehensive auditable trails.
8.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
9.	To pass the Qualification Pack assessment, every trainee should score a minimum of 70% aggregate passing percentage recommended at QP Level.
10.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
11.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
RAS/N0165: Execute Operational Plan	**Execute operational plan**	**18**	**18**	-	-
	PC1. Collect, analyze, and organize resource needs with input from relevant staff and managers	4	4	-	-
	PC2. Carry out operational plans to help meet the organization's goals.	4	4	-	-
	PC3. Use key performance indicators (KPIs) to track performance.	3	3	-	-
	PC4. Handle contingencies by adjusting the plan with others' input.	4	4	-	-
	PC5. Help develop and present proposals for resources according to planning processes.	3	3	-	-
	Acquire resources	**8**	**8**	-	-
	PC6. Recruit and onboard employees following the organization's policies and procedures.	4	4	-	-
	PC7. Acquire physical resources and services according to the organization's policies and in consultation with relevant authorities.	4	4	-	-
	Monitor performance	**24**	**24**	-	-
	PC8. Monitor performance systems to track progress towards profit and productivity goals	4	4	-	-
	PC9. Use budget and financial data to assess profit and productivity performance.	4	4	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC10. Identify poor performance and take quick action to correct it according to policies	4	4	-	-
	PC11. Mentor, coach, and supervise to help individuals and teams use resources effectively and safely	4	4	-	-
	PC12. Present and get approval for changes to operational plans.	4	4	-	-
	PC13. Implement performance-related systems, procedures, and records as required by the organization	4	4	-	-
	NOS Total	**50**	**50**	-	-
RAS/N0140: Establish and satisfy customer needs	**Establish customer needs**	**20**	**20**	-	-
	PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.	5	5	-	-
	PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC3. help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.	5	5	-	-
	PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.	5	5	-	-
	Satisfy customer needs	**30**	**30**	-	-
	PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.	5	5	-	-
	PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.	5	5	-	-
	PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.	5	5	-	-
	PC8. advise the customer,where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.	5	5	-	-
	PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC10. ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.	5	5	-	-
	NOS Total	**50**	**50**	-	-
RAS/N0139: Plan visual merchandising	**Interpret design briefs for retail displays**	**22.5**	**22.5**	-	-
	PC1. identify the purpose, content and style of the display.	5	5	-	-
	PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.	5	5	-	-
	PC3. evaluate whether the place to put the display is likely to fulfil the design brief.	5	5	-	-
	PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority.	7.5	7.5	-	-
	Get hold of merchandise and props to be featured in retail displays	**27.5**	**27.5**	-	-
	PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.	5	5	-	-
	PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.	7.5	7.5	-	-
	PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC8. check the progress of deliveries and take suitable action if delays seem likely.	5	5	-	-
	PC9. update stock records to account for merchandise on display.	5	5	-	-
	NOS Total	**50**	**50**	-	-
RAS/N0166: Achieve Sales Goals	**Determine sales goals**	**21**	**21**	-	-
	PC1. Review sales goals	5	5	-	-
	PC2. Ensure sales goals are realistic and maintain customer service standards	3	3	-	-
	PC3. Assess factors affecting sales and take steps to minimize impact	4	4	-	-
	PC4. Analyze past sales to help meet current sales goals	4	4	-	-
	PC5. Develop strategies to achieve sales goals	5	5	-	-
	Create a sales environment	**16**	**16**	-	-
	PC6. Set and share team and individual sales goals	4	4	-	-
	PC7. Ensure enough resources are available to meet sales goals.	4	4	-	-
	PC8. Support the team in reaching sales goals and provide performance feedback	4	4	-	-
	PC9. Address and minimize operational issues that affect sales goals	4	4	-	-
	Evaluate sales goals	**13**	**13**	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC11. Implement corrective measures if sales goals are not met	5	5	-	-
	PC12. Report on sales goal progress and achievement in alignment with organizational procedures	4	4	-	-
	NOS Total	**50**	**50**	**-**	**-**
RAS/N0142: To provide leadership for your team	**Demonstrate leadership skills**	**50**	**50**	**-**	**-**
	PC1. set out and positively communicate the purpose and objectives of the store business to all store team members	5	5	-	-
	PC2. involve key store team members in planning how the team will achieve store business objectives	5	5	-	-
	PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead	2.5	2.5	-	-
	PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store businesss objectives	5	5	-	-
	PC5. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved	5	5	-	-
	PC6. win, through your performance, the trust and support of the team for your leadership	5	5	-	-
	PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team	5	5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC8. give team members support and advice when they need it especially if and during periods when the store business is below set goals	7.5	7.5	-	-
	PC9. motivate team members to present their own ideas and listen to what they say	5	5	-	-
	PC10. monitor activities and progress across the store team without interfering.	5	5	-	-
	NOS Total	**50**	**50**	-	-
RAS/N0151: Manage a budget	**Manage a budget**	**50**	**50**	-	-
	PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.	7.5	7.5	-	-
	PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.	5	5	-	-
	PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.	5	5	-	-
	PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store businesss objectives	5	5	-	-
	PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.	5	5	-	-
	PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.	7.5	7.5	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.	5	5	-	-
	PC7. provide ongoing information on performance against the budget to relevant people in your organisation.	5	5	-	-
	PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.	5	5	-	-
	PC9. gather information from implementation of the budget to assist in the preparation of future budgets.	5	5	-	-
	NOS Total	**50**	**50**	-	-
RAS/N0167: Utilize AI for Optimized Management of Retail Department	**Departmental Operations Management**	**16**	**16**	-	-
	PC1. Allocate staff based on AI-driven store traffic insights	3	3	-	-
	PC2. Monitor department sales performance using AI analytics	3	3	-	-
	PC3. Use AI for efficient stock management and replenishment	3	3	-	-
	PC4. Train staff on AI technologies to optimize department performance	4	4	-	-
	PC5. Align departmental goals with AI-driven business strategies	3	3	-	-
	AI-Enhanced Sales and Inventory Management	**17**	**17**	-	-
	PC6. Analyse sales trends with AI tools for better stock planning.	**4**	**4**	-	-
	PC7. Monitor real-time stock availability with AI inventory systems.	**4**	**4**	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC8. Adjust merchandising strategies based on AI-generated insights.	3	3	-	-
	PC9. Use AI-driven recommendations to enhance upselling and cross-selling	3	3	-	-
	PC10. Leverage AI for forecasting and setting dynamic pricing strategies	3	3	-	-
	PC9. gather information from implementation of the budget to assist in the preparation of future budgets.	5	5	-	-
	Customer Experience Optimization	**17**	**17**	-	-
	PC11. Utilize AI-powered chatbots for customer inquiries.	3	3	-	-
	PC12. Offer personalized product recommendations through AI tools.	3	3	-	-
	PC13. Monitor customer feedback using AI- driven insights.	4	4	-	-
	PC14. Implement AI-powered AR/VR systems for virtual product experiences.	4	4	-	-
	PC15. Handle customer data securely through AI systems, ensuring complianc	3	3	-	-
	NOS Total	**50**	**50**	-	-
DGT/VSQ/ N0102: Employ-ability Skills (60 Hours)	**Introduction to Employability Skills**	**1**	**1**	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	**1**	**1**	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	**2**	**4**	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	Basic English Skills	**2**	**3**	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	**1**	**2**	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	**2**	**2**	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	Diversity & Inclusion	**1**	**2**	-	-

Assessment outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	**2**	**3**	**-**	**-**
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	**3**	**4**	**-**	**-**
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	**2**	**3**	**-**	**-**
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	Customer Service	**1**	**2**	**-**	**-**

Assessment out-comes	Assessment Criteria for Out-comes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	**2**	**3**	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	**20**	**30**	-	-

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
Chapter 1 -	Unit 1.1 - Introduction to Retail	Common Types of retailers	12	https://www.youtube.com/watch?v=Np090VKTzt	
		Development of Retail Sector in India		https://www.youtube.com/watch?v=lmuKoz9aWGY	
		Retail 2020	5 Technologies that will change the way you shop		https://www.youtube.com/watch?v=iRvaWHk3A8k	
		Role of Retail Department Manager/ Floor Manager		https://www.youtube.com/watch?v=Wr9Y-483ONw	
Chapter 2 -	Unit 2.1 Performance Management and Strategic Execution in Retail Operations	The Management of Stock Levels	20	https://www.youtube.com/watch?v=BApH54Oyleo	
		Lead and Manage the Team for Developing Store Capability		https://www.youtube.com/watch?v=h-xD-nv0yiw	

Module No.	Unit No.	Topic Name	Page No	Link for QR Code (s)	QR code (s)
Chapter 2 -	Unit 2.1 Performance Management and Strategic Execution in Retail Operations	Gross Margin Return on Investment (GMROI)	20	https://youtu.be/7MVZyFx-RyU4?si=oOVHj3XHF0_0exiI	
		PDCA Cycle		https://youtu.be/bO3GpAjV-vD8?si=skfnlKGlE7yw9W-j	
Chapter 4 -	Unit 4.1: Planning Visual Merchandising Displays	Execute Visual Merchandising Displays as Per Standards and Guidelines	45	https://www.youtube.com/watch?v=rLEC4NlduLY	
Chapter 5 -	Unit 5.1 Sales Strategy and Performance Management	Manage Sales and Service Delivery to Increase Store Profitability	55	https://www.youtube.com/watch?v=sF6AMj3H0jg	
		Store Operations Management		https://rasci-lms.web.app/course-learn_StoreOperations-Management.html	
		Setting SMART Sales Goals		https://youtu.be/pu5ioT-F9eIM?si=L_PoOwOP874EoT-bJ	

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Chapter 5 -	Unit 5.1 Sales Strategy and Performance Management	Sales Forecasting	55	https://youtu.be/S-mJ5yY5nS-g?si=GQmJdfyYi4KucH9f	
Chapter 6 -	Unit 6.1 Demonstrate leadership skills	Store Team Management	61	https://rasci-lms.web.app/lms-learning_Sustainability-In-Retail-Opeations.html	
Chapter 7 -	Unit 7.1 Manage a budget	Manage a budget	67	https://www.youtube.com/watch?v=3KMnZ5UpqwA	
Chapter 8 -	Unit 8.1 AI in Workforce Management and Operational Efficiency	AI in Retail: Revolutionizing Customer Experience & Inventory Management	78	https://www.youtube.com/watch?v=1AEw7ED7S8g	
		AI in Retail		https://youtu.be/cQxOcSD-M6gw?si=MC4vIgvK8UiABrJ5	

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