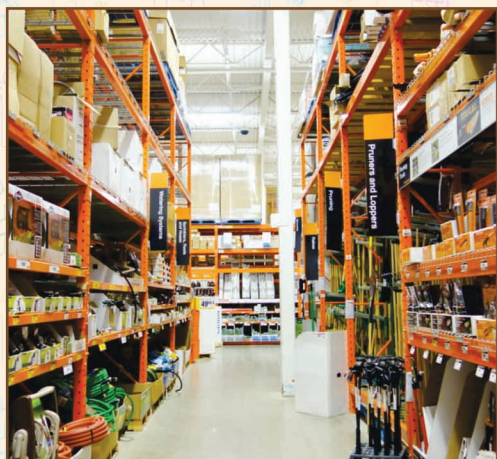


Facilitator Guide



Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Reference ID: **RAS/Q0103, Version 1.0**
NSQF: Level 3

Retail
Trainee Associate

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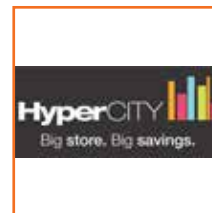
Shri Narendra Modi
Prime Minister of India

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



Acknowledgements

We thank the following organisations for endorsing the contents of this Facilitator Guide, thus contributing towards skilling based on the Qualification Pack (QP) and National Occupational Standards (NOSs).



About this Guide

This Facilitator Guide is designed to enable training for the Retail Trainee Associate Qualification Pack (QP). Each National Occupational Standard (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

The guide aims to build trainer capability to deliver training programs by:

- Enabling a trainer to create conducive climate for learning
- Creating standardization and uniformity in training content and delivery
- Providing necessary knowledge and information on the Qualification Pack-National Occupational Standards for Trainee Associate
- Providing learning/reference material comprising Facilitation Notes, Tips, What to Say, What to Do, What to Ask etc. thereby enhancing quality of training delivery

The symbols used in this book are described below

Symbols Used



Steps



Tips



Notes



Objectives



Do



Say



Ask



Explain



Elaborate



Field Visit



Practical



Example



Summary



Exercise



Team Activity



Facilitation
Notes



Learning
Outcomes



Role Play



Resources



Activity

Table of Contents

S.No.	Modules and Units	Page No.
1.	Introduction	1
	UNIT 1.1: Icebreaker	3
	UNIT 1.2: Objectives of the Program	5
	UNIT 1.3: Retail Sector in India	6
	UNIT 1.4: Job Role of a Trainee Associate	8
2.	Display of Stocks in Retail Stores (RAS/N0105)	13
	UNIT 2.1: Stock Display	15
	UNIT 2.2: Proper Setup for Retail Displays	18
	UNIT 2.3: Determining Display Requirements Using Store Procedures	23
	UNIT 2.4: Legal and Statutory Requirements for Stock Display	25
	UNIT 2.5: Importance of Labelling Materials and Equipment	28
	UNIT 2.6: Excess Material and Equipment	31
3.	Planning and Preparing Visual Merchandising Displays (RAS/N0106)	35
	UNIT 3.1: Understanding Visual Design	37
	UNIT 3.2: Finding Out the Display Needs for Framing a Design Brief	40
	UNIT 3.3: Role of Visual Display in Marketing, Sales and Promotional Campaigns	43
	UNIT 3.4: Identifying and Contacting a Visual Merchandiser	45
	UNIT 3.5: Arranging and Monitoring Merchandise Delivery and Updating Stock Records	47
	UNIT 3.6: Visual Merchandising Display	50
4.	Dressing of Visual Merchandising Displays (RAS/N0107)	55
	UNIT 4.1: Companies' Visual Design and Merchandising Policies	57
	UNIT 4.2: Creation of Focal Points within Display and their Use	63
	UNIT 4.3: Dressing Mannequins and Dressing Techniques for Different Merchandise	65
	UNIT 4.4: Creating an Atmosphere with Types, Directions, and Levels of Light	67
	UNIT 4.5: Selecting Combinations of Shape, Colour, Texture and Lighting for Visual Effects	70
	UNIT 4.6: Reporting Health and Safety Guidelines for Displays	73
5.	Dismantle and Store (RAS/N0108)	77
	UNIT 5.1: Dismantling and Protecting Retail Displays	79
	UNIT 5.2: Checking, Handling and Returning Retail Display Items	83
	UNIT 5.3: Safe Cleaning of Materials, Equipment and Display Sites	88
	UNIT 5.4: Storing Display Items Safely and Identifying Storage Space	91



UNIT 5.5: Protective Packaging, Security Measure Requirements and Labelling Display Items	94
UNIT 5.6: Record Keeping, Associated Risks and Reporting of Display Items and their Storage Place	97
6. Preparing Products for Sale (RAS/N0109)	103
UNIT 6.1: Arrangement of Products for Sale	105
UNIT 6.2: Assembling Products for Sale	108
UNIT 6.3: Handling Displayed Products	113
UNIT 6.4: Managing Damaged Products	115
7. Loyalty Scheme Promotions (RAS/NO118)	119
UNIT 7.1: Understanding Loyalty Schemes	121
UNIT 7.2: Loyalty Scheme Offers Specific to Members	124
UNIT 7.3: Responding to Customer Queries and Concerns about the Loyalty Scheme	127
UNIT 7.4: Preparing Customers to Register for a Loyalty Scheme	130
UNIT 7.5: Proof of Membership	133
8. Store Security (RAS/N0119)	137
UNIT 8.1: Importance of Workplace Security	139
UNIT 8.2: Various Types of Security Risks	141
UNIT 8.3: Identifying and Preventing Security Risks	143
UNIT 8.4: Noticing and Reporting Security Risks	146
UNIT 8.5: Barriers in Identifying Security Risks	148
UNIT 8.6: Reporting of Security Risks	151
UNIT 8.7: Reasons Why Only Authorised Personnel should Take Responsibility of Security Risks	153
UNIT 8.8: Key Security Solutions	155
9. Health and Safety at Workplace (RAS/N0121)	159
UNIT 9.1: Health, Safety and Security Plans and Procedures	161
UNIT 9.2: Reporting Health and Safety Concerns	165
UNIT 9.3: Company Policies towards Health and Safety	168
UNIT 9.4: First Aid and Emergency Medical Plan	170
UNIT 9.5: Following Up the Emergency and Evacuation Plan	172
UNIT 9.6: Creating Better Work Environment	176
10. Store Cleanliness and Hygiene (RAS/N0123)	181
UNIT 10.1: Organisational Standards for Clean Work Areas	183
UNIT 10.2: Significance of Maintaining a Waste and Litter-Free Workplace	185
UNIT 10.3: Methods of Discarding Waste and Litter	187
UNIT 10.4: Health and Safety Risks Associated with Spillage	189
UNIT 10.5: Regular and Thorough Clean-up of Spillage	191



UNIT 10.6: Techniques of Reducing Spillage Risks	193
UNIT 10.7: Cleaning Equipment and Materials	195
UNIT 10.8: Storing Cleaning Equipment after Usage	199
UNIT 10.9: Cleaning a Store without Unsettling Customers	201
UNIT 10.10: Effective Cleaning Practices and Techniques	201
11. Providing Information and Advice to Customers (RAS/N0124)	205
UNIT 11.1: Information on Products and Services	207
UNIT 11.2: Acknowledging Customer Loyalty and Confidence	210
UNIT 11.3: Handling Angry Customers	212
UNIT 11.4: Maintaining Customer Loyalty while Dealing with Complaints	215
UNIT 11.5: Customer and Trader Rights	216
12. Positive Presentation of Yourself (RAS/N0130)	219
UNIT 12.1: Defining an Organisation	221
UNIT 12.2: Understanding Basic Etiquette	223
UNIT 12.3: Dealing with Customer	226
UNIT 12.4: Responding to Customer	228
UNIT 12.5: Assisting the Customer in Difficult Times	233
13. Work Effectively in a Retail Team (RAS/N0137)	213
UNIT 13.1: Effective Teamwork	239
UNIT 13.2: Sharing Information and Making Commitments with Colleagues	241
UNIT 13.3: Resolving Conflicts with Colleagues	247
14. Employability & Entrepreneurship Skills	251
UNIT 14.1: Personal Strengths & Value Systems	254
UNIT 14.2: Digital Literacy: A Recap	285
UNIT 14.3: Money Matters	295
UNIT 14.4: Preparing for Employment & Self Employment	313
UNIT 14.5: Understanding Entrepreneurship	329
UNIT 14.6: Preparing to be an Entrepreneur	353
15. Annexures	371
Annexure I	372
Annexure II	394





1. Introduction

Unit 1.1 - Icebreaker

Unit 1.2 - Objectives of the Program

Unit 1.3 - Retail Sector in India

Unit 1.4 - Job Role of a Retail Trainee Associate



Key Learning Outcomes

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

1. Build rapport with fellow students of the program
2. List the objectives of this program
3. Understand the retail sector in India
4. Describe who is a Retail Trainee Associate
5. Explain the roles and responsibilities of a Retail Trainee Associate
6. Identify the skills and personal attributes required for performing the job role of a Retail Trainee Associate

UNIT 1.1: Icebreaker

Unit Objectives

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

1. Introduce each other
2. Build a rapport with the fellow students and trainer
3. Know the name and additional information about the fellow students

Say

- My name is _____ and I will be your trainer for this session.
- Thank you all for your participation.
- Please take your respective seats.

Notes for Facilitation

Add more details when introducing yourself, such as your experience, your native place, your education, your hobbies etc.

Resources to be Used

- Paper slips
- An empty box

Activity

1. Before the class could assemble, write sentence starters on paper slips. Use the following sentences and create your own, as required:
 - Although most people don't find...
 - I am...
 - I have never...
 - I love it when...
 - I love to...
 - I think I have the best...
 - I would never...
 - My idea of beauty is...
 - The best thing I ever did as a child is...
 - The best way for me to relax is...
 - The best way to save...
 - The biggest and best...
 - The funniest thing that ever happened to me was...

- The lowest...
 - The most important decision I ever made in my life was...
 - The most unbelievable thing...
 - The thing that makes me laugh is...
 - There is nothing I enjoy more than...
 - I find it funny when...
 - My biggest achievement in life is...
2. Make sure that there is at least one slip for each student. You can repeat the starter statements if required.
 3. Fold all slips and put them in an empty box.
 4. Have each student pull a slip from the box.
 5. Ask each student to start their introduction with the starter statement they have received.
 6. Give an example if required.
 7. Ask them to provide several additional sentences of information that coincides with their sentence starter.
 8. Following the sentence starter, ask them to introduce themselves, including their name, experience and origin.

Notes for Facilitation

- Optionally, ask the students to sit in a circle and pull slips.
- Encourage shy students to provide information about themselves by prompting them with questions related to the starter statement.

Say

- Thank you for your participation and I appreciate your efforts.
- Now that we all know each other, let's move on to knowing the objective of this module.
- I would request you all to participate and ask questions whenever you are in doubt.
- Let's make this session as interactive as we can.
- I encourage you to gain maximum from this program.

Notes for Facilitation

Start the session only when the entire class is settled down.

Notes

UNIT 1.2: Objectives of the Program

Program Objectives

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

1. Understand the role of a Trainee Associate in the retail sector
2. Explain how to display materials in retail stores
3. Describe how to plan and prepare visual merchandising displays
4. Elaborate on how to dress visual merchandising displays
5. Explain the procedures to dismantle retail displays
6. Describe products for sale
7. Interpret loyalty scheme promotions
8. Comprehend the concepts of store security
9. Discuss the concepts of health and safety at workplace
10. Interpret how to maintain store cleanliness and hygiene
11. Discuss the concepts of effective customer service
12. Describe how to present yourself positively
13. Comprehend how to work effectively in a retail team

Notes for Facilitation

- Ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.
- Start with a positive and happy note.

Notes

UNIT 1.3: Retail Sector in India

Unit Objectives

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

1. Understand the meaning of Retail
2. Understand the essence of Retailing

1.3.1. What is Retail?

Ask

- Ask the students what they know about the term 'Retail'.
- Ask the students what they know about the retail sector in India.

Notes for Facilitation

- Ask the aforementioned questions randomly to 3-4 students in the class.
- Once the students are finished talking about their pre-knowledge, reiterate the points.
- Explain the term 'Retail'.
- Provide an example of a mobile store explaining the concept.

Say

- The word 'Retail' refers to the process of selling goods or services directly to customers.
- Products can be sold through multiple channels, like malls, departmental stores and e-commerce sites.
- For example, a mobile store selling the handset is the retailer and the commodity being sold is the product.
- Retailers purchase goods in bulk quantities (large numbers) and sell to end-users, who are the customers.



Fig. 1.1 Retail Outlet

1.3.2. What do the Retailers do?

Ask

- Ask the students if they know what retailers do.

Notes for Facilitation

- List the responses from students on the whiteboard.
- Try to categorise the valid responses into categories.
- Explain the various activities performed by retailers.

Say

Activities performed by retailers are:

- Buying
- Breaking down bulk stock
- Maintaining stock
- Promoting products
- Transporting and advertising



Fig. 1.2 Stock of Goods Under One Roof

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the meaning of Retail.
- Summarise the essence of Retailing.

UNIT 1.4: Job Role of a Retail Trainee Associate

Unit Objectives

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

1. Understand who is a Trainee Associate
2. Understand the job role of a Trainee Associate
3. Explain the skills and physical attributes of a Trainee Associate

Do

- On the basis of experience, ask 1-2 students to explain the job role of a Trainee Associate in a retail store.
- If someone is experienced in the field, ask him/her to explain what has been their role so far.

1.4.1. Who is a Retail Trainee Associate?

Do

- Elaborate on students' responses to explain who is a Trainee Associate.

Say

- A Trainee Associate is an individual who interacts with customers at the store to understand their needs and to provide them with relevant service and information.
- Trainee Associates are responsible for product display, store maintenance and store sales.



Fig. 1.3 Trainee Associate

1.4.2. What is the Job Role of a Retail Trainee Associate?

Do 

- Elaborate on students' responses to explain the job role of a Trainee Associate.

Say 

- Trainee Associates interact with customers to understand their needs and service them by effecting sales of relevant products.
- These individuals need to be physically fit and energetic to be able to work for long hours while ensuring great customer service.
- They would also need good interpersonal and listening skills.

1.4.3. Skills and Physical Attributes of a Retail Trainee Associate

Do 

- Ask the students to recall the characteristics of an associate when they walk in a store.

Notes for Facilitation 

- List the responses on the whiteboard.
- On the basis of response, explain the physical characteristics of a Trainee Associate.

Say 

- As a Trainee Associate, you would be required to walk around the store to display products, move around merchandise and interact with potential customers.
- You should be able to handle and reach out for products that customers wish to see or buy.
- A good Trainee Associate should have appropriate listening and communication skills to be able to handle customer queries confidently to solve them efficiently.



Fig. 1.4 Trainee Associate Walking Around the Store

Tips 

Provide the following tips describing the key job roles of a Trainee Associate:

- To keep the store secure.
- To maintain health and safety.
- To keep the store clean and hygienic.
- To display stock to promote sales.
- To prepare products for sale.
- To plan and prepare visual merchandising displays.
- To dress up visual merchandising displays.
- To dismantle and store visual merchandising displays.
- To provide information and advice to customers.
- To promote loyalty schemes to customers.
- To create a positive image of self as well as the organisation in the customer’s mind.
- To work effectively with the team.

Notes for Facilitation 

- Ask the students to refer to their participant guides for Unit 1 exercise and ask them to complete it.
- Assist students in completing their exercise questions, as required.
- Ask them if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

Summarise 

- Summarise who is a Trainee Associate.
- Summarise the job role of a Trainee Associate.
- Summarise the skills and physical attributes of a Trainee Associate

Notes 

Notes 

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2. Display of Stocks in Retail Stores

Unit 2.1 - Stock Display

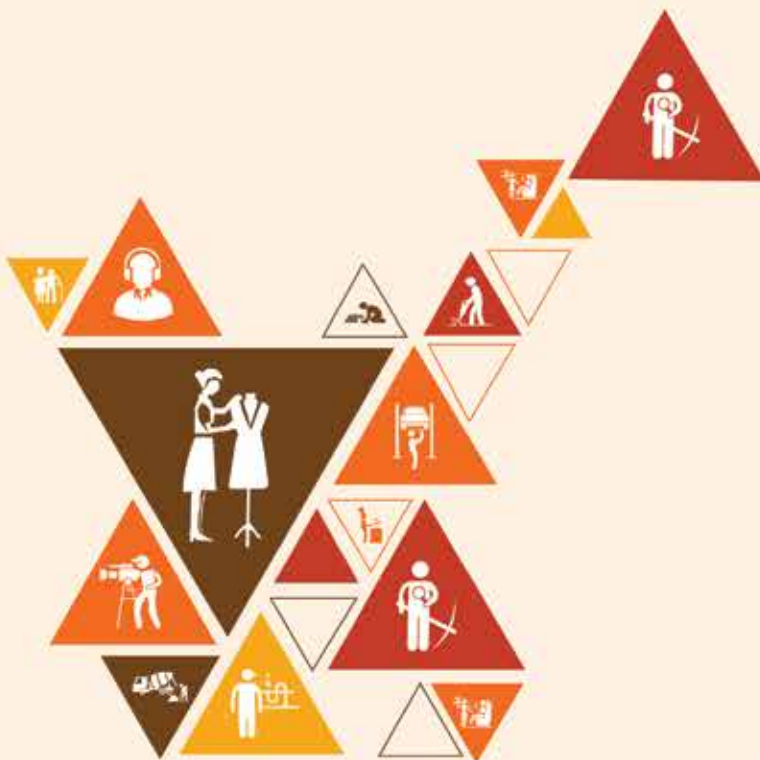
Unit 2.2 - Proper Set Up for Retail Displays

Unit 2.3 - Determining Display Requirements Using Store Procedures

Unit 2.4 - Legal and Statutory Requirements for Stock Display

Unit 2.5 - Importance of Labelling Materials and Equipment

Unit 2.6 - Excess Material and Equipment



Key Learning Outcomes

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

1. Understand proper set up for stock for display
2. Understand requirements for stock display in alignment with the store procedures
3. Identify the legal and statutory requirements for stock display.
4. Understand the importance of labelling materials and equipment.
5. List the requirements for labelling stock.
6. Recognise and check if information on the label is clear, accurate and legal before starting to label stock.
7. Promptly report about a label information that may need a change.
8. Illustrate and attach the right labels to the right products.
9. Examine the positioned labels so that they are securely fastened and clearly visible to customers.
10. Demonstrate complete labelling within the time allotted.

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 2.1: Stock Display

Unit Objectives

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

1. Define stock display
2. Understand importance of good stock display in retail stores
3. Identify various effective display techniques for retail stores
4. Understand the factors that determine display requirements

2.1.1. Introduction to Stock Display

Ask

Ask the students to recall the features of a stock display in a retail store they have visited.

Do

Randomly ask 2-3 students to share their experiences of how those stock displays attracted them into the stores.

Ask

Ask the students if they can think from a retailer's perspective on how stock displays are important to them.

Notes for Facilitation

- Pick the keywords from students' responses and write them on a flip chart.
- Mention the importance of stock displays for retailers.
- Provide examples of stock displays of McDonald's and Subway.
- Explain how stock display can vary from one retail store to another.

Say

- Stock display is important for retailers as it helps them to:
 - o Attract customer attention
 - o Create customer interest
 - o Generate curiosity among potential buyers
 - o Exhibit key product features
 - o Provide product-related information

- For example, you can easily recognise any McDonald’s or Subway outlet in any area of a town or city all over the world. This is because the store design and display of stock remains similar in all outlets everywhere.



Fig. 2.1 A McDonald’s Outlet

- A large superstore chain usually has a well-defined process and pattern of displaying stock, while there is no such strategy followed in a small kirana store.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to visit a retail store of their choice in their area and examine the way stocks have been displayed.
- Ask the students to discuss in their teams and decide how those stock displays are effective in helping them to attract customers.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Initiate a discussion, as required.

Skill Practice	Time	Resources
Analysing Stock Displays	1 hour	Pencil and paper

Notes for Facilitation

Ask students to refer to their Participant Handbook for images showing the techniques of effective displaying.

Tips

Provide tips on giving people to come to the store:

- Use unique and attractive display.
- Give online coupons for in-store.

UNIT 2.2: Proper Setup for Retail Displays

Unit Objectives

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

1. Distinguish how organised displays are better than unorganised displays
2. Analyse the theme or look of a retail store
3. Distinguish between permanent and movable displays
4. Recognise importance of keeping displays fresh
5. Identify store layout strategies

2.2.1. Different Retail Display Setups

Explain

Explain the importance of retail display setups.

Say

It is important that:

- All stocks must be presented in a pleasant and orderly manner.
- Products must be easily accessible to customers.
- All product features should be clearly visible.

2.2.2. The Theme or “Look”

Field Visit

- Conduct a field visit to a nearby shopping mall.
- Divide students into teams of 3-4 team each and assign each team a store to study.
- Ask students to examine the display theme of the assigned store.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries.

Say

- You can see themes in various styles, that is, from fanciful to formal, with anything in between. It is mainly determined by the customers whom you are trying to persuade and the goods which are being sold.
- Lighting is one of the major ingredients of any outlet’s ambience.

2.2.3. Permanent vs. Movable Displays

Do 

Elaborate on students' findings from the last field visit and explain permanent and movable displays by giving examples.

Say 

- Keeping movable fixtures at a store helps in removing the boredom and thus, maintains flexibility.
- The outlets selling gifts, decorative items, furniture, etc., attract customers by their ambience. If you are selling garden tools, paint or hardware, permanent display racks work just fine.
- For example, if products are sold for indoor use then furniture can be used for a good portion of the displays.

2.2.4. Keeping Displays Fresh

Do 

Ask students if they buy from a store if the products look stale and boring.

Notes for Facilitation 

Since most of the responses would be 'no', explain the importance of keeping displays fresh.

Say 

- To attract your customers, you have to implement new ideas as per the needs.
- Old products may be moved to a new spot, which will, at times, make the customers think that it is a new arrival and thus, pay more attention to it.
- Most of the customers may come and ask, "What new items have arrived since my last visit?"

2.2.5. Store Layout Strategies

Explain 

Explain the importance of store layout strategies by giving examples.

Say 

- It is quite boring to go to an outlet where all products are displayed against the outer walls.
- Display strategies try to make sure that those items which are breakable are not placed on a surface which is unsteady, where the customers can bump into them.

Example

- In case of a kitchen theme, the outlet must be decorated and displayed with the items, such as edible things, cookbooks, spice trivets and magnets.
- In case of jewellery, adult clothing and children's toys and clothes, the outlet must be decorated and displayed with a compatible theme.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to visit a retail store of their choice and examine how important proper displays are for the sales to increase.
- Ask the students to discuss in their teams and come up with at least 5 pointers explaining the importance of displays.
- Tell them that the team that will answer all the tasks correctly will be the winner.
- Tell them to choose a representative from their team and say their answers out loud in the class one at a time.
- Make the class applaud the winning team with a clap.

Skill Practice	Time	Resources
Importance of Displays	1 Hour	Pencil and paper

2.2.6. Window Displays**Do**

Elaborate on students' findings if any team has mentioned window displays in the last activity.

Say

- Make your window displays more interesting in order to encourage your customers to come to the outlets and see what new you have for them.
- Attractive and eye-catching window displays can boost up the store traffic.
- Store size plays a major role while setting up retail display.
- As a trainee associate in a retail store, one of your responsibilities would be to identify shortcomings in product displays and report them to the concerned authority.



Fig. 2.2 Limited Display Area

Resources to be Used

Computers and Internet.

Activity

- Ask the students to think and list things they would consider when setting up and dismantling displays in a retail.
- Ask them to do an online search if required.
- After 10 minutes, ask 2-3 students randomly to share their lists.
- Assist and correct them, as required.
- Ask the rest of the class if they have any different items in the list.

Tips

Provide the following tips:

- If you are rolling out a range of display items across a chain of retail stores, discuss the best ways to keep, distribute and install them.
- Properly organised and segregated displays make it easier for customers to view and pick up products.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise how organised displays are better than unorganised displays.
- Summarise the theme or look of a retail store.

- Summarise the difference between permanent and movable displays.
- Summarise the importance of keeping displays fresh.
- Summarise store layout strategies.

Notes



A large rectangular area containing numerous horizontal lines for writing notes.

UNIT 2.3: Determining Display Requirements Using Store Procedures

Unit Objectives

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

1. Recognise store procedures that can allow retailers to determine their display requirements
2. Explain the steps to prepare stock displays
3. List elements of effective visual merchandising

2.3.1. What are the Store Procedures for Display?

Explain

Explain store procedures that can allow retailers to determine their display requirements :

Locate appropriate display area in the store and modify it as per the stock that needs to be displayed.

Gather materials and equipment to be displayed.

Strictly follow measures like safety and cleanliness.

Ascertain all statutory and legal requirements for displaying stock.

Determine stock quantity that can be displayed easily without creating a messed up look.

Evaluate the area needed for displaying.

Example

Kumar works as a Trainee Associate at a retail store. His store manager instructs him to prepare, clean and clear stock display area in accordance with the company's set procedures. Kumar achieves the desired task through the following activities:

- Clearly identifying stock to be displayed.
- Locating the area where stock would be displayed.
- Formulating design and arrangement of display.
- Determining size of the display.
- Determining time period for the display.

Once the display area is prepared, the next step is to collect all items and equipment to be displayed. Whenever an item or equipment is collected from the storeroom, the designated sales associate must make an entry of the type and quantity of material collected in the storeroom register.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to collect all relevant materials and equipment that would be required for display in a retail store.
- If required, ask them to bring rack display in the classroom.

Skill Practice	Time	Resources
Importance of Displays	1 Hour	Pencil and paper

Tips

Some elements of effective visual merchandising that should be considered by every retailer are:

- Balance
- Object size
- Colour
- Focal point
- Lighting
- Simplicity

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise store procedures that can allow retailers to determine their display requirements.
- Summarise the steps to prepare stock displays.
- Summarise the elements of effective visual merchandising.

Notes

UNIT 2.4: Legal and Statutory Requirements for Stock Display

Unit Objectives

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

1. Define list of stock requirements
2. Analyse stock and custom point-of-purchase display options
3. Explain legal and statutory requirements for stock display
4. Identify components of successful small retail businesses

2.4.1. Stock Requirements List

Ask

Ask students if they know about stock requirements list.

Say

- Stock requirements list, unlike MRP list, is a dynamic report giving up-to-date information about new material requirements, such as Planned Independent Requirements (PIRs), Issue Stock Transfer order, Sales orders and so on.
- A stock requirements list is the most up-to-date report of the given material/materials.
- Whenever there is a receipt or issue added to the material, the same is updated in stock requirements list on a real-time basis.

2.4.2. Evaluating Stock vs. Custom Point-of-Purchase Display Options

Explain

Explain evaluating stock vs. custom point-of-purchase display options:

- Immediate availability
- No minimums
- No deposit required
- Customisable

Example

The law for stock displays in India states that :

- Labelling for packaged food items must clearly mention their nutritive value and expiry dates.
- Maximum Retail Price (MRP) for every item must be printed clearly on the packaging.
- Labelling should indicate clearly whether the packaged food item is vegetarian or non-vegetarian.

- Display for tobacco-containing products must carry a statutory health warning. The warning should also clearly indicate the no-sale policy of such products to minors.
Failure to abide by these legal and statutory regulations can invite strict punishments and penalties for retail store operators.



Fig. 2.3 Declaration Indicating that Sale of Tobacco Products to Minors is Illegal

Resources to be Used

Retail products like biscuit packets, juice packets, oil packets, curd packets etc.

Activity

- Ask the students to collect 2-3 retail products and examine their packaging.
- Ask them to notice details on packaging such as MRP, nutritional value, warning (if any) etc.
- After 10 minutes, ask 2-3 students randomly to share their lists.
- Assist and help them to explain the meaning of any detail, as required.
- Ask the rest of the class if they have any different items in the list.

Skill Practice	Time	Resources
Evaluating Stock vs. Custom Point-of-Purchase Display Options	2 hours	Retail Products, Pencil and paper

Tips

Provide the following tips on components of a successful small retail business:

- The stock room
- Receiving and counting system
- The Point of Sales (POS) system

UNIT 2.5: Importance of Labelling Materials and Equipment

Unit Objectives

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

1. Understand the importance of labelling materials and equipment
2. Identify different retail labelling solutions
3. List guidelines for product labelling
4. Justify use of labelling systems in retail environment

2.5.1. Importance of Labelling Equipment

Ask

Ask the students if they have observed products labels.

Notes for Facilitation

- Explain the importance of labelling products.
- Mention the techniques of labelling.

Say

- The importance of labelling is that it provides proper description of products in a retail store.
- Barcoding and radio-frequency identification (RFID) are some modern labelling technologies used in retail stores nowadays.
- Labelling fulfils several critical functions regarding product information, utility, ingredients, as well as legal and statutory requirements.

Resources to be Used

A retail product like a packet of chips.

Practical

- Show a retail product.
- Explain the product label with the description of the product.

2.5.2. Retail Labelling Solutions

Ask

Ask the students the different types of tags they have observed while visiting retail stores.

Notes for Facilitation

Note down the key responses on the flipchart and try to categorise them.

Say

- Retail Labelling Solutions used by most of the retailers are given below:
 - Product labels
 - Hang tags
 - Expiration date marking
- It is the duty of a Trainee Associate to report any inaccuracy or misgivings on the product label to the concerned authority, with valid reasons for the same. These reasons could include printing errors, or misguiding, insufficient or illegal information related to the product.

Role Play

- Ask two students to come forward for a role play on reporting any inaccuracy or misgivings on the product label.
- Ask one of the students to play the role of a trainee associate in an affluent, multi-brand electronics store. He/she needs to report to his/her supervisor about a recently launched range of microwave ovens in their store.
- Ask the other student to play the role of the supervisor.
- Ask them to mimic the situation.
- Tell that the trainee associate needs to play wisely in such situations.
- Provide feedback at the end of the role play on what could have been better.
- If the time allows, conduct the same role play with another pair of students.

Tips

Provide the following tips on the labelling system:

- Labelling systems offer labelling equipment ranging from manual label dispensers to fully automatic integrated systems.
- Labelling systems are constantly improving labelling technology in the retail environment.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the importance of labelling materials and equipment.
- Summarise different retail labelling solutions.

- Summarise guidelines for product labelling.
- Summarise the use of labelling systems in retail environment.

Notes



A large rectangular area with horizontal lines for taking notes.

UNIT 2.6: Excess Material and Equipment

Unit Objectives

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

1. Discuss ways of disposing excess material and equipment
2. Explain how to store surplus inventory
3. Discuss ways to design more effective store displays

2.6.1. Ways of Disposing Excess Equipment

Do

Explain the importance of disposing off surplus materials and equipment.

Example

While organising displays in a shoe store, staff members display shoe models on racks while their boxes are immediately cleared away. Shoes are cleaned properly before being put out for display. In addition, unwanted or older models are restored safely in the storeroom.



Fig. 2.4 Disposing Excess Materials

Resources to be Used

Participant handbook and pencil.

Exercise

1. Ask the students to refer to their participant handbooks for the activity of unit 2.6 and sub unit 2.6.1 of module 2.
2. Ask them to look at the pictures and tick the picture that represents stock display.

Notes



A large rectangular area with a thin orange border, containing 30 horizontal lines for writing notes.





3. Planning and Preparing Visual Merchandising Displays

Unit 3.1 - Understanding Visual Design

Unit 3.2 - Finding Out the Display Needs for Framing a Design Brief

Unit 3.3 - Role of Visual Display in Marketing, Sales and Promotional Campaigns

Unit 3.4 - Identifying and Contacting a Visual Merchandiser

Unit 3.5 - Arranging and Monitoring Merchandise Delivery and Updating Stock Records

Unit 3.6 - Visual Merchandising Display



Key Learning Outcomes

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

1. Understand the importance of visual merchandising
2. Identify company policies pertaining to visual designs
3. Explain display needs that lead to a store design
4. Identify prospective places for display
5. List various elements of display
6. State how to monitor merchandise delivery
7. Explain the approaches to design displays for merchandise
8. Discuss promotional campaigns
9. Describe the elements of display

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 3.1: Understanding Visual Design

Unit Objectives

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

1. Explain visual design
2. Explain visual design policies for retail stores
3. Define visual design brief
4. List basic elements of visual design

3.1.1. About Visual Design

Ask

Ask the students what they know about visual design from their experience of visiting retail stores.

Say

- Visual design lays emphasis on the site aesthetics along with materials associated with it by implementing and applying fonts, colours, images and elements.
- An effective visual design Improves the visual appeal of the store by displaying the products in an attractive manner, thereby creating customer interest and building their trust in the brand.

3.1.2. Visual Design Policies

Say

Retail stores follow a specific visual design policy, which enlists various procedures and protocols to be followed for displaying products in the store.

Do

Ask the students to refer to section 3.1.2 in the Participant Handbooks for a table explaining a number of aspects that should be considered while framing a visual design policy.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask students to devise a suitable visual display policy related to selection of products, so that

items can be displayed attractively.

- Provide the following tips that should be considered:
 - » Clear estimation of customer needs
 - » Trends related to product demand in the market.
 - » Selection of products to display based on existing customer demands.
 - » Deciding suitable product size.
- Ask the students to discuss in their teams and come up with a visual display policy and use Internet if required.
- Tell them that the team with the best policy will be the winner.
- Tell them to choose a representative from their team and explain their findings out loud in the class one at a time.
- Make the class applaud the winning team with a clap.

Skill Practice	Time	Resources
Devising a Visual Display Policy	30 mins	Pencil and paper

3.1.3. Visual Design Brief

Explain



Explain the following information of a visual design brief:

- Pattern of Displaying Products
- Display Budget
- Specific Expectations and Objectives of the Store
- Type of Graphics Required
- Target Audience

Tips



Provide the following tips about the visual display:

- Make a focal point on the window display so as to view the items easily.
- Then, synchronise every component of the display in order to keep neatness as well as to direct the viewer eyes to every component of display.

3.1.4. Basic Elements of Visual Design

Elaborate



Based on the previous discussions, elaborate on the following elements of visual design:

- Shapes
- Lines

- Texture
- Colour palette combinations and choices
- Form
- Typography

Tips 

Provide the following tips about the visual display:

- The design principles include novelty, variety, harmony, unity, balance, proportion, emphasis, contrast, rhythm and pattern.
- The means of successful visuals in a retail environment are design elements and principles.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the meaning of visual design.
- Summarise visual design policies for retail stores.
- Summarise the concepts of visual design debrief.
- Summarise the list of basic elements of visual design.

Notes 

UNIT 3.2: Finding Out the Display Needs for Framing a Design Brief

Unit Objectives

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

1. Explain the basis of a design brief
2. Analyse how to maintain visual appeal of the store
3. Discuss principles of creating a visual design
4. Prepare design brief to identify stock to be displayed

3.2.1. Framing a Design

Ask

Ask the students what factors they will consider before preparing a visual design brief.

Notes for Facilitation

- If required, initiate a discussion on this topic.
- Note the key discussion points on a flipchart and then introduce the factors to be considered in this regard.

Explain

- Explain the following factors:

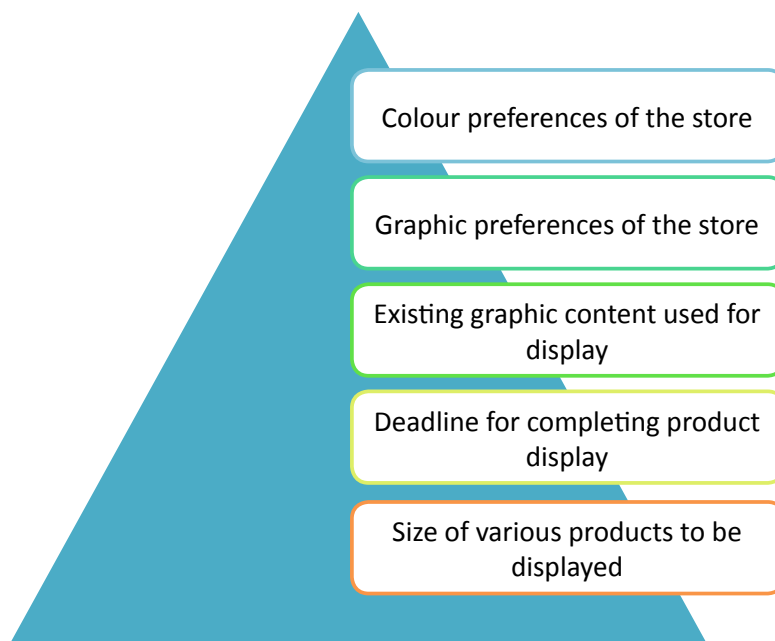


Fig. 3.1 Factors to be considered while framing design

Tips

Provide the following tips about the visual display:

- Additional budget is assigned in order to develop the externals and facades of the store appearance, as such things will be firstly noticed by the street people.
- The attractive appearance of the store is maintained by using landscapes, banners, entrance, awnings, marquees and signage.
- Unique mouldings and carvings or significant colours which signify the business are used in order to easily identify once store among other different ones.

3.2.2: Principles for Creating a Visual Design

Say

The following points must be kept in mind while figuring out on how to use the basic elements we just discussed:

- Alignment
- Contrast
- Repetition
- Balance
- Proximity

Team Activity

- Conduct a skill practice team activity.
- Divide the students in same teams as in the last activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask students to devise a visual design brief that would enable them to correctly identify stock to be displayed in a retail store.
- Provide the following tips that should be considered:
 - » Name of the store/organisation.
 - » Functions of the store/organisation.
 - » Specific goals or objectives of the store/organisation.
 - » Major competitors of the store/organisation.
 - » Preferred display colour of the store/organisation.
 - » Target customers of the store/organisation.
 - » Size of stock to be displayed.
 - » Approved budget for product display.
 - » Any other demands/requirements.
- Ask the students to discuss in their teams and come up with a visual design debrief and use Internet if required.

- Tell them that the team with the best debrief will be the winner.
- Tell them to choose a representative from their team and explain their findings out loud in the class one at a time.
- Make the class applaud the winning team with a clap.

Skill Practice	Time	Resources
Devising a Visual Design Debrief	30 mins	Pencil and paper

Tips 

Provide the following tip about the visual design debrief:

Smaller shelves help in providing sufficient space for the eyes of buyers to look at products closely inside the outlet, if the distance between the ceiling and floor is less than ten feet.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the basis of a design debrief.
- Summarise how to maintain visual appeal of the store.
- Summarise the principles of creating a visual design.
- Summarise design brief to identify stock to be displayed.

Notes 

UNIT 3.3: Role of Visual Display in Marketing, Sales and Promotional Campaigns

Unit Objectives

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

1. Demonstrate the role of visual display in marketing
2. Explain about visual display promotional campaigns
3. Recognise what influences customers' behaviour
4. List visual elements that create a good impression on shoppers

3.3.1. Role of Visual Display

Ask

Ask students what attract them the most to purchase something when they visit a retail store in a shopping mall.

Notes for Facilitation

Explain that it is the visual display that draws attention of potential customers, influences you to make an impulse purchase and encourage repeat purchases.



Fig. 3.2 Drawing Attention of Potential Customers

Tips

Provide the following tips:

- One of the best ways to create the best impression on your customers is by adding light music, little classic aroma along with some dramatic and attractive lighting in your outlet. Here you can add design value which is implemented by the design team.
- Also, it is essential to match your target market's culture along with your type of ambiance with current lifestyle.

3.3.2. Promotional Campaigns

Notes for Facilitation

Explain the importance of promotional campaigns.

Say

- Your business is successful when people buy more from you, when customers make purchases frequently or in greater volume, or when increased business happens during the non- peak hours and in off seasons.
- By creating timely sales promotion, which is relevant to the target customers, you will be able to reward the right actions, get them to respond, and grow your business in the process.

Field Visit

- Conduct a field visit to a nearby and big retail store, preferably in a shopping mall.
- Ask students to observe its displays and promotional strategies to attract customers.
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the role of visual display in marketing.
- Summarise the visual display promotional campaigns.
- Summarise what influences customers' behaviour.
- Summarise visual elements that create a good impression on shoppers.

Notes

UNIT 3.4: Identifying and Contacting a Visual Merchandiser

Unit Objectives

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

1. Discuss the role of a visual merchandiser
2. Evaluate overall colour schemes of merchandising

3.4.1. Visual Merchandiser

Ask

Ask the students if they know who a visual merchandiser is.

Notes for Facilitation

- If required, initiate a discussion on these topics.
- Note the key discussion points on a flipchart and then introduce the term.

Explain

- Elaborate on the definition of a visual merchandiser:
 - » A visual merchandiser is responsible for entire planning and organising of the display of items in a retail store. His/her objective is to enhance visual display of the store for marketing and promotional purposes.
- Elaborate on the following factors can help retailers to identify the right candidate for the role:
 - » Targeted audience of the store
 - » Service quality of the merchandiser
 - » Techniques used by merchandiser in past roles
 - » The merchandiser's overall experience and reputation
 - » Cost associated with employing the merchandiser

Example

Assume you own a retail store and are seeking an efficient visual merchandiser who can display products attractively in your store. First, you research and select a few candidates with suitable backgrounds and then shortlist the ones who seem to fit your budget. Next, you evaluate shortlisted candidates on the basis of their service quality and techniques used. At the end, you analyse their overall experience and reputation, and arrive at the final decision.

Resources to be Used

Participant handbook and pencil

Exercise

1. Ask the students to refer to their participant handbooks for the activity of unit 3.4 and sub unit 3.4.1 of module 3.
2. Ask them to look at the pictures and tick the pictures that represent activities necessary for visual merchandising planning.

Tips

Provide the following tips:

- Variation is one of the ways to support your store theme as it helps in removing monotony in decoration and display.
- Every year you may use the similar kind of theme. However, it is advisable to avoid similar kind of style and display.
- It is important for you to create a newer and more attractive look to generate the viewer's interest.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the role of a visual merchandiser.
- Summarise overall colour schemes of merchandising.

Notes

UNIT 3.5: Arranging and Monitoring Merchandise Delivery and Updating Stock Records

Unit Objectives

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

1. Manage merchandise delivery
2. Explain how to arrange and receive merchandise delivery
3. Discuss ways to monitor progress of merchandise delivery
4. List advantages of updating stock records

3.5.1: Merchandise Delivery

Explain

Explain the following aspects to ensure effective arrangement as well as monitoring of merchandise delivery:

- Appropriate packaging
- Proper labelling
- Proper documentation
- Insuring merchandise
- Tracking delivery

Field Visit

- Conduct a field visit to a nearby and big retail store, preferably in a shopping mall.
- Ask students to interview the retailers to know how they arrange and receive merchandise delivery.
- Ask them to observe the arrangement and receipt of merchandise delivery prior to displaying products in the retail store.
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Elaborate

Elaborate on reports to mention that:

Every retailer must maintain proper legal documents to ensure efficient preparation and receipt of merchandise delivery before displaying items in the store. The retailer must efficiently track the merchandise while in transit and ensure that it is received as per set guidelines. While receiving the merchandise, employees must check product packing and labelling thoroughly, inspect received merchandise for possible damage or defects, and make arrangements for the safe storage of the merchandise in a warehouse.

Role Play

- Ask two students to come forward for a role play to monitor the progress of merchandise delivery.
- Ask one of the students to play the role of a store manager at a retail store recently placed an order for merchandise a supplier.
- Ask the other student to play the role of the supplier who receives a call from the manager to check the progress of delivery.
- Ask them to mimic the situation.
- Provide feedback at the end of the role play on what could have been better.
- If the time allows, conduct the same role play with another pair of students.

3.5.2. Updating Stock Records

Say

Keeping stock records updated is very important for a retail organisation as it helps to:

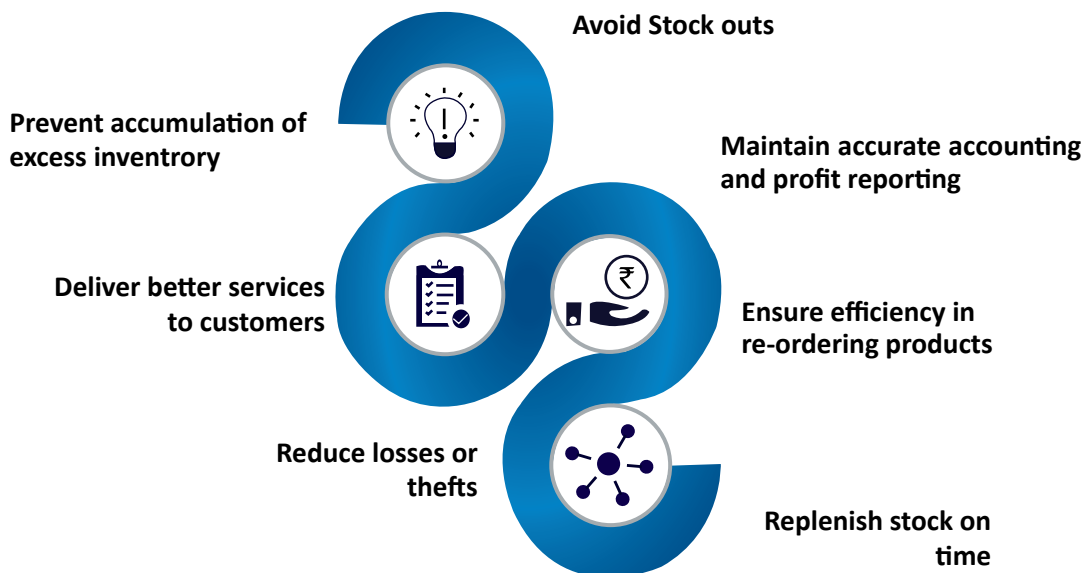


Fig. 3.3 Benefits of Keeping Stock Records Updated

Explain

Explain the two main types of inventory systems that one can choose for a business:

- Periodic inventory system
- Perpetual inventory system

Tips

Provide the following tips:

- Retail is subject to trends, changing demographics and seasonal ups and downs.

- You can run a beautiful store with excellent customer service. However, to ensure customer interest is created in products you offer, you must follow trends and be updated on seasonal variations.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise how to manage merchandise delivery.
- Summarise how to arrange and receive merchandise delivery.
- Summarise ways to monitor progress of merchandise delivery.
- Summarise advantages of updating stock records.

Notes

UNIT 3.6: Visual Merchandising Display

Unit Objectives

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

1. List multiple approaches for displaying merchandise
2. Identify potential places for displaying products
3. List different elements of display
4. Recognise innovative and effective methods to improve visual effects

3.6.1. Designing Displays for Merchandise

Explain

Explain the following approaches for displaying merchandise:

Single Item Display
As name suggests, only a single product is displayed. For example, a branded luxury women's wear, brand new car model, etc.
Range of Display
In this approach, whole range for one particular product type is displayed based on the product's size, style and colours.
Related Items in Display
In this approach, displayed products are associated with one another such that they complement one another. For example, toothpaste and toothbrush.
Display Variety
In this approach, a range of unrelated items are put on display. For example, tea, soap, salt, chocolates, etc.

Table 3.4 Approaches for Displaying Merchandise

Field Visit

- Conduct a field visit to a nearby shoe retail outlet.
- Ask students to enquire about the techniques used by the staff for displaying different products.
- Ask them to identify different techniques that can be used for designing displays for different merchandise in a retail store.
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

Tips

Provide the following tips:

- Retail stores need customers to buy their products. Without a steady supply of new and repeat customers, you won't succeed.
- A successful retail store caters to loyal customers by providing the goods they demand, while the displays support this strategy. They pay attention to customers' needs and cultivate relationships.

3.6.2. Potential Places for Displaying Products

Explain

Explain the following aspects to identify a suitable location to display merchandise:

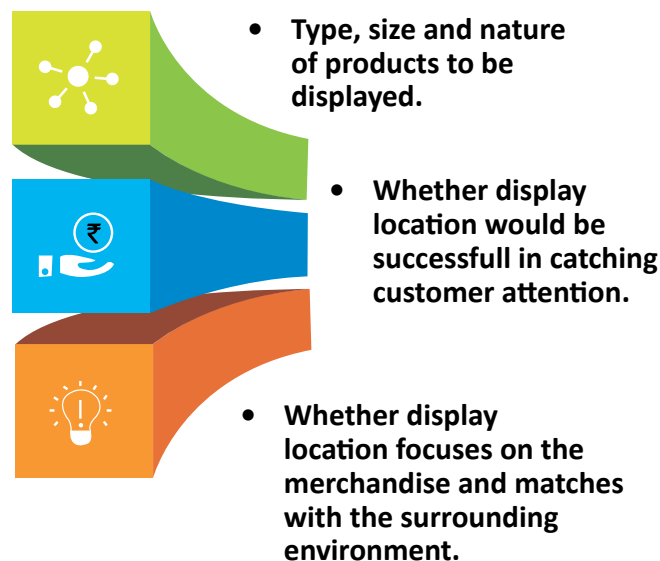


Fig. 3.5 Aspects to consider while Identifying a location to Display Merchandise

Explain the potential places for displaying products in a retail store:

- Shelves
- Gondolas
- Round racks
- Wall display

Resources to be Used

Participant handbook and pencil

Activity

1. Ask the students to refer to their participant handbooks for the activity of module 3.
2. Ask them to look at the pictures and tick the pictures that represents a good display pattern.

3.6.3. Elements of Display

Explain

Explain the following elements of display:

- Colour
- Space
- Product information
- Marquee

Field Visit

- Conduct a field visit to a nearby multi-brand retail store.
- Ask students to analyse the different elements of display adopted by the store staff.
- Assist them, whenever required, and resolve their queries.
- Optionally, ask students to make this visit by their own and share their findings.

Tips

Provide the following tipsto adopt innovative and effective methods to improve visual effects:

- Your manager at a leading garment retail store can plan to undertake steps to improve the store's visual effects in order to attract customers to the store.
- You can, then, help your manager to decide upon a proper display location and lighting system for the store.
- You must also adopt a soothing and attractive colour combination. In addition, you must ensure to de-clutter the store and make adequate space for an easy movement of customers.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their participant handbook.
- Assist them in completing the exercise, if required.

Summarise

- Summarise multiple approaches for displaying merchandise.
- Summarise potential places for displaying products.
- Summarise different elements of display.
- Summarise innovative and effective methods to improve visual effects.

Notes



A large rectangular area enclosed in an orange border, containing 30 horizontal lines for writing notes.





4. Dressing of Visual Merchandising Displays

UNIT 4.1 - Companies' Visual Design and Merchandising Policies

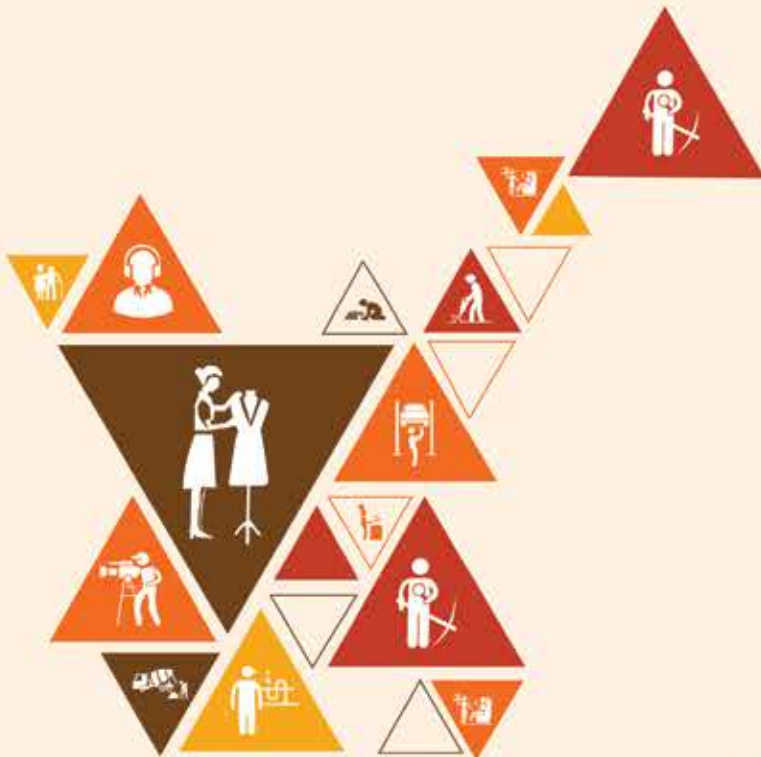
UNIT 4.2 - Creation of Focal Points within Display and their Use

UNIT 4.3 - Dressing Mannequins and Dressing Techniques for different Merchandise

UNIT 4.4 - Creating an Atmosphere with Types, Directions, and Levels of Light

UNIT 4.5 - Selecting Combinations of Shape, Colour, Texture, and Lighting for Visual Effects

UNIT 4.6 - Reporting Health and Safety Guidelines for Displays



Key Learning Outcomes

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

1. State organisational policies pertaining to visual design and display
2. Ensure legal requirements for pricing and ticketing are followed
3. Describe different procedures of displaying different types of products
4. Explain procedures of dressing merchandise
5. Analyse the procedure of preparing creative displays
6. Identify various visual elements used while creating visual effects
7. List various health and safety guidelines involved in merchandise display
8. Arrange how to report discrepancies related to displays

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 4.1: Companies' Visual Design and Merchandising Policies

Unit Objectives

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

1. Recognise the importance of visual design and merchandising
2. List objectives of visual display
3. Identify types of merchandising display approaches
4. Recognise selling features of merchandise
5. Outline legal requirements for pricing and ticketing products

4.1.1. Importance of Visual Designing and Merchandising

Explain

- Explain the importance of visual design and merchandising.
- Explain that retailers formulate different policies for displaying their merchandise in the most attractive manner. Some basic policies adopted by retailers include the following:
 - o Improving Accessibility of Products on Display
 - o Stocking Less but Popular Products in the Store
 - o Arranging Products in a Neat and an Organised Manner
 - o Using Suitable Displays Depending on Type of Merchandise
 - o Placing Relevant Props Near Displayed Items to Enhance Visual Effect
 - o Displaying Mannequins Such That are Easily Visible from Different Angles



Fig. 4.1 Stocking Less but Popular Products in the Store



Fig. 4.2 Displaying Mannequins Such That They are Easily Visible from Different Angles

4.1.2. Objectives of Display and Their Usage in Visual Merchandising

Ask

Ask the students if they can tell objectives of display and their importance in visual merchandising.

Notes for Facilitation

Note down the key points from students' responses on a flipchart.

Explain

Elaborate on students' response and introduce the following objectives:

Provide information about product features to customers in an attractive manner

Display products and merchandise in a way that is appealing to customers

Influence customer's buying decisions through self-explanatory display strategies

Introduce new products in an attractive and appealing manner

Explain product features to customers through creative ideas

Boost sales of the retail store

Create long-lasting impression on customers' minds

Fig. 4.3 Importance of Display in Visual Merchandising

4.1.3. Types of Merchandise Display Approaches

Ask

Ask the students the merchandising displays they have seen while shopping.

Say

Explain variety of approaches to display merchandise:

- **Storefront Window Display:** Such displays are those which open up to a street, courtyard or shopping mall.
- **Found-Space Display:** Such displays are that which make use of small and/or non-usable areas in the store.
- **Showcase Display:** These displays are those which are usually located in dense traffic areas.

Example

Akshay works as a Trainee Associate at a retail store. His store manager assigns him the responsibility of changing the current display of stock to make it more informative and attractive. Akshay achieves the desired task through the following activities:

- He uses storefront window display for the area of store that opens up to shopping mall passage.
- He uses the concept of found space display in order to make sure that some small and non-usable areas in the store are used.
- He uses the concept of showcase display for that area of store which usually turns into dense traffic area.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to examine various types of merchandise displays.
- Ask the students to discuss how the display can be improved, depending on the kind of products it is selling.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Correct the teams' observations, as required.
- At the end, select one team with the best observations and make the rest of the class applaud for them.

Skill Practice	Time	Resources
Analysing Merchandise Displays	30 mins	Pencil and paper

4.1.4. Identifying the Selling Features of Merchandise to be Displayed

Say

The selling features can be identified by considering various factors, such as whether the product is to be sold at the MRP or at a discounted price, whether other offers or free gifts are to be given away with the product.

4.1.5. The Importance of Add-on Sales

Ask

Ask the students what they know about add-on sales and their advantages.

Elaborate

Elaborate on students' responses:

- Add-on sales refer to selling related products along with the main product for example, selling of a manicure/pedicure kit along with a facial one.
- The advantage of add-on sales is that retailers can present a number of products in the same display area. In addition, customers can readily access related products from the same location, thus making their buying experience easier.

4.1.6. Legal Requirements for Pricing and Ticketing

Explain

Explain the legal requirements for pricing and ticketing products:

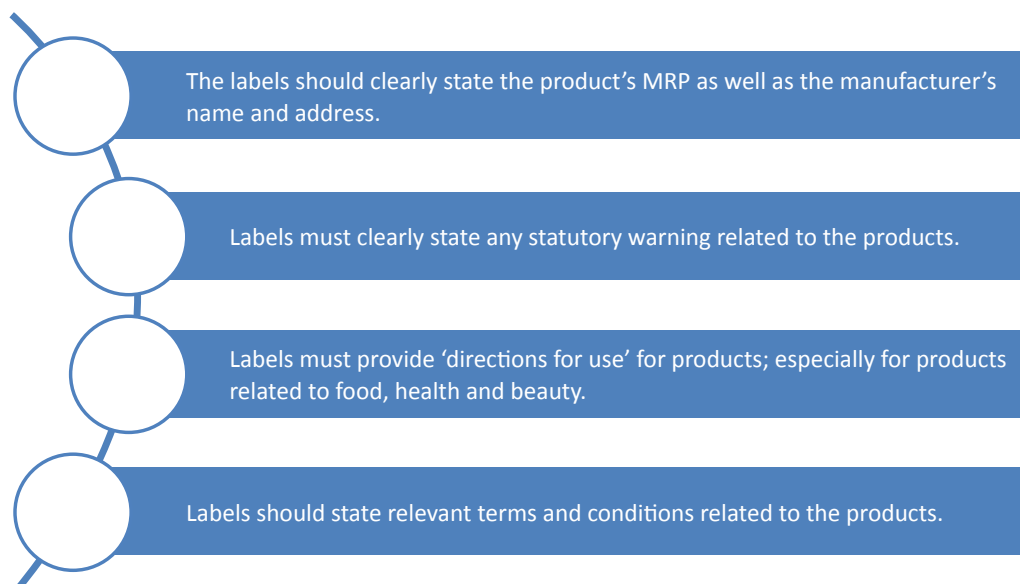


Fig. 4.4 Legal Requirements for Pricing and Ticketing Products

4.1.7. Different Types of Merchandise

Ask

Ask the students the types of merchandise they think are available.

Notes for Facilitation

- Note down the students responses on a flipchart.
- Explain the various types of merchandise.

Say

- **Fad Merchandise:** This type of merchandise is sold only for short rations but attract shuge sales; for example, sale of movie tickets.
- **Staple Merchandise:** This type of merchandise generates steady demand among consumers; for example, bread, rice, wheat, pulses and cooking oil.
- **Seasonal Merchandise:** This type of merchandise is sold only during a particular season; for example, specific clothing for summer and winter seasons.
- **Fashion Merchandise:** This type of merchandise has short-term demand and changes with updating fashion trends; for example, watches, apparel, footwear, and other fashion accessories.

Resources to be Used

Computer and Internet

Activity

- Ask the students to search for at least 10 merchandise items in the retail lab.
- Ask them to use their understanding and categorise them under the categories below:
 - » Fad Merchandise
 - » Staple Merchandise
 - » Seasonal Merchandise
 - » Fashion Merchandise
- After 10 minutes, ask 5-6 students randomly to share their lists.
- Correct the categorisations, as and when needed.
- Ask the rest of the class if they have any different items in the list.

Skill Practice	Time	Resources
Different Types of Merchandise	30 mins	Pencil, paper

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the importance of visual design and merchandising.
- Summarise the objectives of visual display.
- Summarise types of merchandising display approaches.
- Summarise selling features of merchandise.
- Summarise legal requirements for pricing and ticketing products.

Notes 

UNIT 4.2: Creation of Focal Points within Display and their Use

Unit Objectives

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

1. Define focal point of display
2. Recognise need to clearly identify focal points of display
3. Identify ways to set up merchandise display in store
4. Choose suitable type of grouping strategy

4.2.1. Focal Points of Display

Do

Ask students to search Internet and see images of focal point.

Notes for Facilitation

Explain the term and importance of focal points.

Say

- The point that appeals the most to customers when they first view a display is called the focal point of display. The focal point is important because it instantly catches customers' attention.
- Retailers can identify focal points of display by carefully listing products that customers look at frequently and products that bring premium sales for the store.
- Focal points of displays can be created inside or outside the retail store.
- Focal points of displays can be created by:
 - o Identifying the store area that attracts major customer attention
 - o Marking that area as a focal point

4.2.2. Setting up Merchandise Display in a Store

Explain

Explain how to set up merchandise display in a store:

- In group display, similar products are placed together with the intention of increasing add-on sales. For example, toothpastes and toothbrushes are generally placed in close vicinity.
- In addition, different but related products are also displayed together. For example, gloves are displayed alongside sweaters. Moreover, merchandise displays are changed, cleaned and organised regularly to attract more customers.

Field Visit

- Conduct a field visit to a nearby retail store.
- Divide students into teams of 3-4 students each.
- Ask students to examine the products display and discuss the following among their teams:
 - o Which products can be grouped together depending on factors, like selling features of products, purpose and style of display, and visual effect.
 - o Whether products grouped together are aligned with the requirements and objectives of the display.
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

4.2.3. Selecting a Suitable Type of Grouping Strategy

Say

- The retailer needs to clearly identify related or unrelated products and also if these products can be grouped on the display.
- It must also be decided if all bestselling products can be grouped together, whether grouped products have similar selling features, and if the display space would be sufficient to place all grouped products. Before grouping products, it is important to decide on the kind of visual effects to be created in order to attract maximum customers.

Tips

Provide and explain the following tips for grouping goods:

- The rule of three
- Making categories

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise focal point of display.
- Summarise the need to clearly identify focal points of display.
- Summarise ways to set up merchandise display in store.
- Summarise suitable type of grouping strategy.

UNIT 4.3: Dressing Mannequins and Dressing Techniques for Different Merchandise

Unit Objectives

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

1. List important points to consider when dressing merchandise
2. Identify dressing and display techniques
3. Demonstrate various types of displays used in a retail store
4. Recognise critical elements of display

4.3.1. Important Points Considered by Retailers for Dressing Merchandise

Explain

Explain the following aspects while dressing mannequins, busts and props that must be considered by a retailer:

Place displays in the best location in order to attract maximum customer attention.

Choose appropriate poses for mannequins, busts and props.

Ensure that products do not suffer any damage while being put on display on these props.

While dressing mannequins, it is advisable to remove one limb while putting on or removing clothes and then replace the limb to its original position.

Example

Kavita works as a Trainee Associate at a retail store. Her store manager assigns her the responsibility of dressing mannequins. She executes her work by keeping these points in mind:

- She decides the best location, that is, centre and right corner of the retail store to place mannequins in order to attract maximum attention of customers.
- She goes for appropriate poses for mannequins.
- She also ensures that products do not suffer any damage while being put on display.

4.3.2. Dressing and Display Techniques

Say

- Dressing and displaying techniques vary depending on the type of merchandise. For example, jewelry is usually displayed on busts, while mannequins are most suitable for displaying apparel

- Everything that a prospective customer first sees from the window display draws him/her to the store, to the signage that directs him/her around, and then, the merchandising displays catch his/her eye.
- In addition, merchandise can also be dressed in the following types of displays:
 - o Gandola
 - o Shelves
 - o Round racks
 - o Props

Do

Ask students to do an online search and see images of the types of displays.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to search online and analyse different types of displays and the kind of merchandise displayed through them.
- Ask the students to note down the characteristics of these displays.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Explain the teams' observations, as required.
- At the end, select one team with the best observations and make the rest of the class applaud for them.

Skill Practice	Time	Resources
Analysing Display Techniques	1 Hour	Computer, Internet, Pencil and Paper

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise important points to consider when dressing merchandise.
- Summarise dressing and display techniques.
- Summarise various types of displays used in a retail store.
- Summarise critical elements of display.

UNIT 4.4: Creating an Atmosphere with Types, Directions, and Levels of Light

Unit Objectives

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

1. Explain the importance of lighting in retail store displays
2. Describe the smart ways of using lighting to highlight special merchandise
3. Identify common graphics, symbols and signage used in retail stores
4. Discuss ways to install creative displays

4.4.1 Use of Lighting in a Smart Way

Say

Use of lighting in a smart way is a good way to highlight particular merchandise, create separate space within the store, and enhance customer moods.

Notes for Facilitation

Provide examples of outlets like McDonald's and Mainland China lighting experience.

Explain

- Explain the various types of lighting used in retail stores:
 - Primary lighting
 - Secondary or accent lighting
 - Atmosphere lighting
- Explain signage and graphics used in retailer stores and ask participants to refer to their Participant Handbooks to see their pictures.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to observe the position of merchandise, graphics and signage and discuss among themselves.
- Ask them to discuss how the position of these elements is important in attracting potential customers.
- Assist them, whenever required, and resolve their queries.

4.4.2. Installing Creative Displays

Ask

Ask the students to recall any creative displays they have seen which influenced them.

Elaborate

Elaborate on students' responses and introduce the following aspects that should be considered:

- Props, prototypes, dressings, and fixtures to be used.
- Colour and shape of the display.
- Lighting and other visual effects surrounding the display.

4.4.3. Creating Visual Effects through Props, Prototypes, Dressings and Fixtures

Say

- Visual effect in a retail store can be enhanced by using various elements, such as props, prototypes, fixtures and many others.
- For example, retail stores display life-size models of bedrooms or modular kitchens, allowing customers to imagine the effect that products, such as curtains, cushions or floor tiles will have at their homes.
- Dressings include mannequins, busts and hangers used for displaying Jewelry and apparel at retail stores.
- Fixtures include shelves, rack and stands used for placing products, such as shoes, bags and watches.

Example

Prem works as a Trainee Associate at a retail store. His store manager assigns him the responsibility to visualise dresses for children as to how they would look on them. Prem executes his work with the help of the following activities:

- He took kids' mannequins and dressed them.
- He chose theme wise scene creation, such as a party scenario for party dresses and a casual theme for casual dresses.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 4.5: Selecting Combinations of Shape, Colour, Texture and Lighting for Visual Effects

Unit Objectives

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

1. Identify different elements to create effects
2. Discuss ways to use effects judiciously
3. Evaluate visual effects of displays
4. Identify need to take suggestions from colleagues regarding visual display appeal

4.5.1. Elements for Creating Effects

Explain

Explain different elements used to create striking effects in a retail store:

- Shape
- Lighting
- Colour
- Fragrance
- Texture or touch

4.5.2. Using Elements Judiciously

Say

- Retailers must use different visual elements so that they do not hamper or subdue the impact of other elements.
- For example, use of too much or not-so-popular fragrance in the store can divert customers' attention from actual products. Hence, each element should be used in appropriate measure.

4.5.3. Evaluating the Visual Effects of Displays

Ask

Ask the students how they can evaluate the effectiveness of visual effects.

Explain

Elaborate on students' responses to explain that effectiveness of visual displays can be analysed by assessing the customer footfalls and sales.

Example

Creating Displays as per Set Organisational Policies on Visual Effects:

When Christmas approaches, retail stores try to create a festive and fantasy-like atmosphere by using props, such as Santa Claus, Christmas tree, balloons, bells, and gifts to enhance the store's overall visual effects.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Provide some pictures of retail stores and ask the students to examine special visual effects used to attract customers.
- Ask them to observe each and every detail, like colour, size etc., of those displays.
- Ask the students to discuss in their teams and decide how those effects might be effective in increasing the customer footfall.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Initiate a discussion, as required.

Skill Practice	Time	Resources
Analysing Visual Effects of Displays	1 hour	Pencil, paper, pictures of retail stores

Tips

Provide the following tip:

While lighting the store, retailer should clearly mention the direction and level of lighting to be used in the display area in the design brief.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

UNIT 4.6: Reporting Health and Safety Guidelines for Displays

Unit Objectives

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

1. Identify mechanism for reporting of display concerns
2. List steps to report display issues
3. Explain health and safety guidelines pertaining to merchandise display
4. Identify factors to be considered for retail floor displays

4.6.1. Arrangement for Reporting Display Concerns

Say

- Whenever faced with any problems relating to displays, the employees should immediately contact the store manager.
- If a customer reports any problem related to the display to staff members, it must be reported to the store manager without much delay.
- The store manager should, in turn, take immediate remedial measures to sort out the issues pointed out by staff and customers.

Steps: Reporting Display Issues



STEP 1: Listen and understand the exact problem carefully.



STEP 2: Immediately empathise with the complainants' position to create a bond with them.



STEP 3: Offer a solution to their problem.



STEP 4: Execute the best solution.



STEP 5: If it cannot be resolved, report to store manager immediately.



STEP 6: Follow-up to ensure customer is completely satisfied.

4.6.2. Basic Guidelines for Safety

Say

Some health and safety guidelines that should be followed by retailers are:

Ensure that displays are clean and tidy at all times.

Ensure that displays are not damaged or broken and are safe for customers.

Avoid using visual effects that may hamper customers' health, such as the use of extensive fluorescent lighting.

Place displays in a manner that they do not hinder movement of customers.

Fig. 4.5 Health and Safety Guidelines

Role Play

- Ask three students to come forward for a role play on depicting display related health and safety guidelines.
- Ask one of the students to play the role of a senior associate trainee employed at a leading, multibrand store.
- Ask the other two students to play the role of associate trainees.
- Tell that the senior associate trainee needs to let the associate trainees' know display related health and safety guidelines.
- Provide feedback at the end of the role play on what could have been better.
- If the time allows, conduct the same role play with another pair of students.

Tips

Provide the following tips:

- Have a plan for merchandising
- Create a theme
- Refresh regularly
- Consider context
- Keep your displays clean and simple

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise the mechanism for reporting of display concerns.
- Summarise steps to report display issues.
- Summarise health and safety guidelines pertaining to merchandise display.
- Summarise factors to be considered for retail floor displays.

Notes





5. Dismantle and Store

UNIT 5.1 - Dismantling and Protecting Retail Displays

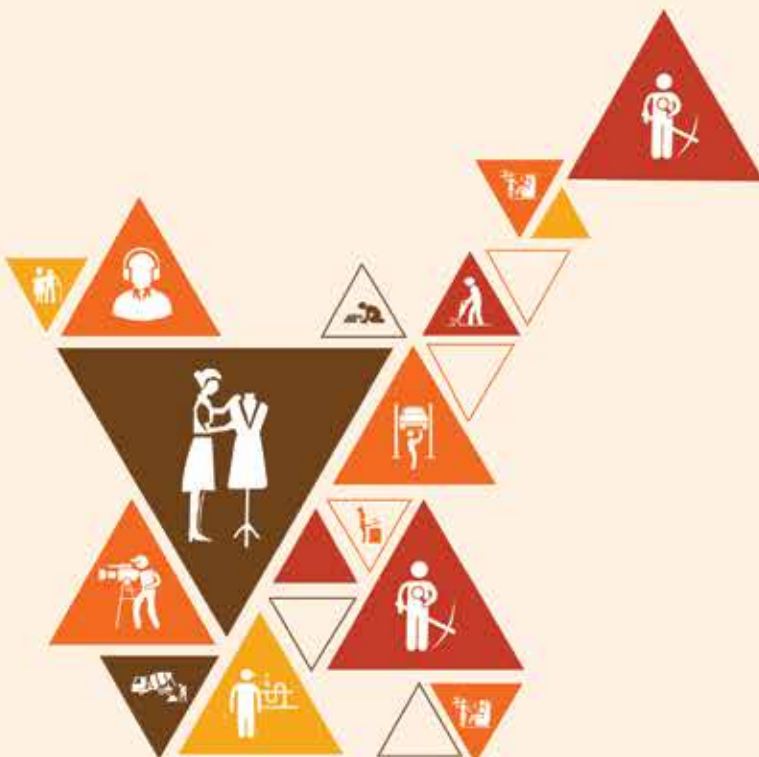
UNIT 5.2 - Checking, Handling and Returning Retail Display Items

UNIT 5.3 - Safe Cleaning of Materials, Equipment and Display Sites

UNIT 5.4 - Storing Display Items Safely and Identifying Storage Space

UNIT 5.5 - Protective Packaging, Security Measure Requirements and Labelling Display Items

UNIT 5.6 - Record Keeping, Associated Risks, Reporting of Display Items and their Storage Place



Key Learning Outcomes

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

1. Illustrate methods of dismantling and safely storing retail displays
2. Explain methods of handling display items that need to be repaired
3. Recognise unwanted materials
4. Recognise the need for maintaining records of display items
5. Identify risk factors associated with display items
6. Discuss the importance of safe storage of display items
7. Identify protective packaging and security measure requirements
8. Practise how to store display items safely
9. Discuss the risks associated with storage facilities and items
10. Describe the risks associated with the concerned person at store

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 5.1: Dismantling and Protecting Retail Displays

Unit Objectives

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

1. Explain the meaning of dismantling retail display
2. Explain need to plan safe dismantling of displays
3. Identify ways to protect retail display parts while dismantling
4. Practice how to avoid damage to retail display parts
5. List precautions while dismantling mannequin

5.1.1. Dismantling Displays

Notes for Facilitation

Explain the term 'dismantle'.

Say

- In retailing, the term 'dismantle' signifies removing and disassembling merchandise from retail displays, such as shelves, racks, mannequins, display units, props, and other accessories.
- For instance, if you visit the same retail store regularly, you would notice that retail displays keep changing after certain intervals. This is due to the fact that stores often shuffle displayed products and replace them with other merchandise.

Do

Explain the importance of dismantling retail displays:

- Break monotony of displays.
- Display new and fresh stock.
- Identify damaged goods.
- Remove excess props and accessories.
- Make displays look more appealing and fresh.

Tips

Provide the following tips:

- Care should be taken to dismantle logically, particularly when dealing with equipment or props above head height.
- Lighting and bulbs should be checked.
- New merchandise and props will need to be kept separate from old materials.
- Be aware of any dangers, e.g., spillages/leads/step ladders.

- Remember not to twist or turn when lifting objects.
- Work on a step ladder only for a maximum of 20–30 minutes.
- Carry only light materials and tools (up to 10 kg).

5.1.2. Avoid Damage to Display Parts While Dismantling

Notes for Facilitation

Focus that the store staff must ensure utmost safety while setting up or dismantling displays in the retail outlet.

Elaborate

Elaborate this topic further and mention the importance of avoiding damage:

Save Costs	By preventing damage to display props and fixtures.
Save Valuable Time	Repairing damaged display parts is a time-intensive process.
Protect Merchandise	A damaged display may even damage the merchandise. For example, if a part of the apparel display unit is broken or damaged, it may tear the apparel hanging on it.

Say

While dismantling mannequins, their different body parts including arms, legs, torso, head, and base must be removed carefully and placed on a soft and clean surface.

Steps: Dismantling a Mannequin



STEP 1: Understand your mannequins pose.



STEP 2: Unscrew first.



STEP 3: Dressing the mannequin.



STEP 4: Securing the hand back.



STEP 5: Give final touch (finishing) the mannequin.



STEP 6: Display of dressed mannequin.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to dismantle the mannequin as a team, one at a time.
- Ask them to follow the recommended steps.
- Tell them that the team who will perform this dismantling in the shortest time and with all correct steps will be the winner.
- Make the rest of the class applaud for the winning team.

Skill Practice	Time	Resources
Dismantling a mannequin	1 hour	A mannequin

UNIT 5.2: Checking, Handling and Returning Retail Display Items

Unit Objectives

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

1. Explain how to check the condition of retail display items before store opening
2. List strategies for store opening
3. Identify and remove unwanted materials
4. Identify damaged items in a retail store
5. Discuss ways to handle retail display for repair

5.2.1. Steps Before Opening a Store

Steps: Preparing a Store before Opening



STEP 1: Lure customers in with the window display.



STEP 2: Make your entrance inviting.



STEP 3: Entice customers to the right direction.



STEP 4: Try unique design ideas.



STEP 5: Arrange Your Merchandise in a Self-Serviceable Manner.



STEP 6: Use shelving space to its best advantage.



STEP 7: Decorate in a Manner That Customers Would Want to Linger.



STEP 8: Encourage Impulse Buying at the Cash Register.



STEP 9: Designate an Area for Inventory.



STEP 10: Customer service.

Tips

Provide the following tips:

- Display should be changed at least once a month to keep customers attracted to the store.
- In case some product is sold from the display window, immediately after the sale that gap must be filled with other merchandise.

Field Visit



- Conduct a field visit to a nearby shopping mall, preferable when stores are open.
- Divide students into teams of 3-4 students each and assign each team a store to study.
- Ask students to examine the steps employees follow before opening the store. If the store is already opened, ask the employees about the steps they follow.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries

5.2.2. Handling Retail Display Items to be Repaired

Say



Repairing damages to display items attracts high costs as well as extra time for a retailer. Therefore, the retail manager and staff members should take proper care of various display items across the store.

5.2.3. Identifying and Removing Unwanted Materials

Explain



- Explain the importance of identifying and removing unwanted materials.
- Explain the various types of unwanted materials that can create a messy look in the store:
 - » Extra props lying on the floor
 - » Dismantled mannequins
 - » Damaged signboards
 - » Unused props
 - » Damaged display items

Tips



Provide the following tips:

- Always keep damaged items away from a retail store.
- All recyclable items can be put out for collection together.

5.2.4. Returning Display Parts

Say



Once unwanted materials and dismantled display parts that are out of use have been removed from the store, they need to be returned to the individual in-charge of retail displays.



Fig. 5.1 Damaged Display Items

Explain

Explain the importance of replacing damaged display parts.

5.2.5. Issues Arising in Returning Display Parts

Ask

Ask the students if they can think of any issues that can arise in returning display parts.

Notes for Facilitation

Note the responses from students on a flipchart and elaborate on them.

Say

If retailers goods come to know about the dissatisfaction of customers regarding the displayed goods purchased by them if they find a much better product at a much lesser price elsewhere.

Tips

Provide the following tips:

- Make your customer feel heard.
- Complaints arise when products don't touch the expectancy level of customers. Immediate solution is to first try to bring the customer into an agreeable frame of mind and then solve his problem.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 5.3: Safe Cleaning of Materials, Equipment and Display Sites

Unit Objectives

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

1. Describe the importance of using safe-cleaning materials and equipment
2. Explain how to clean mannequins
3. Explain ways to clean display units, props and display sites
4. Discuss best practices for handling mannequins

5.3.1. Using Safe Cleaning Materials and Equipment

Say

Retailers must ensure cleanliness of retail displays from time to time.

Do

Ask students to refer to their Participant Handbooks to see images of materials commonly used to clean retail displays.

Tips

Provide the following tips:

- Always keep a close eye on chemicals when in use and store them in their original containers.
- If children visit your store often, make sure that all cleaning chemicals and other hazardous materials are kept out-of-reach.

5.3.2. Cleaning Mannequins

Say

- It is advisable to remove the arms, legs, head, torso, and base of mannequins before cleaning.
- A damp cloth and detergent can be used for cleaning these parts properly.

5.3.3. Cleaning Display Units, Props and Display Sites

Explain

Explain how to clean display units, props and display sites:

Display units	<ul style="list-style-type: none"> These should be cleaned after dismantling the items with water, detergents, and cloth. Metal display units should not be cleaned using corrosive liquids or materials.
Props	<ul style="list-style-type: none"> These can be easily cleaned using soaps and detergents. Stuffed toys should be dry-cleaned to prevent damage.
Display sites	<ul style="list-style-type: none"> These can be cleaned with lemon juice, baking soda, hydrogen peroxide, non-oily sprays, alcohol and water, and materials, such as damp cloths, scrubbers, squeegees and mops. While cleaning dust, brooms, vacuum cleaners, dust pans and dusters can be used.

Tips

Provide the following tips:

- Remember to position mannequins in the best and most favourable angles, which display the best of the current clothing line.
- If the store has numerous mannequins, do not place them very close to one another.
- It is important to note that if display window is overcrowded and not attractive, the customers will frame a similar picture of the store in their minds. So, it is very important to have a well organised, coordinated and spacious window display.
- Although mannequins are prominent displays, they should not necessarily stand out. Rather they should blend into the surrounding as they display products.
- Make the display of group mannequins in such a way that they appear to be interacting with one another.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Resources to be Used

Computer and Internet

Activity

- Ask the students to search for at least 5 display units, props and display sites of their choice in the retail lab.
- Ask the students to analyse them and write down the cleaning materials and method they would use to clean them.
- After 10 minutes, ask 5-6 students randomly to share their lists.

UNIT 5.4: Storing Display Items Safely and Identifying Storage Space

Unit Objectives

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

1. Explain the importance of storing display items safely
2. Identify whether storage facilities are safe and secure
3. Discuss ways to handle extra display items
4. Identify suitable storage space of retail display items

5.4.1. Storing Display Items

Say

- The storeroom in-charge and store manager are responsible for ensuring safety of all display items in storage.
- They must ensure that all safety guidelines have been followed while storing these items and equipment, in order to avoid losses due to damage or theft.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask the students to enquire from the managers about various measures they undertake to ensure the safety of their storage facility.
- Assist them wherever required.
- Ask students to prepare a report on the basis of their findings.

5.4.2. Handling Extra Display Items

Do

Initiate a discussion on what should be done to handle extra display items.

Explain

Explain that a visual merchandiser needs to constantly check display items in terms of their appearance, safety and utility.

Say

If display items, such as mannequins or props are underutilised, obsolete or damaged, they should be removed and stored away safely.

Example

Let us assume, a shoe store has four shelves in a display unit, but only three shelves are sufficient for displaying the desired merchandise. In this case, the additional shelf should be dismantled and removed. It should be returned safely to the storeroom for any possible use in the future.

Tips

Provide the following tip:

Remember to add some KAOS to store as it makes store livelier: Kinetic, Assortment, Over Communicate and Sale.

5.4.3. Identifying Storage Space of Retail Display Items

Say

The retailer must identify a suitable place for storing damaged or unused display items. A suitable and safe storage space is essential for preventing breakage or damage to stored items.

Tips

Provide the following tips:

A theme should be followed while promotion display walls or tables are being set. The following arrangement and organisation must be done:

- Arrangement should be from 'light to dark'
- Arrangement should be from 'left to right'
- Arrangement should be from 'small to large'

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the importance of storing display items safely.
- Summarise whether storage facilities are safe and secure.
- Summarise ways to handle extra display items.
- Summarise suitable storage space of retail display items.

UNIT 5.5: Protective Packaging, Security Measure Requirements and Labelling Display Items

Unit Objectives

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

1. Recognise the importance of protective packaging
2. Explain security measure requirements
3. Recognise the importance and need of labelling display items
4. Identify ways to label display items

5.5.1. Identifying Protective Packaging

Say

- While packaging display items, proper care should be taken to prevent damage or breakage due to dirt, dust or manual mishandling.
- The display items must be packed in an orderly and protective manner using materials, such as air bags, epe foam, thermocol, bubble wrap and cascades boxboard.

5.5.2. Packaging Requirements

Ask

Ask the students what safety measures they would adopt while packaging retail display items.

Explain

Explain the following measures:

- Use appropriate packaging materials that can prevent breakage or damage to display units.
- Check compatibility of packaging materials with display items.
- Use multiple packaging layers, especially for fragile and breakable materials.
- Use protective gears, such as goggles, gloves, breathing masks, boots, and dust suits while packing materials.

Tips

Provide the following tips for packaging display items:

- Clarity and simplicity
- Shelf impact
- Practicality

5.5.3. Storing and Labelling Process

Ask

Ask the students what they think is the significance of labelling display items.

Explain

- Explain the importance of labelling display items.
- Explain the following aspects:
 - » Similar display items should be grouped together.
 - » Grouped items must be placed in a particular section of the storeroom.
 - » This section must be properly labelled and should include information regarding handling, usage and security risk associated with display items stored in that section. For example, section containing breakable display items should feature a sign saying 'Fragile; Handle with care.'

5.5.4. Labelling Display Items

Example

Assume you are an employee at a gift store. Your store has just wrapped up a season sale. As most merchandise was sold out, a lot of display units are now rendered empty before they can be filled again with fresh stock. Hence, you have been instructed to remove unutilised or unwanted display units and return them to the storeroom. You have been instructed to handle each display unit carefully. You have also been advised to group similar items together and label them appropriately to avoid confusion in future.

Tips

Provide the following tips:

- Remember not to use magnets or easily removable labels.
- Assure the readability of labels.
- Easy-to-spot colours must be used.
- Creation of label should be an easy task.
- Remember, the placing of labels should be in a manner that it does not obstruct normal activity or get easily damaged or tattered.
- Make sure that no two labels are the same.
- Labels should carry arrows that point to a location.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise the importance of protective packaging.
- Summarise security measure requirements.
- Summarise the importance and need of labelling display items.
- Summarise ways to label display items.

Notes



UNIT 5.6: Record Keeping, Associated Risks and Reporting of Display Items and their Storage Place

Unit Objectives

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

1. Recognise the importance of keeping records of display items
2. Discuss importance of storage facilities
3. Analyse the risk associated with storage facilities
4. Explain reporting dangers and risk at work

5.6.1. Keeping Records of Display Items

Say

After storing display items safely, it is important for retailers to maintain proper records that indicate which items are stored where.

Explain

Elaborate further and introduce the following advantages of keeping records:

- Identify appropriate place for storing display items when multiple storage spaces are available.
- Differentiate between display items based on their status, such as fit for future use, to be repaired or to be sold off.
- Track when a display item was last used and by whom.

5.6.2. Importance of Storage Place

Explain

Explain the importance of storage place:

- A warm and damp storage facility gives rise to infestation and growth of micro-organisms; so a dry and cool storage facility is needed.
- Take steps to protect food items and supplies from direct sunrays, high temperature or humidity.
- Shelf-life and consumption rates must be taken into consideration by retailers and requests for supplies must be made in quantities which can be easily and properly managed.
- Only 20% over the needed floor area is allowed for ventilation and access.

Resources to be Used

Computers and Internet

Activity

1. Ask the students to think and list things they would consider to record and update while storing display items.
2. Ask them to do an online search if required.
3. After 10 minutes, ask 2-3 students randomly to share their lists.
4. Assist and correct them, as required and provide the following inputs:
 - Nature and number of display items stored.
 - Display items returned from the shop floor.
 - Damaged display items marked for disposal.
5. Ask the rest of the class if they have any different items in the list.

Skill Practice	Time	Resources
Recording and updating store display items	1 hour	Pen, notepad, computer, internet

Tips

Provide the following tips:

- Heavy product should be kept close towards the body while lifting and carrying so as to reduce back stress.
- While stocking frozen foods always use thermal gloves. This precaution is taken seriously as cold temperatures can reduce circulation which will cause stress on the hands.
- While working on labelling of frozen foods, remember to use a glove with coarse fingertips for wiping frost from frozen foods.
- To reach heights or store products kept on the top of high shelves or pallets, use a step stool.

5.6.3. Storage Facilities

Say

Though often overlooked, storage is one of the most crucial elements to a happy, healthy and organised living space or workspace. But all too often, storage is used in homes as well as in offices to conceal the piles of clutter that do not have a designated “place”.

5.6.4. Risks Associated with Storage Facilities

Explain

Explain the following risks:

- High storage temperature
- Fire
- Natural calamities
- Chemical hazard

- Dirt and dust
- Theft
- Water spillage
- Human error

Tips

Provide the following tips:

- Estimation of the storage facility capacity
- Refrigeration equipment maintenance
- Storage facility maintenance
- Qualification of temperature-control storage area
- Security and fire protection of storage facilities
- Site selection of storage facility
- Transport operations featuring temperature-control
- Fixed storage areas with humidity and temperature monitoring systems
- Temperature mapping of storage areas

5.6.5. Reporting Dangers

Say

Employees in a retail outlet must report any dangers or risks associated with stored items to the storeroom in-charge immediately, who in turn, should inform the store manager or the administrative department. The store manager should coordinate with the risk management team to mitigate these risks and dangers at the earliest.

5.6.6. Controlling and Reporting Risks at Work

Ask

Ask the students how they will control and report risks at work such as slip risks or falling.

Explain

Elaborate on students' responses:

- These risks and hazards can be controlled if employer follows the related laws.
- These laws direct employers to assess risks associated with young workers, implement measures to protect employees, follow rules regarding protective equipment supplies, work out the safest jobs for employees and provide supervision and training for the same.

Tips

Provide the following tips:

One could help oneself by following guidelines given in safety rules, such as always using the equipment for which training has been provided, being aware about what is to be done in emergency, and last, but not least, working upon new risk exposure and finding ways to deal with them.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise the importance of keeping records of display items.
- Summarise the importance of storage facilities.
- Summarise the risk associated with storage facilities
- Summarise reporting dangers and risk at work.

Notes

Notes



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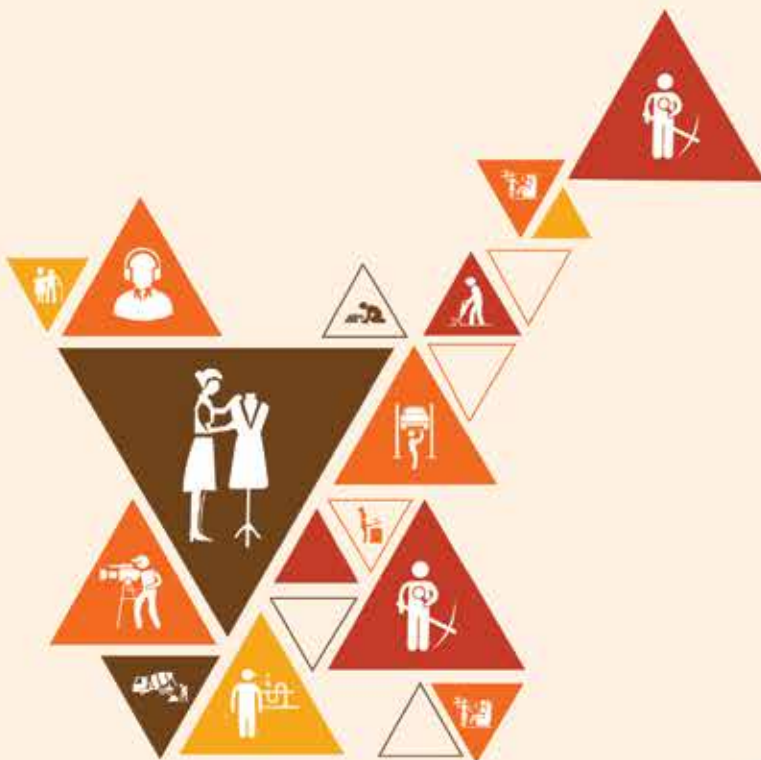
6. Preparing Products for Sale

Unit 6.1 - Arrangement of Products for Sale

Unit 6.2 - Assembling Products for Sale

Unit 6.3 - Handling Displayed Products

Unit 6.4 - Managing Damaged Products



Key Learning Outcomes

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

1. Arrange products for sale
2. Design layout for products
3. Recognise tools for arranging product for sale
4. Assemble products for sale
5. Employ the manufacturer instructions for grouping and assembling products
6. Indicate problems in assembling products
7. Arrange displayed products
8. Identify the quality standard of organisations for displayed products
9. Implement the methods of handling damaged products

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 6.1: Arrangement of Products for Sale

Unit Objectives

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

1. Describe how to arrange products for sale
2. Prepare layout for products
3. Identify the different tools for arranging products for sale
4. Discuss the importance of arranging products on top shelf

6.1.1. Arranging Products for Sale

Tips

Provide the tips related to:

- Personal appearance, personal hygiene, and dressing as well as cleanliness of cash counters and other sections within the store
- New and up-coming market trends
- Proper lighting and colour scheme
- Price tags on products
- Product packaging

6.1.2. Layout for Products

Ask

Ask the students what all items should be there on the top shelf and why.

Notes for Facilitation

- List the students' responses on a flipchart and mention that the following items should be there on the top shelf:
 - Smaller brands, which generally have budget constraints hence cannot opt for better placement
 - Regional brands
 - Gourmet brands
- Explain that it gives "tone and texture" to the layout of shelf.

Resources to be Used

Computers and Internet

Activity

1. Ask the students to think and list things they would consider before offering products for sale.
2. Ask them to do an online search if required.
3. After 10 minutes, ask 2-3 students randomly to share their lists.
4. Assist and correct them, as required.
5. Ask the rest of the class if they have any different items in the list.

Skill Practice	Time	Resources
Layout for products	30 Minutes	Computer Lab

Tips

Provide the following tip:

In case, you want to place some specific items on this shelf, you have to take necessary permission from the Store Manager.

6.1.3. Tools for Arranging Products for Sale

Say

Retail stores use different tools that help the staff in:

- Transferring or shifting products from one location to another without causing damage.
- Grouping or sorting out products and placing them on shelves or other display units.



Fig. 6.1 Tools Used for Handling Materials in Retail Stores

Tips

Provide the following tip:

While moving of materials either mechanically or manually, the employee must know and understand the possible hazards related to the work in hand.

Field Visit



- Conduct a field visit to a nearby retail store or nearby mall.
- Ask them to observe various products put out for sale.
- Ask them to observe whether products have been displayed suitably or if individual displays are underutilised or overutilised.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their findings and observations with their classmates.

Notes for Facilitation



- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise how to arrange products for sale.
- Summarise layout for products.
- Summarise the different tools for arranging products for sale.
- Summarise the importance of arranging products on top shelf.

Notes



UNIT 6.2: Assembling Products for Sale

Unit Objectives

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

1. Explain how to assemble products for sale
2. Apply manufacturer's instructions for grouping and assembling products
3. Interpret how to report problems related to assembling products
4. Define distribution centre
5. Identify different material handling equipment

6.2.1. Grouping and Assembling Products

Say

When placing grouped products, the retailer should ensure that all products are visible and that they should not obstruct the viewing of one another by the customer. Unrelated products should ideally be presented on different displays.



Fig. 6.2 Displaying Similar Types of Products



Fig. 6.3 Displaying Unrelated Products

6.2.2. Manufacturer's Instructions for Grouping and Assembling Products

Explain

- Explain the main tasks are to be considered while designing instructions for grouping and collecting products:
 - » Planning
 - » Presentation

Explain the following key points:

- Staff in a medical store should be careful while grouping and assembling products, like medicines, injections and glucose bottles.
- Medicines, ointments, chemicals, etc., should be handled with care.

6.2.3. Storing Products

Say 

Products, like bicycles, televisions or music systems and computers are usually assembled within the storeroom and then transferred to the display area. Certain products, like furniture items are assembled near the display area itself as they are too bulky to be transported after assembling.

Tips **Provide the following tips:**

- It is important for the workers to be careful while keeping blocks under a raised load.
- Also, make sure that the load is not released before removing their hands from under the load.
- In order to support the load carefully and properly, blocking materials used must be strong and large.

6.2.4. Distribution Centre

Ask 

Ask the students if they know what a distribution centre is.

Elaborate 

Elaborate on students responses and explain what a distribution centre is: A distribution centre is a specialised building or a warehouse for goods or products with air conditioning or refrigeration and are also known as warehouses, DC, fulfilment centres etc.

6.2.5. Material Handling Equipment

Say 

On arrival, products are stored in a distribution centre in different kinds of the containers and storage places as per the suitable characteristics of the product, and also as per the quantity which is to be stored and transported.

Explain 

Explain the common names and features of the storage containers:

Pallets

Intermodal Containers

Cartons and Cases

Gaylord

Totes

6.2.6. Reporting Problems in Assembling Products

Explain 

Explain how to report problems in assembling products:

- These problems must be dealt with appropriately and at the earliest to avoid losses later.
- In addition, such problems and challenges should be reported immediately to the store manager or visual merchandiser.

6.2.7. Steps in Product Assembling

Steps: Assembling Products 



STEP 1: Using the correct equipment for the assembly operations.



STEP 2: Carrying out product assembly in the correct sequence.



STEP 3: Monitoring the assembly operations.



STEP 4: Reporting problems to the appropriate person.



STEP 5: Completing any necessary documentation.



STEP 6: Working in ways which maintain your safety as well as of others.

Role Play

- Ask two students to come forward for a role play of challenges related to assembling products to concerned person.
- Ask one student to play the role of a sales associate in a retail store who is facing certain issues while assembling products before display.
- Ask the other student to play the role of the visual merchandiser at the store.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise how to assemble products for sale.
- Summarise manufacturer's instructions for grouping and assembling products.

- Summarise how to report problems related to assembling products.
- Summarise distribution centre.
- Summarise different material handling equipment.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

UNIT 6.3: Handling Displayed Products

Unit Objectives

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

1. Explain the need to check accurate assembly and safety of displayed products
2. Identify quality standards for displayed products
3. Recognise need to maintain product quality
4. Discuss shelf layout decisions of retailers

6.3.1. Checking Accuracy in the Assembly and Safety of Displayed Products

Say

The products should also be in good condition, and should not be spoiled or damaged. Placement of products must also be appropriate so that customers can get a good view of the merchandise on sale.

Ask

Ask the students how they will determine if products have been assembled correctly and are safe for display.

Example

Some of the examples of products using “Safety Mark” are as follows:

- Regular appliances of household, for example, ceiling fans and irons
- Gas appliances, for example, regulators and hoses of LPG (Liquefied Petroleum Gas) cylinders
- Electrical appliances of kitchen such as kettles and rice cookers
- Accessories used in IT, for example, PCs (Personal Computers) and printers
- Appliances related to party, for example, decorative chains of lighting

6.3.2. Quality Standard for Displayed Products

Say

Some general quality standards include displaying best-selling products, keeping in mind new and upcoming market trends. In addition, waste and unwanted products should be removed immediately.

6.3.3. Shelf Layout Decisions

Explain

Explain the following points:

- Many customers are uncertain and unclear about product satisfaction before conducting any physical inspection.
- Also, in retail store, search process may get affected by the design of the layout in the shelf.

Example

Some examples are:

- In an electronics section of departmental outlet, all microwave products are kept in one place side by side. The buyers of the microwave can simply examine different brands.
- In an apparel section of departmental outlet, a buyer searches for the sweaters of one brand against the sweaters of other brands.

Tips

Provide the following tip:

Products such as gas, electronic and electrical appliances and their accessories need the ISI mark before these products are sold in India.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the need to check accurate assembly and safety of displayed products.
- Summarise quality standards for displayed products.
- Summarise the need to maintain product quality.
- Summarise shelf layout decisions of retailers.

Notes

UNIT 6.4: Managing Damaged Products

Unit Objectives

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

1. Explain handling of damaged products
2. Explain management of retail returns
3. Prepare a return authorisation
4. Explain how to handle unused waste

6.4.1. Handling Damaged Products

Ask

Ask the students if they will handle damaged products.

Say

In such cases, the damaged products should be removed from the display carefully and sent to the storeroom for repair or disposal.

6.4.2. Managing Retail Returns

Explain

- Explain how retailers deal with such types of return in order to get their maximum value from the logistics perspective.

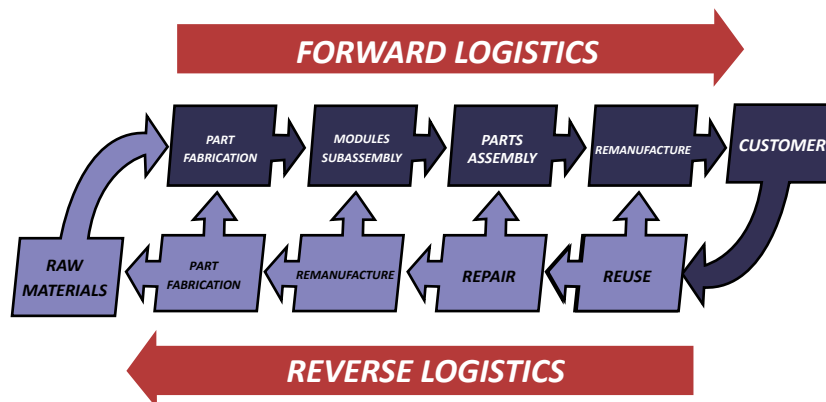


Fig. 6.4 Retail Logistics

- Explain that:
 - » The forward side of the logistics in retail continues from September to December; this involves moving high volumes of products into the distribution centres of e-commerce and stores.
 - » However, for reverse logistics, it is for the month of January, February and March.

6.4.3. Creating a Return Authorisation

Say

If your customer is sending merchandise back to the warehouse, the system will automatically generate a Return Materials Authorisation (RMA) label, which must be placed on the returned product. This will ensure that the retail company can quickly add it back to their inventory while keeping a low inventory count.

Field Visit

- Conduct a field visit to a nearby supermarket or retail store, preferably when the store is handling the arrival of fresh stock.
- Ask students to interact with the staff about how they handle products that get damaged accidentally, and whether they follow set policies for handling such damages.
- Assist them, whenever required, and resolve their queries.

6.4.4. Removing Unused Waste

Say

Discarded packaging and waste materials should be disposed off quickly to free space in the storeroom. These materials can be sold off as scrap to suppliers or recyclers.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to observe if they follow basic safety measures while handling waste.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their observations with other classmates.

Tips

Provide the following tips of dealing with damaged goods:

- Separate the damaged goods from normal goods
- Move the damaged amounts to a separate location. If they are food commodities, make sure that these are in a place where the damage cannot spread
- Report the damage to the stock owner/supervisor
- Dispose off the damaged goods in the most transparent, cost-effective and environmentally responsible manner





7. Loyalty Scheme Promotions

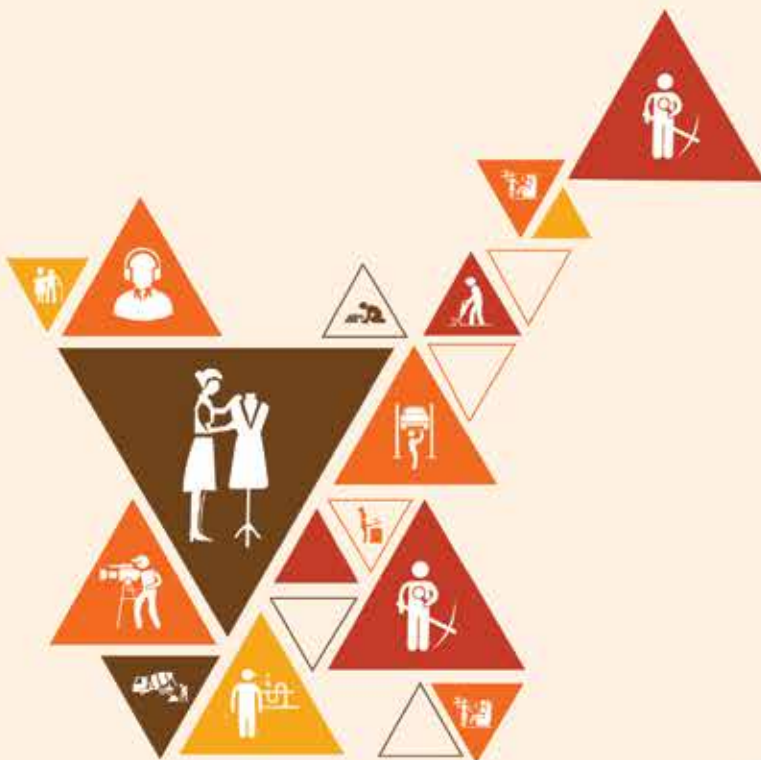
Unit 7.1 - Understanding Loyalty Schemes

Unit 7.2 - Loyalty Scheme Offers Specific to Members

Unit 7.3 - Responding to Customer Queries and Concerns about the Loyalty Scheme

Unit 7.4 - Preparing Customers to Register for a Loyalty Scheme

Unit 7.5 - Proof of Membership



Key Learning Outcomes

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

1. List various characteristics of loyalty schemes offered by retail companies
2. Discuss benefits of loyalty schemes
3. Identify information sources for loyalty schemes
4. Identify specific offers that can be availed by loyalty scheme members
5. Understand buying signals of customers
6. Illustrate the format of a membership form
7. Discover how to prepare customers to join loyalty programmes
8. Describe the concept of proof of membership
9. Justify the need to avoid errors in customer information

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 7.1: Understanding Loyalty Schemes

Unit Objectives

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

1. Explain loyalty scheme
2. List various characteristics and benefits of loyalty schemes
3. Identify various information sources of loyalty schemes
4. Express the importance of sources like company websites and advertisements in promoting loyalty schemes

7.1.1. What is a Loyalty Scheme?

Ask

Ask the students if they have ever been part of any loyalty scheme. If yes, ask to explain what such schemes offer.

Do

Note the key points of the responses on a flipchart and introduce what loyalty scheme programmes are.

Say

- Loyalty scheme programmes are regulated marketing campaigns by organisations to promote brand loyalty.
- Under these schemes, members are provided with a special loyalty card, also known as advantage card, club card, reward card, or point card.

7.1.2. Characteristics and Benefits of Loyalty Schemes

Ask

Ask the students what benefits they get from loyalty schemes.

Explain

Explain the following benefits:

- Instant or special discount on select products, as well as redemption points
- Complimentary parking facilities and coupons
- Free shipping or home delivery
- A relaxed return policy (90 days) or exclusive sale preview to customers

Explain how such schemes benefit in attracting and retaining customers.

Tips

Provide the following tips on four fundamental features should be a part of any successful loyalty programme:

- Should be influential along with the ability to track profits and bring about positive behavioural changes
- Should be able to differentiate and target members on a segmented basis
- Should have the ability of recognising and rewarding transactional and non-transactional behaviour
- Should offer achievable and relevant rewards which should be a blend of aspirational and practical options

7.1.3. Acquiring Information about Loyalty Schemes

Ask

Ask the students what they think are the sources of information of such loyalty schemes for customers.

Elaborate

Elaborate on students responses and mention the following sources:

- Sales personnel and cashiers
- Company website
- Advertisements
- SMS alerts
- E-mail marketing
- Word of mouth

Tips

Provide the following tip:

To ensure the maximum responses from customers and minimum opt-out rates, the information or messages must be sent to customers in the way they like to receive.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

UNIT 7.2: Loyalty Scheme Offers Specific to Members

Unit Objectives

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

1. Justify the need to offer special schemes to valued customers
2. Identify ways to appreciate loyal customers
3. Recognise ways to develop customers' interest in loyalty programmes
4. Identify financial benefits of loyalty schemes to members

7.2.1. Special Schemes for Valued Customers

Ask

Ask the students if they have been offered any special scheme by a retail store.

Say

- These offers include cash back, buy one get many, heavy discounts on merchandise, free home delivery, complementary meals in select food outlets and gift vouchers from select retailers.
- Many a times, loyal customers are provided with cards which are supposed to get stamped on every purchase made by customers.
- Giving away gift vouchers for a day at a spa or a day at some race proves a form of personal touch.
- Customers who only purchase discounted lines are termed as 'cherry pickers'; these customers cost as much as those who spend less.
- When rewards from well-designed loyalty programmes are provided to the better customers segment, it provides a reason to stay on for the less-desirable customers too.

Example

It has been observed by ABC Supermarket that the actual profit generating customers are only around 30% and this helps to cover the cost of less profitable customers. If you go through Pareto Principle Chart you will find that the 80% of profits are generated by the top 20% of customers, whereas the bottom 30% of customers eat up 50% of the profits produced by others. It is advisable for supermarkets that loyalty programmes must be introduced in two segments; one should especially focus on more profitable customers and the other should be made for the customers who generate less profits.

Tips

Provide the following tips on small gestures that can please a loyal customer:

- Be friendly and polite to the customer
- Give a complementary drink, like tea or coffee, if you can

- Offer additional discounts if possible
- Take feedback from the customer about the quality of service, staff behaviour, store cleanliness, hygiene, etc.
- Always focus on building positive relationship
- Provide special treatment to specific groups like children, elderly or senior citizens.

7.2.2. Developing Customer Interest

Ask

Ask the students what will develop customer interest in these programmes.

Explain

Explain the following points:

- Print or media advertisements, SMS alerts, and e-mail marketing campaigns are certain tools that organisations should use extensively to inform customers about the loyalty schemes and their benefits.
- There is no need to revise prices for attracting ‘cherry pickers’ when best customers are happy enough in buying products at offered prices.

7.2.3. Encouraging Customers to Join

Say

If you want customers to join your loyalty programme, you need to think about two main things:

- The incentive (create desire to join) and
- The programme information (why they should join)

Tips

Provide the following tips on three main aims of a good loyalty programme:

- Attract
- Maintain
- Retain

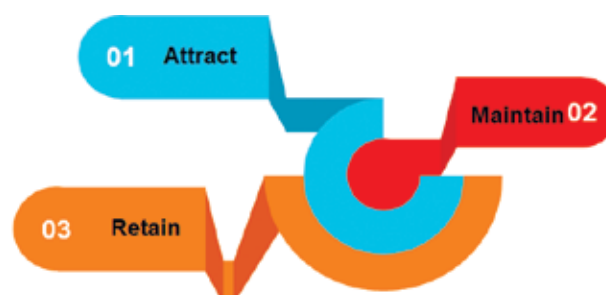


Fig 7.1 Three Main Aims of a Good Loyalty Programme

7.2.4. Financial Benefits of Loyalty Schemes to Members

Role Play

- Ask three students to come forward for a role play on answering a customer's query related to financial benefits.
- Ask one of the students to play the role of an associate trainee employed at a leading, multibrand apparel store.
- Ask the other two student to play the role of a customer.
- Tell that the associate trainee needs to let the customer know benefits of loyalty schemes.
- Provide feedback at the end of the role play on what could have been better.
- If the time allows, conduct the same role play with another pair of students.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

Summarise

- Summarise the need to offer special schemes to valued customers.
- Summarise ways to appreciate loyal customers.
- Summarise ways to develop customers' interest in loyalty programmes.
- Summarise financial benefits of loyalty schemes to members.

Notes

UNIT 7.3: Responding to Customer Queries and Concerns about the Loyalty Scheme

Unit Objectives

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

1. Recognise the importance of probing customers for information
2. Review the role of a cashier in gathering customer information
3. Identify how to handle customer queries in a friendly manner
4. Identify buying signals in customers

7.3.1. Probing Customers for Information

Explain

Explain the four main categories of questions:

- Open questions
- Closed questions
- Clarifying questions
- Confirming questions

Role Play

- Ask two students to come forward for a role play on probing customers for information about buying a membership card before generating invoice.
- Ask one of the students to play the role of a cashier at a leading apparel and home décor store.
- Ask the other student to play the role of a customer.
- Provide feedback at the end of the role play on what could have been better.
- Conduct the same role play with another pair of students.

Tips

Provide the following tips on probing customers:

- How the buying decision is made
- Present loyalties plus perceived outcomes
- Requirements and expectations which are not met

7.3.2. Handling Customer Queries

Say

How the executive deals with customers during such conversations is critical, since a patient and polite reply by the staff can improve chances of the customer buying loyalty membership.

Notes for Facilitation

If required, initiate a discussion on this topic.

Field Visit

- Conduct a field visit to a retail store.
- Ask students to ask staff members about their loyalty schemes.
- Ask them to observe staff behaviour and identify if they're able to handle repetitive or similar queries patiently and politely.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their observations.

Tips

Provide the following tips for handling customers:

- Try to listen to your customers carefully and let them finish first.
- Ask problems in a concerned and caring way.
- Try to put yourself in your customers' shoes.
- In case you are busy, try to find another person who can address to the queries of the customers.

7.3.3. Observing Customers Keenly to Identify Buying Signals

Say

Executives should be alert and build positive rapport with customers.

Example

Avinash works as an associate trainee at a leading retail store and handles the task of bringing in new customers into the loyalty programme. While assisting customers during purchases, he engages them in polite conversations to identify positive buying signals. He informs the interested customers about the loyalty schemes and answer all their queries smilingly and patiently. He persuades interested customers to fill up the membership form, following which they can start receiving benefits of the scheme.

Tips

Provide the following tips on methods that can be adopted to identify signals that customers exhibit to indicate their interest in loyalty programmes:

- Direct observation
- Indirect observation

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

Summarise

- Summarise the importance of probing customers for information.
- Summarise the role of a cashier in gathering customer information.
- Summarise how to handle customer queries in a friendly manner.
- Summarise buying signals in customers.

Notes

UNIT 7.4: Preparing Customers to Register for a Loyalty Scheme

Unit Objectives

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

1. Recognise need to promptly register potential customers for loyalty schemes
2. List reward structures for customers
3. Illustrate the format of a loyalty scheme application form
4. Identify ways to convince customers in filling application form

7.4.1. Being Prompt with Potential Customers

Say

As soon as staff members spot positive buying signals among a customer, they must encourage the customer to sign up for loyalty scheme membership immediately. Delay can cause the customer to change his/her mind, resulting in loss of potential sales for the retail store.

Role Play

- Ask two students to come forward for a role play on being prompt with potential customers.
- Ask one of the students to play the role of a trainee associate who works in a retail store and assists customers in making purchase decisions. He/she also introduces prospective members to ongoing loyalty schemes in the store.
- Ask the other student to play the role of a customer.
- Provide feedback at the end of the role play on what could have been better.
- Conduct the same role play with another pair of students.

Tips

Provide the following tips on the following reward structures:

- Purchase 9, get 1 free
- Clubs
- Discounts
- Contests
- Prizes for paying up front

7.4.2. Loyalty Scheme Application Form

Resources to be Used

A sample application form for loyalty card membership

Practical

- Show a sample application form for loyalty card membership.
- Explain its features and components.
- Explain that such forms need to be filled by customers to avail the benefits of the scheme.

7.4.3. Convincing Customers to Fill Application Form

Say

- Nowadays, organisations provide online facility to fill up membership forms.
- Sometimes, executives may come across customers who are interested in the loyalty programme, but are not immediately willing to register for membership. In such situations, executives should try and understand their reasons for the same instead of forcing the customers to sign up for the scheme.

Role Play

- Ask two students to come forward for a role play on convincing customer fill the application form.
- Ask one of the students to play the role of a store executive who is facilitating a customer in filling the loyalty programme application form.
- Ask the other student to play the role of a customer.
- Provide feedback at the end of the role play on what could have been better.

Tips

Provide the following tips asking customers to fill application form:

- The form should be simple and easy for customers to understand and fill
- Store executive must be patient and helpful while assisting the customer
- If necessary, fill the details for the customers yourself

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.

UNIT 7.5: Proof of Membership

Unit Objectives

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

1. Interpret how the loyalty kit acts as a proof of membership for customers
2. Explain how to crosscheck details with customers
3. List reasons to offer loyalty cards

7.5.1. What is a Loyalty Kit and a Proof of Membership for Customers?

Explain

Explain that:

- Once customers sign up for loyalty scheme membership, they receive an acknowledgement for the same as a proof of membership. This could be in the form of an SMS notification or e-mail.
- Customers also receive the loyalty card kit, which includes the card itself, discount coupons, a user guide complete with terms and conditions, and sometimes complementary gifts, such as music CDs.

Resources to be Used

A sample acknowledgement email or SMS

Practical

- Show a sample acknowledgement emails or SMS.
- Explain its features and components.

Field Visit

- Conduct a field visit to a retail store.
- Ask students to enquire with the manager about how they complete formalities related to signing up their customers for loyalty membership, including handing over proof of membership at the end of the transaction.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their observations.

7.5.2. Crosschecking Details with Customers

Explain

Explain the following points:

- Store executives must always crosscheck details filled by customers in the membership form to avoid any discrepancy or error.
- However, in case of a mistake, the error must be rectified as early as possible.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 2 students each.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to assist their friend or classmate in filling a sample membership form.
- Ask the students to crosscheck all details to avoid filling incorrect information.

Skill Practice	Time	Resources
Crosschecking details with customers	30 mins	Pencil and sample membership form

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise how the loyalty kit acts as a proof of membership for customers.
- Summarise how to crosscheck details with customers.
- Summarise reasons to offer loyalty cards.

Notes

Notes



A large rectangular area enclosed in an orange border, containing 30 horizontal lines for writing notes.





8. Store Security

Unit 8.1 - Importance of Workplace Security

Unit 8.2 - Various Types of Security Risks

Unit 8.3 - Identifying and Preventing Security Risks

Unit 8.4 - Noticing and Reporting Security Risks

Unit 8.5 - Barriers in Identifying Security Risks

Unit 8.6 - Reporting of Security Risks

Unit 8.7 - Reasons Why Only Authorised Personnel should Take
Responsibility of Security Risks

Unit 8.8 - Key Security Solutions



Key Learning Outcomes

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

1. Describe the significance of workplace security
2. Identify various security risks
3. Discuss methods to notice and report security risks
4. List barriers of dealing with security risks and ways to overcome them
5. Discuss how to report security risks efficiently
6. Describe reasons of security risks
7. Illustrate different ways of preventing security risks
8. Discuss the control of keys, numbering and labelling, electronic tags, good lighting, web or CCTV etc.
9. Define shoplifting, robbery, employee theft and aggressive customers

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 8.1: Importance of Workplace Security

Unit Objectives

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

1. Explain the concept of workplace security
2. Discuss the importance of workplace security
3. List some common security measures taken by retailers
4. Identify some good practices to maintain security

8.1.1. Introduction to Workplace Security

Say

- The prime objective of every retailer is to earn profit, and the main source of generating profit is selling of products and services.
- The products can be promoted through advertisements, personal selling, discounts, schemes, special offers, etc.

8.1.2. Key Importance of Workplace Security

Explain

Explain the measures commonly taken by retail stores to ensure and maintain security in their premises:

- Deployment of security personnel
- Secured doors
- Secured windows
- CCTV
- Locks for select display units
- Appropriate lighting arrangements
- Lockable bins
- Lockable showcase
- Electronic tags (RFID technology)
- Numbering and labelling of merchandise
- Arranging merchandise in easily accessible manner
- Marking theft-prone merchandise

Tips 

Provide the following tips good practices that can help retailers maintain security:

- Ensure adequate number of staff to manage store operations efficiently
- Install a security system for surveillance even after the store is closed
- Ensure adequate lighting for CCTV capturing
- Deal with emergencies, like robberies, theft and fire.
- Do not stock huge sum of money in the store. Deposit cash regularly to avoid losses in case of theft

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Field Visit 

- Conduct a field visit to a nearby retail store.
- Divide students into teams of 3-4 students.
- Ask students to select a store per team and analyse the workplace security measures in place such as lockable bins, CCTV cameras, secured doors, security personnel, etc.
- Ask them to analyse the importance of each measure.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries

Summarise 

- Summarise the concept of workplace security.
- Summarise the importance of workplace security.
- Summarise some common security measures taken by retailers.
- Summarise some good practices to maintain security.

Notes 

UNIT 8.2: Various Types of Security Risks

Unit Objectives

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

1. Explain different types of security risks
2. Distinguish between security risks, like shoplifting, burglary and by employees theft
3. Recognise aggressive customers as a potential security risk
4. List ways to deal with aggressive customers

8.2.1. Types of Security Risks

Do

Ask students about the security risks they think a retail store can encounter and then explain the following ones:

- Shoplifting
- Employee theft and burglary

Elaborate

Elaborate further that in case of such issues, the store staff should follow the following instructions:

- Activate the alarm system.
- Call the police as soon as possible.
- Help customers escape from the store premises.
- Avoid touching or disturbing the area of crime.
- If possible, record details about the attackers.
- Identify items that have been robbed.
- In case of riots or violent activities, lock down the store and try to escape from a back door.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to search online and come up with at least two security incidents that have happened in retail stores.
- Ask the students to discuss in their teams and decide how these incidents could have been avoided.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Initiate a discussion, as required.

Skill Practice	Time	Resources
Analysing Security Risks	30 mins	Computer, Internet, Pencil and Paper

8.2.2. Aggressive Customer

Notes for Facilitation

Focus on that the major security risk for retail stores are customers who get aggressive and resort to verbal or physical violence.

Tips

Provide the following tips on handling aggressive customers:

- Stay calm and maintain a soothing voice
- Control your own voice and body language
- Listen and try to understand to the customer's point of view
- Call the security staff, if necessary

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Role Play

- Ask two students to come forward for a role play of handling aggressive customers.
- Ask one student to play the role of a customer who is getting aggressive in the store as he/she had to wait in the queue for long.
- Ask the other student to play the role of the trainee associate who is trying to handle the situation.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

Summarise

- Summarise different types of security risks.
- Summarise between security risks, like shoplifting, burglary and by employees theft.
- Summarise aggressive customers as a potential security risk.
- Summarise ways to deal with aggressive customers.

UNIT 8.3: Identifying and Preventing Security Risks

Unit Objectives

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

1. Identify and prevent security risks
2. List some security measures like implementing good store design and enforcing employee training
3. Discuss ways to reduce employee theft
4. Outline security policies and control mechanisms

8.3.1. Identifying and Preventing Security Risks

Say

Security risks can be identified and prevented by taking due precautions in various areas in a store.

Store Design

- Store entrances, dressing rooms and delivery areas are specifically prone to security issues.
- Clear view of the entrance and exits can allow store employees to keep a watchful eye on doubtful customers.

Employee Training

- Never assume that well-dressed customers cannot shoplift.
- Always be alert towards large groups of visitors.
- Spot loose clothing on customers.
- Remember that shoplifters are constantly eyeing the sales staff to avoid getting caught.
- Look for unusual signs such as a customer loitering around the same area for too long.

8.3.2. Reducing Employee Theft

Say

A positive and supportive work environment can improve employee satisfaction and encourage them not to steal from the store.

8.3.3. Establishing Security Policies and Control Mechanisms

Say

Store theft and other risks can also be handled by adopting suitable security policies and control mechanisms such as:

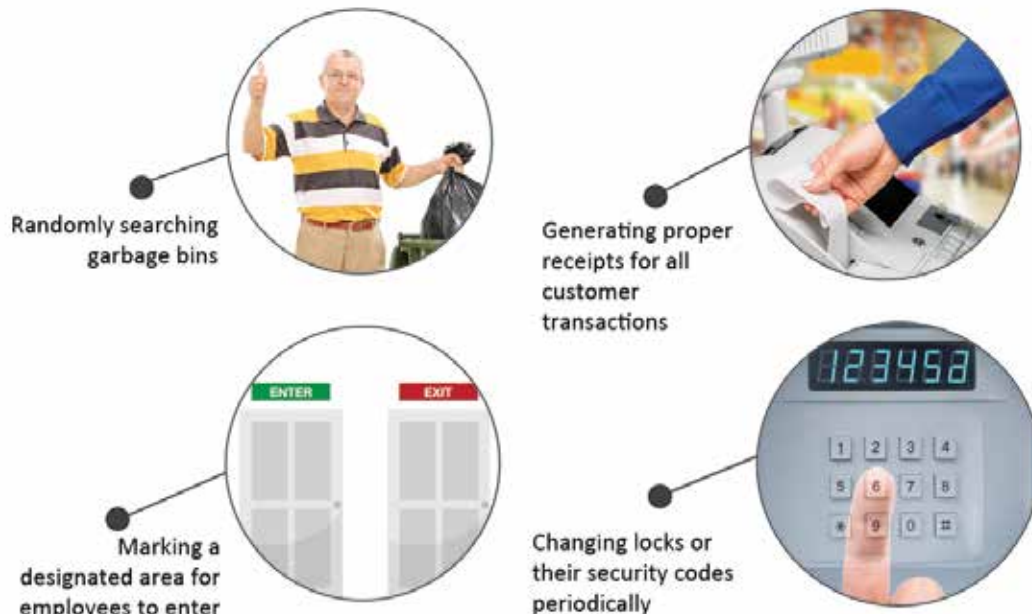


Fig. 8.1 Security Policies and Control Mechanisms

Tips

Provide the following tips on improving store security:

- Adopt a clean store design to remove any blind spots
- Clear the shelves to remove clutter, as a cluttered display is an easy target for thieves
- Place security cameras near merchandise, this can discourage a potential shoplifter
- Be alert and encourage your co-workers to do the same

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Field Visit

- Conduct a field visit to a nearby retail store.
- Divide students into teams of 3-4 students.

UNIT 8.4: Noticing and Reporting Security Risks

Unit Objectives

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

1. Identify and report security risks
2. Recognise that compliance ensures security and reduces risk
3. Recognise need to adopt multi-layered approach to security
4. Explain ways to remain alert on the job

8.4.1. Reporting Security Risks

Ask

Ask students to describe what, according to them, can be the possible appearance and behavioural characteristics of a shoplifter.

Do

Focus on that employees must closely observe the dressing up and behaviour of people in the store to distinguish between potential customers and possible shoplifters.

8.4.2. Compliance Ensures Security and Reduces Risk

Say

Every store trains and educates its employees against shoplifting and theft. However, this training may prove worthless if employees do not comply with security policies and procedures set up by the company.

8.4.3. Adopting a Multi-layered Approach to Security

Say

- Locking stockrooms and limiting staff and customer access during stock taking, ensures a more secure retail environment.
- Once these kinds of basic practices are put into place, electronic systems act as the final layer of security, both within and outside the store.

Tips

Provide the following tips on remaining alert on the job:

- Watch for common warning signs like nervousness or restlessness of customers
- Eliminate hiding places. Strategically placed mirrors can open up sight lines into hidden areas and keep shoppers honest
- Be aware of anyone snuggling behind you when you are busy sorting or organising merchandise
- Although you cannot control every incidence of shoplifting, you should not lower your guard

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Resources to be Used

Computer and Internet

Activity

- Ask the students to search online and come up with some unique security measures that retail stores deploy nowadays.
- Ask them to analyse them and write down their characteristics on how they help achieve high security.
- After 10 minutes, ask 5-6 students randomly to share their lists.
- Initiate a discussion, as and when needed.
- Ask the rest of the class if they have any different observations.

Skill Practice	Time	Resources
Analysing security measures in stores	30 Mins	Computer, Internet, Pencil and Paper

Summarise

- Summarise how to report security risks.
- Summarise how compliance ensures security and reduces risk.
- Summarise the need to adopt multi-layered approach to security.
- Summarise ways to remain alert on the job.

Notes

UNIT 8.5: Barriers in Identifying Security Risks

Unit Objectives

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

1. Locate the barriers in identifying security risks
2. List barriers like less attentive store staff and heavy footfall
3. Describe cyber risk in retail
4. Identify solutions for overcoming barriers

8.5.1. Barriers in Identifying Security Risks

Explain

Explain the following barriers:

- Inattentive store staff
- Employee involvement in theft
- Huge traffic of customers

8.5.2. Cyber Risk in Retail

Explain

Explain the following unique risks for retail clients:

- Risk of losing potentially large amounts of consumer and employee data, including credit card data, customer details, etc.
- Security failures of stored credit cards and point-of-sale machines.
- Loss of privacy and security questions related to loyalty programme information.

8.5.3. Solutions for Overcoming Barriers

Tips

Provide the following tips on adopting some simple measures:

- Ensure that the merchandise is properly visible.
- Avoid placing items too close to entrance or exit gates.
- Ensure that all areas of the store are sufficiently lit.
- Security guards should be deployed at appropriate locations across the store.
- Install CCTV cameras at different areas to cover all display items.
- Build employee credibility and loyalty.

- Install security tools such as electronic article surveillance systems, ink tags and two-way radio sets.
- Consider all security risks while selecting a store location.

8.5.4. Steps of Reducing Barriers

Steps: Reducing Barriers



STEP 1: Ensuring Visibility of Merchandise



STEP 2: Avoiding Placement of Merchandise too Close to Store Entrance and Exit



STEP 3: Ensuring all Store Areas are Properly Lit



STEP 4: Deploying Security Personnel at Appropriate Places



STEP 5: Placing CCTV Cameras at appropriate locations



STEP 6: Installing Electronic Article Surveillance Systems, Ink Tags and Two-Way Radio Sets

Tips

Provide the following tips on good steps that can be taken to overcome of young people roaming around in stores that pose a serious security and safety risk:

- Good lighting, both inside and outside the store (such as car parking, loading docks, etc.)
- Security guards who are impartial and capable of handling any situation
- Conducting activities and events that engage youth

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 3-4 students.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask them to search online about a recent security incident in retail stores.
- Ask the students to note down possible causes and identify what could have prevented that incident.
- Ask the students to prepare a report based on their observations.
- Tell them to choose a representative from their team and share their reports.
- Initiate a discussion, as required.

Skill Practice	Time	Resources
Implementing Steps to Reduce Barriers	30 mins	Computer, Internet, Pencil and Paper

Summarise

- Summarise the barriers in identifying security risks.
- Summarise barriers like less attentive store staff and heavy footfall.
- Summarise cyber risk in retail.
- Summarise solutions for overcoming barriers.

Notes

UNIT 8.6: Reporting of Security Risks

Unit Objectives

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

1. Explain reporting of security risks in store
2. Recognise need of a separate security department
3. Identify persons responsible for handling security risks
4. List duties of security personnel

8.6.1. Barriers in Identifying Security Risks

Say

Security risks for a retail store may be in terms of loss of:

- Merchandise
- Money
- Store property

8.6.2. Responsibility of Security Department

Explain

Explain the following points:

- Security personnel must keep a watchful eye on customers, other staff members and stocks to ensure safety at all times.
- Security guards need to be vigilant and alert to prevent any unwanted activities in the store.
- In case theft takes place, it must be reported immediately to the head of security or security in-charge and to higher authority such as the store head.
- Local police should also be informed at the earliest.

Tips

Provide the following tips on duties performed by security staff in a retail store:

- Protect people and property of the store
- Ensure checks to allow only authorised staff members to enter the store
- Deter criminals by being present at the premises
- Observe and act against untoward incidents
- Handle calls for help during dangerous situations like robbery, burglary, etc.

UNIT 8.7: Reasons Why Only Authorised Personnel should Take Responsibility of Security Risks

Unit Objectives

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

1. Identify people responsible for handling security risks
2. Explain why only authorised personnel should take responsibility of security
3. Value the security of others in retail store
4. Identify ways to stay safe at work

8.7.1. Who Takes Responsibility of Handling Security Risks?

Say

- Employees in a retail store are expected to be vigilant. However, they are not recommended to take responsibility of security risks without authorisation.
- Security personnel are given special training to deal with such incidents in a safe and professional manner.

8.7.2. Reasons Why Only Authorised Personnel should take Responsibility of Security Risks

Explain

Explain the reasons for not taking security risks without authorisation:

- To safeguard the security of others in the store.
- For legal consideration as, responsibility can only be taken by an authorised person.
- Company policies do not allow employees to take responsibility without authorisation from the company.

Tips

Provide the following tips:

- Take a moment to look around before exiting your car, entering a building, or walking out into a parking lot.
- Look for any suspicious people or out-of-place things before you leave a location that is secure.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.

- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise people responsible for handling security risks.
- Summarise why only authorised personnel should take responsibility of security.
- Summarise the security of others in retail store.
- Summarise ways to stay safe at work.

Notes



A large rectangular area containing 25 horizontal lines for taking notes.

UNIT 8.8: Key Security Solutions

Unit Objectives

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

1. Explain use of tags as security solutions
2. Describe importance of having a store opening team
3. Identify measures taken before closing the store

8.8.1. Use of Tags as Security Solutions

Say

Attaching soft and hard tags on merchandise prevents shoplifting. These tags must be removed by cashiers during billing.

8.8.2. Importance of Having a Store Opening Team

Explain

Explain the following points:

- The team comprises Head Cashier/Assistant Head Cashier, Electronic Data Processing (EDP) Manager/Assistant EDP, Security in-charge/Assistant Security in-charge.
- The store opening team is responsible for examining the entire store and checking security measures.

8.8.3. Measures Taken before Closing the Store

Explain

Explain the measures taken before closing the store:

- The security in-charge should patrol the entire store to ensure no customer or staff member gets left behind in the washroom or trial rooms.
- He/she should also check if cupboards, display cases and theft-prone items are locked properly. Before exiting the store, the security in-charge must turn off security sensors, lights, and CCTV cameras.
- The burglar alarm should be activated before shutting the store.

Tips

Provide the following tips:

- Most of security alarm systems have specifically placed sensors that can get triggered when

somebody is close enough.

- If an alarm goes off, the security personnel working at night can quickly check the store premises to see if there has been a potential break-in.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Field Visit

- Conduct a field visit to a nearby retail store, preferably when the stores are getting closed.
- Divide students into teams of 3-4 students each and assign each team a store to study.
- Ask students to examine the steps employees follow before closing the store.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries.

Summarise

- Summarise use of tags as security solutions.
- Summarise importance of having a store opening team.
- Summarise measures taken before closing the store.

Notes

Notes



A large rectangular area enclosed by an orange border, containing 30 horizontal lines for writing notes.





9. Health and Safety at Work- place

Unit 9.1 - Health, Safety and Security Plans and Procedures

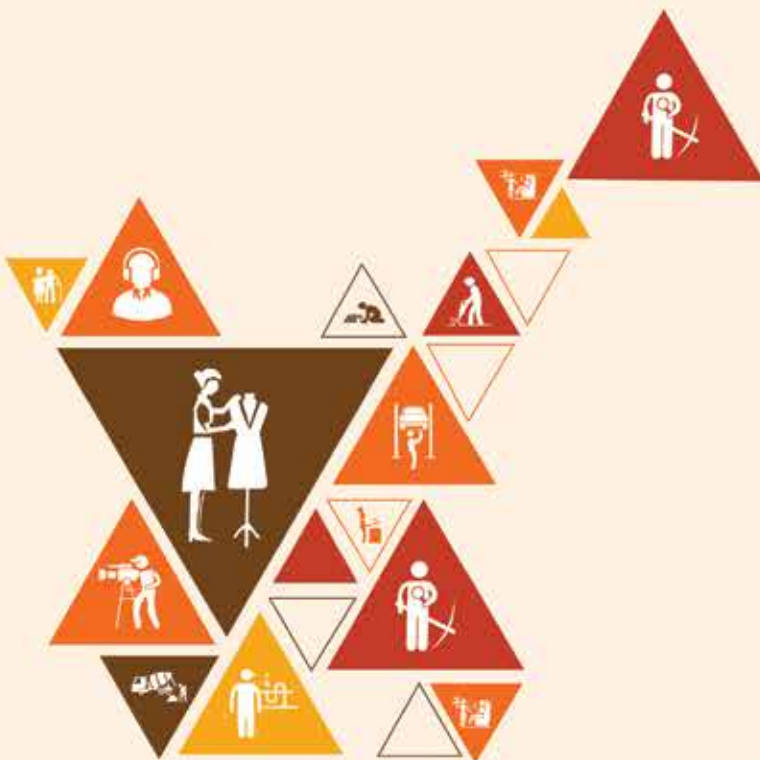
Unit 9.2 - Reporting Health and Safety Concerns

Unit 9.3 - Company Policies towards Health and Safety

Unit 9.4 - First Aid and Emergency Medical Plan

Unit 9.5 - Following Up the Emergency and Evacuation Plan

Unit 9.6 - Making Better Work Environment



Key Learning Outcomes

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

1. Explain how to report health and safety issues
2. Explain how to identify health, safety, and security breaches
3. Describe ways of rectifying health, safety and security breaches
4. Discuss the concept of emergency medical plan and first aid
5. Outline how to carry out emergency or evacuation plans
6. Explain role of employees in maintaining safe working environment

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 9.1: Health, Safety and Security Plans and Procedures

Unit Objectives

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

1. Recognise legal obligation of employers to keep workers safe
2. Explain how to lift and handle goods safely
3. Discuss planning for safe and efficient lifting of goods
4. Ensure suitable safety measures before lifting goods
5. Identify the threats to the workers and workplace
6. Recognise the disadvantages of not following health and safety measures in a retail store

9.1.1. Legal Obligation to Keep Workers Safe

Say

- Occupational Health and Safety (OHS) legislation has existed in India since several decades. Several acts and legislations are in place to ensure workers' safety, including elimination of potential risks to promote health, safety and well-being of employees at workplace.
- Failure to deploy satisfactory health and safety systems can attract huge penalties including, imprisonment for the employers.
- According to the law, retail stores must comply with government regulations related to workers' health and safety as well as environmental issues. Retail stores must retain all documentation and records to support their compliance with the laws.

9.1.2. Lifting and Handling Goods Safely

Explain

Explain the following points:

- While moving goods manually or mechanically employees should be aware of the work area and various potential hazards surrounding them, so that they can remain alert and remain safe while performing these tasks.
- When using lifting and handling equipment, all company guidelines and manufacturer instructions should be followed strictly.

9.1.3. Plan Safe and Efficient Lifting of Goods



Do

Mention that an employer must consider the following questions:

- What is the path to be followed after lifting goods?
- Is the use of handling aids required?
- Is there sufficient space to allow lifting movement?
- Is it possible to slide or push the load instead of lifting it?
- Would a team be required to complete the lifting process?

9.1.4. Take Suitable Safety Measures before Lifting

Explain



Explain the following guidelines:

- Conduct proper assessment of weight, size and shape of the load as well as overall distance that has to be covered.
- Ensure there is adequate space for unrestricted movement and proper footing.
- Use hand carts or pallet jacks for loads that appear to be too heavy or awkwardly placed.
- In addition, proper balance and posture must be maintained while lifting heavy goods.

Explain the points that should be considered during the lifting process:

- Bend the knees and keep the back straight.
- Grip the load firmly using the palms of your hands.
- Do not attempt to lift the load in one go. First, use body weight to shift the load and then lift it by pushing it up with your legs.
- Keep elbows and arms close to the body while lifting.
- Keep the load close to body while lifting and moving.
- Avoid twisting your body while carrying the load. If you need to change direction, first adjust foot position accordingly and then turn the whole body around.
- Bend knees while lowering the load.
- While depositing the load on a shelf or bench, place it at the edge and push it backwards.
- Avoid wearing tight clothing or uncomfortable footwear while handling heavy loads.

9.1.5. Use Approved Lifting and Handling Techniques

Resources to be Used



A heavy box

Activity

1. Ask the students to volunteer to lift a heavy box.
2. Ask them to follow the recommended steps.
3. Ask other students to watch and learn.
4. For each student lifting the box, ask other students to share what went missing and could have been better.
5. Provide feedback, as and when required.

Skill Practice	Time	Resources
Use of approved lifting and handling techniques	30 Mins	Heavy Box

Practical

- Show how to lift and handle the heavy box.
- Explain the steps.
- If required, ask one or two students to try the same.

9.1.6. Common Company Guidelines for Lifting and Handling Equipment

Say

Some of the important guidelines to be followed by employers include the following:

- As far as possible, use mechanical equipment to avoid manual handling of loads, particularly heavy goods and equipment.
- Know all do's and don'ts to reduce the risk involved in manual handling of loads.
- Follow instructions and information on how to handle heavy loads.
- Understand instruction manuals of the equipment to understand its safe handling.

9.1.7. Threat to Workers and Workplace

Explain

Explain the following risks:

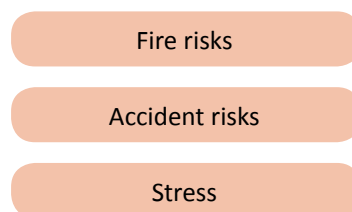


Fig. 9.1 Health and Safety Risks at Workplace

9.1.8. Risks of Not Following Health and Safety Plan in a Retail Store

Do



- Focus on adhering to a proper safety and health plan.
- Provide an example of fire as a potential hazard.

Tips



Provide the following tips on important safety guidelines for retail employers and organisations:

- Complete health and safety of all the employees must be ensured
- There should be awareness of work-related risks faced by employees
- All preventive measures should be adequately planned, monitored and reviewed from time to time
- Employees should have relevant information and adequate training pertaining to workplace risks and various preventive measures to minimise these risks
- Organisations must maintain complete documentation of all health, safety, security and environmental records as per company and regulatory standards

Notes for Facilitation



- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise legal obligation of employers to keep workers safe.
- Summarise how to lift and handle goods safely.
- Summarise planning for safe and efficient lifting of goods.
- Summarise suitable safety measures before lifting goods.
- Summarise the threats to the workers and workplace.
- Summarise the disadvantages of not following health and safety measures in a retail store.

Notes



UNIT 9.2: Reporting Health and Safety Concerns

Unit Objectives

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

1. Explain importance of reporting health and safety measures
2. Identify different sources of workplace hazards
3. Discuss how to handle hazardous substances safely on your own
4. Recognise need to promptly report health and safety concerns

9.2.1. Reporting is Necessary for Health and Safety

Say

- “Prevention is better than cure.”
- Employees have the responsibility of reporting safety or health breaches to the concerned person at the earliest.

9.2.2. Understanding Hazards

Explain

Explain that the hazards in workplace can seriously endanger the life of people working there.

Explain the following hazards:



Batteries



Paint



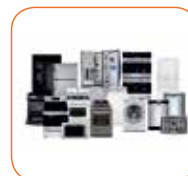
Fluorescent Lights



Used Oil



Medicines



Electronics

Fig. 9.2 Different Sources of Workplace Hazards

9.2.3. Handling Hazardous Substances Safely on Your Own

Say

- A well-informed employee can handle various hazards at a workplace by using protective gear/equipment, such as protective clothing, eyewear, headgear, footwear and gloves provided by the employer.
- Ensure that you are well-trained and fully prepared to deal with occupational hazards in the workplace.
- Avoid dealing with hazards that you cannot handle. Instead, seek assistance from professionals to handle such hazards.

9.2.4. Reporting Health and Safety Concerns to Concerned Person

Say

All accidents must be brought to the employer's attention immediately.

Tips

Provide the following tips on the following measures:

- Immediately report to relevant person or authority
- Warn other employees that may get affected
- Ask others to keep away from the hazard as much as possible

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Role Play

- Ask two students to come forward for a role play on reporting health and safety concerns to the concerned person.
- Ask one student to play the role of an employee who has encountered a hazardous material in the store and needs to report the same.
- Ask the other student to play the role of the concerned person who needs to be reported.
- When reported, ask the concerned to take recommended actions.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

UNIT 9.3: Company Policies towards Health and Safety

Unit Objectives

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

1. Indicate possible health and safety threats at workplace
2. Explain the parameters to check safety, security and health breaches
3. Recognise the importance of following company's safety policies
4. Identify safety gears for retail workers

9.3.1. Understanding Possible Health and Safety Threats at Workplace

Say

Some of the many health and safety threats present at workplaces include the following:

- Repetitive exertions
- Posture stresses
- Extreme noise
- Voice problems, especially for telemarketers
- Improper electrical wiring
- Dysfunctional safety tools, such as surveillance camera or biometric system

9.3.2. Parameters to Check Safety, Security and Health Breaches

Example

Some examples of safety, security and health breaches include the following:

- Working at extreme heights which involves high risk of falling down
- Allowing unlicensed or untrained persons to operate certain equipment
- Failing to ensure that the retail store is appropriately guarded
- Failing to notify concerned authority in case of serious injury or illness at the workplace

Field Visit

- Conduct a field visit to a nearby shopping mall.
- Divide the students into teams of 3-4 students each and assign each team a store to study.
- Ask students to examine any safety, security and health breaches present in the store.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries.

9.3.3. Following Company's Safety Policies

Explain

Explain that employees can stay safe at their workplace by simply following safety policies of the retail store.

9.3.4. Reporting Health and Safety Concerns to Concerned Person

Say

- Safety gears are tools used for preventing risks and injuries at the workplace or in real-life situations.
- Employees deployed at production floor, large distribution centres or other hazardous work areas are required to wear protective gears while performing tasks.

Tips

Provide the following tips on the following measures:

- With changing environment, company policies should also be updated regularly.
- Guidelines specified in these policies should be read and understood properly so that employees can comply with the company's latest health, safety, security and environmental regulations.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise possible health and safety threats at workplace.
- Summarise the parameters to check safety, security and health breaches.
- Summarise the importance of following company's safety policies.
- Summarise safety gears for retail workers.

Notes

UNIT 9.4: First Aid and Emergency Medical Plan

Unit Objectives

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

1. Define first aid
2. Describe the main objective of first aid
3. List emergency medicines
4. Identify the need for first aid

9.4.1. What is First Aid?

Ask

Ask the students to explain what first aid and emergency plan are.

Elaborate

Elaborate on the students' responses and mention the following:

- First aid refers to immediate medical attention given to injured or ill persons. The main objective of first aid is to provide immediate relief to the patient till proper medical aid arrives.
- An emergency medical plan should consider the following aspects:
 - » Communication
 - » Transportation
 - » Qualified first aider

9.4.2. Knowledge of Emergency Medicines

Do

Ask the students to refer to the Participant Handbook for the list of medicines used in emergency situations.

Tips

Provide the following tips to keep in mind about first aid kits:

- Check the expiry date of medicines
- Storage of medicines in a cool, dry and dark place
- Use suitable bottles/containers
- Arrange all medicines according to their functions
- Knowledge sharing

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Role Play

- Ask two students to come forward for a role play on how to apply first aid.
- Ask one student to play the role of an employee who has been injured or has fallen ill while working.
- Ask the other student to play the role of the employee who needs to immediately arrange first aid for the injured or sick one.
- Ask the other student to follow the right steps of first aid and give medicine as per the cause.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

Summarise

- Summarise what first aid is.
- Summarise the main objective of first aid.
- Summarise emergency medicines.
- Summarise the need for first aid.

Notes

UNIT 9.5: Following Up the Emergency and Evacuation Plan

Unit Objectives

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

1. Distinguish between emergency and evacuation plans
2. Identify various symbols generally used in emergency and evacuation plans
3. List information included in an emergency plan
4. Explain to others how to help people evacuate the workplace

9.5.1. Emergency Plan and Evacuation Plan

Resources to be Used

An emergency plan sample

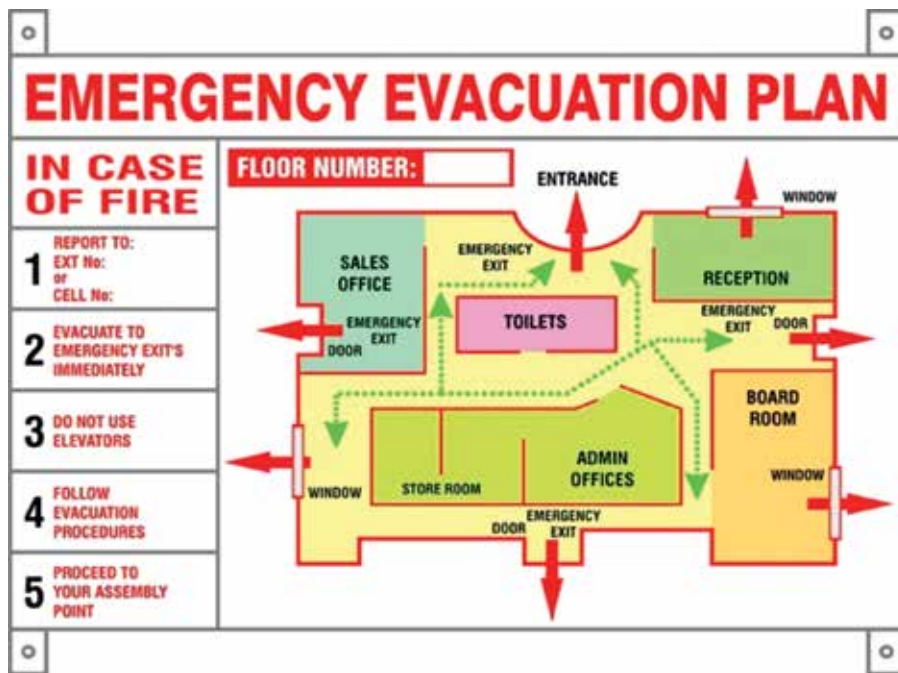


Fig. 9.3 Emergency Evacuation Plan

Practical

- Show an emergency evacuation plan and explain its importance.
- Explain its components and the considerations while creating such plans.

Explain

Explain that following issues that should be taken into account while training on emergency and evacuation plan:

- Individual employee's roles and responsibilities.
- Potential threat and hazards as well as protective actions.

- Communication and warning procedures.
- Procedure of responding to emergency.
- Placement and usage of important equipment during emergency situation.
- Procedures of emergency shutdown.

Do

Ask the students to refer to the Participant Handbook for the meaning of various symbols used in an evacuation plan.



Fig. 9.4 Symbols Used in Emergency and Evacuation Plans

9.5.2. Knowledge of Emergency Exits

Do

Ask the students to refer to the Participant Handbook for the emergency exit symbol. Explain its importance.



Fig. 9.5 Emergency Exit Symbol

Resources to be Used

A fire evacuation sample



Fig. 9.6 Responding to Fire Evacuation

Practical

- Show a fire evacuation plan sample and explain its importance.
- Explain its components.

9.5.3. Helping Others During Evacuation

Explain

Explain the following points:

- People tend to panic in an emergency situation and desperately look for support.
- In such a scenario, absolute cooperation and positive participation of employees is essential.

Tips

Provide the following tips to protect and defend yourself, your business and your employees:

- Responding to an emergency before it takes place is the best way of protection.
- There are some people who can think logically and clearly in times of crises.
- Therefore, it is essential to have drills to train employees so that they can think clearly in times of crisis.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 9.6: Creating Better Work Environment

Unit Objectives

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

1. Recognise importance of safe working environment
2. Explain employees' participation in maintaining safe-working environment
3. Define the objective and purpose of a mock-evacuation drill
4. Describe how to adopt eco-friendly working techniques

9.6.1. Safe Working Environment

Ask

Ask the students what they consider as a safe working environment.

Elaborate

Elaborate on the students' responses and mention the following:

- Implementing and following safety plans is critical.
- Proper employee awareness related to various health hazards.

Explain

Explain the following measures to maintain a safe-working environment:

- Involve employees in health promotion activities
- Use formal and informal communication to increase employee awareness
- Provide adequate information
- Promotion activities should address individual need of employees

9.6.2. Performing Mock Evacuation Drills

Do

Mention the following objectives of a fire evacuation drill:

- To identify possible loopholes in evacuation strategy.
- To reevaluate effectiveness of evacuation procedure following recent alterations in the working practice.
- To familiarise new employees with the procedure.
- To test utility and effectiveness of the arrangement for people with disability.
- To identify and correct weaknesses in emergency communication procedures and systems.
- To gather feedback, either positive or negative, from the staff, particularly personnel with designated responsibilities.

Mention the following issues during a drill:

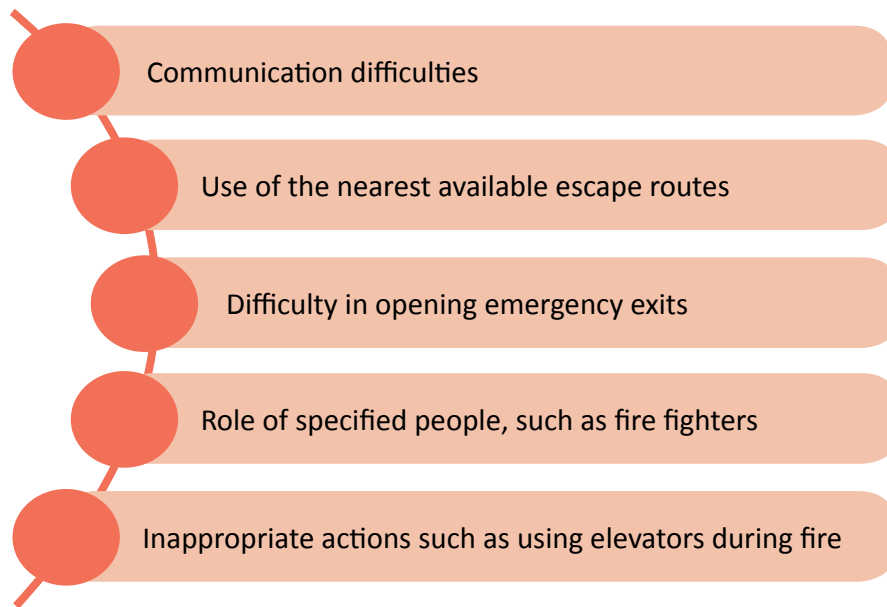


Fig. 9.7 Issues addressed during the Drill Process

9.6.3. Adopting Eco-Friendly Working Techniques

Say

Employees should adopt eco-friendly working techniques in order to minimise the impact of their activities on the environment.

Tips

Provide the following tips:

- Switch to energy-efficient lighting
- Green cleaning
- Buy used fixtures
- Make bags and receipts optional
- Buy energy-efficient equipment
- Turn off your computer at night and when you are not using it for several hours
- Examine the availability of the products made from the renewable resources
- Cut packaging

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.



10. Store Cleanliness and Hygiene

- Unit 10.1 - Organisational Standards for Clean Work Areas
- Unit 10.2 - Significance of Maintaining a Waste and Litter- Free Workplace
- Unit 10.3 - Methods of Discarding Waste and Litter
- Unit 10.4 - Health and Safety Risks Associated with Spillage
- Unit 10.5 - Regular and Thorough Clean-up of Spillage
- Unit 10.6 - Techniques of Reducing Spillage Risks
- Unit 10.7 - Cleaning Equipment and Materials
- Unit 10.8 - Storing Cleaning Equipment after Usage
- Unit 10.9 - Cleaning a Store without Unsettling Customers
- UNIT 10.10 - Effective Cleaning Practices and Techniques



Key Learning Outcomes

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

1. List various company standards pertaining to ensuring clean work areas
2. Describe the importance of maintaining a litter-free and waste-free workplace
3. Describe the procedures of discarding waste and litter
4. Explain health and safety risks associated with spillage
5. Identify techniques for reducing risk of spillage
6. List various cleaning materials and equipment used in a retail environment
7. Describe proper storage of cleaning equipment
8. List effective cleaning techniques and practices
9. Explain the importance of personal hygiene

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 10.1: Organisational Standards for Clean Work Areas

Unit Objectives

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

1. Outline organisational standards for cleanliness
2. Recognise the need for clean work areas
3. Explain housekeeping
4. Identify the need to maintain a housekeeping programme

10.1.1. Organisational Standards for Cleanliness

Say

These standards include information related to:

- Type of equipment used for cleaning.
- Scheduling cleaning activities.
- Procedures to reduce and dispose wastage and garbage.
- Preventive measures to keep the store dry and clean.

10.1.2. Clean Work Surfaces

Explain

Explain what housekeeping includes:

- Keeping workplace neat and tidy
- Keeping up the floors and halls free of trip and slip hazards
- Removing waste materials, such as cardboard and paper.
- Eliminating fire-related hazards from workplace

Explain paying attention to important details such as:

- Layout of the entire work area
- Aisle marking
- Adequacy of storage facilities
- Maintenance

10.1.3. Maintaining a Housekeeping Programme

Say

Housekeeping must be a part of all the tasks, operations and processes which are performed at work areas. Special efforts are required in high traffic zones like:

- Around ladders, platforms and stairs
- Around work stations
- Around machines
- Around storage areas

Tips

Provide the following tips for maintaining a good housekeeping programme:

- Walk-through surveys should be conducted as they help in identifying, evaluating and controlling the hazards due to lack of proper housekeeping practices at workplace
- One of the most effective tools in tracking the housekeeping performance and communicating the successes is 'Survey Checklist'

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise organisational standards for cleanliness.
- Summarise the need for clean work areas.
- Summarise what housekeeping is.
- Summarise the need to maintain a housekeeping programme.

Notes

UNIT 10.2: Significance of Maintaining a Waste and Litter-Free Workplace

Unit Objectives

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

1. Identify the need for maintaining waste-free workplace
2. Describe impact of litter-free workplace on customers
3. Explain the need for waste reduction
4. Outline the techniques to reduce waste

10.2.1. Maintaining a Waste-Free Workplace

Ask

Ask the students what they will do to maintain a waste-free workplace.

Say

Maintaining a waste-free workplace ensures proper hygiene in the store and creates a pleasurable shopping experience for customers.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to observe the level of cleanliness at the store, particularly work surfaces.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their observations.

10.2.2. Waste Reduction

Tips

Provide the following tips:

- Make waste reduction an agenda; not just a guideline
- In-house e-mails and newsletter are used in order to give advice and guide the retail employees on issues and problems being addressed by the group
- Arrange a periodic 'eco column' with the help of a media company through 'advertorial' in order to promote issues of environment which are being handled by retailers and various shopping centres so as to minimise waste
- Set-up an outlet within the store so as to make shoppers aware about the improvement in the environmental performance

Notes for Facilitation



- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise the need for maintaining waste-free workplace.
- Summarise the impact of litter-free workplace on customers.
- Summarise the need for waste reduction.
- Summarise the techniques to reduce waste.

Notes



UNIT 10.3: Methods of Discarding Waste and Litter

Unit Objectives

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

1. Recognise need for discarding waste
2. List the four R's of waste removal
3. Identify methods for discarding waste
4. List ways to ensure a clean and tidy workplace

10.3.1. Need for Discarding Waste

Ask

Ask the students what they think is the need to discard waste.

Elaborate

Elaborate on students' responses and mention the strategies for removing waste:

- Reduction
- Reuse
- Recycle
- Disposal

10.3.2. Methods of Discarding Waste

Example

Assume you are an employee in a retail store. While discarding waste and litter, you should pack or unpack products carefully in a way that it generates less noise, causing minimum disturbance to customers in the store. Use of equipments and machines that cause loud noise should also be avoided. Waste and litter collection activities should ideally be performed during less traffic hours in the store. You should also encourage customers to throw plastic or other waste in dustbins.

Tips

Provide the following tips:

- Availability of adequate trash containers must be there in parking areas and inside and outside of the building entrances.
- Replace damaged, dirty and broken containers.
- Follow the procedure of draining and clearing trash containers. Try to avoid having trash emptied on an 'as required' basis.
- Trash containers must be covered so as to prevent trash from blowing or spilling out.

- Employees may pick up trash from anywhere in and around the workplace.
- Put tied bags of trash only in outdoor dumpsters. This will help in reducing the chances of spilling of loose trash at the time of collection.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the need for discarding waste.
- Summarise the four R's of waste removal.
- Summarise methods for discarding waste.
- Summarise ways to ensure a clean and tidy workplace.

Notes 

UNIT 10.4: Health and Safety Risks Associated with Spillage

Unit Objectives

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

1. Identify health risks associated with spillage
2. List some health hazards of spillage
3. Explain risk management
4. List some measures for risk management

10.4.1. Health Risks with Spillage

Explain

Explain the following safety and health risks associated with spillage of these products:

- Suffocation
- Fire
- Slips
- Other hazards related to health

10.4.2. Risk Management

Say

You must make sure that the risk assessment which you are needed to perform must be according to law.

Tips

Provide the following tips to manage the risks related to workplace:

- Identify the risk that may cause trip or slip injuries at your work areas
- Choose effective and appropriate control measures so as to prevent accidents
- Put the control measures laid down into action
- Find out the reasons behind accidents and also who could be injured

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 10.5: Regular and Thorough Clean-up of Spillage

Unit Objectives

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

1. Describe the need for cleaning spillage
2. Identify need for regular checking for spillage
3. Describe guidelines to keep work surfaces clean in a retail environment
4. List ways to execute planned and safe clean up of spillage

10.5.1. Clean-up of Spillage

Say

- Follow instructions that describe the procedures for cleaning and disposing materials.
- It is essential that workers wear protective equipment, such as apron, goggles and gloves while cleaning the spillage. Next, spilled product and materials used for cleaning the spillage should be kept inside a container, which should be labelled properly.

10.5.2. Routine Check of Spillage at Retail Store

Say

It is necessary that spillage is detected and cleaned immediately. For this, it is necessary to carry out routine checking for spillage in the store.

10.5.3. Guidelines to Keep Work Surfaces Clean in a Retail Environment

Explain

Explain the following guidelines:

- Get the materials and equipment which are adequate for the work surfaces that require cleaning.
- Keep the risk of spillage to the least and clear-out the spillage quickly and carefully.
- Safely place the cleaning materials and equipments or any other items which has to be moved.
- Disposal of waste and rubbish should be done safely and promptly.
- Disturb other persons as little as possible at the time of cleaning the work surface areas.
- Keep cleaning materials and equipments promptly and correctly after you have finished cleaning.
- Make sure that work surface areas are cleaned thoroughly.

Tips 

Provide the following tips:

- During cleaning processes, it is important to wear personal protective equipment and clothing.
- Get rid of all physical debris, dirt and dust from work surface areas.
- Clean all work surface areas with warm water and neutral detergent solution when visibly soiled or before and after every session.
- Neutralise the equipment which requires special processing with QMS (Quality Management Systems) so as to make sure of its full compliance with sterilisation, disinfection and cleaning protocols.
- Dry entire work surface areas before and after use.
- Store and maintain cleaning materials and equipment.
- Replace surface covers wherever required.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise the need for cleaning spillage.
- Summarise the need for regular checking for spillage.
- Summarise guidelines to keep work surfaces clean in a retail environment.
- Summarise ways to execute planned and safe clean up of spillage.

Notes 

UNIT 10.6: Techniques of Reducing Spillage Risks

Unit Objectives

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

1. List the steps to reduce spillage risks
2. Discuss how cleaning spills can avoid injury to workers

10.6.1. Minimise Spillage Risk

Say

It is possible for someone to slip on the spillage, which may lead to sprains, fractures, or serious back or head injuries.

Steps: Reduce Spillage Risks



STEP 1: Ensuring suitable product storage.



STEP 2: Practising appropriate disposal of wastages



STEP 3: Following appropriate processes for cleaning of spillage.



STEP 4: Using protective equipment and tools.



STEP 5: Knowledge about emergency phone numbers placed in product storage area and calling up whenever required.



STEP 6: Storing spill-kit in an easily accessible area.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to enquire with the manager or staff about various precautions they follow to minimise risks associated with product spillage.
- Assist them, whenever required, and resolve their queries.
- Ask them to enlist the procedures practised by their employees to clean spillage.

10.6.2. Avoid Injury to Workers

Say

Hazardous and harmful products can create big problems to retailers, if they arrive in or spill out of damaged containers. Such products are:

- Pesticides
- Solvents
- Concrete cleaners
- Strippers
- Lye
- Fuels

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the steps to reduce spillage risks.
- Summarise how cleaning spills can avoid injury to workers.

UNIT 10.7: Cleaning Equipment and Materials

Unit Objectives

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

1. List common cleaning equipment used in retail stores
2. Identify equipment used to clean spillage
3. Distinguish between mechanical and chemical methods to clean spillage
4. List best practices for maintenance of cleaning equipment

10.7.1. Cleaning Equipment

Say

The following materials and equipment are used in retail stores for cleaning:

- Garbage containers
- Sweepers
- Buckets

10.7.2. Equipment Used to Clean Spillage

Explain

Explain the various methods of cleaning up the oil spill:

- Mechanical means to contain as well as recover the oil
- Chemical means to clean and disperse it

Say

Certain protective equipments are absolutely necessary while cleaning spills are:

- Gloves and towels
- Dusters and brushes
- Sponges and scouring pads

Example

You have been assigned the responsibility of purchasing new cleaning equipments for your store. Prior to making the purchase, you wish to determine and ensure safety of equipments. For this purpose, the following aspects about them should be considered:

- Usability
- Weight
- Size

- Movability around the store
- Breakability
- Repairability

Field Visit

- Conduct a field visit to a nearby car showroom and a gift shop.
- Ask students to enquire the staff members about what cleaning equipment they require and how to store cleaning equipment properly on a daily basis.
- Assist them, whenever required, and resolve their queries.
- Ask them to compare the difference between the two based on your observation.

Tips

Provide the following tips handling cleaning equipment:

- Understand correct and safe operating practices for each item of the equipment.
- Choose the right equipment for the task and know how to use each item correctly and safely.
- Maintain equipment in good working order and store all items dry.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise common cleaning equipment used in retail stores.
- Summarise equipment used to clean spillage.
- Summarise between mechanical and chemical methods to clean spillage.
- Summarise best practices for maintenance of cleaning equipment.

Notes

UNIT 10.8: Storing Cleaning Equipment after Usage

Unit Objectives

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

1. Describe the need of storing equipment properly
2. Explain need to clean equipment after usage
3. List ways to store cleaning equipment after use

10.8.1. Storing Cleaning Equipment

Say

Storing cleaning equipment properly after use helps a retail store in:

- Preventing damage to the equipment.
- Guarding the equipment against loss or theft.
- Ensuring accessibility of the equipment.
- Ensuring safety of workers and customers.
- Guarding equipments against environmental hazards.

10.8.2. Storing Equipment Properly

Explain

Explain the following points:

- Store employees need to use cleaning equipments daily.
- Hence, they need to be stored properly to minimise damage to them and ensure their long life.

10.8.3. Regular Maintenance of Equipments

Say

Before storing cleaning equipment, you should ensure the following:

- Tanks of recovery should be rinsed and emptied.
- Shut-off filters should be cleaned up. Leave the lids open in order to keep them dry.
- Solution tanks should be emptied. Leaving solution in the tank will gum up filters and may have impact on their performance.
- Pads/brushes must be cleaned as well as rinsed after each and every use.
- Squeezers and vacuum ports must be cleaned after every use before soil dries up.
- Jets must be regularly maintained so that they spray evenly. Soak them in water and vinegar mixture overnight so as to keep down the mineral deposits

UNIT 10.9: Cleaning a Store without Unsettling Customers

Unit Objectives

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

1. List best practices for cleaning retail store
2. Explain health and safety regulations for cleaning store
3. List ways to clean floors properly

10.9.1. Cleaning a Store

Explain

Explain the following points:

- Make use of low noise-generating equipments and materials.
- Cleaning should preferably be done before the opening of the store and during non-peak hours. Waste should be disposed of in a proper place.
- Also, solvents with pungent odour should be avoided.

10.9.2. Health and Safety Regulations for Cleaning Store

Say

Services related to retail cleaning include:

- Cleaning of carpets, public area, windows, concourse surfaces, large floor areas, etc.
- Keeping the ventilation proper
- Hygienic washroom and public convenience facilities

Tips

Provide the following tips for floor cleaning:

- Vacuum carpets and clean hard floors daily
- Sweeping with an ordinary broom releases dust and bacteria into the air and so it is not suitable.
- Choose a method that avoids this, such as:
 - » A vacuum cleaner that retains particles and directs exhaust away from the floor
 - » A ducted vacuum cleaner, with a dust-retaining mop, using detergent and hot water
- Wipe or mop the surface until it is thoroughly wet, then use clean dry cloth or wrung mop heads to soak up all excess fluid
- If weather conditions or poor ventilation prevents rapid drying, you may need to wipe the surface dry

Notes for Facilitation



- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise



- Summarise best practices for cleaning retail store.
- Summarise health and safety regulations for cleaning store.
- Summarise ways to clean floors properly.

Notes



UNIT 10.10: Effective Cleaning Practices and Techniques

Unit Objectives

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

1. Describe various effective cleaning practices
2. List appropriate cleaning practices
3. Identify some effective cleaning techniques
4. List tools to make cleaning easy

10.10.1. Effective Cleaning Practices

Explain

Explain the following points:

- After each use, equipments must be thoroughly washed and cleaned regularly.
- It is important for every employee to follow the predefined guidelines and standards.

10.10.2. Effective Cleaning Practices

Explain

Explain the following points:

- Appropriate cleaning practices are started by using basic items such as powders, cleaners, detergents and ensure that you do not make any mistake.
- In the case of polishing of wooden furniture, do not go overboard with the polish.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to enquire the cleaning staff about various procedures they follow to ensure safe disposal of waste products or clothing.
- Ask them to determine if the employees follow these practices properly and efficiently.
- Assist them, whenever required, and resolve their queries.
- Ask them to prepare a report on these topics.

10.10.3. How to Incorporate Effective Cleaning Techniques

Say

Following are some of the tips related to the effective cleaning:

- Begin from the edge of the carpet or floor so that you do not step into wet and clean area.
- Shelves can be dusted by using a handled tray. Remove the things from the shelf while cleaning both food items and shelf.
- Walls must be washed and wiped thoroughly.
- Long, firm and one-directional strokes must be used while sweeping with hand-sized, bristle brushes.
- Fold your duster into a small pad and turn it over every time you clean the different section of the furniture.
- Sweep the area by using the brush strokes.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise various effective cleaning practices.
- Summarise appropriate cleaning practices.
- Summarise some effective cleaning techniques.
- Summarise tools to make cleaning easy.

Notes

Notes



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11. Providing Information and Advice to Customers

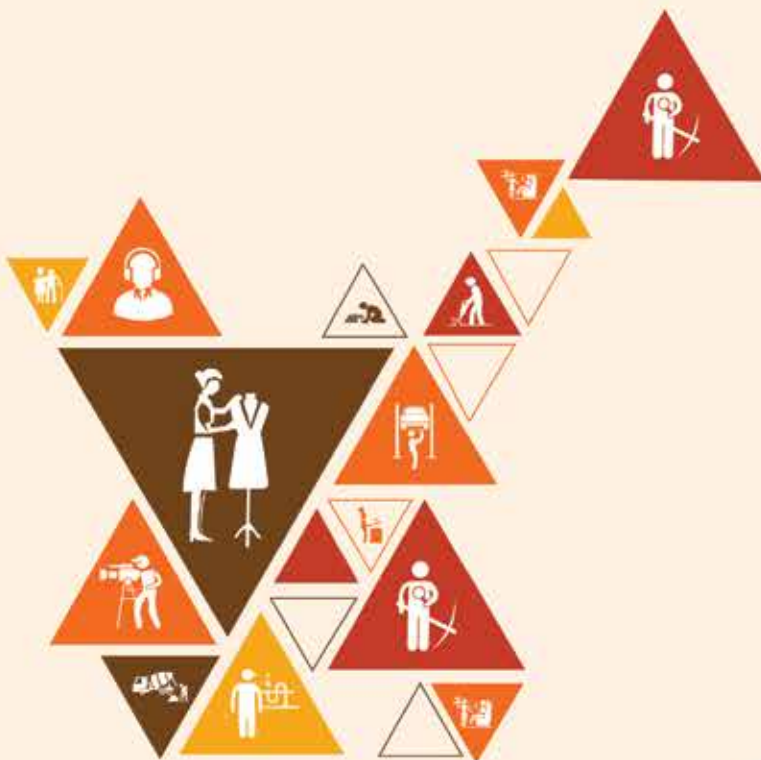
Unit 11.1 - Information on Products and Services

Unit 11.2 - Acknowledging Customer Loyalty and Confidence

Unit 11.3 - Handling Angry Customers

Unit 11.4 - Maintaining Customer Loyalty while Dealing with Complaints

Unit 11.5 - Customer and Trader Rights



Key Learning Outcomes

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

1. Analyse product and service-related information relevant to customers
2. Describe company policies pertaining to providing product-related information and advice to customers
3. Assess customers' need for product information and advice
4. Explain the process of delivering clear and accurate product information to customers
5. Recognise the importance of customer loyalty and confidence
6. Devise various company policies on handling customers' complaints
7. Discuss how to sort out a customer's complaints
8. Analyse the importance of providing accurate and transparent information

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 11.1: Information on Products and Services

Unit Objectives

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

1. Demonstrate ways to pass on information to customers
2. Discuss role of salesperson in giving product information
3. Recognise need to provide clear and accurate information
4. Identify salesperson's role in satisfying customer queries

11.1.1. Providing Information to Customer

Do

- Ask the students to list what practices they will follow to provide information to customers.
- Provide the following pointers:
- Always provide correct and accurate information about products or services to customers.
- Assist customers in selecting the right products as per their requirement.
- Do not manipulate any information related to products.
- State the terms and conditions for buying products clearly.
- Do not force any customer to buy a particular product.
- Give appropriate advice to customers.
- Check quality and condition of products thoroughly prior to selling them to customers.

11.1.2. Product Information Given by Salesperson

Explain

Explain the following points:

- A salesperson must have complete knowledge about products in order to provide accurate and clear information to customers.
- A customer can ask any question related to the product and the salesperson should be able to handle all queries in the best possible manner.

11.1.3. Providing Clear and Accurate Information

Say

A salesperson should perform the following in case a customer seems unsatisfied by the product information provided to him or her:

1. Give product demo to the customer.

2. Provide brochures and pamphlets of the product.
3. Show a different variety in the same product category.

Example



Banks must provide complete details related to loans to potential creditors. These details include pre-conditions for receiving a loan, number of installments to repay the loan, total time duration, interest rate charged by the bank, individual installments amount, surplus amount to be paid upon exceeding the due date, various terms and conditions pertaining to the loan, as well as existing government rules or policies associated with the loan.

Field Visit



- Conduct a field visit to a nearby shopping mall.
- Divide students into teams of 3-4 team each and assign each team a store to study.
- Ask students to enquire with a sales staff about any product of their choice.
- Ask them to note their observations as a team and prepare a report.
- Assist them, whenever required, and resolve their queries.

11.1.4. Salesperson's Role in Satisfying Customer Queries

Explain

Explain the following points:

- A sales person without product knowledge is not acceptable.
- A positive customer response comes to the sales people who are enthusiastic and are passionate about their product and are also keen to share benefits with customers.

11.1.5. Providing Product Information

Explain



Explain creative and conventional methods to enhance product or service-related knowledge:

- Personal experience of product
- Product literature such as catalogues and brochures
- Online forums
- Customers' feedback
- Publications related to trade and industry
- Internal sales records
- Information collected from team members
- Knowledge gained from visits to manufacturers
- Sales training programmes
- Information of competitors

Example 

A salesperson working in a car dealership is unable to help a particular customer with a car model. He does not seem to be fully aware of vehicle features, like mileage and engine CC. The salesperson then connects the customer to the product manager of the store who can help the customer directly.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise ways to pass on information to customers.
- Summarise the role of salesperson in giving product information.
- Summarise the need to provide clear and accurate information.
- Summarise the salesperson's role in satisfying customer queries.

Notes 

UNIT 11.2. Acknowledging Customer Loyalty and Confidence

Unit Objectives

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

1. Identify why customer loyalty is essential for retailers
2. Discuss ways to attract customer satisfaction and loyalty
3. Identify reasons for customer dissatisfaction
4. Recognise policies to handle customer complaints

11.2.1. Customer Loyalty

Do

Explain why customer confidence and loyalty is highly essential.

Field Visit

- Conduct a field visit to a nearby shopping mall.
- Ask students to observe how the sales staff is interacting with customers
- Ask them to note how patient and polite the salespersons are while interacting with customers.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their experiences.

11.2.2. Ways to Attract Customer Satisfaction and Loyalty

Say

While providing product information to customers, a salesperson can attract customer satisfaction and loyalty by adhering to the following:

- Being polite and patient while providing product information to customers.
- Ensuring that information is conveyed in the simplest form.
- Giving references of some repeat customers of the store.
- Handling customers calmly, even when they ask difficult questions.

Do

- Ask students to refer to their Participant Handbooks for the chart on several reasons for customer dissatisfaction.
- Also, ask them to read the various acts in place to deal with customers' complaints.
- Provide them the tip of online chat services, which positively influenced their attitude about the retailer.

Notes for Facilitation 

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise 

- Summarise why customer loyalty is essential for retailers.
- Summarise ways to attract customer satisfaction and loyalty.
- Summarise reasons for customer dissatisfaction
- Summarise the policies to handle customer complaints.

Notes 

UNIT 11.3: Handling Angry Customers

Unit Objectives

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

1. List steps to handle angry customers
2. Identify measures to resolve customer complaints
3. Interpret how to escalate customer complaints
4. Analyse how to identify the nature of the complaint

11.3.1. Handling Customers

Do 

Explain the following steps:

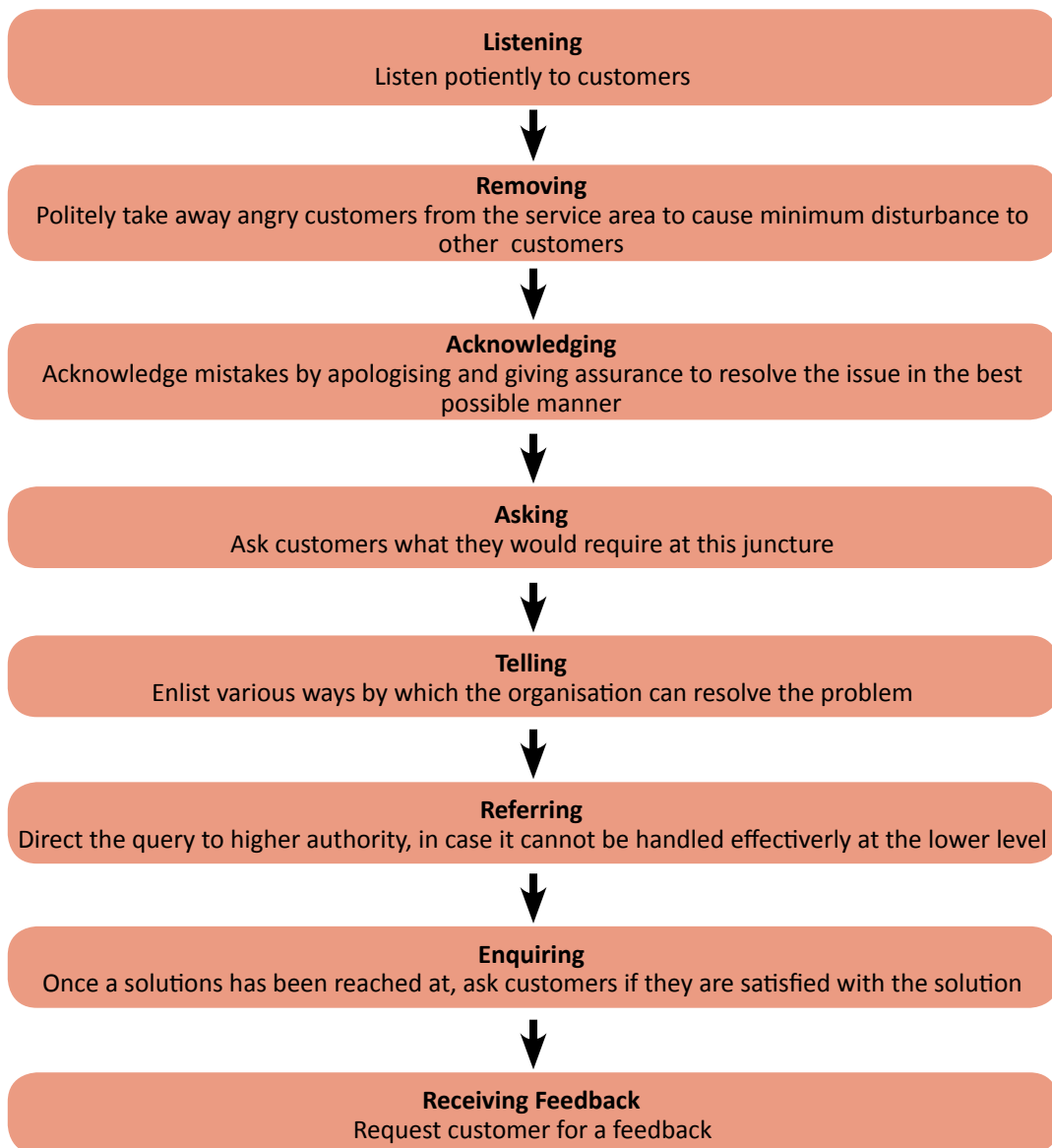


Fig. 11.1 Steps for Handling Customers

Explain key ways to resolve customer complaints are:

Analyse actual nature of complaint, whether they are related to fault in product, price or value for money

Ask relevant questions to obtain more information on the problem

Clarify to the customer that the complaint has been understood

Suggest a possible solution to the customer, such as repair or exchange of product

Suggest other alternatives such as resolving the issue through an ombudsman

Resolve the problem quickly and close the complaint

Fig. 11.2 Ways to Resolve Customer Complaints

Explain the situations in which issues need to be escalated:

When the customer support executive is not authorised to handle certain complaint

When customer support processes are inefficient and fail to deliver the desired result

When time required to resolve an issue has lapsed

Fig. 11.3 Conditions for Escalation of Issues

11.3.2. Evaluation of Complaints

Say

A salesperson should accurately evaluate a customer's complaints by following these guidelines:

- Listen patiently to the customer.
- Examine and evaluate root cause of the complaint.
- Identify possible solutions for resolving the conflict.
- Select and provide the most appropriate solution for the problem.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to ask the store manager about the escalation matrix used to transfer customer complaints to higher authorities.
- Assist them, whenever required, and resolve their queries.
- Ask them to share their experiences.

Role Play

- Ask two students to come forward for a role play on handling angry customers.
- Ask one of the students to play the role of a trainee associate.
- Ask the other student to play the role of the angry customer who is angry about the damaged product provided.
- Ask them to mimic the situation.
- Tell that the trainee associate needs to play wisely in such situations.
- Provide feedback at the end of the role play on what could have been better.
- If the time allows, conduct the same role play with another pair of students.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise steps to handle angry customers.
- Summarise measures to resolve customer complaints.
- Summarise how to escalate customer complaints.
- Summarise how to identify the nature of the complaint.

Notes

UNIT 11.4: Maintaining Customer Loyalty while Dealing with Complaints

Unit Objectives

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

1. List ways to maintain customer loyalty
2. Identify need to provide solutions instead of arguing with customer
3. Recognise importance of dealing with customers
4. List customer-oriented tips

11.4.1. Maintaining Customer Loyalty

Explain

Explain ways to maintain customer loyalty:

- Dealing calmly and politely with customers, even the angry ones.
- Being attentive to the customers' problems.
- Providing adequate solutions to customers instead of entering into an argument with them.

Tips

Provide the following customer-oriented tips:

- Listen carefully to customers; let them finish first.
- Questions should be asked in a polite, caring, concerned and humble manner
- Put yourself in the customer's shoes
- Apologise without blaming
- Find out by asking customers that which solution is acceptable to them
- Solve the problem or find someone who can solve it— quickly!

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise ways to maintain customer loyalty.
- Summarise the need to provide solutions instead of arguing with customer.
- Summarise the importance of dealing with customers.
- Summarise customer-oriented tips.

UNIT 11.5: Customer and Trader Rights

Unit Objectives

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

1. Distinguish between consumer and trader
2. Identify the rights of customers
3. Recognise your duty to uphold customer rights

11.5.1. Consumer and Trader

Ask

Ask the students the difference between a consumer and trader.

Elaborate

Elaborate on students' responses and explain the following:

- Trader is a person who performs activities related to his/her business, trade, profession or craft.
- Remember, if a person purchases or deals with a trader for doing further business, that is, if a person purchases goods for business purposes (further sales) he is not considered as a consumer in legal sense. So, consumer should represent the person purchasing goods for consumption.

11.5.2. Trader/Customer Rights

Explain

Explain the following rights:

- Right to obtain complete information about the product.
- Right to purchase a product as per own will.
- Right to negotiate product price with the retailer.
- Right to complain about any product related problems or about the disappointing behaviour of the salesperson during interaction.
- Right to return purchased goods as per the retailer's policy.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.



12. Positive Presentation of Yourself

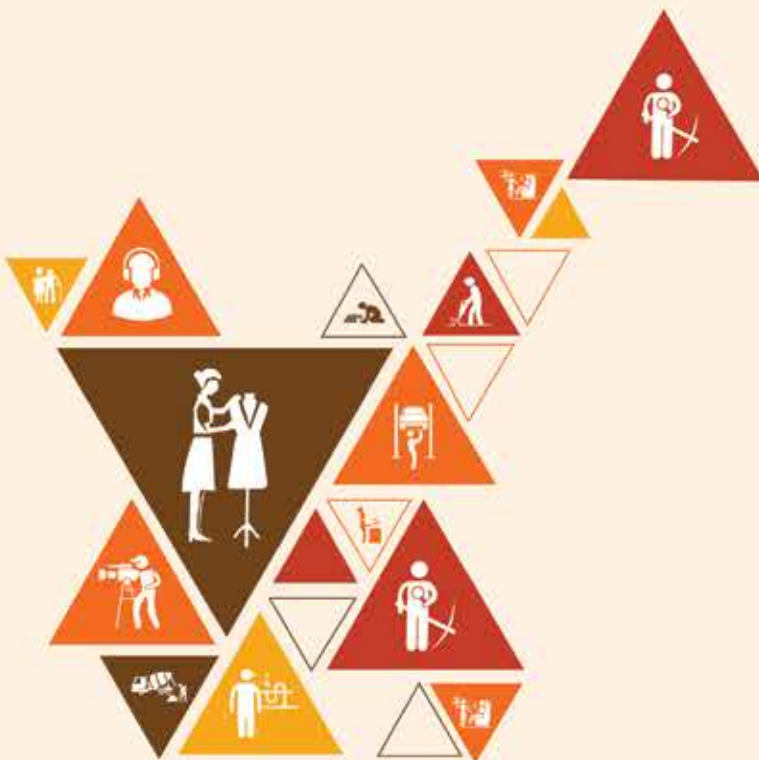
Unit 12.1 - Defining an Organisation

Unit 12.2 - Understanding Basic Etiquette

Unit 12.3 - Dealing with Customer

Unit 12.4 - Responding to Customer

Unit 12.5 - Assisting the Customer



Key Learning Outcomes

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

1. Discuss the meaning of an organisation
2. Describe the procedure of working effectively in an organisation
3. Describe basic etiquette toward colleagues
4. Handle customer replies or queries efficiently
5. Deal with customers appropriately
6. List ways of responding to customers
7. Understand importance of updating customers
8. Discuss importance of documentation

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 12.1: Defining an Organisation

Unit Objectives

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

1. Explain the basics of an organisation
2. Describe organisational behaviour policies for customers
3. List organisational behaviour policies for colleagues

12.1.1. Definition of Organisation

Do

Ask the students to explain what they understand by the term 'organisation'.

Say

- An organisation refers to a group of people who work together to achieve common goals.
- Following basic social guidelines and etiquettes can encourage employees to adopt good communication skills and present themselves positively in front of others.

12.1.2. Organisational Behaviour Policies for Customer, Colleagues and Seniors

Explain

Explain key behavioural guidelines that must be followed by employees while attending a customer:

- Always welcome the customer with a smile.
- Greet the customer using "Sir or Madam" and not by their first name.
- Introduce yourself politely to the customer.
- Offer a seat to the customer.
- Ask the customer for refreshment, and give preference to their choice.
- Convince customers that you will try to do your best in assisting them.
- Avoid giving casual or unattentive looks to the customer.
- Do not chew gum or tobacco while speaking to customers.

Do

Ask the students to refer to their Participant Handbooks for guidelines to interact with colleagues and senior organisation members.

Resources to be Used

Participant Handbook and pencil

Activity

1. Ask the students to refer to their Participant Handbooks.
2. Ask them to self-analyse their behaviour and fill in the table given.
3. Ask them to share their experiences.

You can choose more than one option	Respectful	Honest	Responsible	Patient
Customers				
Children				
Senior Citizens				
Colleagues				
Seniors				
Helper Staff				

Skill Practice	Time	Resources
Analysing Customer Behaviour	1 hour	Pen and paper

Tips

Provide the following customer-oriented tips:

- Always remain attentive toward the customers' needs and wants
- Do not argue with colleagues over petty issues simply to satisfy your ego
- Do not argue with seniors over personal issues, such as leaves or breaks

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the basics of an organisation.
- Summarise the organisational behaviour policies for customers.
- Summarise organisational behaviour policies for colleagues.

UNIT 12.2: Understanding Basic Etiquette

Unit Objectives

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

1. Select basic etiquette while interacting with internal and external customers
2. Discuss the grooming standards for employees
3. Apply general guidelines while communicating with customer
4. Answer customers questions in simplified manners

12.2.1. Guidelines for Socially Acceptable Behaviour

Ask

Ask the students what they think are the basic etiquette for a socially acceptable behaviour.

Elaborate

Elaborate on students' responses and explain the following etiquette:

- Establishing and maintaining good eye contact.
- Remembering names of customers and colleagues.
- Dressing appropriately.
- Listening patiently and thinking before speaking.
- Using polite words like “thank you” and “please” whenever required.

12.2.2. Grooming Standards for Female and Male Employees

Say

Certain grooming standards for female employees at a retail store are:



Fig. 12.1 Grooming Standards for Female Employees

Grooming standards, set in an organisation's Standard Operating Procedures (SOP), guide employees regarding their appearance, the way to maintain positive public image and enhancing personal safety tips.

12.2.3. General Guidelines to Communicate with Customers

Do 

Ask the students to explain how to communicate with customers. If required, initiate a discussion.

Say 

- Communication should contain all necessary information to generate positive response from customers.
- Employees must try and answer all questions asked by a customer.
- Communication should not contain unnecessary details. This helps in saving valuable time, both for the customer and the employee.
- While communicating, employees should take into consideration the mindset, views, thoughts of the customer.
- The communication should be based on actual facts and figures related to the product or service.
- Communication with customers should be specific and focused. Details provided should be absolute and definite. Employees should avoid making obscure and vague statements that may be unclear to the customer.

12.2.4. Use of Simple Phrases and Questions to Avoid Confusion

Explain

Explain the following points:

- Communication should be clear and easily comprehensible to the customer.
- Conveying clear information facilitates the customer and employee in understanding each other's perceptions and requirements.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise basic etiquette while interacting with internal and external customers.
- Summarise the grooming standards for employees.
- Summarise general guidelines while communicating with customer.
- Summarise customers questions in simplified manners.

Notes

UNIT 12.3: Dealing with Customer

Unit Objectives

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

1. Discuss the importance of customer care
2. Apply guidelines to greet customers
3. Identify customer's perception and requirements
4. List ways to deliver quality services to customers

12.3.1. Importance of Customer Care

Explain

Explain the following points:

- As customers are in hurry, they might be just looking for specific item and may need the assistance of the store employee.
- With so many online and physical retail options available now, if that first store doesn't satisfy customers' needs, there is always another one that will.

12.3.2. Greeting a Customer

Say

Some general guidelines to greet customers include the following:

- Greet a customer with "Welcome", Namaste posture and a smile.
- Make customers feel comfortable and appreciated.
- Ask customers whether they have visited the shop earlier.
- Greet customers with "Good Morning/Good Afternoon/Good Evening" while speaking over the phone.
- Ask them respectfully "How may I help you"?
- Do not appear distracted while speaking with a customer.
- Do not instruct customer, such as saying "You will find the product over there." Instead, bring the product to the customer.
- Even if the customer doesn't buy anything from your store, be polite and say "Thank you for your visit. Please visit again".

Role Play

- Ask two students to come forward for a role play of a customer handling activity.
- Ask one of the students to play the role of a sales associate at an electronics store.
- Ask the other students to play the role of customer who is visiting the store.

- Ask them to mimic the situation.
- Provide feedback at the end of the role play on what could have been better.

12.3.3. Understanding Customer's Perception and Requirements and Providing Information Accordingly

Do

Explain that Unwanted Service = Zero Services and provide the following example:

Mr. Anand is employed in Delhi and plans to visit Jaipur during vacation. He fails to make reservations with the state-owned roadways or railways. Hence, he decides to approach a well-known tours and travels provider. While speaking to an employee of the agency, Mr. Anand mentions the travelling dates and expresses his urgency, as he has to attend an important function in Jaipur. He would prefer travelling in A/C Volvo bus and doesn't mind paying a little extra for faster service. After going through the booking process, the employee starts forcing Mr. Anand to avail a discount voucher of 50% for hotel stay for 3 nights 2 days. Mr. Anand clearly refuses to avail the discount scheme. However, the employee presses his point even more. Out of frustration, Mr. Anand cancels his booking with the agency and approaches another tours and travels operator.

Analysis: We can conclude that Mr. Anand clearly expressed his urgency to attend a function in Jaipur and would not have mind paying extra for faster and timely services. However, the employee failed to realise his actual concern. Secondly, Mr. Anand had approached the agency only for ticket booking and was not expecting hotel booking offers. The employee, without seeking Mr Anand's opinion started forcing a hotel discount scheme on him, annoying the customer in the process. By offering a service, no matter it may be one of the best offers available without customer consent minimises the chances of striking a positive deal with him.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Summarise

- Summarise the importance of customer care.
- Summarise guidelines to greet customers.
- Summarise customer's perception and requirements.
- Summarise ways to deliver quality services to customers.

Notes

UNIT 12.4: Responding to Customer

Unit Objectives

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

1. List various ways of responding to customer
2. Explain complex information to the customer
3. Change yourself to match the customer's behaviour
4. Tell customers about the new product or service
5. Show courtesy towards the customer
6. Provide the best solution to customers' query

12.4.1. Different Ways of Responding to the Customer

Explain

Explain the following guidelines that should be followed while responding to customers face-to-face:

- Maintain good body posture and use words like Sir/Madam while communicating.
- Gently ask customers the purpose of their visit.
- Respond calmly and promptly to customer queries or comments.
- Use simple gestures and words during the communication process, particularly in cases where language barriers exist.
- Promptly ask questions to reduce chances of misunderstandings or miscommunication.
- Display helpful and courteous behaviour towards the customer.

Explain the following guidelines that should be followed while responding to customers on telephone:

- Give relevant details about your company.
- Use respectful words such as 'Sir/Madam.'
- Speak clearly and slowly and do not rush with sentences.
- Be gentle, courteous and polite while speaking over the phone.
- Be enthusiastic while conversing. Lethargic voice may give the impression of a carefree attitude, which may irritate or dissuade the customer.
- Sound confident on the call.
- In case of incoming calls, try to respond within three phone rings.
- Be armed with thorough knowledge about the product being offered. This facilitates in resolving customers' queries promptly and efficiently.
- State product benefits and advantages. This helps to attract the customer and create in his a need for that product.
- Avoid side conversations.
- Keep receiver close to the mouth, as speaking on the phone involves voice modulation and fine articulation.

- Try to converse in a language which can be easily understood by the customer as it would touch his sentiments and could give a positive result.

Explain the following guidelines to be followed while responding to customers through e-mails:

- Ensure appropriate subject in the subject line of the message.
- Write precise, crisp and to-the-point messages. A precise message allows better understandability and maintains the reader's attention.
- Ensure that body of the message is reader-centric; it should be able to attract the reader's attention.
- Avoid making grammatical and spelling mistakes.
- Avoid using capital letters, as it may convey anger or frustration.
- Message must be complete with all contact details, including the full name, designation, phone number, e-mail ID, address and company website.
- Scan all attachments before sending the message. Avoid attaching unnecessary files with the email.
- Mention a disclaimer, if any, at the end of the email.
- Re-read the mail carefully before hitting the send button.

Role Play

- Ask three students to come forward for a role play of a customer handling activity.
- Ask one of the students to play the role of a sales associate at a store.
- Ask the other student to play the role of a customer. The third student needs to analyse them.
- Ask them to mimic the situation.
- Provide feedback at the end of the role play on what could have been better.

12.4.2. Explaining and Interpreting Complex Information to the Customer

Example

Amit's grandfather recently developed deep interest in the Internet and wanted to purchase a tablet. He went to a retail store to ask for a decent tablet for himself. As soon as he entered the store, the trainee associate asked his requirement and started explaining the features of various tablets along with their specifications. The grandfather got confused as he had no idea about the specification like RAM, camera pixel, etc. He expressed his confusion to trainee associate, the associate instantly asked about the exact requirement or the purpose of purchasing the tablet. The grandfather explained, "I want to surf internet, view images, listen to bhajans over Youtube, etc." On the basis of his requirement, the Trainee Associate suggested three tablets and explained each and every specification in Hindi which the grandfather understood easily and decided to the purchase. The one which best suited his requirements.

12.4.3. Adopting Behaviour as per Customer Attitude

Explain

Explain the situations when customers get confused and angry.

12.4.4. Updating the Customer

Explain

Explain the following points:

- In present times, print and digital media, including newspaper, television, telephone and e-mails are a common medium to reach out to customers.
- Retailers should keep their database updated to facilitate timely updation of information to customers, such as about a new product or service introduced by the company.

12.4.5. Maintaining Courteous behaviour with the customer towards the Customer

Say

Certain tips for maintaining a courteous behaviour towards the customers:

- Always remember that customer satisfaction is of prime importance for any retailer.
- Listen to customer queries patiently. This allows prompt and satisfactory customer service.
- Anticipate emotional needs of customers regarding purchased goods.
- Give equal importance to each customer.
- Always convey clear message related to business systems and transactions.
- Always be prompt in resolving customer queries and problems.
- Do not hesitate to apologise in case a service gets delayed or goes wrong.
- Always welcome feedback from customers.

Do

Ask the students to refer to their Participant Handbooks certain courtesy phrases that should be used by retailers.

12.4.6. Responding and Providing the Best Solution to the Customer

Do

Mention the following guidelines:

Set a timeline for responding to the customer. For example, while responding through e-mail, preferably respond between 9:30 AM to 5:30 PM.

- Listen/read the customer's query carefully and quickly locate information that can be useful for him.
- Give accurate information about products or services offered by your organisation.
- Give enough time to customers to respond. Provide them with additional information, if required.
- Repeat the information if the customer still appears confused.
- Avoid using complex words or jargons while responding to customers. This may confuse them even more.
- If the query cannot be resolved instantly, seek time from the customer to consult your seniors or the concerned department.
- Revert to the customer as quickly as possible.

12.4.7. Explaining Delays and Non-Fulfillment of Expectations to the Customer

Explain

Explain the following example:

If a customer visits a watch showroom to get the wristband of his/her watch replaced, it can be handled instantly and on the spot. On the other hand, if the watch has stopped functioning due to water spillage the staff would have to inform the customer clearly that such an issue would require minimum two to three days time to get resolved. Certain customers might not accept their mistake and instead try to place whole blame on the organisation or store staff. They might also demand undue compensation or replacement. The retailer must handle such cases patiently and clearly explain the company's terms and conditions to the customer.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 12.5: Assisting the Customer in Difficult Times

Unit Objectives

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

1. Identify the AIM (Assess, Identify, Maintain) model for helping customers
2. List questions to assess problems with the customer
3. Describe tips for maintaining customer relationship
4. Discuss steps to maintain information database

12.5.1. AIM Model for Helping Customer

Ask

Ask the students if they know about the AIM model.

Explain

Explain what AIM stands for:

- A – Assess
- I – Identify
- M – Maintain

12.5.2. Assessing and Identifying the Problem of the Customer

Explain

Explain questions that may be asked:

- What is your actual concern?
- It sounds like you have problems with...
- Are there other sources that you think would be useful in your case?
- Please help me understand your situation.

Explain the following steps:

- Identifying the problem
- Maintaining relationship

Field Visit

- Conduct a field visit to nearby two retail stores.
- Ask students to interview customers visiting there and find out their problems, if any, and what solutions they have got from stores for their problems.

- Assist them, whenever required, and resolve their queries.
- Ask them to share their observations.

12.5.3. Maintaining Information Database

Say

Database refers to a large amount of information stored in a manner that it can be searched and retrieved easily. When computers were not used, all information was recorded and compiled using manual methods. With the advent of computer, several softwares are now available in the market that facilitate companies in maintaining and updating their database regularly.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Summarise

- Summarise the AIM (Assess, Identify, Maintain) model for helping customers.
- Summarise questions to assess problems with the customer.
- Summarise tips for maintaining customer relationship.
- Summarise steps to maintain information database.

Notes

Notes



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13. Work Effectively in a Retail Team

Unit 13.1 - Effective Teamwork

Unit 13.2 - Sharing Information and Making Commitments with Colleagues

Unit 13.3 - Resolving Conflicts with Colleagues



Key Learning Outcomes

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

1. Describe communication etiquettes in a retail store
2. Discuss the importance of building cordial relationships with colleagues
3. Describe the method of building healthy relationship with colleagues
4. Define various ways to work with colleagues
5. Describe various benefits of effective listening
6. Discuss information sharing and making commitments with colleagues
7. List different methods for resolving conflicts between colleagues
8. Describe the importance of effective teamwork

Notes for Facilitation

- Ask the students about the expectations from the module.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the module.
- Start with a positive and happy note.

UNIT 13.1: Effective Teamwork

Unit Objectives

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

1. Discuss how to build healthy relationships with colleagues
2. Recognise the need to show respect to colleagues and managers
3. Explain the importance of planning and organising daily work routine
4. List ways to work effectively with co-workers

13.1.1. Building Healthy Relationship with Colleagues

Do

Explain how to build healthy relationship with colleagues:

- Sharing at Meetings: Share your proficiency and knowledge openly with colleagues.
- Speaking Politely: Speak softly, politely and patiently with colleagues.
- Being Supportive: Express concern toward others and be ready to help them.
- Collaborating Efforts: Encourage your colleagues to work in collaboration with one another.
- Being Appreciative: Appreciate your colleagues for their efficiency and productivity.

13.1.2. Showing Respect to Colleagues and Managers

Ask

Ask the students how they will show respect to colleagues and managers.

Explain

Elaborate on the students' responses and explain the following methods:

- Treat everyone at workplace with kindness, courtesy and politeness.
- Be positive and open to accepting feedback from seniors.
- Do not criticise others, especially subordinates, over petty issues.
- Do not force personal decisions on others.
- Allow others to freely express their views and ideas

13.1.3. Planning and Organising Daily Work Routine

Ask

Ask the students how they plan and organise daily work routine.

Explain

Elaborate on the students' responses and explain the following point: Planning and organising tasks at individual as well as team level facilitates in improving the effectiveness of work.

13.1.4. Working with Colleagues to Achieve Targets**Explain**

Explain how to work with colleagues to achieve targets:

- Take accountability for your work.
- Recognise and appreciate contributions from other team members.
- Offer emotional support to colleagues, such as encouragement and empathy.
- Ask questions to identify and understand requirements of co-workers.
- Comply with company's rules and policies at all times.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

Role Play

- Ask two students to come forward for a role play on working with colleagues.
- Ask one student to play the role of an employee who is facing difficult completing a task on time, as he/she needs to early from the store due to a personal emergency.
- Ask the other student to play the role of a colleague who can help him/her achieve his/her targets.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

Summarise

- Summarise how to build healthy relationships with colleagues.
- Summarise the need to show respect to colleagues and managers.
- Summarise the importance of planning and organising daily work routine.
- Summarise ways to work effectively with co-workers.

UNIT 13.2: Sharing Information and Making Commitments with Colleagues

Unit Objectives

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

1. Describe the importance of sharing information with co-workers
2. Interpret how to perform task as a team
3. Discuss the importance of dress code and personal hygiene in a retail store
4. Describe the need to clarify workplace information by asking questions
5. Assess how to help colleagues with problems
6. Discuss the need to adopt non-discriminatory attitude at workplace

13.2.1. Sharing Work-related Information with Colleagues

Ask

Ask the students how they will share work-related information with colleagues.

Explain

Explain some ways to do so:

- Work-related information in a retail store can be shared in the form of files and valuable data.
- This information may include policies on appropriate dress code and employees conduct depending on the level of contact with customers.

13.2.2. Interpreting and Performing Task According to Information

Say

Once information is shared with colleagues, it is equally important to interpret and perform tasks as specified under each job responsibility. This can help employees to complete individual and team tasks within given time frame.

13.2.3. Understanding the Importance of Dress Code in a Retail Store

Explain

Explain common dress code criteria for employees in any business environment:

- All employees, male and female, must wear formal clothing to work for creating and maintaining a positive image in front of customers.
- Formal wear for male employees includes shirt and formal trousers along with well-polished leather shoes.
- Formal wear for female employees includes saree/shirt with formal skirts/shirt with formal trousers and well-polished leather footwear.

Field Visit

- Conduct a field visit to a nearby retail store.
- Ask students to observe the dress code salespersons follow during the job. Ask them to share their experiences.
- Assist them, whenever required, and resolve their queries.

13.2.4. Understanding Personal Hygiene Procedures

Say

Employees are also expected to understand and follow personal hygiene procedures to create a healthy and safe working environment. This also ensures good health of all employees in the store, which is a critical factor in boosting productivity.

Tips

Provide the following tips:

- Always wear clean and tidy clothes
- Use mild perfumes or deodorants to prevent body odour
- Bathe every day
- Wash your hands properly after using the washroom as well as before and after taking meals

13.2.5. Passing Important Information to Colleagues

Say

Important information may include information that is extremely critical and confidential for the retail store. Confidential information should always be shared through a secured medium.

Team Activity

- Conduct a skill practice team activity.
- Divide the students in teams of 5 students.
- Explain the purpose and duration of the activity:
 - » One of the student plays the role of a manager and others of salespersons working in a retail store.

- » Manager has to convey certain information to all. But as he/she is in a hurry he/she gives the information to only one employee and asks him/her to convey the same message to the rest of his/her colleagues.
- » This employee conveys the information to the best of his/her ability but certain misunderstanding occurs due to some communication errors. Find out the problem and solve the same.
- Set guidelines pertaining to discipline and expected tasks.
- Provide the feedback to each team basis the guidelines.

Skill Practice	Time	Resources
Solving Customer Problem	30 mins	Pencil and paper

13.2.6. Asking Questions for Clarifying Workplace Information

Explain

Explain the following points:

- All employees in any business, including retail store, must be free to ask questions for clarifying any doubts related to the workplace.
- Free communication is essential for avoiding misunderstandings among workers and ensuring timely delivery of services to customers.

13.2.7. Seeking Clarification and Advice from Colleagues or Managers

Explain

Explain the following points:

- Employees must be open to seek advice and clarifications from colleagues and managers to ensure smooth functioning.
- This not only promotes healthy working relationships among employees, but also ensures delivery of high-quality work on time.

13.2.8. Helping Colleagues with Problems to Meet Quality and Time Standards

Explain

Explain the following points:

- Every organisation should offer proper training to all employees on how to enhance overall productivity of the company.

- All team members must be open to helping others on board with problems related to quality and time standards.

13.2.9. Prioritising and Completing Task in Time

Explain

Explain the following points:

- Several people work extremely hard all day, performing jobs that hardly add to their productivity.
- Having huge workload but not feeling productive can be highly frustrating and demotivating for any employee. Hence, every employee must focus on the right goals to meet and improve his/her productivity with time.

Explain the following issues for not fulfilling task requirements:

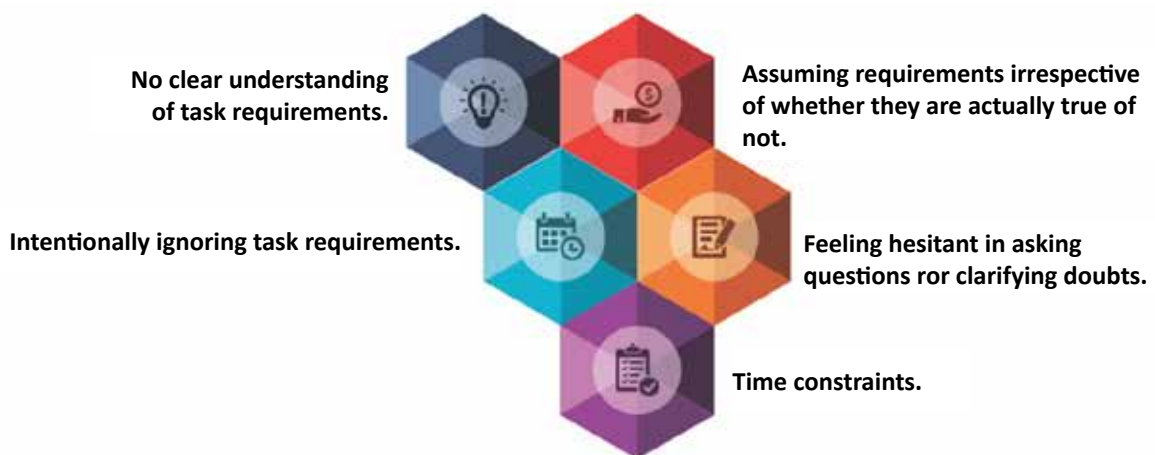


Fig. 13.1 Common Reasons for Not Fulfilling Task Requirements

13.2.10. Identifying Work and Personal Priorities to Achieve Balance at Workplace

Say

- Tasks performed in an organisation can be of different types, such as tedious tasks, unpleasant tasks or high priority tasks which need to be completed before others and within a stipulated time period.
- Unpleasant and tedious tasks usually consume more time, which can have an impact on productivity. Hence, it is important to minimise time spent on tedious tasks by effective time and priority management.

13.2.11. Using Questioning Technique to Clarify Instructions and Responsibilities

Say

Two most important strategies involved in the questioning technique are as follows:

- Establish strong communication with the management in order to clarify doubts related to your job responsibilities and goals.
- Be open to post any queries to your manager related to your job.

13.2.12. Making Commitment with Colleagues

Explain

Explain the following points:

- Practising standard ethics and code of conduct in the store
- Giving topmost priority to customer interest
- Adhering to various procedures and policies related to the job
- Reporting effectively to managers and maintaining store hierarchy

13.2.13. Explaining Reasons for Not Fulfilling a Commitment

Explain

Explain the following points:

Before assigning specific project to an individual or a team, employees should be communicated about prior commitments made by the retail store in relation to these projects/tasks.

13.2.14. Non-discriminatory Attitude towards Customers and Colleagues

Say

In any retail store, it is absolutely critical that employees as well as management adopt a non-discriminatory attitude towards co-workers and customers. They should be treated alike.

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.

UNIT 13.3: Resolving Conflicts with Colleagues

Unit Objectives

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

1. Discover how to discuss and resolve conflicts in a team
2. List the types of misbehaviour in a workplace
3. Recognise need to report misbehaviour at the workplace
4. List ways to resolve conflicts with colleagues

13.3.1. Discussing and Resolving Issues Mutually

Ask

Ask the students how they will resolve mutual issues.

Explain

Explain the following points:

- Handling conflict between employees can be difficult for any business, particularly retail business. While conflicts at workplace are common and unavoidable, they have a negative impact on the company's productivity and employee efficiency.
- In case of conflict between employees, it is advisable to look for ways to settle differences mutually and seek a positive resolution.

13.3.2. Reporting Misbehaviour to the Manager

Explain

Explain the following examples of misbehaviour at a retail store:

- Sexual harassment
- Aggression or violence
- Bullying

Explain the following tips:

- Communicate freely to identify the cause of conflict
- Invite the persons involved in the conflict to present their viewpoint clearly
- Identify and understand consequences of conflict on performance of the whole team
- Differentiate between work and personal priorities and adopt measures to strike a balance between the two

Notes for Facilitation

- Ask students if they have any questions.
- Explain and reiterate if any student is facing difficulty understanding a concept.
- Optionally, ask any other student to explain the concept in doubt.
- Ask the students if their expectations have been met.
- Ask students to complete the exercise given in their guides.
- Assist them in completing the exercise, if required.

Role Play

- Ask two students to come forward for a role play on how to report misbehaviour to the manager.
- Ask one student to play the role of a trainee associate who has suffered an instance of bullying at work.
- Ask the other student to play the role of the manager.
- Ask the trainee associate to approach the manager and report the incident.
- Provide feedback at the end of the role play.
- Repeat this role play with 2-3 more pair of students.

Summarise

- Summarise how to discuss and resolve conflicts in a team.
- Summarise the types of misbehaviour in a workplace.
- Summarise the need to report misbehaviour at the workplace.
- Summarise ways to resolve conflicts with colleagues.

Notes

Notes



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14. Employability & Entrepreneurship Skills

Unit 14.1 – Personal Strengths & Value Systems

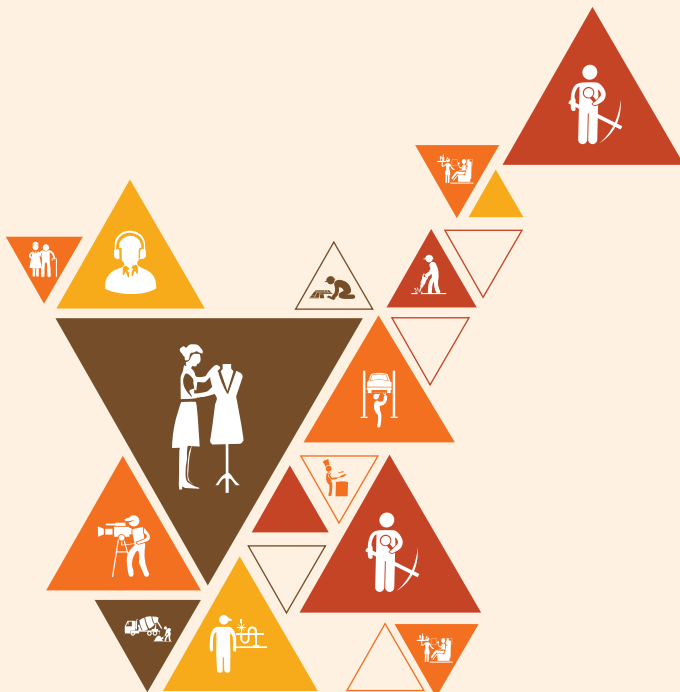
Unit 14.2 – Digital Literacy: A Recap

Unit 14.3 – Money Matters

Unit 14.4 – Preparing for Employment & Self Employment

Unit 14.5 – Understanding Entrepreneurship

Unit 14.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

- You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
2. Have one of the participants write their contributions on a flip chart sheet.
3. Write down your own list of covered material in the training on another flip chart sheet.
4. Compare the two sheets, commenting on what will and what will not be covered during the training.
5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
6. You may get back to those sheets once again at the end of the last session of the training.
7. Benefits of doing this activity:
 - Participants feel better as their opinions are heard.
 - Participants get to know what they should expect from the training.
 - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
8. Expectations from the participants:
 - Must sign the attendance sheet when they arrive for class.
 - Conduct themselves in a positive manner
 - Be punctual, attentive, and participative
9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.
2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 14.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

UNIT 14.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit

Resources to be Used

- Participant Handbook

Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

Say

- Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Ask

- When did you visit the doctor last? Was it for you or for a family member?

Say

- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Summarize

- Through this activity we got some tips on how can we prevent these common health issues.

Say 

- Let us now see how many of these health standards we follow in our daily life.

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

- How many of you think that you are healthy? How many of you follow healthy habits?

Say 

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summarize 

- Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

Ask **Discuss:**

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say 

- Discuss the meaning of hygiene as given in the Participant Handbook.

Activity 

- Health Standard Checklist: Hygiene

Say 

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

Ask 

- How many of you have heard about “Swachh Bharat Abhiyan”?
- Can you tell the class what it is about?

Summarize 

- Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

Ask 

- What is a habit?

Say 

- Discuss some good habits which can become a way of life.

Summarize 

- Tell them about good and bad habits and the reasons to make good habits a way of life.

UNIT 14.1.2: Safety

Unit Objectives

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

- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees

Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

Say

- There are many common safety hazards present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
 - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
 - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
 - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
 - Electrical hazards like cords, missing ground pins, improper wiring.
 - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

Team Activity

Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

Ask

- How could you or your employees get hurt at work?

Say

- Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

Do

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

Say

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

Do

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Ask

De-briefing

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

UNIT 14.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?
--

What do you need to live happily?

What are your strengths and weaknesses?

Do

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

Say

- Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

Team Activity

Tower building

- Each group which will create tower using the old newspapers.

Do 

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

Ask 

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

Say 

- Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

Ask 

- Is your attitude positive or negative?

Say 

- Let me tell you a story :

It's Little Things that Make a Big Difference.

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

Ask 

- What did you learn from this story?

Activity **What Motivates You?**

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do 

- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

Say



- Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

Summarize



- Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

UNIT 14.1.4: Honesty & Work Ethics

Unit Objectives

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

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

Resources to be Used

- Participant Handbook

Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
 - What went wrong?
 - Who was at fault?
 - Whom did it impact- the customer or the businessman?
 - How would it impact the business immediately? What would be the long term impact?
 - What could be done?
 - What did you learn from the exercise?

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media... this will directly affect Rajni's business. What would you do if you were in Rajni's place?

Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailender. But she did not receive the dress for a month. When she asked for a cancellation, Shailender started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

Do 

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Summarize 

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

UNIT 14.1.5: Creativity and Innovation

Unit Objectives

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

- List the characteristics of highly creative people
- List the characteristics of highly innovative people

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

Say

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Spring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

Ask 

- If they can, why can't you?
- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say 

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity 

- This is a group activity.

- Think of any one famous entrepreneur and write a few lines about him or her.

Activity De-brief

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the participants they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

Summarize



- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation



- Source for stories on innovations:
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm>

UNIT 14.1.6: Time Management

Unit Objectives

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

- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

Example

- Let's look at these two examples:

Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

Activity



- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

Say



- Time management is not only about how hard you work but also about how smart you work.
- Discuss “What is Time Management” with the participants as given in the Participant Handbook.

Ask



- Why is it important to manage time? How does it help?
- What happens when you don't manage your time effectively?
- Do you find it difficult to prioritize your work?

Say



- Discuss the benefits of time management given in the Participant Handbook.
- Let's learn effective time management with the help of an activity.

Activity



Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - ♦ Is this task important?
 - ♦ Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- **What do these categories depict?**
- **Category 1: Urgent/Important**
 - ♦ This category is for the highest priority tasks. They need to get done now.

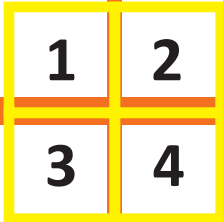
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

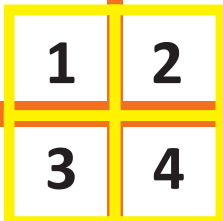
URGENT-IMPORTANT GRID

<p>URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Meetings • Last minute demands • Project deadlines • Crisis 	<p>NOT URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Planning • Working towards goals • Building relationship • Personal commitments
<ul style="list-style-type: none"> • Interruptions • Phone calls/ E-mails • Other people's minor demands <p>URGENT/ NOT IMPORTANT</p>	<ul style="list-style-type: none"> • Internet surfing • Social media • Watching TV <p>NOT URGENT/ NOT IMPORTANT</p>



URGENT/ IMPORTANT GRID format

<p>URGENT/ IMPORTANT</p>	<p>NOT URGENT/ IMPORTANT</p>
<p>URGENT/ NOT IMPORTANT</p>	<p>NOT URGENT/ NOT IMPORTANT</p>



Do

- Put down the formats for the to-do list and the urgent/important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- **Category 1: Urgent/Important**
 - ♦ Try to keep as few tasks as possible here, with the aim to eliminate.
 - ♦ If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- **Category 2: Not Urgent/Important**
 - ♦ Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - ♦ If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - ♦ Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- **Category 3: Urgent/Not Important**
 - ♦ Ask yourself whether you can reschedule or delegate them.
 - ♦ A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- **Category 4: Not Important and Not Urgent**
 - ♦ You also want to minimize the tasks that you have in this category.
 - ♦ These activities are just a distraction – avoid them if possible.
 - ♦ You can simply ignore or cancel many of them.
 - ♦ Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - ♦ Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summarize

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
 - ♦ One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
 - ♦ He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
 - ♦ He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

UNIT 14.1.7: Anger Management

Unit Objectives

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

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management

Resources to be Used

- Participant Handbook

Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

Say

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

Activity

- Do you remember any incident which has hurt
 - ♦ you physically
 - ♦ you mentally
 - ♦ your career
 - ♦ your relationships.

Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

Result of your anger:

--

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Ask

De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

Summarize

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

UNIT 14.1.8: Stress Management: What is stress?

Unit Objectives

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

- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

Resources to be Used

- Participant Handbook

Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

Say

- You've probably heard people say, "I'm really stressed out" or "This is making me totally stressed."

Ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

Do

- Divide the class into four groups of 5-6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

- ♦ What was/were the cause(s) of stress?
- ♦ Was the stress avoidable or manageable under the given circumstances?
- ♦ If yes, how do you think that the stress could be avoided (managed)?
- ♦ If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

His is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a position to attend the call or finish the reports on time.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

Ask**De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

Say

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:**Scenario 1**

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently.

Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 

- Ask one of the participant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
 - ♦ What kind of stress was Rakesh undergoing in this case?
 - ♦ Was the stress avoidable or manageable under the given circumstances?
 - ♦ What was the result of the stress?

Say **De-brief:**

- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

Summarize



- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation



- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interactive.

UNIT 14.2: Digital Literacy: A Recap

Key Learning Outcomes



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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

UNIT 14.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

Explain

- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

Say

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

Practical

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands on practice exercises.

Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

UNIT 14.2.2: MS Office and Email: About MS Office

Unit Objectives

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

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

Say

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

Explain

- Explain the working and frequently used features of Office on a real system.

Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

Say

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss “Why Choose Microsoft Outlook?” with the participants as given in the Participant Handbook.

Do 

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system..

Demonstrate 

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

Practical 

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

Summarize 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 14.2.3: E-Commerce

Unit Objectives

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

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

Ask

- What other types of transactions have you performed on the internet other than buying products?

Say

- Give examples of e-commerce activities from Participant Handbook.

Team Activity

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss “Types of E-commerce” from the Participant Handbook.

Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the “Digital India Campaign”.
- Discuss “Digital India Campaign” from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - ♦ Developing the website
 - ♦ Hosting the website
 - ♦ Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new e-commerce platform to sell their product or service.

Ask 

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say 

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do 

- Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

Ask 

- Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

Say 

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
 - ♦ Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
 - ♦ With digital payment modes, you can pay from anywhere anytime.
 - ♦ Digital payments have less risk.

Summarize 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

UNIT 14.3: Money Matters

Key Learning Outcomes

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfer

UNIT 14.3.1: Personal Finance – Why to Save?

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

Resources to be Used

- Participant Handbook

Ask

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

Example

- Let's look at these two examples:

Example 1:

Suhani works in a good company and earns Rs.30,000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Say

- We should always set aside some and save some money from our monthly pay. The future is unpredictable. Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss “Importance of Saving” with the participants as given in the Participant Handbook.

Ask

- What are the benefits of saving money?
- What does being financially independent mean to you?

Say

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

Say

- Let's learn personal saving with the help of a group activity.

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

PART 2

HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say



- Discuss the importance of personal finance and why it is important to save money.

Summarize



You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

UNIT 14.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

Example

- Let's look at the given example:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

Say

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss “Types of Bank Accounts” with the participants as given in the Participant Handbook.

Ask

- Can someone say what are the different types of bank accounts?

Say

- Let's learn about the different types of bank accounts through an activity.

Team Activity

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Activity De-brief

- Ask each group to present the key points of their account.

Say

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss “Opening a Bank Account” with the participants as given in the Participant Handbook.
- Discuss “Tips” that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

Ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

Team Activity

Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section “Opening a Bank Account” of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief

How did you design the form?

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?

Do

- Instruct the participants to read the section "Opening a Bank Account" of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

Note:

- You can summarize the unit through a role play.
 - ♦ A person wanting to open an account in the bank.
 - ♦ What is the procedure that he will go through?
 - ♦ Discuss the key points of different types of bank accounts.
 - ♦ How to select the type of account
 - ♦ How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

Photograph	XXX Bank																																																												
SAVING BANK ACCOUNT OPENING FORM																																																													
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Detail of Assets	Owning House : Y/N	Owning Farm :
	Y/N	
	No. of Animals :	Any other :
Existing Bank A/c. of family members / household	Y / N	If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N	

I request you to issue me a **Rupay Card**.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration:

I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place:

Date:

Signature / LTI of Applicant

Nomination:

I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date:

Signature / LTI of Applicant

Witness(es)*

1. _____

2. _____

*Witness is requires only for thumb impression and not for signature

UNIT 14.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

Say

- Discuss: Fixed and Variable cost with examples. Let us do a small activity.

Team Activity

Identify the type of cost

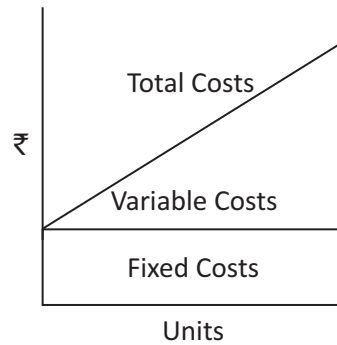
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

Say

- We saw that your utility bills like rent, electricity, telephone etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material etc.
- Discuss “Cost: Fixed vs. variables” with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.



- Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

- You want to start your own entrepreneur business.
- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

Notes for Facilitation

- Answers for the activity - Identify the type of cost

1. Rent	(Fixed)
2. Telephone bill	(Fixed)
3. Electricity bill	(Fixed)
4. Machinery	(Fixed)
5. Insurance	(Fixed)
6. Office supplies/Raw materials	(Variable)
7. Employee salaries	(Fixed)
8. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

UNIT 14.3.4: Investments, Insurance and Taxes

Unit Objectives

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

Resources to be Used

- Participant Handbook

Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

Example

- Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

Say

- Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

Ask

- How do investments, insurances and taxes differ from each other?

Say

- Let's learn the differences between the three by having an activity.

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points and answering question

Notes for Facilitation

Questions for the quiz

1. What are bonds?
Bonds are instruments used by public and private companies to raise large sums of money.
2. Who issues the bonds?
Private and public companies issue the bonds.
3. Why are bonds issued?
To raise large amount of money as it cannot be borrowed from the bank.
4. Who is the buyer of stocks and equities?
The general public is the buyer.
5. What types of scheme is the Sukanya Samriddhi Scheme?
Small Saving Scheme
6. What is the difference between mutual and hedge funds?
Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.
7. Why is a loan taken from the bank to purchase real estate?
To lease or sell to make profit on appreciated property price.
8. Name the two types of insurances?
Life Insurance and Non-life or general insurance
9. Which insurance product offers financial protection for 15-20 years?
Term Insurance
10. What is the benefit of taking an endowment policy?
It offers the dual benefit of investment and insurance.
11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?
Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

Sales Tax

20. What is the difference between custom duty and OCTROI?

Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

UNIT 14.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
 - ♦ It saves time, as you need to visit the branch. .
 - ♦ You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - ♦ Online Banking also gives you round the clock access.
 - ♦ Online Banking makes it possible for you to pay your bills electronically.

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
 - ♦ Through their website set-up your online account.
 - ♦ Choose a secure username and password.
 - ♦ Set-up your contact information.
 - ♦ Once your information is verified, you are good to go.
 - ♦ Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

Do

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

Summarize

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

UNIT 14.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

UNIT 14.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

Activity 1

- Introducing Yourself

Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - ♦ Any work experience that you might have
 - ♦ A brief summary of your educational qualifications
 - ♦ Your strengths and achievements
 - ♦ Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - ♦ Detailed description of your family (unless you are specifically asked to do so)
 - ♦ Too much information about your weaknesses
 - ♦ Information that is not true

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Activity 2

- Planning the right attire

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - ♦ Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - ♦ The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - ♦ Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - ♦ The participants will get only one chance to create a good first impression.

UNIT 14.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

- Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

Say

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summarize

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
 - ♦ Responsible for cleanliness and maintenance of one floor in the hotel.
 - ♦ Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 14.4.3: Interview FAQs

Unit Objectives

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

Resources to be Used

- Participant Handbook

Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

Role Play

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - ♦ How do you explain this huge time gap in your resume?
 - ♦ What is the reason for this?
 - ♦ Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - ♦ There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
 - ♦ Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - ♦ How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - ♦ Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
 - ♦ You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say

De-brief:

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - ♦ If you get this job, what salary package do you expect us to give you?

Say

De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
 - ♦ Do you have any questions for me?

Say

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
 - ♦ When will I be informed about the results of the interview?
 - ♦ What are the working hours?
 - ♦ Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

Activity

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summarize

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 14.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say 

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

Ask 

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 

- Let's now continue the activity.

Team Activity **Terms and Terminology**

- This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do 

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- Let's go ahead with the activity.

Team Activity **Terms and Terminology**

- The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 14.5: Understanding Entrepreneurship

Key Learning Outcomes



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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 14.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

Resources to be Used

- Participant Handbook

Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries?
Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?
Azim Premji
3. Who launched e-commerce website Flipkart?
Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm?
Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs?
Bhavish Aggarwal
6. Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?
Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize

- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 14.5.2: Leadership and Teamwork

Unit Objectives

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

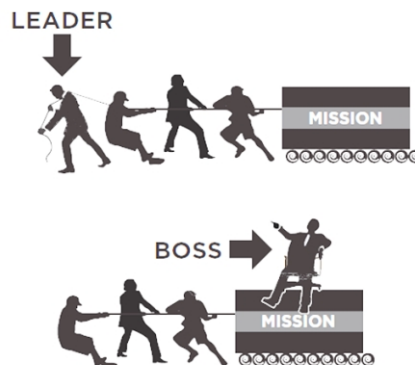
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.



Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We.”
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say 

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

Say **De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say 

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize 

- Close the discussion by summarizing about the importance of teamwork for employees.
 - ♦ Teamwork helps in reducing stress for the employees.
 - ♦ Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

UNIT 14.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
 - ♦ “You're not listening to me!”
 - ♦ “Why don't you let me finish what I'm saying?”
 - ♦ “You just don't understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

- Let's play a game to understand effective listening process better.

Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 2

Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask **De-brief question:**

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say 

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 3 **Elevator Pitch:**

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would have been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do 

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summarize

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 14.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be Used

- Participant Handbook

Ask

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- This is a group activity.
 - The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
 3. You have just set up your business and need extra human resource. You have tried involving a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say **De-brief questions:**

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask 

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

Say 

- Discuss the important traits for problem- solving as given in the Participant Handbook.

Ask 

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

Say 

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

Summarize 

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity 

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do 

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask 

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say 

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask 

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say 

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say 

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play 

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do 

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation **Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize 

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 14.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?
What unique capabilities do you possess?
What do you do better than others?
What do others perceive as your strengths?

Weakness

What are your weaknesses?
What do your competitors do better than you?

Opportunity

What trends may positively impact you?
What opportunities are available to you?

Threat

Do you have solid financial support?
What trends may negatively impact you?

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 14.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

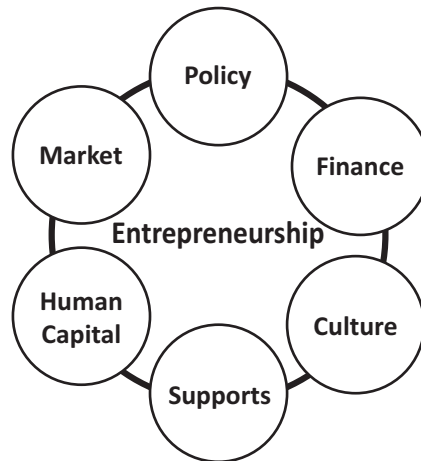
- Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



Ask

- What kind of government support eco-system is available for entrepreneurs in India?

Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 14.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

- This is a group activity.
- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
 - Who is the founder of that company?
 - What challenging times did it face?
 - How did it overcome those challenges?
 - List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 14.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 14.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 14.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss “Market Study” with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- By opening a tuition centre you are offering a service.

Ask 

- What factors will you keep in mind before opening it?

Say 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 14.6.2: Business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
Business to business
2. What is a financial report?
A comprehensive account of a business' transactions and expenses
3. Who is a sales prospect?
A potential customer
4. How is working capital calculated?
Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?
Valuation
6. You are buying a house. What type of transaction is it?
Complex transaction
7. How will you calculate the net income?
Revenue minus expenses
8. How is Return on Investment expressed?
As percentage
9. How will you calculate the cost of goods sold?
Cost of materials minus cost of outputs
10. What is revenue?
Total amount of income before expenses are subtracted.
11. What is a Break-Even Point?
This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12. What is the formula used to calculate simple interest?
 $A = P(1 + rt); R = r * 100$
13. What are the three types of business transactions?
Simple, Complex and Ongoing Transactions
14. The degrading value of an asset over time is known as
Depreciation
15. What are the two main types of capital?
Debt and Equity

UNIT 14.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - ♦ Treating your customers with respect.
 - ♦ Be available as per their need/ schedule.
 - ♦ Handling complaints effectively.
 - ♦ Building long lasting relationships.
 - ♦ Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

Do 

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity **Group Discussion**

- Conduct a group discussion in the class on how they can do networking for their business.

Summarize 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

UNIT 14.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal- 3 weeks, 3 years, 10 years?

Say

- Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

- Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation 

- Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 14.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - ♦ **Bootstrapping:** Also called self-financing is the easiest way of financing
 - ♦ **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
 - ♦ **Angel investors:** Individual or group of investors investing in the company
 - ♦ **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - ♦ **Bank loans:** The most popular method in India.
 - ♦ **Microfinance Providers or NBFCs**
 - ♦ **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 14.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

Say

- Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have to make a matrix they need to fill.
- They have to write the main topics and key words that will help them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 14.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

- List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.

Notes



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Annexure I

Training Delivery Plan			
Program Name:	Retail Trainee Associate		
Qualification Pack Name & Ref. ID	Retail Trainee Associate - RAS/Q0103		
Version No.	1.0	Version Update Date	27/6/2016
Pre-requisites to Training	10th Pass, 0-1 year in a similar position (not mandatory)		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. To display stock to promote sales 2. To plan and prepare visual merchandising displays 3. To dress visual merchandising displays 4. To dismantle and store visual merchandising displays 5. To prepare products for sale 6. To promote loyalty schemes to customers 7. To keep the store secure 8. To maintain health and safety 9. To keep the store clean and hygienic 10. To provide information and advice to customers 11. To create a positive image of self & organisation in the customers mind 12. To work effectively in a Retail team 		

S. No.	Module	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Introduction	Icebreaker	<ul style="list-style-type: none"> • Introduce each other • Build rapport with fellow students and the facilitator 	NA	Group Activity	Available objects such as paper, pencil, etc.	1 hour
2	Retail Sector	Types of organisations and job roles	<ul style="list-style-type: none"> • Overview of Retail Industry in India • Overview of Trainee Associate • Career Progression of a Trainee Associate 	NA	Facilitator-led discussion, videos	White board/ Marker/ Powerpoint/ Videos, Laptop	2 hours
3	To display stock to promote sales	Stock Display	<ul style="list-style-type: none"> • Define stock display • Understand importance of good stock display in retail stores • Identify various effective display techniques for retail stores • Understand the factors that determine display requirements 	RAS/ NO105 PC1, PC2, PC3, PC4, KA1, KA2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Stock Display: Skill Practice	<ul style="list-style-type: none"> • Define stock display • Understand importance of good stock display in retail stores • Identify various effective display techniques for retail stores • Understand the factors that determine display requirements 	RAS/ NO105 PC1, PC2, PC3, PC4, KA1, KA2	Team Activity		1 Hour

		Proper Setup for Retail Displays	<ul style="list-style-type: none"> Distinguish how organised displays are better than unorganised displays Analyse the theme or look of a retail store Distinguish between permanent and movable displays Recognise importance of keeping displays fresh Identify store layout strategies 	RAS/ NO105 PC2, PC4, PC6, PC7, PC8, KA2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Proper Setup for Retail Displays: Skill Practice	<ul style="list-style-type: none"> Distinguish how organised displays are better than unorganised displays Analyse the theme or look of a retail store Distinguish between permanent and movable displays Recognise importance of keeping displays fresh Identify store layout strategies 	RAS/ NO105 PC2, PC4, PC6, PC7, PC8, KA2	Field visit	Pen & note pad	4 Hours
		Proper Setup for Retail Displays: Skill Practice	<ul style="list-style-type: none"> Distinguish how organised displays are better than unorganised displays Analyse the theme or look of a retail store Distinguish between permanent and movable displays Recognise importance of keeping displays fresh Identify store layout strategies 	RAS/ NO105 PC2, PC4, PC6, PC7, PC8, KA2	Team Activity	Pencil and paper	1 Hour
		Proper Setup for Retail Displays: Skill Practice	<ul style="list-style-type: none"> Distinguish how organised displays are better than unorganised displays Analyse the theme or look of a retail store Distinguish between permanent and movable displays Recognise importance of keeping displays fresh Identify store layout strategies 	RAS/ NO105 PC2, PC4, PC6, PC7, PC8, KA2	Activity	Pencil, paper, computer with internet connection	0.5 Hour
		Determining Display Requirements Using Store Procedures	<ul style="list-style-type: none"> Recognise store procedures that can allow retailers to determine their display requirements Explain the steps to prepare stock displays List elements of effective visual merchandising 	RAS/ NO105 PC1, PC2, PC3, PC4, PC5, KA1, KA2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Determining Display Requirements Using Store Procedures: Skill Practice	<ul style="list-style-type: none"> Recognise store procedures that can allow retailers to determine their display requirements Explain the steps to prepare stock displays List elements of effective visual merchandising 	RAS/ NO105 PC1, PC2, PC3, PC4, PC5, KA1, KA2	Team Activity	Pencil and paper	1 Hour

		Legal and Statutory Requirements for Stock Display	<ul style="list-style-type: none"> Define list of stock requirements Analyse stock and custom point-of-purchase display options Explain legal and statutory requirements for stock display Identify components of successful small retail businesses 	RAS/ NO105 PC1, KA3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Legal and Statutory Requirements for Stock Display: Skill Practice	<ul style="list-style-type: none"> Define list of stock requirements Analyse stock and custom point-of-purchase display options Explain legal and statutory requirements for stock display Identify components of successful small retail businesses 	RAS/ NO105	Activity	Retail Products, Pencil and paper	2 Hours
		Importance of Labelling Materials and Equipment	<ul style="list-style-type: none"> Understand the importance of labelling materials and equipment Identify different retail labelling solutions List guidelines for product labelling Justify use of labelling systems in retail environment 	RAS/ NO105 PC9, PC10, PC11, PC12, PC13, PC14, KB2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Importance of Labelling Materials and Equipment: Skill Practice	<ul style="list-style-type: none"> Understand the importance of labelling materials and equipment Identify different retail labelling solutions List guidelines for product labelling Justify use of labelling systems in retail environment 	RAS/ NO105 PC9, PC10, PC11, PC12, PC13, PC14, KB2	Practical	Sample product	1 Hour
		Importance of Labelling Materials and Equipment: Skill Practice	<ul style="list-style-type: none"> Understand the importance of labelling materials and equipment Identify different retail labelling solutions List guidelines for product labelling Justify use of labelling systems in retail environment 	RAS/ NO105 PC9, PC10, PC11, PC12, PC13, PC14, KB2	Role Play		3 Hours
		Excess Material and Equipment	<ul style="list-style-type: none"> Discuss ways of disposing excess material and equipment Explain how to store surplus inventory Discuss ways to design more effective store displays 	RAS/ NO105 PC6, PC8, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours

4	Planning and Preparing Visual Merchandising Displays	Understanding Visual Design	<ul style="list-style-type: none"> • Explain visual design • Explain visual design policies for retail stores • Define visual design brief • List basic elements of visual design 	RAS/ NO106 KA1, KA2, KA4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Understanding Visual Design: Skill Practice	<ul style="list-style-type: none"> • Explain visual design • Explain visual design policies for retail stores • Define visual design brief • List basic elements of visual design 	RAS/ NO106 KA1, KA2, KA4	Team Activity	Pencil and paper	0.5 Hour
		Finding Out the Display Needs for Framing a Design Brief	<ul style="list-style-type: none"> • Explain the basis of a design brief • Analyse how to maintain visual appeal of the store • Discuss principles of creating a visual design • Prepare design brief to identify stock to be displayed 	RAS/ NO106 PC1, PC2, PC3, PC6, KA3, KA6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Finding Out the Display Needs for Framing a Design Brief: Skill Practice	<ul style="list-style-type: none"> • Explain the basis of a design brief • Analyse how to maintain visual appeal of the store • Discuss principles of creating a visual design • Prepare design brief to identify stock to be displayed 	RAS/ NO106 PC1, PC2, PC3, PC6, KA3, KA6	Team Activity	Pencil and paper	0.5 Hour
		Role of Visual Display in Marketing, Sales and Promotional Campaigns	<ul style="list-style-type: none"> • Demonstrate the role of visual display in marketing • Explain about visual display promotional campaigns • Recognise what influences customers' behaviour • List visual elements that create a good impression on shoppers 	RAS/ NO106 PC4, PC5, KA1, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Role of Visual Display in Marketing, Sales and Promotional Campaigns: Skill Practice	<ul style="list-style-type: none"> • Demonstrate the role of visual display in marketing • Explain about visual display promotional campaigns • Recognise what influences customers' behaviour • List visual elements that create a good impression on shoppers 	RAS/ NO106 PC4, PC5, KA1, KB1	Field Visit	Pen & note pad	3 Hours
		Identifying and Contacting a Visual Merchandiser	<ul style="list-style-type: none"> • Discuss the role of a visual merchandiser • Evaluate overall colour schemes of merchandising 	RAS/ NO106 PC6, KB1, KB3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Identifying and Contacting a Visual Merchandiser: Skill Practice	<ul style="list-style-type: none"> • Discuss the role of a visual merchandiser • Evaluate overall colour schemes of merchandising 	RAS/ NO106 PC6, KB1, KB3	Activity	Participant Handbook, pencil	0.5 Hour

		Arranging and Monitoring Merchandise Delivery and Updating Stock Records: Skill Practice	<ul style="list-style-type: none"> • Manage merchandise delivery • Explain how to arrange and receive merchandise delivery • Discuss ways to monitor progress of merchandise delivery • List advantages of updating stock records 	RAS/ NO106 PC7, PC8, PC9, KA7, KA8, KA9	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Arranging and Monitoring Merchandise Delivery and Updating Stock Records: Skill Practice	<ul style="list-style-type: none"> • Manage merchandise delivery • Explain how to arrange and receive merchandise delivery • Discuss ways to monitor progress of merchandise delivery • List advantages of updating stock records 	RAS/ NO106 PC7, PC8, PC9, KA7, KA8, KA9	Field Visit	Pen & note pad	3 Hours
		Arranging and Monitoring Merchandise Delivery and Updating Stock Records: Skill Practice	<ul style="list-style-type: none"> • Manage merchandise delivery • Explain how to arrange and receive merchandise delivery • Discuss ways to monitor progress of merchandise delivery • List advantages of updating stock records 	RAS/ NO106 PC7, PC8, PC9, KA7, KA8, KA9	Role Play		1 Hour
		Visual Merchandising Display	<ul style="list-style-type: none"> • List multiple approaches for displaying merchandise • Identify potential places for displaying products • List different elements of display • Recognise innovative and effective methods to improve visual effects 	RAS/ NO106 PC2, PC3, PC4, PC6, KB2, KB4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Visual Merchandising Display: Skill Practice	<ul style="list-style-type: none"> • List multiple approaches for displaying merchandise • Identify potential places for displaying products • List different elements of display • Recognise innovative and effective methods to improve visual effects 	RAS/ NO106 PC2, PC3, PC4, PC6, KB2, KB4	Field Visit	Pen & note pad	3 Hours
		Visual Merchandising Display: Skill Practice	<ul style="list-style-type: none"> • List multiple approaches for displaying merchandise • Identify potential places for displaying products • List different elements of display • Recognise innovative and effective methods to improve visual effects 	RAS/ NO106 PC2, PC3, PC4, PC6, KB2, KB4	Activity	Participant Handbook, pencil	0.5 Hour
		Visual Merchandising Display: Skill Practice	<ul style="list-style-type: none"> • List multiple approaches for displaying merchandise • Identify potential places for displaying products • List different elements of display • Recognise innovative and effective methods to improve visual effects 	RAS/ NO106 PC2, PC3, PC4, PC6, KB2, KB4	Field Visit	Pen & note pad	2 Hours

5	Dressing of Visual Merchandising Displays	Companies' Visual Design and Merchandising Policies	<ul style="list-style-type: none"> Recognise the importance of visual design and merchandising List objectives of visual display Identify types of merchandising display approaches Recognise selling features of merchandise Outline legal requirements for pricing and ticketing products 	RAS/ NO107 PC3, PC8, KA12, KA14, KB5	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Companies' Visual Design and Merchandising Policies: Skill Practice	<ul style="list-style-type: none"> Recognise the importance of visual design and merchandising List objectives of visual display Identify types of merchandising display approaches Recognise selling features of merchandise Outline legal requirements for pricing and ticketing products 	RAS/ NO107 PC3, PC8, KA12, KA14, KB5	Team Activity	Pencil and Paper	0.5 Hour
		Companies' Visual Design and Merchandising Policies: Skill Practice	<ul style="list-style-type: none"> Recognise the importance of visual design and merchandising List objectives of visual display Identify types of merchandising display approaches Recognise selling features of merchandise Outline legal requirements for pricing and ticketing products 	RAS/ NO107 PC3, PC8, KA12, KA14, KB5	Activity	Pencil and Paper	0.5 Hour
		Creation of Focal Points within Display and their Use	<ul style="list-style-type: none"> Define focal point of display Recognise need to clearly identify focal points of display Identify ways to set up merchandise display in store Choose suitable type of grouping strategy 	RAS/ NO107 PC1, PC2, KA1, KA2, KA5	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Creation of Focal Points within Display and their Use: Skill Practice	<ul style="list-style-type: none"> Define focal point of display Recognise need to clearly identify focal points of display Identify ways to set up merchandise display in store Choose suitable type of grouping strategy 	RAS/ NO107 PC1, PC2, KA1, KA2, KA5	Field Visit	Pen & note pad	4 Hours
		Dressing Mannequins and Dressing Techniques for different Merchandise	<ul style="list-style-type: none"> List important points to consider when dressing merchandise Identify dressing and display techniques Demonstrate various types of displays used in a retail store Recognise critical elements of display 	RAS/ NO107 PC2, PC7, PC8, KA3, KB4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Dressing Mannequins and Dressing Techniques for different Merchandise: Skill Practice	<ul style="list-style-type: none"> List important points to consider when dressing merchandise Identify dressing and display techniques Demonstrate various types of displays used in a retail store Recognise critical elements of display 	RAS/ NO107 PC2, PC7, PC8, KA3, KB4	Team Activity	Computer, Internet, Pencil and Paper	1 Hour

		Creating an Atmosphere with Types, Directions, and Levels of Light	<ul style="list-style-type: none"> • Explain the importance of lighting in retail store displays • Describe the smart ways of using lighting to highlight special merchandise • Identify common graphics, symbols and signage used in retail stores • Discuss ways to install creative displays 	RAS/ NO107 PC4, PC5, PC9, PC13, KA6, KA8, KA10, KA13, KB6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Creating an Atmosphere with Types, Directions, and Levels of Light: Skill Practice	<ul style="list-style-type: none"> • Explain the importance of lighting in retail store displays • Describe the smart ways of using lighting to highlight special merchandise • Identify common graphics, symbols and signage used in retail stores • Discuss ways to install creative displays 	RAS/ NO107 PC5, PC9, KA6, KA8, KA10, KA13, KB6	Field Visit	Pen & note pad	4 Hours
		Selecting Combinations of Shape, Colour, Texture, and Lighting for Visual Effects	<ul style="list-style-type: none"> • Identify different elements to create effects • Discuss ways to use effects judiciously • Evaluate visual effects of displays • Identify need to take suggestions from colleagues regarding visual display appeal 	RAS/ NO107 PC10, PC11, PC14, KA4, KA10, KB1, KB2, KB3, KB6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Selecting Combinations of Shape, Colour, Texture, and Lighting for Visual Effects: Skill Practice	<ul style="list-style-type: none"> • Identify different elements to create effects • Discuss ways to use effects judiciously • Evaluate visual effects of displays • Identify need to take suggestions from colleagues regarding visual display appeal 	RAS/ NO107 PC10, PC11, PC14, KA4, KA10, KB1, KB2, KB3, KB6	Team Activity	Pencil, paper, pictures of retail stores	1 Hour
		Reporting Health and Safety Guidelines for Displays	<ul style="list-style-type: none"> • Identify mechanism for reporting of display concerns • List steps to report display issues • Explain health and safety guidelines pertaining to merchandise display • Identify factors to be considered for retail floor displays 	RAS/ NO107 PC6, PC11, PC12, PC15, PC16, PC17, KA11, KA16,	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Reporting Health and Safety Guidelines for Displays: Skill Practice	<ul style="list-style-type: none"> • Identify mechanism for reporting of display concerns • List steps to report display issues • Explain health and safety guidelines pertaining to merchandise display • Identify factors to be considered for retail floor displays 	RAS/ NO107 PC6, PC11, PC12, PC15, PC16, PC17, KA11, KA16,	Role Play		3 Hours

6	Dismantle and Store Visual Merchandising Displays	Dismantling and Protecting Retail Displays	<ul style="list-style-type: none"> • Explain the meaning of dismantling retail display • Explain need to plan safe dismantling of displays • Identify ways to protect retail display parts while dismantling • Practice how to avoid damage to retail display parts • List precautions while dismantling mannequin 	RAS/ NO108 PC1, PC2, KA1, KA2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Dismantling and Protecting Retail Displays: Skill Practice	<ul style="list-style-type: none"> • Explain the meaning of dismantling retail display • Explain need to plan safe dismantling of displays • Identify ways to protect retail display parts while dismantling • Practice how to avoid damage to retail display parts • List precautions while dismantling mannequin 	RAS/ NO108 PC1, PC2, KA1, KA2	Team Activity	A mannequin	1 Hour
		Checking, Handling and Returning Retail Display Items	<ul style="list-style-type: none"> • Explain how to check the condition of retail display items before store opening • List strategies for store opening • Identify and remove unwanted materials • Identify damaged items in a retail store • Discuss ways to handle retail display for repair 	RAS/ NO108 PC3, PC4, KA3, KA4, KB2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Checking, Handling and Returning Retail Display Items: Skill Practice	<ul style="list-style-type: none"> • Explain how to check the condition of retail display items before store opening • List strategies for store opening • Identify and remove unwanted materials • Identify damaged items in a retail store • Discuss ways to handle retail display for repair 	RAS/ NO108 PC3, PC4, KA3, KA4, KB2	Field Visit	Pen & note pad	3 Hours
		Checking, Handling and Returning Retail Display Items: Skill Practice	<ul style="list-style-type: none"> • Explain how to check the condition of retail display items before store opening • List strategies for store opening • Identify and remove unwanted materials • Identify damaged items in a retail store • Discuss ways to handle retail display for repair 	RAS/ NO108 PC3, PC4, KA3, KA4, KB2	Role Play		3 Hours
		Safe Cleaning of Materials, Equipment and Display Sites	<ul style="list-style-type: none"> • Describe the importance of using safe-cleaning materials and equipment • Explain how to clean mannequins • Explain ways to clean display units, props and display sites • Discuss best practices for handling mannequins 	RAS/ NO108 PC5, PC11, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours

		Safe Cleaning of Materials, Equipment and Display Sites: Skill Practice	<ul style="list-style-type: none"> Describe the importance of using safe-cleaning materials and equipment Explain how to clean mannequins Explain ways to clean display units, props and display sites Discuss best practices for handling mannequins 	RAS/ NO108 PC5, PC11, KB1	Activity	Display Units & Props	1 Hour
		Storing Display Items Safely and Identifying Storage Space	<ul style="list-style-type: none"> Explain the importance of storing display items safely Identify whether storage facilities are safe and secure Discuss ways to handle extra display items Identify suitable storage space of retail display items 	RAS/ NO108 PC6, PC8, PC9, KA6, KA9, KA10, KA11, KB4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Storing Display Items Safely and Identifying Storage Space: Skill Practice	<ul style="list-style-type: none"> Explain the importance of storing display items safely Identify whether storage facilities are safe and secure Discuss ways to handle extra display items Identify suitable storage space of retail display items 	RAS/ NO108 PC6, PC8, PC9, KA6, KA9, KA10, KA11, KB4	Field Visit	Pen & note pad	4 Hours
		Protective Packaging, Security Measure Requirements and Labelling Display Items	<ul style="list-style-type: none"> Recognise the importance of protective packaging Explain security measure requirements Recognise the importance and need of labelling display items Identify ways to label display items 	RAS/ NO108 PC7, PC10, KA7, KA8	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Record Keeping, Associated Risks, Reporting of Display Items and their Storage Place	<ul style="list-style-type: none"> Recognise the importance of keeping records of display items Discuss importance of storage facilities Analyse the risk associated with storage facilities Explain reporting dangers and risk at work 	RAS/ NO108 PC9, KA9, KA12	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Record Keeping, Associated Risks, Reporting of Display Items and their Storage Place: Skill Practice	<ul style="list-style-type: none"> Recognise the importance of keeping records of display items Discuss importance of storage facilities Analyse the risk associated with storage facilities Explain reporting dangers and risk at work 	RAS/ NO108 PC9, KA9, KA12	Activity	Pen, notepad, computer, Internet	1 Hour
7	Preparing Products for Sale	Arrangement of Products for Sale	<ul style="list-style-type: none"> Describe how to arrange products for sale Prepare layout for products Identify the different tools for arranging products for sale Discuss the importance of arranging products on top shelf 	RAS/ NO109 PC1, PC2, KA1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	4 Hours

		Arrangement of Products for Sale: Skill Practice	<ul style="list-style-type: none"> Describe how to arrange products for sale Prepare layout for products Identify the different tools for arranging products for sale Discuss the importance of arranging products on top shelf 	RAS/ NO109 PC1, PC2, KA1	Activity		0.5 Hour
		Arrangement of Products for Sale: Skill Practice	<ul style="list-style-type: none"> Describe how to arrange products for sale Prepare layout for products Identify the different tools for arranging products for sale Discuss the importance of arranging products on top shelf 	RAS/ NO109 PC1, PC2, KA1	Field Visit	Pen & note pad	4 Hours
		Assembling Products for Sale	<ul style="list-style-type: none"> Explain how to assemble products for sale Apply manufacturer's instructions for grouping and assembling products Interpret how to report problems related to assembling products Define distribution centre Identify different material handling equipment 	RAS/ NO109 PC4, PC5, PC6, KA2, KA3, KA4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	4 Hours
		Assembling Products for Sale: Skill Practice	<ul style="list-style-type: none"> Explain how to assemble products for sale Apply manufacturer's instructions for grouping and assembling products Interpret how to report problems related to assembling products Define distribution centre Identify different material handling equipment 	RAS/ NO109 PC4, PC5, PC6, KA2, KA3, KA4	Role Play		1.5 Hours
		Handling Displayed Products	<ul style="list-style-type: none"> Explain the need to check accurate assembly and safety of displayed products Identify quality standards for displayed products Recognise need to maintain product quality Discuss shelf layout decisions of retailers 	RAS/ NO109 PC3, PC5, PC7, KA6, KB1, KB2, KB3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Managing Damaged Products	<ul style="list-style-type: none"> Explain handling of damaged products Explain management of retail returns Prepare a return authorisation Explain how to handle unused waste 	RAS/ NO109 PC8, KB2, KB4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Managing Damaged Products: Skill Practice	<ul style="list-style-type: none"> Explain handling of damaged products Explain management of retail returns Prepare a return authorisation Explain how to handle unused waste 	RAS/ NO109 PC8, KB2, KB4	Field Visit	Pen & note pad	4 Hours

		Managing Damaged Products: Skill Practice	<ul style="list-style-type: none"> • Explain handling of damaged products • Explain management of retail returns • Prepare a return authorisation • Explain how to handle unused waste 	RAS/ NO109 PC8, KB2, KB4	Field Visit	Pen & note pad	4 Hours
8	Loyalty Scheme Promotions	Understanding Loyalty Schemes	<ul style="list-style-type: none"> • Explain loyalty scheme • List various characteristics and benefits of loyalty schemes • Identify various information sources of loyalty schemes • Express the importance of sources like company websites and advertisements in promoting loyalty schemes 	RAS/ NO118 PC2, PC4, KA1, KA3, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Loyalty Scheme Offers Specific to Members	<ul style="list-style-type: none"> • Justify the need to offer special schemes to valued customers • Identify ways to appreciate loyal customers • Recognise ways to develop customers' interest in loyalty programmes • Identify financial benefits of loyalty schemes to members 	RAS/ NO118 PC1, PC2, PC6, PC7, KA4	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Loyalty Scheme Offers Specific to Members: Skill Practice	<ul style="list-style-type: none"> • Justify the need to offer special schemes to valued customers • Identify ways to appreciate loyal customers • Recognise ways to develop customers' interest in loyalty programmes • Identify financial benefits of loyalty schemes to members 	RAS/ NO118 PC1, PC2, PC6, PC7, KA4	Role Play		1 Hour
		Responding to Customer Queries and Concerns about the Loyalty Scheme	<ul style="list-style-type: none"> • Recognise the importance of probing customers for information • Review the role of a cashier in gathering customer information • Identify how to handle customer queries in a friendly manner • Identify buying signals in customers 	RAS/ NO118 PC2, PC3, PC4, PC5, KA5, KA6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Responding to Customer Queries and Concerns about the Loyalty Scheme: Skill Practice	<ul style="list-style-type: none"> • Recognise the importance of probing customers for information • Review the role of a cashier in gathering customer information • Identify how to handle customer queries in a friendly manner • Identify buying signals in customers 	RAS/ NO118 PC2, PC3, PC4, PC5, KA5, KA6	Field Visit	Pen & note pad	4 Hours

		Preparing Customers to Register for a Loyalty Scheme	<ul style="list-style-type: none"> Recognise need to promptly register potential customers for loyalty schemes List reward structures for customers Illustrate the format of a loyalty scheme application form Identify ways to convince customers in filling application form 	RAS/ NO118 PC4, PC8, PC11, KA9, KA10	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Preparing Customers to Register for a Loyalty Scheme: Skill Practice	<ul style="list-style-type: none"> Recognise need to promptly register potential customers for loyalty schemes List reward structures for customers Illustrate the format of a loyalty scheme application form Identify ways to convince customers in filling application form 	RAS/ NO118 PC4, PC8, PC11, KA9, KA10	Role Play		1 Hour
		Preparing Customers to Register for a Loyalty Scheme: Skill Practice	<ul style="list-style-type: none"> Recognise need to promptly register potential customers for loyalty schemes List reward structures for customers Illustrate the format of a loyalty scheme application form Identify ways to convince customers in filling application form 	RAS/ NO118 PC4, PC8, PC11, KA9, KA10	Role Play		1 Hour
		Proof of Membership	<ul style="list-style-type: none"> Interpret how the loyalty kit acts as a proof of membership for customers Explain how to crosscheck details with customers List reasons to offer loyalty cards 	RAS/ NO118 PC9, PC10, KA10, KA11, KA12	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Proof of Membership: Skill Practice	<ul style="list-style-type: none"> Interpret how the loyalty kit acts as a proof of membership for customers Explain how to crosscheck details with customers List reasons to offer loyalty cards 	RAS/ NO118 PC9, PC10, KA10, KA11, KA12	Practical	A sample acknowledgement email or SMS	0.5 Hour
		Proof of Membership: Skill Practice	<ul style="list-style-type: none"> Interpret how the loyalty kit acts as a proof of membership for customers Explain how to crosscheck details with customers List reasons to offer loyalty cards 	RAS/ NO118 PC9, PC10, KA10, KA11, KA12	Field Visit	Pen & note pad	3 Hours
		Proof of Membership: Skill Practice	<ul style="list-style-type: none"> Interpret how the loyalty kit acts as a proof of membership for customers Explain how to crosscheck details with customers List reasons to offer loyalty cards 	RAS/ NO118 PC9, PC10, KA10, KA11, KA12	Team Activity	Pencil and sample membership form	0.5 Hour

9	Store Security	Importance of Workplace Security	<ul style="list-style-type: none"> Explain the concept of workplace security Discuss the importance of workplace security List some common security measures taken by retailers Identify some good practices to maintain security 	RAS/ NO119 PC4, KA1, KA2, KA3, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Importance of Workplace Security: Skill Practice	<ul style="list-style-type: none"> Explain the concept of workplace security Discuss the importance of workplace security List some common security measures taken by retailers Identify some good practices to maintain security 	RAS/ NO119 PC4, KA1, KA2, KA3, KB1	Field Visit	Pen & note pad	3 Hours
		Various Types of Security Risks	<ul style="list-style-type: none"> Explain different types of security risks Distinguish between security risks, like shoplifting, burglary and by employees theft Recognise aggressive customers as a potential security risk List ways to deal with aggressive customers 	RAS/ NO119 PC1, KA3, KA4, KA5, KA6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Various Types of Security Risks: Skill Practice	<ul style="list-style-type: none"> Explain different types of security risks Distinguish between security risks, like shoplifting, burglary and by employees theft Recognise aggressive customers as a potential security risk List ways to deal with aggressive customers 	RAS/ NO119 PC1, KA3, KA4, KA5, KA6	Team Activity	Computer, Internet, Pencil and Paper	0.5 Hour
		Various Types of Security Risks: Skill Practice	<ul style="list-style-type: none"> Explain different types of security risks Distinguish between security risks, like shoplifting, burglary and by employees theft Recognise aggressive customers as a potential security risk List ways to deal with aggressive customers 	RAS/ NO119 PC1, KA3, KA4, KA5, KA6	Role Play		2 Hours
		Identifying and Preventing Security Risks	<ul style="list-style-type: none"> Identify and prevent security risks List some security measures like implementing good store design and enforcing employee training Discuss ways to reduce employee theft Outline security policies and control mechanisms 	RAS/ NO119 PC1, PC2, PC4, K3, KA4, KA5	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Identifying and Preventing Security Risks: Skill Practice	<ul style="list-style-type: none"> Identify and prevent security risks List some security measures like implementing good store design and enforcing employee training Discuss ways to reduce employee theft Outline security policies and control mechanisms 	RAS/ NO119 PC1, PC2, PC4, K3, KA4, KA5	Field Visit	Pen & note pad	2 Hours

		Noticing and Reporting Security Risks	<ul style="list-style-type: none"> Identify and report security risks Recognise that compliance ensures security and reduces risk Recognise need to adopt multi-layered approach to security Explain ways to remain alert on the job 	RAS/ NO119 PC2, PC3, PC5, KA3, KA8	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Noticing and Reporting Security Risks: Skill Practice	<ul style="list-style-type: none"> Identify and report security risks Recognise that compliance ensures security and reduces risk Recognise need to adopt multi-layered approach to security Explain ways to remain alert on the job 	RAS/ NO119 PC2, PC3, PC5, KA3, KA8	Activity	Computer, Internet, Pencil and Paper	0.5 Hour
		Barriers in Identifying Security Risks	<ul style="list-style-type: none"> Locate the barriers in identifying security risks List barriers like less attentive store staff and heavy footfall Describe cyber risk in retail Identify solutions for overcoming barriers 	RAS/ NO119 PC4, KA2, KA6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Barriers in Identifying Security Risks: Skill Practice	<ul style="list-style-type: none"> Locate the barriers in identifying security risks List barriers like less attentive store staff and heavy footfall Describe cyber risk in retail Identify solutions for overcoming barriers 	RAS/ NO119 PC4, KA2, KA6	Team Activity	Pencil and Paper	0.5 Hour
		Reporting of Security Risks	<ul style="list-style-type: none"> Explain reporting of security risks in store Recognise need of a separate security department Identify persons responsible for handling security risks List duties of security personnel 	RAS/ NO119 PC2, PC3, PC5, KA3, KA7, KA8	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Reasons Why Only Authorised Personnel should Take Responsibility of Security Risks	<ul style="list-style-type: none"> Identify people responsible for handling security risks Explain why only authorised personnel should take responsibility of security Value the security of others in retail store Identify ways to stay safe at work 	RAS/ NO119 PC3, KA2, KA9,	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Key Security Solutions	<ul style="list-style-type: none"> Explain use of tags as security solutions Describe importance of having a store opening team Identify measures taken before closing the store 	RAS/ NO119 PC4, KB1, KB2, KB3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Key Security Solutions	<ul style="list-style-type: none"> Explain use of tags as security solutions Describe importance of having a store opening team Identify measures taken before closing the store 	RAS/ NO119 PC4, KB1, KB2, KB3	Field Visit	Pen & note pad	2.5 Hours

10	Health and Safety at Workplace	Health, Safety and Security Plans and Procedures	<ul style="list-style-type: none"> Recognise legal obligation of employers to keep workers safe Explain how to lift and handle goods safely Discuss planning for safe and efficient lifting of goods Ensure suitable safety measures before lifting goods Identify the threats to the workers and workplace Recognise the disadvantages of not following health and safety measures in a retail store 	RAS/NO121 PC3, PC9, PC10, PC12, PC14, KA5, KA10, KA12, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Health, Safety and Security Procedures: Skill Practice	<ul style="list-style-type: none"> Recognise legal obligation of employers to keep workers safe Explain how to lift and handle goods safely Discuss planning for safe and efficient lifting of goods Ensure suitable safety measures before lifting goods Identify the threats to the workers and workplace Recognise the disadvantages of not following health and safety measures in a retail store 	RAS/NO121 PC3, PC9, PC10, PC12, PC14, KA5, KA10, KA12, KB1	Activity	Heavy box	0.5 Hour
		Reporting Health and Safety Concerns	<ul style="list-style-type: none"> Explain importance of reporting health and safety measures Identify different sources of workplace hazards Discuss how to handle hazardous substances safely on your own Recognise need to promptly report health and safety concerns 	RAS/NO121 PC2, PC3, PC8, PC14, KA2, KA3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours
		Reporting Health and Safety Concerns: Skill Practice	<ul style="list-style-type: none"> Explain importance of reporting health and safety measures Identify different sources of workplace hazards Discuss how to handle hazardous substances safely on your own Recognise need to promptly report health and safety concerns 	RAS/NO121 PC2, PC3, PC8, PC14, KA2, KA3	Role Play		2.5 Hours
		Company Policies towards Health and Safety	<ul style="list-style-type: none"> Indicate possible health and safety threats at workplace Explain the parameters to check safety, security and health breaches Recognise the importance of following company's safety policies Identify safety gears for retail workers 	RAS/NO121 PC3, PC4, PC6, KA5, KA6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1.5 Hours

		Company Policies towards Health and Safety: Skill Practice	<ul style="list-style-type: none"> Indicate possible health and safety threats at workplace Explain the parameters to check safety, security and health breaches Recognise the importance of following company's safety policies Identify safety gears for retail workers 	RAS/ NO121 PC3, PC4, PC6, KA5, KA6	Field Visit	Pen & note pad	3 Hours
		First Aid and Emergency Medical Plan	<ul style="list-style-type: none"> Define first aid Describe the main objective of first aid List emergency medicines Identify the need for first aid 	RAS/ NO121 PC2, PC3, PC5, KA3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		First Aid and Emergency Medical Plan: Skill Practice	<ul style="list-style-type: none"> Define first aid Describe the main objective of first aid List emergency medicines Identify the need for first aid 	RAS/ NO121 PC2, PC3, PC5, KA3	Role Play		2 Hours
		Following Up the Emergency and Evacuation Plan	<ul style="list-style-type: none"> Distinguish between emergency and evacuation plans Identify various symbols generally used in emergency and evacuation plans List information included in an emergency plan Explain to others how to help people evacuate the workplace 	RAS/ NO121 PC1, PC4, PC5, PC6, KA1, KA2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Creating Better Work Environment	<ul style="list-style-type: none"> Recognise importance of safe working environment Explain employees' participation in maintaining safe-working environment Define the objective and purpose of a mock-evacuation drill Describe how to adopt eco-friendly working techniques 	RAS/ NO121 PC6, PC7, PC8, PC11, PC13, KA4, KA6, KA7, KA11, KB2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
11	Store Cleanliness and Hygiene	Organisational Standards for Clean Work Areas	<ul style="list-style-type: none"> Outline organisational standards for cleanliness Recognise the need for clean work areas Explain housekeeping Identify the need to maintain a housekeeping programme 	RAS/ NO123 PC13, PC14, PC15, KA3, KA7, KA8, KA12	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Significance of Maintaining a Waste and Litter- Free Workplace	<ul style="list-style-type: none"> Identify the need for maintaining waste-free workplace Describe impact of litter-free workplace on customers Explain the need for waste reduction Outline the techniques to reduce waste 	RAS/ NO123 PC4, PC10, PC11, KA5, K9	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour

		Significance of Maintaining a Waste and Litter- Free Workplace: Skill Practice	<ul style="list-style-type: none"> Identify the need for maintaining waste-free workplace Describe impact of litter-free workplace on customers Explain the need for waste reduction Outline the techniques to reduce waste 	RAS/ NO123 PC4, PC10, PC11, KA5, KA9	Field Visit	Pen & note pad	2 Hours
		Methods of Discarding Waste and Litter	<ul style="list-style-type: none"> Recognise need for discarding waste List the four R's of waste removal Identify methods for discarding waste List ways to ensure a clean and tidy workplace 	RAS/ NO123 PC6, KA7, KA8	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Health and Safety Risks Associated with Spillage	<ul style="list-style-type: none"> Identify health risks associated with spillage List some health hazards of spillage Explain risk management List some measures for risk management 	RAS/ NO123 PC3, KA1, KA2, KA3, KA4, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Regular and Thorough Clean-up of Spillage	<ul style="list-style-type: none"> Describe the need for cleaning spillage Identify need for regular checking for spillage Describe guidelines to keep work surfaces clean in a retail environment List ways to execute planned and safe clean-up of spillage 	RAS/ NO123 PC3, KA1, KA2, KA3, KA4, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	0.5 Hour
		Techniques of Reducing Spillage Risks	<ul style="list-style-type: none"> List the steps to reduce spillage risks Discuss how cleaning spills can avoid injury to workers 	RAS/ NO123 PC3, KA1, KA2, KA3, KA4, KA9, KA11, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	0.5 Hour
		Techniques of Reducing Spillage Risks: Skill Practice	<ul style="list-style-type: none"> List the steps to reduce spillage risks Discuss how cleaning spills can avoid injury to workers 	RAS/ NO123 PC3, KA1, KA2, KA3, KA4, KA9, KA11, KB1	Field Visit	Pen & note pad	2 Hours
		Cleaning Equipment and Materials	<ul style="list-style-type: none"> List common cleaning equipment used in retail stores Identify equipment used to clean spillage Distinguish between mechanical and chemical methods to clean spillage List best practices for maintenance of cleaning equipment 	RAS/ NO123 PC1, PC2, PC7, PC8, PC9, PC12, KA10, KA11, KB2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour

		Cleaning Equipment and Materials: Skill Practice	<ul style="list-style-type: none"> List common cleaning equipment used in retail stores Identify equipment used to clean spillage Distinguish between mechanical and chemical methods to clean spillage List best practices for maintenance of cleaning equipment 	RAS/ NO123 PC1, PC2, PC7, PC8, PC9, PC12, KA10, KA11, KB2	Field Visit	Pen & note pad	2 Hours
		Cleaning a Store without Unsettling Customers	<ul style="list-style-type: none"> List best practices for cleaning retail store Explain health and safety regulations for cleaning store List ways to clean floors properly 	RAS/ NO123 PC1, PC6, PC11, PC13, KA6, KA7	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Effective Cleaning Practices and Techniques	<ul style="list-style-type: none"> Describe various effective cleaning practices List appropriate cleaning practices Identify some effective cleaning techniques List tools to make cleaning easy 	RAS/ NO123 PC8, PC9, PC10, PC11, PC14, KA3, KA7, KA12	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	1 Hour
		Effective Cleaning Practices and Techniques: Skill Practice	<ul style="list-style-type: none"> Describe various effective cleaning practices List appropriate cleaning practices Identify some effective cleaning techniques List tools to make cleaning easy 	RAS/ NO123 PC8, PC9, PC10, PC11, PC14, KA3, KA7, KA12	Field Visit	Pen & note pad	2 Hours
12	Providing Information and Advice to Customers	Information on Products and Services	<ul style="list-style-type: none"> Demonstrate ways to pass on information to customers Discuss role of salesperson in giving product information Recognise need to provide clear and accurate information Identify salesperson's role in satisfying customer queries 	RAS/ NO124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1, KA2, KB1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Information on Products and Services: Skill Practice	<ul style="list-style-type: none"> Demonstrate ways to pass on information to customers Discuss role of salesperson in giving product information Recognise need to provide clear and accurate information Identify salesperson's role in satisfying customer queries 	RAS/ NO124 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1, KA2, KB1	Field Visit	Pen & note pad	4 Hours
		Acknowledging Customer Loyalty and Confidence	<ul style="list-style-type: none"> Identify why customer loyalty is essential for retailers Discuss ways to attract customer satisfaction and loyalty Identify reasons for customer dissatisfaction Recognise policies to handle customer complaints 	RAS/ NO124 PC5, PC6, KA5, KA12	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours

		Acknowledging Customer Loyalty and Confidence: Skill Practice	<ul style="list-style-type: none"> Identify why customer loyalty is essential for retailers Discuss ways to attract customer satisfaction and loyalty Identify reasons for customer dissatisfaction Recognise policies to handle customer complaints 	RAS/ NO124 PC5, PC6, KA5, KA12	Field Visit	Pen & note pad	4 Hours
		Handling Angry Customers	<ul style="list-style-type: none"> List steps to handle angry customers Identify measures to resolve customer complaints Interpret how to escalate customer complaints Analyse how to identify the nature of the complaint 	RAS/ NO124 PC8, PC9, KA7	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Handling Angry Customers: Skill Practice	<ul style="list-style-type: none"> List steps to handle angry customers Identify measures to resolve customer complaints Interpret how to escalate customer complaints Analyse how to identify the nature of the complaint 	RAS/ NO124 PC8, PC9, KA7	Field Visit	Pen & note pad	4 Hours
		Handling Angry Customers: Skill Practice	<ul style="list-style-type: none"> List steps to handle angry customers Identify measures to resolve customer complaints Interpret how to escalate customer complaints Analyse how to identify the nature of the complaint 	RAS/ NO124 PC8, PC9, KA7	Role Play		2 Hours
		Maintaining Customer Loyalty while Dealing with Complaints	<ul style="list-style-type: none"> List ways to maintain customer loyalty Identify need to provide solutions instead of arguing with customer Recognise importance of dealing with customers List customer-oriented tips 	RAS/ NO124 PC12, PC13, PC14, PC15, PC16, PC17, KA8, KA9, KA10, KA11, KA14	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2.5 Hours
		Customer and Trader Rights	<ul style="list-style-type: none"> Distinguish between consumer and trader Identify the rights of customers Recognise your duty to uphold customer rights 	RAS/ NO124 KA13, KA14	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2.5 Hours
13	Positive Presentation of Yourself	Defining an Organisation	<ul style="list-style-type: none"> Explain the basics of an organisation Describe organisational behaviour policies for customers List organisational behaviour policies for colleagues 	RAS/ NO130 PC1, PC2, PC3, PC7, PC9, KA1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours

		Defining an Organisation: Skill Practice	<ul style="list-style-type: none"> Explain the basics of an organisation Describe organisational behaviour policies for customers List organisational behaviour policies for colleagues 	RAS/ NO130 PC1, PC2, PC3, PC7, PC9, KA1	Activity	Pen and paper	1 Hour
		Understanding Basic Etiquette	<ul style="list-style-type: none"> Select basic etiquette while interacting with internal and external customers Discuss the grooming standards for employees Apply general guidelines while communicating with customer Answer customers questions in simplified manners 	RAS/ NO130 PC5, PC8, PC9, PC11, KA3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Dealing with Customer	<ul style="list-style-type: none"> Discuss the importance of customer care Apply guidelines to greet customers Identify customer's perception and requirements List ways to deliver quality services to customers 	RAS/ NO130 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Dealing with Customer: Skill Practice	<ul style="list-style-type: none"> Discuss the importance of customer care Apply guidelines to greet customers Identify customer's perception and requirements List ways to deliver quality services to customers 	RAS/ NO130 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1	Role Play		2.5 Hours
		Responding to Customer	<ul style="list-style-type: none"> List various ways of responding to customer Explain complex information to the customer Change yourself to match the customer's behaviour Tell customers about the new product or service Show courtesy towards the customer Provide the best solution to customers' query 	RAS/ NO130 PC8, PC9, PC10, PC11, PC12, KA2, KA3	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Responding to Customer: Skill Practice	<ul style="list-style-type: none"> List various ways of responding to customer Explain complex information to the customer Change yourself to match the customer's behaviour Tell customers about the new product or service Show courtesy towards the customer Provide the best solution to customers' query 	RAS/ NO130 PC8, PC9, PC10, PC11, PC12, KA2, KA3	Role Play		2.5 Hours

		Assisting the Customer	<ul style="list-style-type: none"> Identify the AIM (Assess, Identify, Maintain) model for helping customers List questions to assess problems with the customer Describe tips for maintaining customer relationship Discuss steps to maintain information database 	RAS/ NO130 PC13, PC14, PC15, PC16, KA4, KA5	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2 Hours
		Assisting the Customer: Skill Practice	<ul style="list-style-type: none"> Identify the AIM (Assess, Identify, Maintain) model for helping customers List questions to assess problems with the customer Describe tips for maintaining customer relationship Discuss steps to maintain information database 	RAS/ NO130 PC13, PC14, PC15, PC16, KA4, KA5	Field Visit	Pen & note pad	5 Hours
14	Work Effectively in a Retail Team	Effective Teamwork	<ul style="list-style-type: none"> Discuss how to build healthy relationships with colleagues Recognise the need to show respect to colleagues and managers Explain the importance of planning and organising daily work routine List ways to work effectively with co-workers 	RAS/ NO137 PC2, PC4, PC5, PC7, PC13, PC14, PC15, KA1	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	3 Hours
		Effective Teamwork: Skill Practice	<ul style="list-style-type: none"> Discuss how to build healthy relationships with colleagues Recognise the need to show respect to colleagues and managers Explain the importance of planning and organising daily work routine List ways to work effectively with co-workers 	RAS/ NO137 PC2, PC4, PC5, PC7, PC13, PC14, PC15, KA1	Role Play		1.5 Hours
		Sharing Information and Making Commitments with Colleagues	<ul style="list-style-type: none"> Describe the importance of sharing information with co-workers Interpret how to perform task as a team Discuss the importance of dress code and personal hygiene in a retail store Describe the need to clarify workplace information by asking questions Assess how to help colleagues with problems Discuss the need to adopt non-discriminatory attitude at workplace 	RAS/ NO137 PC1, PC6, PC7, PC8, PC9, PC12, KB1, KB2	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2.5 Hours

		Sharing Information and Making Commitments with Colleagues: Skill Practice	<ul style="list-style-type: none"> Describe the importance of sharing information with co-workers Interpret how to perform task as a team Discuss the importance of dress code and personal hygiene in a retail store Describe the need to clarify workplace information by asking questions Assess how to help colleagues with problems Discuss the need to adopt non-discriminatory attitude at workplace 	RAS/ NO137 PC1, PC6, PC7, PC8, PC9, PC12, KB1, KB2	Field Visit	Pen & note pad	4.5 Hours
		Sharing Information and Making Commitments with Colleagues: Skill Practice	<ul style="list-style-type: none"> Describe the importance of sharing information with co-workers Interpret how to perform task as a team Discuss the importance of dress code and personal hygiene in a retail store Describe the need to clarify workplace information by asking questions Assess how to help colleagues with problems Discuss the need to adopt non-discriminatory attitude at workplace 	RAS/ NO137 PC1, PC6, PC7, PC8, PC9, PC12, KB1, KB2	Team Activity	Pencil and paper	0.5 Hour
		Resolving Conflicts with Colleagues	<ul style="list-style-type: none"> Discover how to discuss and resolve conflicts in a team List the types of misbehaviour in a workplace Recognise need to report misbehaviour at the workplace List ways to resolve conflicts with colleagues 	RAS/ NO137 PC10, PC11, KA1, KA3, KB6	Facilitation with PPT, Videos, Trainer led classroom discussion	White board, Marker, Overhead projector, Laptop, Internet access	2.5 Hours
		Resolving Conflicts with Colleagues: Skill Practice	<ul style="list-style-type: none"> Discover how to discuss and resolve conflicts in a team List the types of misbehaviour in a workplace Recognise need to report misbehaviour at the workplace List ways to resolve conflicts with colleagues 	RAS/ NO137 PC10, PC11, KA1, KA3, KB6	Role Play		1.5 Hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Assistant Beauty Therapist	
Job Role	Retail Trainee Associate
Qualification Pack	RAS/Q0103
Sector Skill Council	Retail

Sr. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6.	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS				Marks Allocation	
Total Marks: 100					
Assessment outcomes	Assessment Criteria for outcomes	Total marks	Out of	Theory	Skills Practical
RAS/N0105 To display stock to promote sales	PC1. Identify the need for the display in relation to stock, space, position of the display and dates.	100	10	5	5
	PC2. Check that the display area is the right size and report any concerns promptly.		5	2.5	2.5
	PC3. Gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order.		10	5	5
	PC4. Follow company procedures for clearing, cleaning and preparing the display area before use.		5	2.5	2.5
	PC5. Set up and dismantle the display safely, in line with plans and within the time allowed.		10	5	5
	PC6. Check that the display is clean, tidy and safe for use.		5	2.5	2.5
	PC7. Check that the display has the levels of stock needed.		10	5	5

	PC8. Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.		5	2.5	2.5
	PC9. Check requirements for labelling stock.		10	5	5
	PC10. Check information on the label is clear, accurate and legal before starting to label stock.		5	2.5	2.5
	PC11. Report promptly any information on labels that may need changing.		5	2.5	2.5
	PC12. Attach the right labels to the right products.		5	2.5	2.5
	PC13. Position labels so that they are securely fastened and customers can see them clearly.		10	5	5
	PC14. Complete labelling within the time allowed.		5	2.5	2.5
	Total		100	50	50
RAS/N0106					
To plan and prepare visual merchandising displays	PC1. Identify the purpose, content and style of the display.		10	5	5
Plan and prepare visual merchandising displays	PC2. Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.		10	5	5
	PC3. Evaluate whether the place to put the display is likely to fulfil the design brief.		10	5	5
	PC4. Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority you have.		15	7.5	7.5
	PC5. Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.	100	10	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.		10	5	5
	PC7. Verify arrangements for delivery of merchandise & props with right people, allowing enough time for deliveries to arrive before display must be installed.		15	7.5	7.5
	PC8. Check the progress of deliveries and take suitable action if delays seem likely.		10	5	5
	PC9. Update stock records to account for merchandise on display.		10	5	5
	Total		100	50	50
RAS/N0107 To dress visual merchandising displays	PC1. Use the design brief to identify the focal points of the display.		10	5	5
	PC2. Choose shapes, colours and groupings that are suited to the purpose and style of the display.		5	2.5	2.5
	PC3. Create displays that achieve the required visual effect and are consistent with the company's visual design policy.	100	5	2.5	2.5
	PC4. Position merchandise, graphics and signs in ways that promote sales.		5	2.5	2.5

	PC5. Check that lighting is installed in line with the design brief.		5	2.5	2.5
	PC6. Check that the finished display meets health and safety guidelines and legal requirements.		10	5	5
	PC7. Position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need.		5	2.5	2.5
	PC8. Group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.		5	2.5	2.5
	PC9. Make sure that lighting is installed in line with lighting requirements.		5	2.5	2.5
	PC10. Check that all the parts of the display are suitable for the purpose of the display and meet the requirements.		5	2.5	2.5
	PC11. Check that the display meets requirements for easy access, safety and security.		5	2.5	2.5
	PC12. Identify safety and security risks to the display and choose suitable ways of reducing risks.		5	2.5	2.5
	PC13. Consider how the display looks from all the directions from which customers will approach it.		5	2.5	2.5
	PC14. Encourage colleagues to provide constructive comments about the display.		5	2.5	2.5
	PC15. Promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.		5	2.5	2.5
	PC16. Regularly check the display's visual effect.		5	2.5	2.5
	PC17. Promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself.		10	5	5
	Total		100	50	50
RAS/N0108 To dismantle and store visual merchandising displays	PC1. Dismantle displays safely.	100	5	2.5	2.5
	PC2. Protect the parts of the display from being damaged during dismantling.		10	5	5
	PC3. Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.		10	5	5
	PC4. Get rid of unwanted materials safely and keep accurate records of this if needed.		10	5	5
	PC5. Clean display sites and parts using safe and approved cleaning materials and equipment.		10	5	5
	PC6. Work out accurately the storage space required.		10	5	5

	PC7. Identify the protective packaging he/she needs and the security measures that need to be in place.		10	5	5
	PC8. Store items in suitable places and with clear and accurate labels.		5	2.5	2.5
	PC9. Keep accurate and up-to-date records of items in storage.		10	5	5
	PC10. Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.		10	5	5
	PC11. Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.		10	5	5
	Total		100	50	50
RAS/N0109 To prepare products for sale	PC1. Check that all expected items and parts of the product are in the package.	100	10	5	5
	PC2. Remove all unwanted packaging and safely get rid of waste.		10	5	5
	PC3. Gather the tools he/she needs for putting products together.		10	5	5
	PC4. Use safe work methods and follow manufacturers' instructions when putting products together.		10	5	5
	PC5. Check that products have been assembled correctly and can be used safely.		20	10	10
	PC6. Ask the right person for help when products are proving difficult to put together.		15	7.5	7.5
	PC7. Check regularly that products on display are in a satisfactory condition.		10	5	5
	PC8. Promptly remove damaged products from display and follow company procedures for dealing with them.		15	7.5	7.5
	Total		100	50	50
RAS/N0118 To promote loyalty schemes to customers	PC1. Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.	100	10	5	5
	PC2. Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme.		10	5	5
	PC3. Respond positively to any questions or objections that the customer raises.		10	5	5
	PC4. Provide relevant information to the customer to help them decide whether to join the scheme.		5	2.5	2.5
	PC5. Treat the customer politely at all times and in a way that promotes goodwill.		5	2.5	2.5
	PC6. Recognise accurately when customers are interested in joining the scheme.		10	5	5

	PC7. Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.		10	5	5
	PC8. Fill in the membership application accurately with the customer, using the information they provide.		10	5	5
	PC9. Give the customer proof of their membership.		10	5	5
	PC10. Check with the customer that their details, as shown on the membership documentation, are correct.		10	5	5
	PC11. Give application forms to customers who show interest but are not willing to join the scheme there and then.		10	5	5
	Total		100	50	50
RAS/N0119 To keep the store secure	PC1. Notice and correctly identify security risks.	100	20	10	10
	PC2. Follow company procedures for reporting security risks.		20	10	10
	PC3. Report security risks to the right people promptly and accurately.		20	10	10
	PC4. Follow company procedures for preventing security risks while working.		20	10	10
	PC5. Notice where stock may have been stolen and tell the right person about it.		20	10	10
	Total		100	50	50
RAS/N0121 To maintain health and safety	PC1. Notice and correctly identify accidents and emergencies.	100	5	2.5	2.5
	PC2. Get help promptly and in the most suitable way.		5	2.5	2.5
	PC3. Follow company policy and procedures for preventing further injury while waiting for help to arrive.		5	2.5	2.5
	PC4. Act within the limits of his/her responsibility and authority when accidents and emergencies arise.		5	2.5	2.5
	PC5. Promptly follow instructions given by senior staff and the emergency services.		10	5	5
	PC6. Follow company procedures and legal requirements for reducing health and safety risks as far as possible while working.		10	5	5
	PC7. Use safety equipment correctly and in the right situations.		5	2.5	2.5
	PC8. Get advice and help from the right people when he/she concerned about his ability to work safely.		10	5	5
	PC9. Take suitable safety measures before lifting to protect himself/herself and other people.		10	5	5
	PC10. Use approved lifting and handling techniques.		10	5	5
	PC11. Check that any equipment he/she needs to use is fit for use.		5	2.5	2.5
	PC12. Use lifting and handling equipment in line with company guidelines and manufacturers' instructions.		5	2.5	2.5
			PC13. Plan a safe and efficient route for moving goods.		10

	PC14. Make sure that he/she understands his/her responsibilities when he/she asks others to help in lifting and handling operations.		5	2.5	2.5
	Total		100	50	50
RAS/N0123 To keep the store clean and hygienic	PC1. Get the equipment and materials that are suitable for the surfaces that need cleaning.	100	5	2.5	2.5
	PC2. Safely position the cleaning equipment and materials and any items he/she must move.		5	2.5	2.5
	PC3. Keep the risk of spillages to a minimum and clean up any spillages promptly and thoroughly.		10	5	5
	PC4. Get rid of rubbish and waste promptly and safely.		5	2.5	2.5
	PC5. Disturb other people as little as possible while cleaning.		5	2.5	2.5
	PC6. Check that surfaces are thoroughly clean.		10	5	5
	PC7. Store cleaning equipment and materials correctly and promptly when he/she has finished cleaning.		5	2.5	2.5
	PC8. Use suitable equipment to tidy work areas.		5	2.5	2.5
	PC9. Check that equipment is safe to use before starting to use it.		5	2.5	2.5
	PC10. Get rid of waste and litter safely and in line with company procedures.		5	2.5	2.5
	PC11. Disturb other people as little as possible while getting rid of waste and litter.		10	5	5
	PC12. Store equipment correctly and promptly after use.		5	2.5	2.5
	PC13. Wear protective clothing that is clean and suitable for the work he/she needs to do.		10	5	5
	PC14. Dispose correctly of used clothing and products.		5	2.5	2.5
	PC15. Use effective practices and techniques for keeping his/her hair, skin and nails clean enough for the work he/she does.		10	5	5
	Total		100	50	50
RAS/N0124 To provide information and advice to customers	PC1. Acknowledge promptly and politely customers' requests for information and advice.	100	10	5	5
	PC2. Identify the customer's needs for information and advice.		10	5	5
	PC3. Communicate information and advice to customers in ways they can understand.		10	5	5
	PC4. Provide information and advice to customers that is relevant, complete, accurate and up to date.		10	5	5
	PC5. Check politely that the information and advice provided meets the customer's needs.		10	5	5
	PC6. Find other ways to help the customer when the information and advice given is not satisfactory.		10	5	5

	PC7. Refer requests for information or advice to the right person when he/she cannot help the customer.		5	2.5	2.5
	PC8. Identify the nature of the complaint from information obtained from customers.		10	5	5
	PC9. Acknowledge the complaint clearly and accurately and apologise to the customer.		5	2.5	2.5
	PC10. Follow legal requirements and company policies and procedures for dealing with complaints.		10	5	5
	PC11. When it is not his/her responsibility to sort complaints, refer them promptly to the right person & explain the referral procedure clearly to the customer.		10	5	5
	Total		100	50	50
RAS/N0130 To create a positive image of self & organisation in the customers mind	PC1. Meet the organisation's standards of appearance and behaviour.	100	5	2.5	2.5
	PC2. Greet customers respectfully and in a friendly manner.		5	2.5	2.5
	PC3. Communicate with customers in a way that makes them feel valued and respected.		10	5	5
	PC4. Identify and confirm your customer's expectations.		5	2.5	2.5
	PC5. Treat customers courteously and helpfully at all times.		5	2.5	2.5
	PC6. Keep customers informed and reassured.		5	2.5	2.5
	PC7. Adapt his/her behaviour to respond effectively to different customer behaviour.		10	5	5
	PC8. Respond promptly to a customer seeking assistance.		5	2.5	2.5
	PC9. Select the most appropriate way of communicating with customers.		5	2.5	2.5
	PC10. Check with customers that he/she has fully understood their expectations.		5	2.5	2.5
	PC11. Respond promptly and positively to customers' questions and comments		5	2.5	2.5
	PC12. Allow customers time to consider his/her response and give further explanation when appropriate.		5	2.5	2.5
	PC13. Quickly locate information that will help customers.		5	2.5	2.5
	PC14. Give customers the information they need about the services or products offered by the organisation.		10	5	5
	PC15. Recognise information that customers might find complicated and check whether they fully understand.		5	2.5	2.5
	PC16. Explain clearly to customers any reasons why their needs or expectations cannot be met.		10	5	5
Total		100	50	50	

RAS/N0137 To work effectively in a retail team	PC1. Display courteous and helpful behaviour at all times.	100	5	2.5	2.5
	PC2. Take opportunities to enhance the level of assistance offered to colleagues		5	2.5	2.5
	PC3. Meet all reasonable requests for assistance within acceptable workplace timeframes.		10	5	5
	PC4. Complete allocated tasks as required.		5	2.5	2.5
	PC5. Seek assistance when difficulties arise.		5	2.5	2.5
	PC6. Use questioning techniques to clarify instructions or responsibilities.		10	5	5
	PC7. Identify and display a non discriminatory attitude in all contacts with customers and other staff members.		5	2.5	2.5
	PC8. Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.		5	2.5	2.5
	PC9. Follow personal hygiene procedures according to organisational policy and relevant legislation.		5	2.5	2.5
	PC10. Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.		5	2.5	2.5
	PC11. Interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.		10	5	5
	PC12. Ask questions to seek and clarify workplace information.		5	2.5	2.5
	PC13. Plan and organise daily work routine within the scope of the job role.		10	5	5
	PC14. Prioritise and complete tasks according to required timeframes.		10	5	5
	PC15. Identify work and personal priorities and achieve a balance between competing priorities.		5	2.5	2.5
Total		100	50	50	

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, 50 marks are allotted for Theory and 50 for Skills Practical.



Skill India

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MINISTRY OF SKILL DEVELOPMENT
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