

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RETAIL

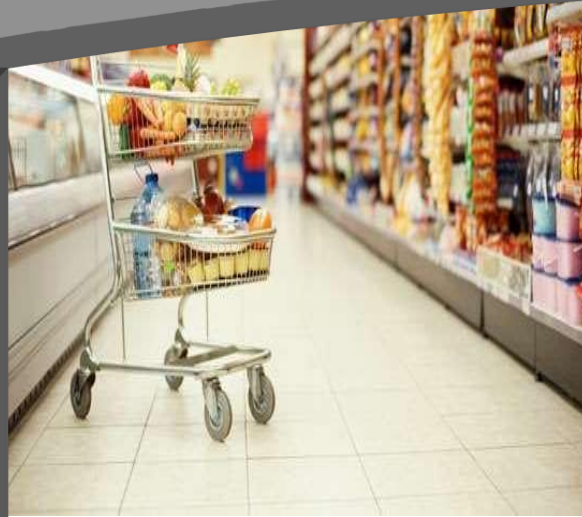
### What are Occupational Standards (OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

#### Contact Us:

A-703/704, Sagar Tech Plaza, 7th floor, Andheri Kurla Road, Sakinaka, Andheri (east), Mumbai – 400 072  
Tel: +91-22-400-58210/1/2/3/4/5

E-mail:  
james.rafael@rasci.in



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### Introduction

## Qualifications Pack – Retail Departmental Manager

**SECTOR:** RETAIL

**SUB-SECTOR:** Retail Operations

**OCCUPATION:** Store Operations

**REFERENCE ID:** RAS/Q0106

**ALIGNED TO:** NCO-2015/1221.0200

**Retail Departmental Manager:** Individuals in this position are responsible for achieving business goals for the business unit through planning, organizing, controlling and reporting store performance.

**Brief Job Description:** Individuals in this position should be able to build / manage a store operations team and also possess a good understanding of customer segments and their product and brand preferences, competition and sales techniques and incentives that effect incremental customer purchases.

**Personal Attributes:** The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal, listening skills, people management and business planning ability.

<b>Job Details</b>	<b>Qualifications Pack Code</b>	<b>RAS/Q0106</b>		
	<b>Job Role</b>	<b>Retail Departmental Manager</b>		
	<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
	<b>Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
	<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>
	<b>NSQC Clearance on</b>	<b>19 / 05 / 2015</b>		
	<b>Job Role</b>	<b>Retail Departmental Manager</b>		
<b>Role Description</b>	Individuals in this position are responsible for achieving business goals for the business unit through planning, organizing, controlling and reporting store performance.			
<b>NSQF level</b>	6			
<b>Minimum Educational Qualifications</b>	Preferred 13th Pass (1st Yr Bachelor)			
<b>Maximum Educational Qualifications</b>	Not applicable			
<b>Prerequisite License or Training</b>	Not applicable			
<b>Minimum Job Entry Age</b>	18 years			
<b>Experience</b>	0-2 Year in similar position (not mandatory)			
<b>Applicable National Occupational Standards (NOS)</b>	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li><a href="#">RAS/N0139 To plan visual merchandising</a></li> <li><a href="#">RAS/N0140 To establish and satisfy customer needs</a></li> <li><a href="#">RAS/N0141 To monitor and manage store performance</a></li> <li><a href="#">RAS/N0142 To provide leadership for your team</a></li> <li><a href="#">RAS/N0143 To build and manage store team</a></li> <li><a href="#">RAS/N0131 To allocate and check work in your team</a></li> <li><a href="#">RAS/N0144 To develop individual retail service opportunities</a></li> <li><a href="#">RAS/N0145 To communicate effectively with stakeholders</a></li> <li><a href="#">RAS/N0122 To help maintain health and safety</a></li> <li><a href="#">RAS/N0137 To work effectively in a Retail team</a></li> <li><a href="#">RAS/N0138 To work effectively in an organisation</a></li> <li><a href="#">RAS/N0151 To manage a budget</a></li> </ol> <p><b>Optional :</b> NA</p>			
<b>Performance Criteria</b>	As described in the relevant OS units			

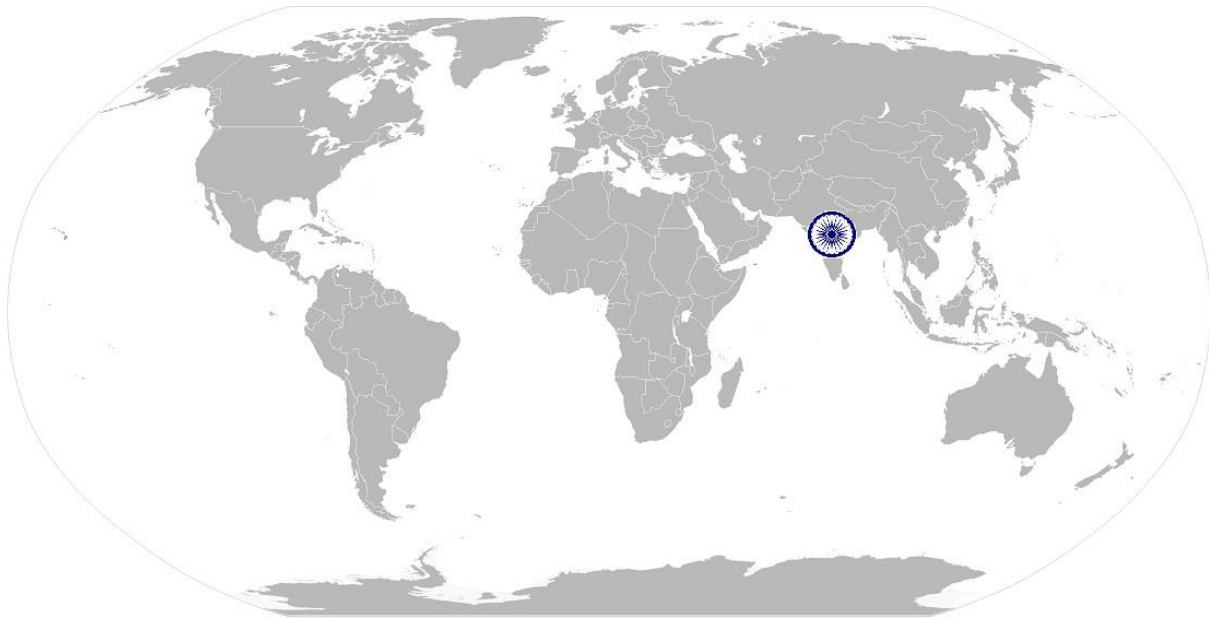
Definitions	Keywords /Terms	Description
	Core / Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to perform activities and tasks defined for the job role.
	National Occupational Standards	NOS are Occupational Standards which have been endorsed and agreed to by the Industry Leaders for various roles.
	Description	Description is a short summary of the relevant content
	Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization
	Knowledge & Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard
	Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry
	Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. They are applicable in the Indian and global context.
	Organisational Context	Organisational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility
	Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
	Qualification Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
	Qualification Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
	Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
	Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Technical Knowledge	Technical Knowledge is the specialized knowledge needed to accomplish specific designated responsibilities.	
Acronyms	Keywords /Terms	Description
	Ops	Operations
	POS	Point of Sale
	EDC Terminal	Electronic Data Capture Terminal (Card Swipe Machine)
	SOP	Standard Operating Process

**RAS/N0139**

**To plan visual merchandising**

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# National Occupational Standard



## Overview

This NOS covers planning and preparing visual merchandising displays within the store/business guidelines.

**RAS/N0139**

**To plan visual merchandising**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0139</b>
<b>Unit Title (Task)</b>	<b>To plan visual merchandising</b>
<b>Description</b>	This National Occupational Standards unit is about planning and preparing visual merchandising displays within the store/business guidelines.
<b>Scope</b>	<p>This unit applies to individuals interpreting design briefs and getting hold of the merchandise and props which is required for the display. The individual should be able to put up products on display in a retail store, regularly check displays and deal with substandard produce on display to enhance choice to customers.</p> <ul style="list-style-type: none"> <li>• Interpret design briefs for retail displays</li> <li>• Get hold of merchandise and props to be featured in retail displays</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Interpret design briefs for retail displays</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify the purpose, content and style of the display.</p> <p>PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.</p> <p>PC3. evaluate whether the place to put the display is likely to fulfil the design brief.</p> <p>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.</p>
<b>Get hold of merchandise and props to be featured in retail displays</b>	<p>PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</p> <p>PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.</p> <p>PC7. verify arrangements for delivery of merchandise &amp; props with the right people, allowing enough time for deliveries to arrive before display must be installed.</p> <p>PC8. check the progress of deliveries and take suitable action if delays seem likely.</p> <p>PC9. update stock records to account for merchandise on display.</p>

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**To plan visual merchandising**

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. the role of displays in marketing, promotional and sales campaigns and activities. KA2. the importance and content of the design brief. KA3. company policies for visual design. KA4. the role of displays in marketing, promotional and sales campaigns and activities. KA5. the merchandiser or buyer who needs to be consulted about merchandise and props. KA6. why you must update stock records to account for merchandise on display and how to do this.
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. how to use the design brief to identify what you need for the display KB2. different approaches to designing displays for different types of merchandise, and why these are effective KB3. how to evaluate the potential places to put the display so you meet the design brief KB4. how to use the design brief to identify what you need for the display KB5. different approaches to designing displays for different types of merchandise, and why these are effective KB6. how light, colour, texture, shape and dimension combine to achieve the effects you need KB7. how to assess the potential of places to put displays to meet the design brief KB8. how to arrange delivery of merchandise and monitor the progress of deliveries.
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. SA6. carry out verbal instructions from other team members and supervisors.

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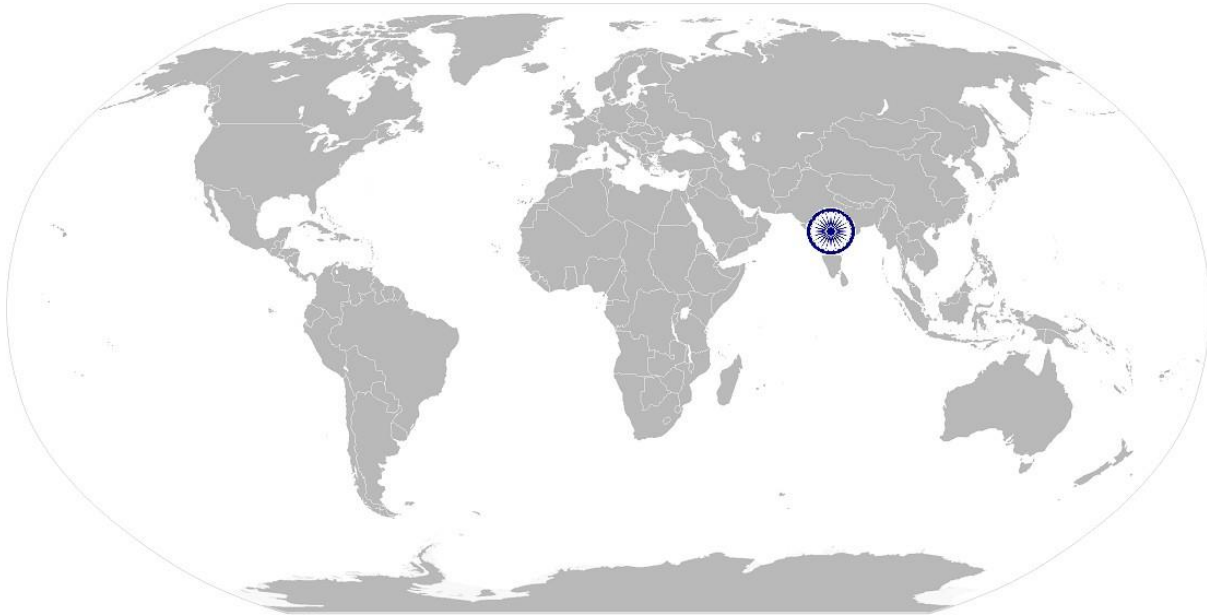
**To plan visual merchandising**

	<p>SA7. read and interpret simple workplace documents.</p> <p>SA8. complete simple written workplace forms and share work-related information with other team members.</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB1. make appropriate decisions regarding the responsibilities of the job role.
	SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to:
	SB3. follow store policies regarding work availability, rosters and work duties.
	SB4. work within the store culture by practicing inclusive behaviour.
	SB5. manage personal presentation, hygiene and time.
	SB6. prioritise and complete delegated tasks under instruction.
<b>Customer Centricity</b>	
The user/ individual on the job needs to know and understand how to:	
SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.	
<b>Problem Solving</b>	
The user/ individual on the job needs to know and understand how to:	
SB8. adapt to new situations, including changing workplace procedures.	
SB9. demonstrate sensitivity to customer needs and concerns.	
SB10. anticipate problems and act to avoid them where possible.	
SB11. respond to breakdowns and malfunction of equipment.	
SB12. respond to unsafe and hazardous working conditions.	
SB13. respond to security breaches	
SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.	
<b>Analytical Thinking</b>	
The user/ individual on the job needs to know and understand how to:	
SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.	
<b>Critical Thinking</b>	
The user/ individual on the job needs to know and understand how to:	
SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.	

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	SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.
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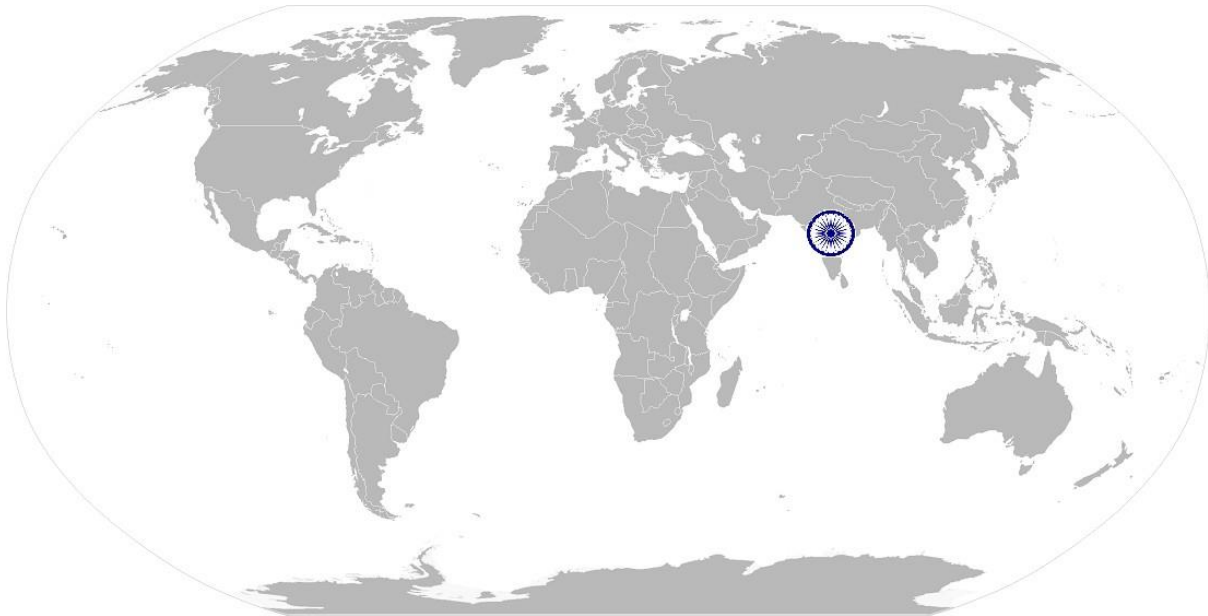


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## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0139</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
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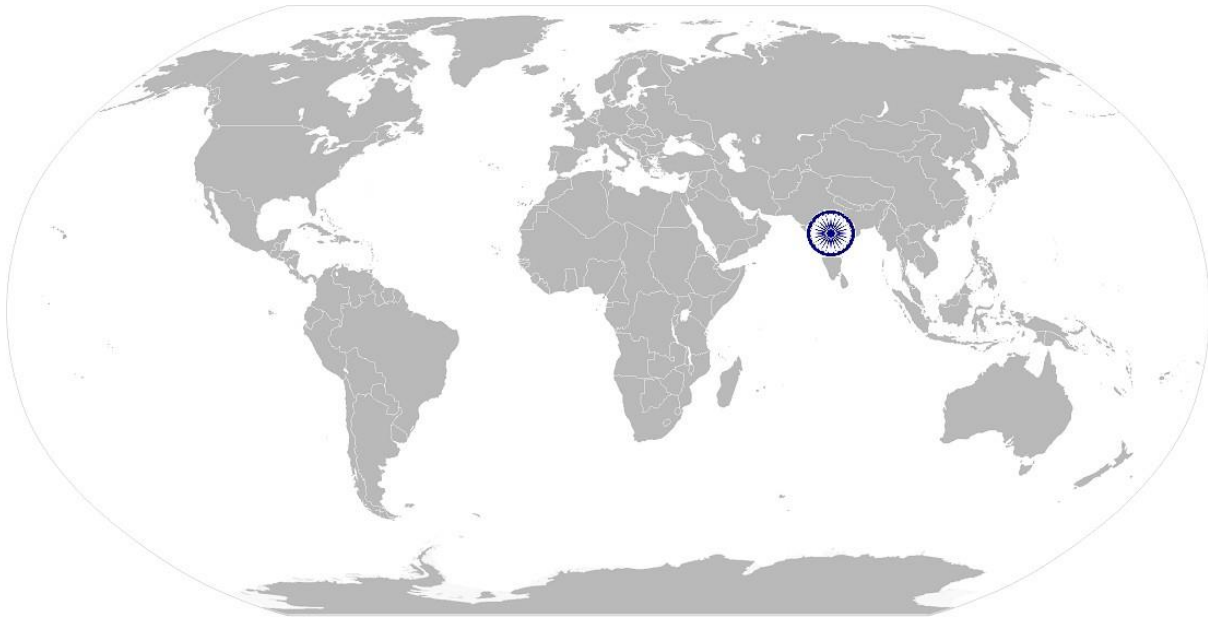


**RAS/N0140**

**To establish and satisfy customer needs**

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# National Occupational Standard



## Overview

This NOS covers standards for the establishing and satisfying of customer needs in a retail scenario.

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**To establish and satisfy customer needs**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0140</b>
<b>Unit Title (Task)</b>	<b>To establish and satisfy customer needs</b>
<b>Description</b>	This OS describes standards for the establishing and satisfying of customer needs in a retail scenario.
<b>Scope</b>	<p>This unit applies to individuals who establish customer requirements, help select and purchase appropriate products and supplies and suggest suitable alternatives based on near-appropriate judgments of customer preferences and products and supplies available in the store at the time of purchase.</p> <ul style="list-style-type: none"> <li>• Establish customer needs</li> <li>• Satisfy customer needs</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Establish customer needs</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.</p> <p>PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.</p> <p>PC3. help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.</p> <p>PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.</p>
<b>Satisfy customer needs</b>	<p>PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.</p> <p>PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.</p> <p>PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.</p> <p>PC8. advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.</p> <p>PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.</p> <p>PC10. ensure that customers fulfil their purchase process smoothly from start to</p>

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**To establish and satisfy customer needs**

	billing by minimizing waiting times at different stages of the process.
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KA1. appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment</li> <li>KA2. measurement and calibration of the quantity and quality of product and supplies the customer wants</li> <li>KA3. make near-appropriate judgments about different types of customers, their requirements, choices and preferences</li> <li>KA4. help select the most appropriate products and supplies based on the knowledge of such judgments</li> <li>KA5. provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer</li> <li>KA6. suggest alternative products and supplies when products the customer wants are out of stock</li> <li>KA7. suggest suitable products and supplies when the customer is undecided</li> <li>KA8. relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase</li> <li>KA9. individual preferences, choices and opinions of customers through proper attention, listening and conversing</li> <li>KA10. preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store</li> <li>KA11. provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited</li> <li>KA12. utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases</li> <li>KA13. provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases</li> <li>KA14. provide accurate information on store promotions on offer at the time of purchase to effect customer purchases</li> <li>KA15. make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies</li> <li>KA16. suit your mannerisms to extend a personalized purchase experience to the customer</li> </ul>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. how to maintain brief, to-the-point, accurate and polite responses to customer queries</li> <li>KB2. how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer</li> </ul>

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**To establish and satisfy customer needs**

	<p>KB3. how to guide the customer with the right information and advice, when solicited</p> <p>KB4. how to ensure customer comfort, and avoid customer discomfort, within store premises</p> <p>KB5. how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies</p> <p>KB6. how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia</p> <p>KB7. how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or have perished or rendered inedible or non-consumable</p> <p>KB8. what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision</p> <p>KB9. what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. complete documentation accurately.</p> <p>SA2. write simple reports when required.</p> <p><b>Reading Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. read information accurately.</p> <p>SA4. read and interpret data sheets.</p> <p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.</p> <p>SA6. carry out verbal instructions from other team members and supervisors.</p> <p>SA7. read and interpret simple workplace documents.</p> <p>SA8. complete simple written workplace forms and share work-related information with other team members.</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make appropriate decisions regarding the responsibilities of the job role.</p> <p>SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.</p> <p><b>Plan and Organize</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. follow store policies regarding work availability, rosters and work duties.</p>

**RAS/N0140**

**To establish and satisfy customer needs**

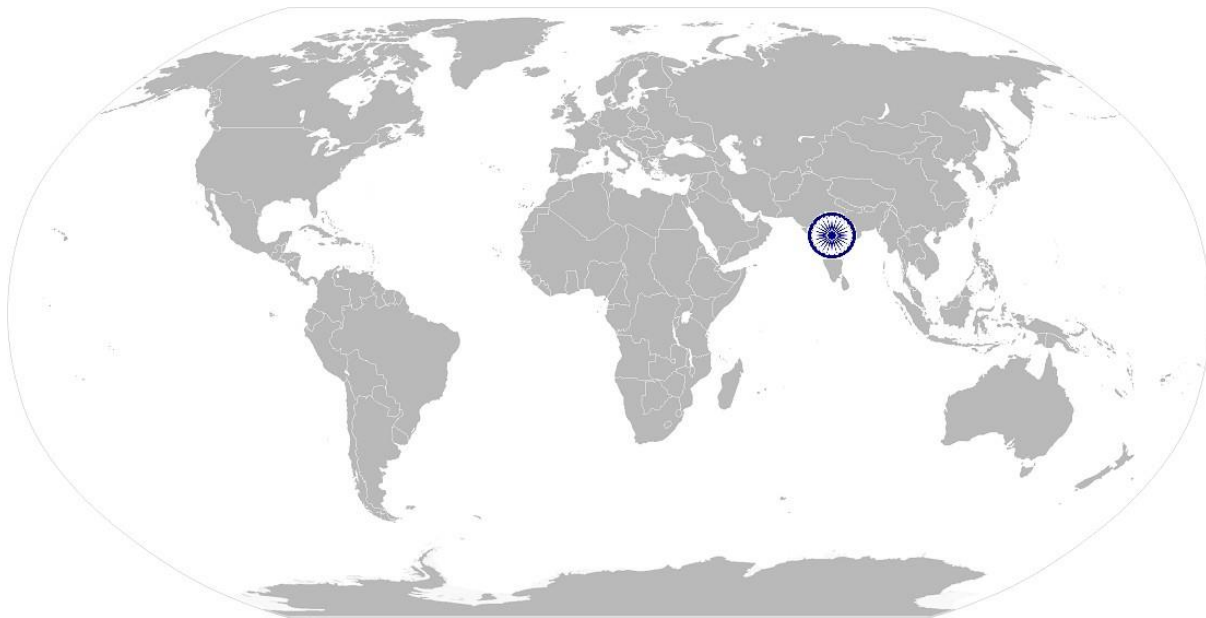
	<p>SB4. work within the store culture by practicing inclusive behaviour.</p> <p>SB5. manage personal presentation, hygiene and time.</p> <p>SB6. prioritise and complete delegated tasks under instruction.</p>
	<p><b>Customer Centricity</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.</p>
	<p><b>Problem Solving</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB8. adapt to new situations, including changing workplace procedures.</p> <p>SB9. demonstrate sensitivity to customer needs and concerns.</p> <p>SB10. anticipate problems and act to avoid them where possible.</p> <p>SB11. respond to breakdowns and malfunction of equipment.</p> <p>SB12. respond to unsafe and hazardous working conditions.</p> <p>SB13. respond to security breaches</p> <p>SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.</p>
	<p><b>Analytical Thinking</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.</p>
	<p><b>Critical Thinking</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.</p> <p>SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.</p>

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**To establish and satisfy customer needs**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0140</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
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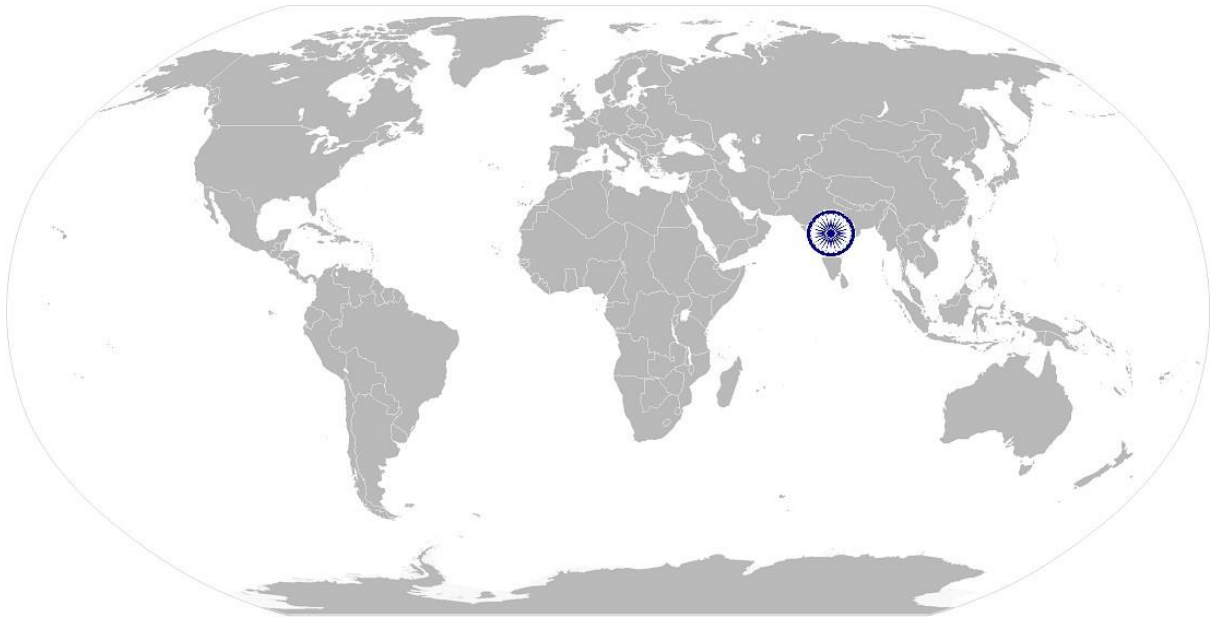


**RAS/N0141**

**To monitor and manage store performance**

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# National Occupational Standard



## Overview

This NOS covers the skills needed for you to monitor effectiveness of retail store performance.



**RAS/N0141**

**To monitor and manage store performance**

National Occupational Standard	<b>Unit Code</b>	<b>RAS/N0141</b>
	<b>Unit Title (Task)</b>	<b>To monitor and manage store performance</b>
	<b>Description</b>	This OS describes the skills needed for you to monitor effectiveness of retail store performance.
	<b>Scope</b>	<p>This unit applies to individuals monitoring the effectiveness of retail store performance is important to maintaining an efficient and effective retail environment that meets the needs of customers.</p> <ul style="list-style-type: none"> <li>Monitor and Manage Store Performance</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
<b>Monitor and manage store performance</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. monitor retail operations against targets.</p> <p>PC2. check that the quality of the products and customer service are maintained.</p> <p>PC3. adapt allocation of work activities to meet changing priorities and targets.</p> <p>PC4. report factors influencing effectiveness which are outside your own area of responsibility to the relevant people.</p> <p>PC5. make recommendations to improve retail operations to relevant people.</p>	
<b>Knowledge and Understanding (K)</b>		
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. different ways of communicating effectively with members of a store team.</p> <p>KA2. how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</p> <p>KA3. how to plan the achievement of store team objectives and the importance of involving team members in this process</p> <p>KA4. the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives</p> <p>KA5. the importance of encouraging others to take the lead and ways in which this can be achieved</p> <p>KA6. the benefits of and how to encourage and recognize creativity and innovation within a team</p>	
<b>B. Technical Knowledge</b>	NA	
<b>Skills (S)</b>		

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**To monitor and manage store performance**

<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. carry out verbal instructions from other team members and supervisors SA7. read and interpret simple workplace documents SA8. complete simple written workplace forms and share work-related information with other team members
	<b>B. Professional Skills</b>
	<b>Decision Making</b>
The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.	
<b>Plan and Organize</b>	
The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.	
<b>Customer Centricity</b>	
The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.	

**RAS/N0141**

**To monitor and manage store performance**

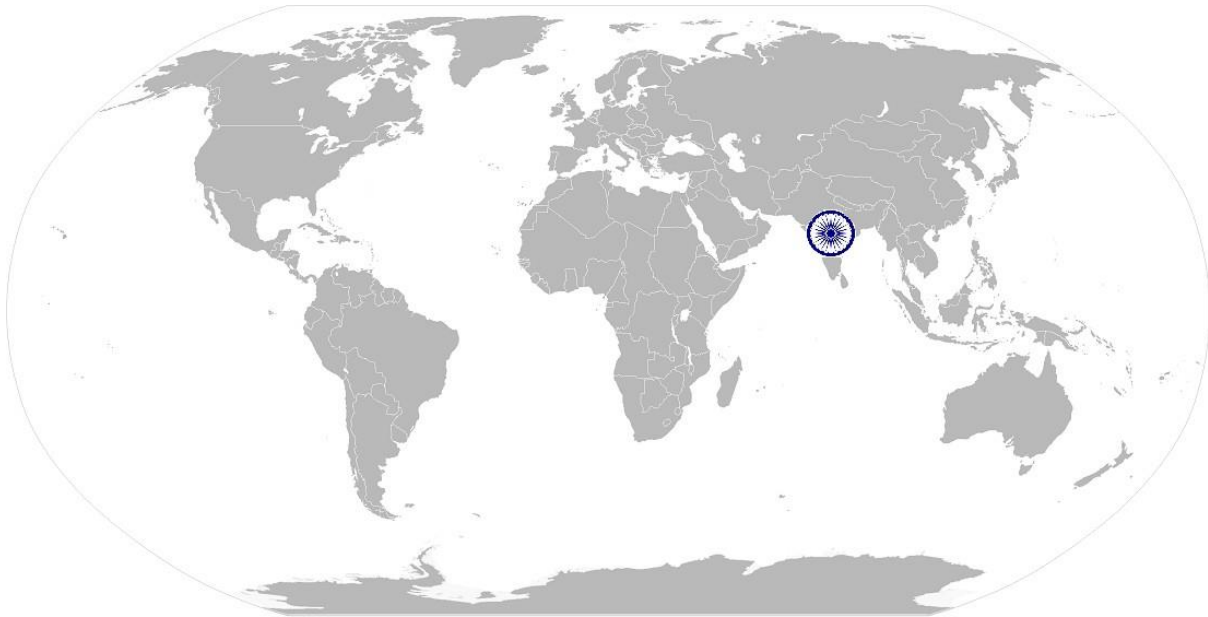
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

**RAS/N0141**

**To monitor and manage store performance**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0141</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

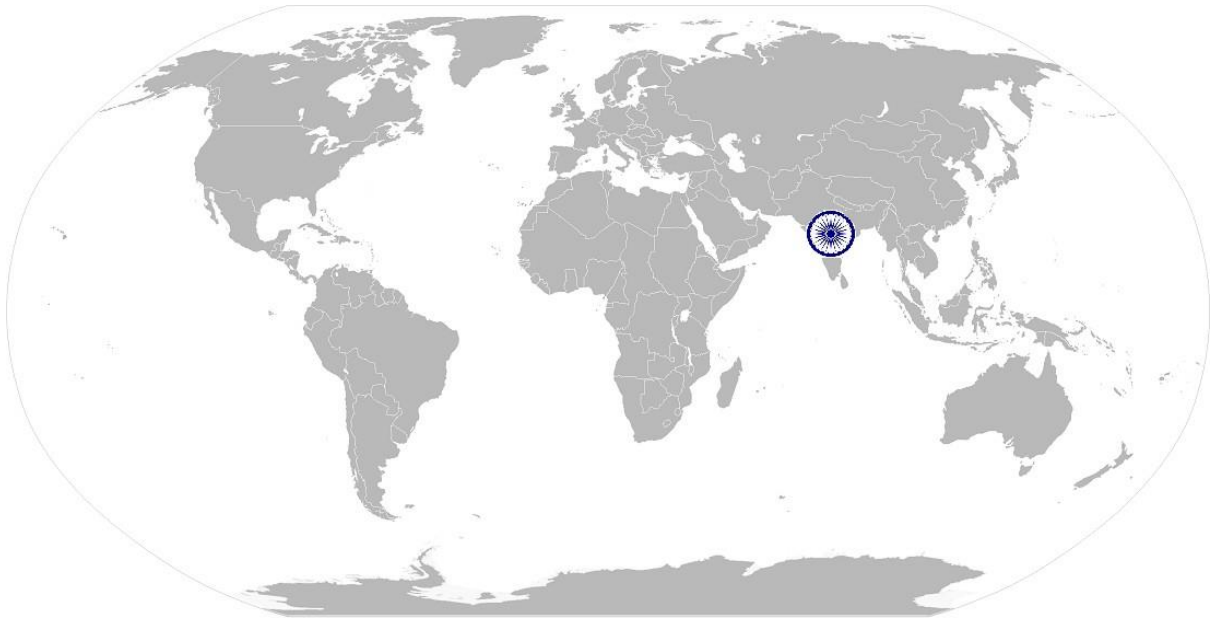


RAS/N0142

To provide leadership for your team

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# National Occupational Standard



## Overview

This NOS covers providing direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

**RAS/N0142**

**To provide leadership for your team**

National Occupational Standard	<b>Unit Code</b>	<b>RAS/N0142</b>
	<b>Unit Title (Task)</b>	<b>To provide leadership for your team</b>
	<b>Description</b>	This OS describes providing direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.
	<b>Scope</b>	<p>This unit applies to individuals to provide direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
<b>Demonstrate leadership skills</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. set out and positively communicate the purpose and objectives of the store business to all store team members</p> <p>PC2. involve key store team members in planning how the team will achieve store business objectives</p> <p>PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead</p> <p>PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business's objectives</p> <p>PC5. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved</p> <p>PC6. win, through your performance, the trust and support of the team for your leadership</p> <p>PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team</p> <p>PC8. give team members support and advice when they need it especially if</p> <p>PC9. and during periods when the store business is below set goals</p> <p>PC10. motivate team members to present their own ideas and listen to what they say</p> <p>PC11. monitor activities and progress across the store team without interfering.</p>	

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**To provide leadership for your team**

Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> <li>KA1. different ways of communicating effectively with members of a store team.</li> <li>KA2. how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</li> <li>KA3. how to plan the achievement of store team objectives and the importance of involving team members in this process.</li> <li>KA4. the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives</li> <li>KA5. that different styles of leadership exist.</li> <li>KA6. how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements.</li> <li>KA7. types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.</li> <li>KA8. the importance of encouraging others to take the lead and ways in which this can be achieved.</li> <li>KA9. the benefits of and how to encourage and recognize creativity and innovation within a team.</li> </ul>
<b>B. Technical Knowledge</b>	NA
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b> The user/ individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA1. complete documentation accurately.</li> <li>SA2. write simple reports when required.</li> </ul>
	<b>Reading Skills</b> The user/ individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA3. read information accurately.</li> <li>SA4. read and interpret data sheets.</li> </ul>
	<b>Oral Communication (Listening and Speaking skills)</b> The user/individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.</li> <li>SA6. carry out verbal instructions from other team members and supervisors.</li> <li>SA7. read and interpret simple workplace documents.</li> <li>SA8. complete simple written workplace forms and share work-related information with other team members.</li> </ul>

**RAS/N0142**

**To provide leadership for your team**

<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
<b>Critical Thinking</b>	
The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.	

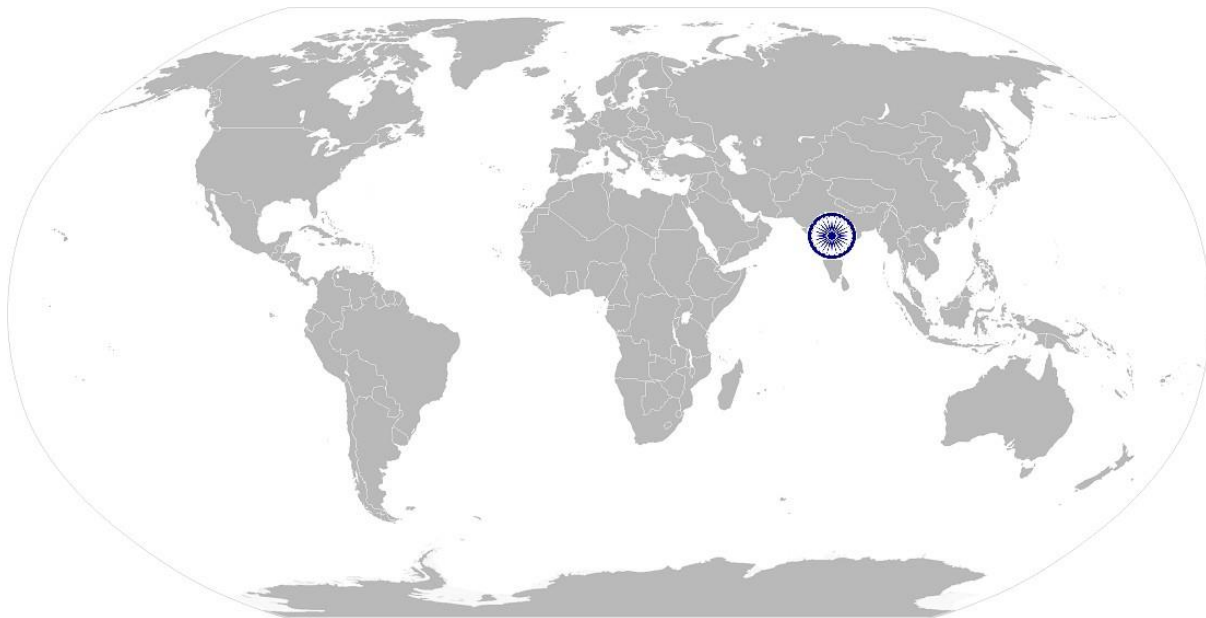


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**To provide leadership for your team**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0142</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

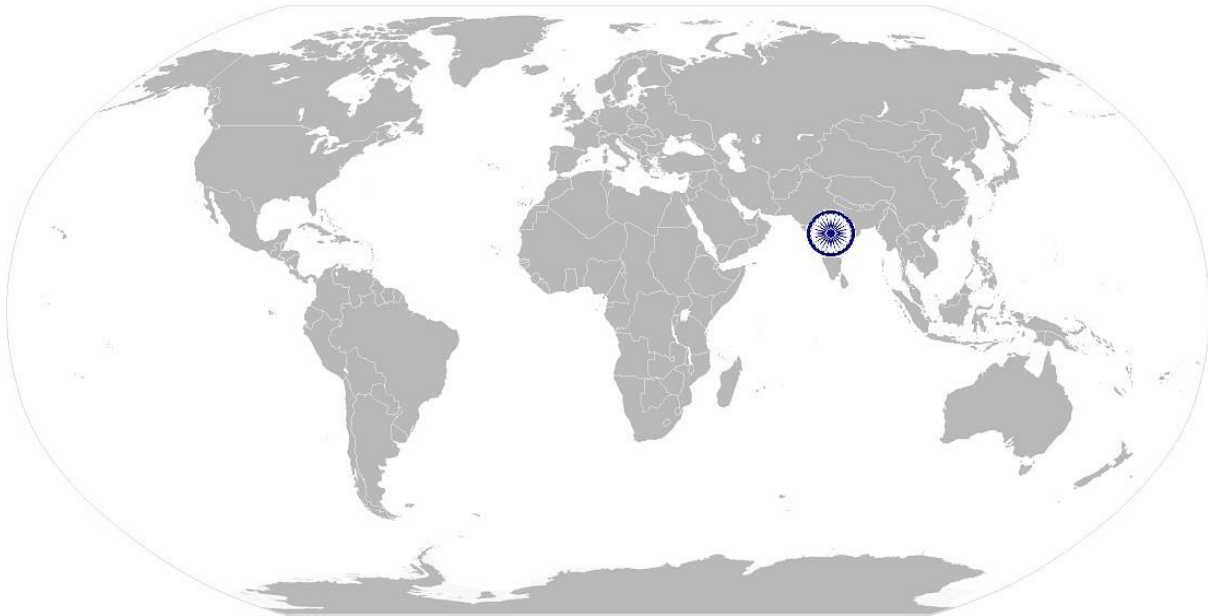


**RAS/N0143**

**To build and manage store team**

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# National Occupational Standard



## Overview

**This NOS covers building a store team and managing it through its various stages of growth.**

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**To build and manage store team**

<b>Unit Code</b>	<b>RAS/N0143</b>
<b>Unit Title (Task)</b>	<b>To build and manage store team</b>
<b>Description</b>	This OS describes building a store team and managing it through its various stages of growth.
<b>Scope</b>	<p>This unit covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.</p> <ul style="list-style-type: none"> <li>• Build and manage store team</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Build and manage store team</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required</p> <p>PC2. identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose</p> <p>PC3. identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team</p> <p>PC4. use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team</p> <p>PC5. agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress</p> <p>PC6. help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other</p> <p>PC7. provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust</p> <p>PC8. allow time for the team to develop through its stages of growth</p> <p>PC9. help the team seize opportunities presented by changes in the team composition and support the introduction of new team members</p> <p>PC10. encourage team members to share problems with each other and solve these creatively together</p> <p>PC11. encourage open communication between team members, including providing</p>

**RAS/N0143**

**To build and manage store team**

	<p>feedback designed to enhance the performance of fellow team members and the team as a whole</p> <p>PC12. review the performance of the team at appropriate points and evaluate how well its purpose is being achieved</p> <p>PC13. celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose</p> <p>PC14. disband the team if and when its purpose has been achieved and it is no longer required for other purposes</p>
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**Knowledge and Understanding (K)**

<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the principles of effective communication and how to apply them.</p> <p>KA2. how to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.</p> <p>KA3. the importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so.</p> <p>KA4. the importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.</p> <p>KA5. how to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.</p> <p>KA6. the importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.</p> <p>KA7. how to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.</p> <p>KA8. the importance of encouraging open communication between team members, and how to do so.</p> <p>KA9. how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.</p> <p>KA10. the importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so.</p> <p>KA11. the importance of celebrating team and individual successes together and commiserating together when things go wrong.</p> <p>KA12. ways of refocusing the team's energy on achieving its purpose.</p>
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<b>B. Technical Knowledge</b>	NA
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**Skills (S)**

<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. complete documentation accurately.</p> <p>SA2. write simple reports when required.</p>
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**RAS/N0143**

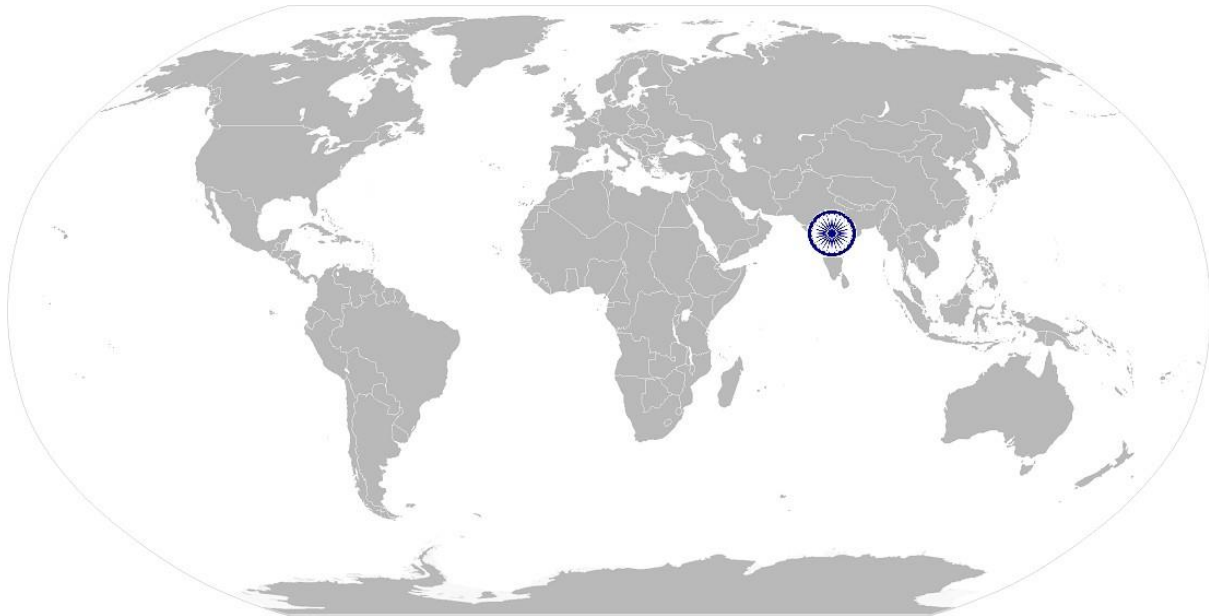
**To build and manage store team**

	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. SA6. carry out verbal instructions from other team members and supervisors. SA7. read and interpret simple workplace documents. SA8. complete simple written workplace forms and share work-related information with other team members.
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.	

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**To build and manage store team**

	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

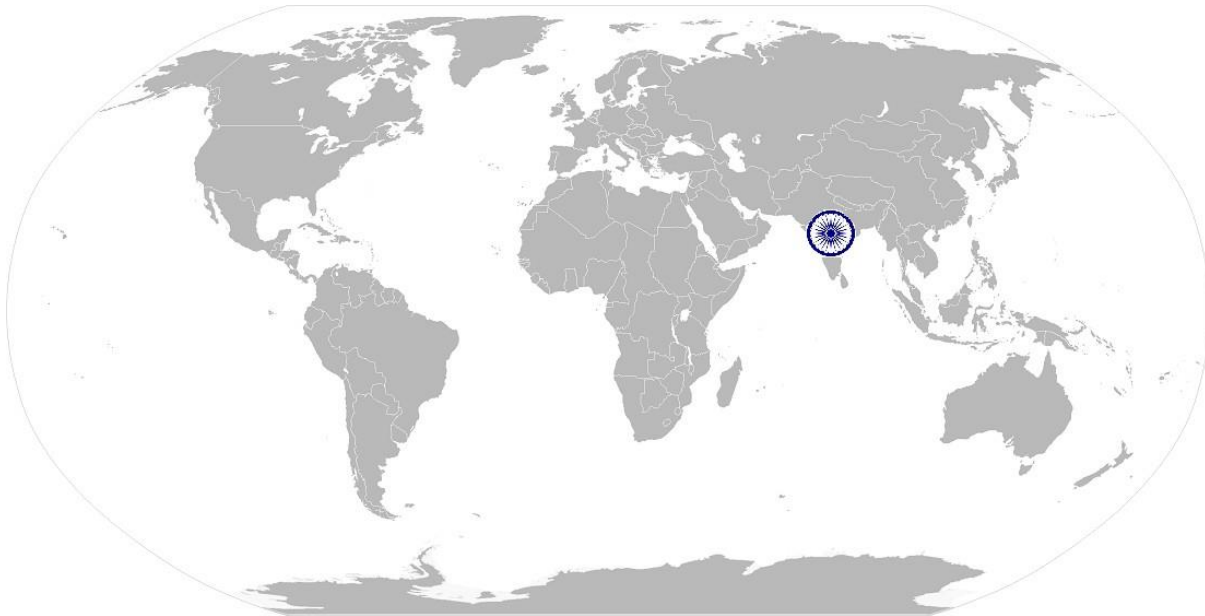


**RAS/N0143**

**To build and manage store team**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0143</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
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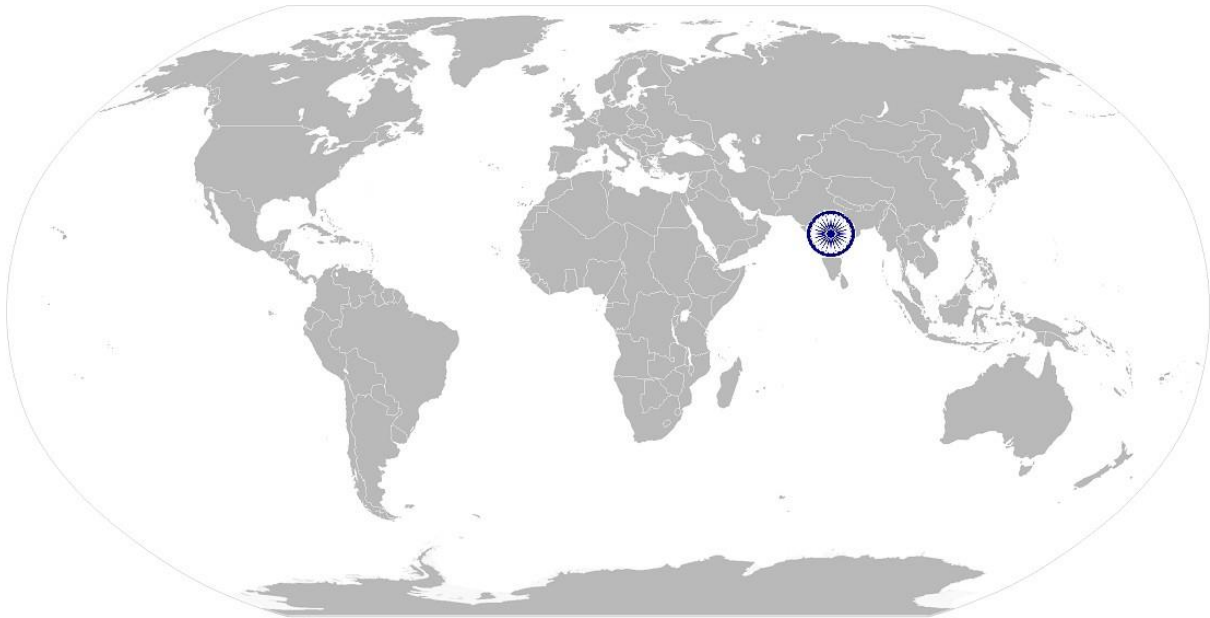


RAS/N0131

To allocate and check work in your team

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# National Occupational Standard



## Overview

This NOS covers ensuring that the work required of your team is effectively and fairly allocated amongst team members.



**RAS/N0131**

**To allocate and check work in your team**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0131</b>
<b>Unit Title (Task)</b>	<b>To allocate and check work in your team</b>
<b>Description</b>	This OS describes how to ensure that the work required of your team is effectively and fairly allocated amongst team members.
<b>Scope</b>	<p>This unit involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.</p> <ul style="list-style-type: none"> <li>Allocate and check work in your team</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Allocate and check work in your team</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. use information collected on the performance of team members in any formal appraisal of performance.</p> <p>PC2. recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.</p> <p>PC3. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</p> <p>PC4. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.</p> <p>PC5. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.</p> <p>PC6. support team members in identifying and dealing with problems and unforeseen events.</p> <p>PC7. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.</p> <p>PC8. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.</p> <p>PC9. recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.</p> <p>PC10. brief team members on the work they have been allocated and the standard or level of expected performance.</p> <p>PC11. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the</p>

**RAS/N0131**

**To allocate and check work in your team**

	<p>opportunity for development.</p> <p>PC12. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.</p> <p>PC13. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. different ways of communicating effectively with members of a team.</p> <p>KA2. the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.</p> <p>KA3. how to plan the work of a team, including how to identify any priorities or critical activities and the available resources.</p> <p>KA4. how to identify sustainable resources and ensure their effective use when planning the work of a team.</p> <p>KA5. how to identify and take due account of health and safety issues in the planning, allocation and checking of work.</p> <p>KA6. why it is important to allocate work across the team on a fair basis and how to do so.</p> <p>KA7. why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.</p> <p>KA8. the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.</p> <p>KA9. ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.</p> <p>KA10. effective ways of regularly and fairly checking the progress and quality of the work of team members.</p> <p>KA11. how to provide prompt and constructive feedback to team members.</p> <p>KA12. how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements</p> <p>KA13. the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.</p> <p>KA14. why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.</p> <p>KA15. how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.</p>

**RAS/N0131**

**To allocate and check work in your team**

	<p>KA16. why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.</p> <p>KA17. the type of problems and unforeseen events that may occur and how to support team members in dealing with them.</p> <p>KA18. how to log information on the ongoing performance of team members and use this information for performance appraisal purposes.</p>
<b>B. Technical Knowledge</b>	NA
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
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	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context

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**To allocate and check work in your team**

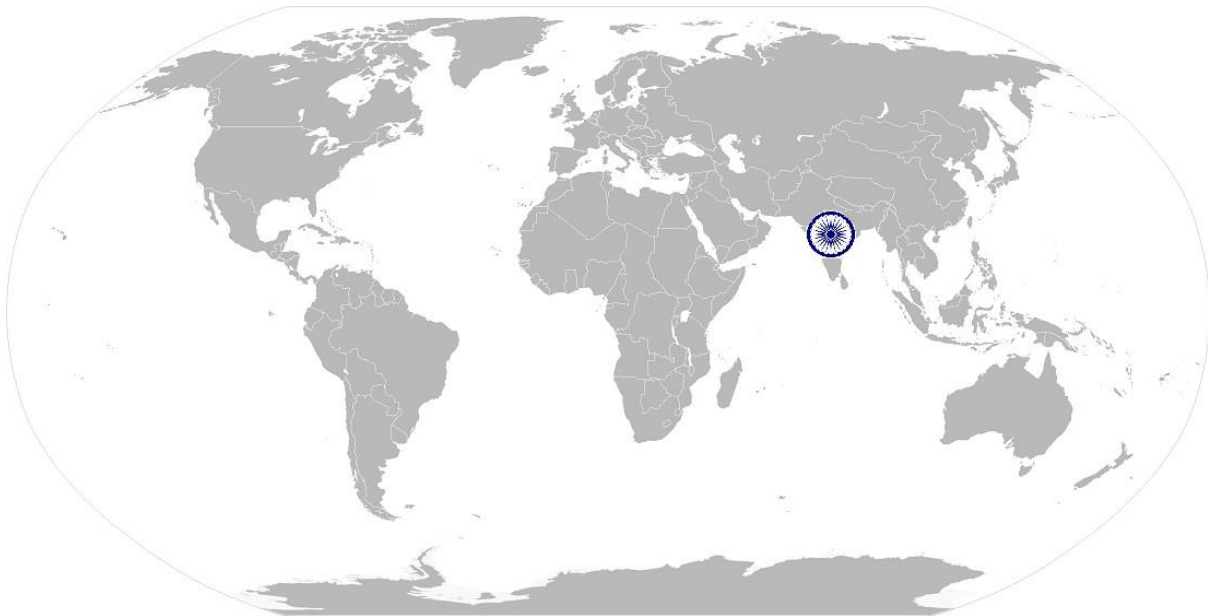
	<p>of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.</p>
	<p><b>Problem Solving</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB8. adapt to new situations, including changing workplace procedures.</li> <li>SB9. demonstrate sensitivity to customer needs and concerns.</li> <li>SB10. anticipate problems and act to avoid them where possible.</li> <li>SB11. respond to breakdowns and malfunction of equipment.</li> <li>SB12. respond to unsafe and hazardous working conditions.</li> <li>SB13. respond to security breaches</li> <li>SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.</li> </ul>
	<p><b>Analytical Thinking</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.</li> </ul>
	<p><b>Critical Thinking</b></p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.</li> <li>SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.</li> </ul>

**RAS/N0131**

**To allocate and check work in your team**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0131</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

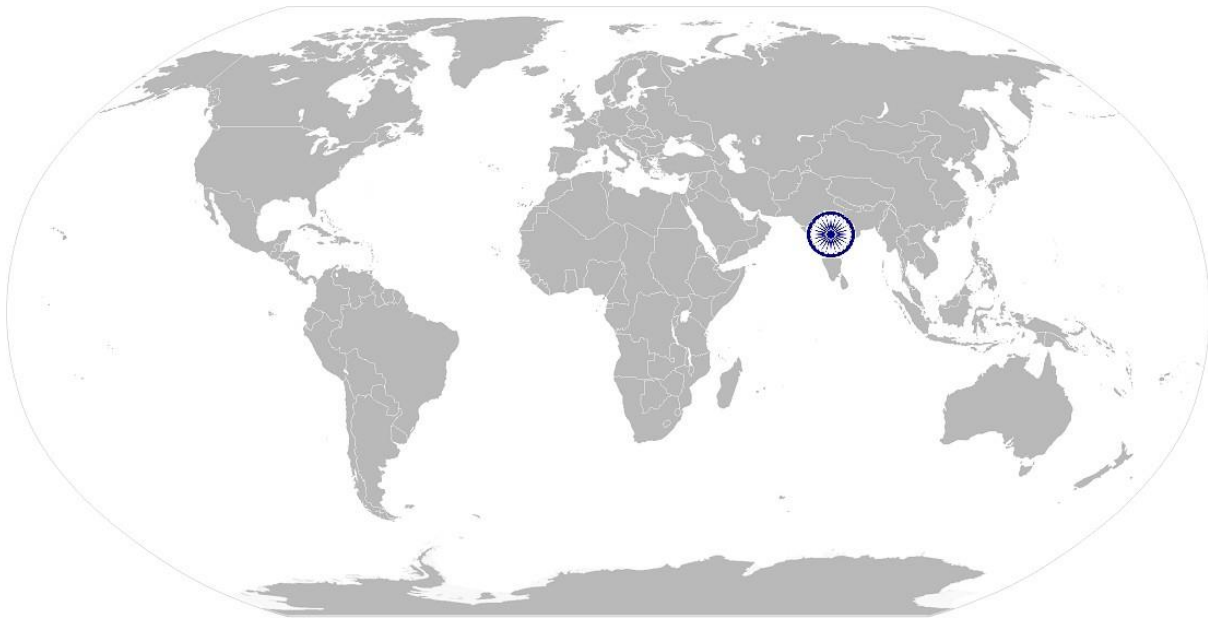


RAS/N0144

To develop individual retail service opportunities

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# National Occupational Standard



## Overview

This NOS covers the skills and knowledge for an individual to monitor and solve customer service problems.

**RAS/N0144**

**To develop individual retail service opportunities**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0144</b>
<b>Unit Title (Task)</b>	<b>To develop individual retail service opportunities</b>
<b>Description</b>	This OS describes personal shoppers and is about developing client database.
<b>Scope</b>	<p>This unit applies to individuals who needs to understand type of clients which should be meeting, and how to go about meeting them in ways that use ones time effectively and are likely to help the individual to meet sales targets; individual also need to approach potential clients and tailor approach to different people so that he/she can quickly develop a rapport and gain their interest along with gaining their trust in him/her and his/her company by keeping promises and personal information strictly confidential.</p> <ul style="list-style-type: none"> <li>Plans for finding new retail clients</li> <li>Market your service to potential retail clients</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Plans for finding new retail clients</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets.</p> <p>PC2. suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy.</p> <p>PC3. follow company policies and procedures for building the client base.</p> <p>PC4. review your progress against your plans at suitable intervals.</p> <p>PC5. recognize whether you are achieving the results you need and adjusting your plans when necessary.</p> <p>PC6. give your manager clear and accurate reports of your progress at the agreed times.</p>
<b>Market your service to potential retail clients</b>	<p>PC7. spot suitable opportunities to approach potential clients.</p> <p>PC8. approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship.</p> <p>PC9. quickly create a rapport with potential clients.</p> <p>PC10. talk to potential clients in a persuasive way about your services.</p> <p>PC11. compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair.</p> <p>PC12. exchange relevant information with potential clients when appropriate.</p> <p>PC13. record client information promptly, accurately and in a way that allows</p>

**RAS/N0144**

**To develop individual retail service opportunities**

	<p>you to use the information effectively.</p> <p>PC14. store and use client information in line with data protection laws and company policy.</p> <p>PC15. when it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help.</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. your sales targets and when you should achieve them by</p> <p>KA2. client profiles relevant to the brands and services you are personally responsible for selling</p> <p>KA3. the number and types of clients you are likely to need in order to meet your sales targets</p> <p>KA4. company policies and procedures for developing business relationships with clients</p> <p>KA5. how best to balance your time between finding new clients and selling to existing clients</p> <p>KA6. how often to review your progress in finding new clients</p> <p>KA7. how to measure your progress in ways that help you decide if you need to change your approach</p> <p>KA8. when and how you should report your progress to your manager</p> <p>KA9. the type of business relationships you need to create with potential clients</p> <p>KA10. the image your company wants to promote to customers</p> <p>KA11. the difference between features and benefits</p> <p>KA12. the features and benefits of the service you provide</p> <p>KA13. how to talk to potential clients in a persuasive way about your service</p> <p>KA14. how to find out about competitors' services</p> <p>KA15. how to compare competitors' services with yours, so that potential clients can understand how using your service would benefit them</p> <p>KA16. how to identify suitable opportunities for approaching potential clients</p> <p>KA17. how to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship</p> <p>KA18. how to create a rapport quickly with prospective clients</p> <p>KA19. the information you need to exchange with potential clients</p> <p>KA20. why you need to keep any promises you make to potential clients, for example sending them information they have asked for</p> <p>KA21. how to record information about potential clients so that you can use it effectively</p> <p>KA22. why client confidentiality is important to the business relationship</p> <p>KA23. relevant aspects of the data protection laws and company policy to do with client confidentiality</p>
<p><b>B. Technical Knowledge</b></p>	<p>NA</p>
<b>Skills (S)</b>	
	<p><b>Writing Skills</b></p>



**RAS/N0144**

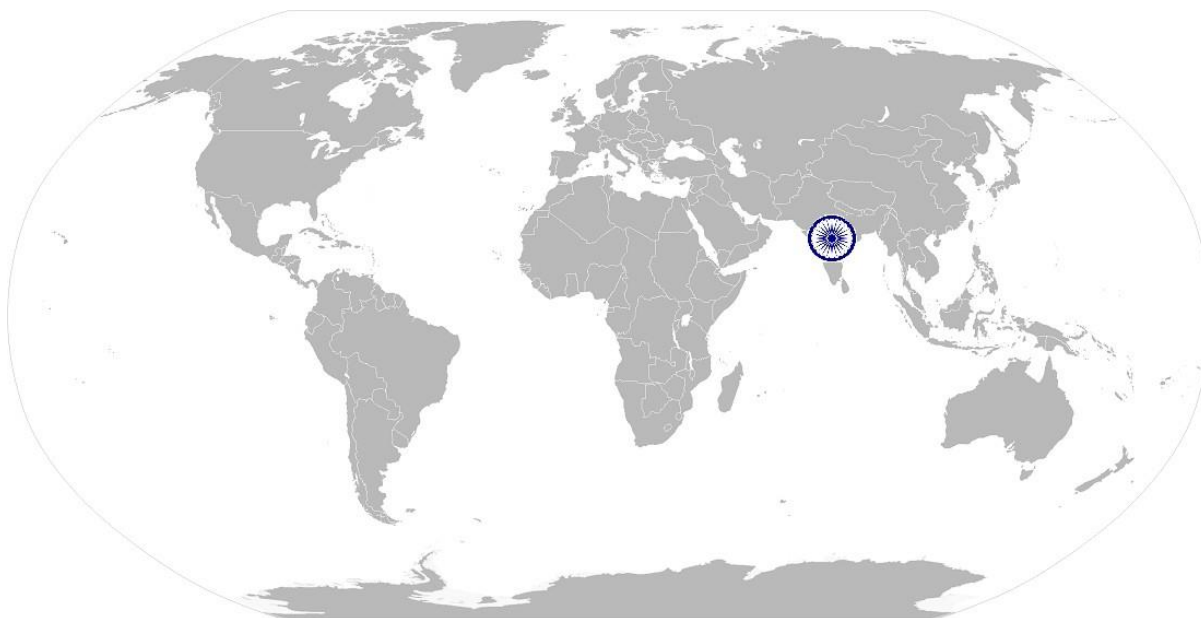
**To develop individual retail service opportunities**

<b>A. Core Skills/ Generic Skills</b>	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. SA6. carry out verbal instructions from other team members and supervisors. SA7. read and interpret simple workplace documents. SA8. complete simple written workplace forms and share work-related information with other team members.
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.	

**RAS/N0144**

**To develop individual retail service opportunities**

	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

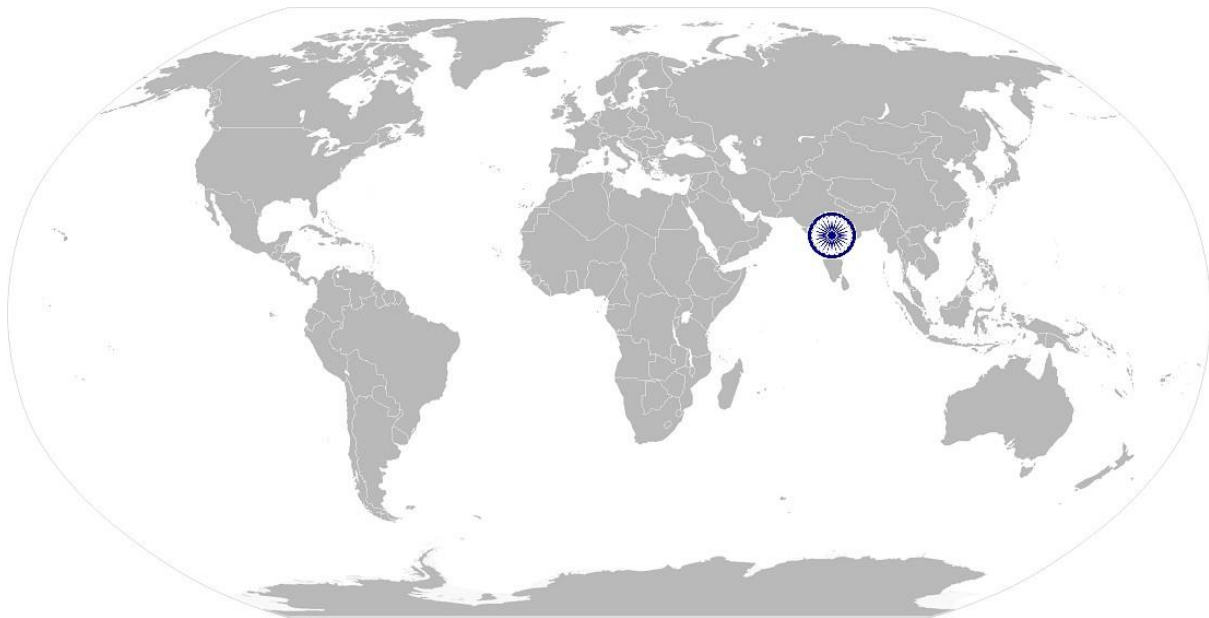


**RAS/N0144**

**To develop individual retail service opportunities**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0144</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

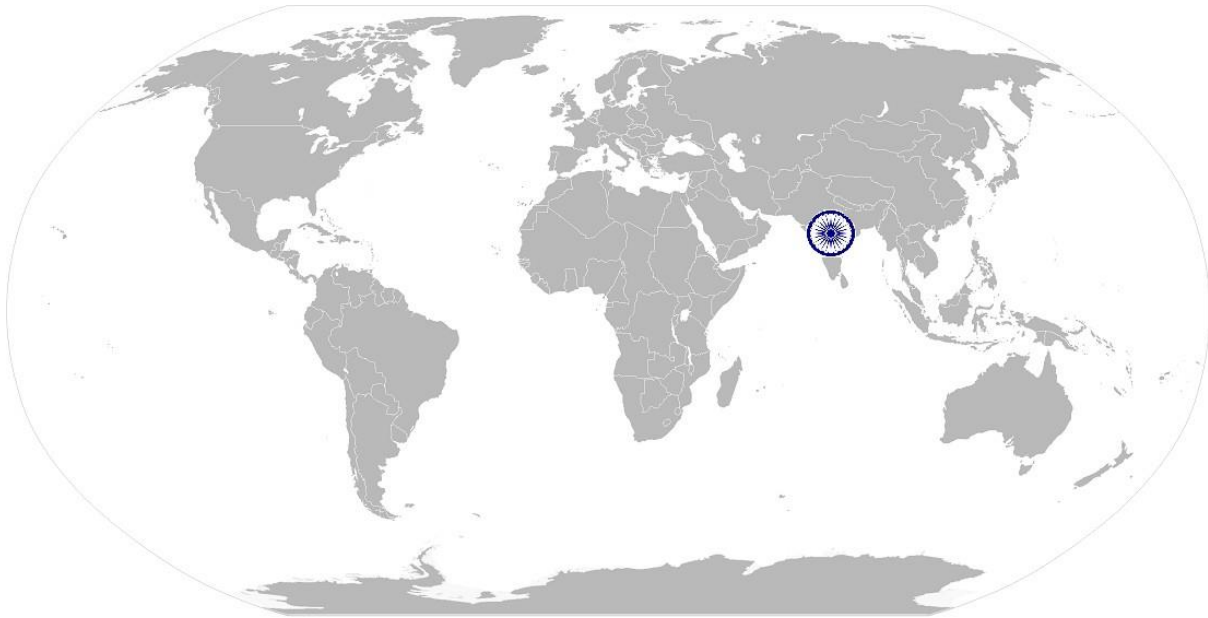


RAS/N0145

To communicate effectively with stakeholders

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# National Occupational Standard



## Overview

This NOS covers Performance, Knowledge/Understanding and Skills/Abilities specifications for effective communication and working with stakeholders.

**RAS/ N 0145**

**To communicate effectively with stakeholders**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0145</b>
<b>Unit Title (Task)</b>	<b>To communicate effectively with stakeholders</b>
<b>Description</b>	This OS describes Performance, Knowledge / Understanding and Skills / Abilities specifications for effective communication and working with stake-holders.
<b>Scope</b>	<p>This unit applies to individuals who requires to be familiar with the various mediums of business communication relevant to your role, communicate effectively with stake-holders &amp; customers using appropriate listening / communication skills and develop and sustain effective working relationships with stake-holders.</p> <ul style="list-style-type: none"> <li>• Handle business communication mediums effectively</li> <li>• Communicate effectively with stake-holders &amp; customers</li> <li>• Develop and sustain effective working relationships with stake-holders</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Handle business communication mediums effectively</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. pass on written information only to those people authorised to receive it and within agreed timescales</p> <p>PC2. keep the information in written documents as required by your organization;</p> <p>PC3. maintain the communication mediums in line your instructions and organisation's procedures</p> <p>PC4. make sure the communication equipment you use is working properly, take corrective action as required</p> <p>PC5. acknowledge incoming communication promptly and clearly, using appropriate terminology</p> <p>PC6. pass on information to persons who require it within agreed timescales</p> <p>PC7. check to ensure that the information you give is understood by the receivers</p> <p>PC8. take prompt and effective action when there is difficulty in transmission or reception of information</p>
<b>Communicate effectively with stake-holders &amp; customers</b>	<p>PC9. accurately interpret and act upon instructions that you receive</p> <p>PC10. make sure you get clarifications when you need to</p> <p>PC11. consult with and help your team members to maximise efficiency in carrying out tasks</p> <p>PC12. give instructions to others clearly, at a pace and in a manner that helps them to understand</p> <p>PC13. listen actively and identify the most important things that customers are saying</p> <p>PC14. identify the most important things that customers are telling you</p>

**RAS/N0145**

**10 communicate effectively with stakeholders**

	<p>PC15. summarize information for customers</p> <p>PC16. use appropriate body language when communicating with customers</p> <p>PC17. read your customers' body language to help you understand their feelings and wishes</p> <p>PC18. deal with customers in a respectful, helpful and professional way at all times</p> <p>PC19. help to give good customer service by passing messages to colleagues</p>
<p><b>Develop and sustain effective working relationships with stake-holders</b></p>	<p>PC20. understand the roles and responsibilities of the different people you will be working with</p> <p>PC21. agree and record arrangements for joint working that are appropriate and effective</p> <p>PC22. agree to the information sharing timing, reasons and confidentiality</p> <p>PC23. discuss on how and when the joint work will be monitored and reviewed</p> <p>PC24. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards</p> <p>PC25. represent your agency's views and policies in a clear and constructive way</p> <p>PC26. identify any tensions and issues in the joint working and seek to address them with the people involved</p> <p>PC27. seek appropriate support when you are having difficulty working effectively with staff in other agencies</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. how to make sure information is correct and current</p> <p>KA2. the different documents / report formats that you are required to keep</p> <p>KA3. organization's procedures and policies for preparing and passing on written information</p> <p>KA4. how to make sure your communication equipment is working properly and what to do if it isn't</p> <p>KA5. the limits of your authority and responsibility for passing on information</p> <p>KA6. the regulations or policies that you should follow for using communications systems, including for private use</p> <p>KA7. what to do if there are problems in using communications equipment, and the location of alternatives that you could use</p> <p>KA8. the terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.)</p> <p>KA9. who to ask if you need to clarify something, or ask questions about your work</p> <p>KA10. how to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening</p> <p>KA11. how to use and read body language effectively</p> <p>KA12. how to use questions to check that you understand what customers are telling you</p> <p>KA13. how to summarize and speak clearly</p> <p>KA14. the relevant legislation, organizational policies and procedures that apply to joint working</p>

RAS/N0145

**To communicate effectively with stakeholders**

	<p>KA15. the roles and functions of your stake-holders and their broad structures, methods of communication and decision making processes</p> <p>KA16. the principles and benefits of joint working between different stakeholders</p> <p>KA17. the factors likely to hinder joint working</p>
<b>B. Technical Knowledge</b>	NA
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
The user/individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. SA6. carry out verbal instructions from other team members and supervisors. SA7. read and interpret simple workplace documents. SA8. complete simple written workplace forms and share work-related information with other team members.	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.	

RAS/N0145

**To communicate effectively with stakeholders**

	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.



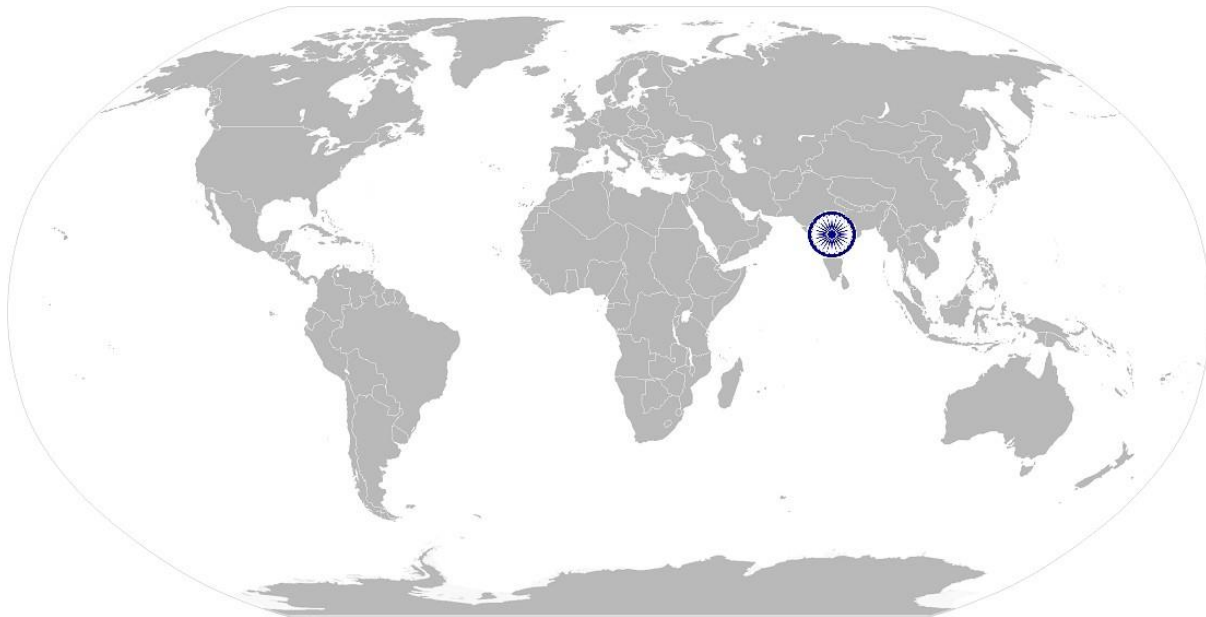


**RAS/N0145**

**To communicate effectively with stakeholders**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0145</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

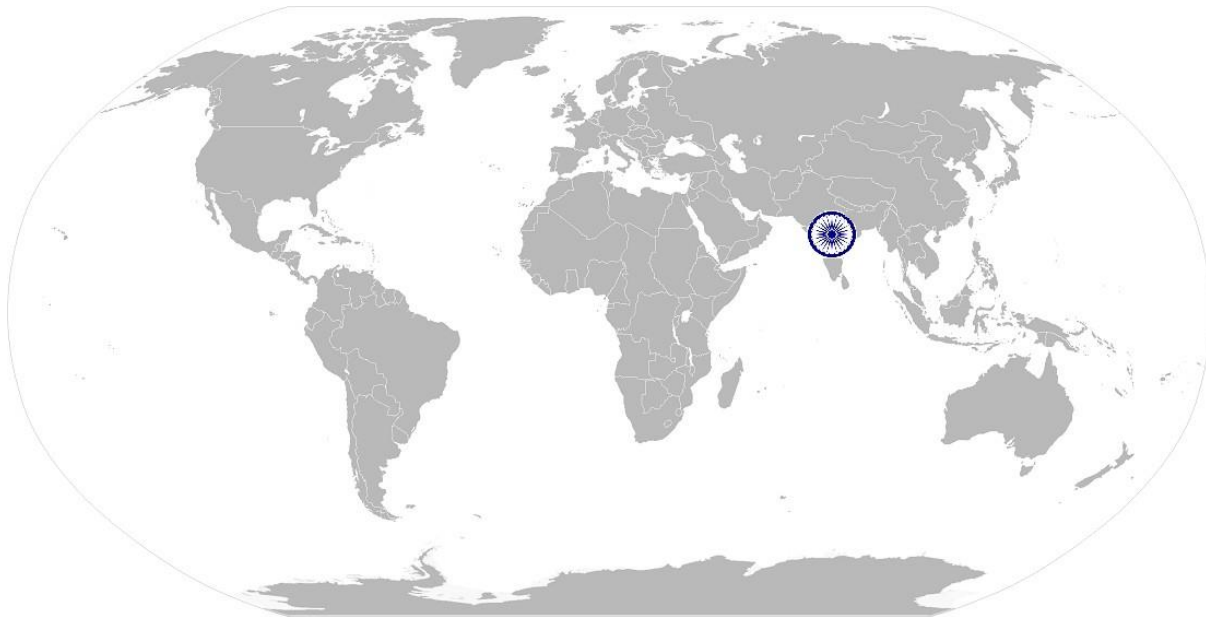


**RAS/N0122**

**To help maintain health and safety**

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# National Occupational Standard



## Overview

This NOS covers the skills and knowledge for an individual to help maintain health and safety.

RAS/N0122

To help maintain health and safety

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0122</b>
<b>Unit Title (Task)</b>	<b>To help maintain health and safety</b>
<b>Description</b>	This OS describes the skills and knowledge required to help maintain health and safety.
<b>Scope</b>	<p>This unit applies to individuals to help maintain health and safety in retail operations.</p> <ul style="list-style-type: none"> <li>Deal with accidents and emergencies</li> <li>Help to reduce risks to health and safety</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>Department Store</li> <li>Supermarket</li> <li>Specialty Store</li> <li>Fresh Food stores</li> <li>Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Deal with accidents and emergencies</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. follow company procedures and legal requirements for dealing with accidents and emergencies.</p> <p>PC2. speak and behave in a calm way while dealing with accidents and emergencies.</p> <p>PC3. report accidents and emergencies promptly, accurately and to the right person.</p> <p>PC4. recognise when evacuation procedures have been started and following company procedures for evacuation.</p>
<b>Help to reduce risks to health and safety</b>	<p>PC5. follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.</p> <p>PC6. promptly take the approved action to deal with risks if you are authorised to do so.</p> <p>PC7. if you do not have authority to deal with risks, report them promptly to the right person.</p> <p>PC8. use equipment and materials in line with the manufacturer's instructions.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company procedures and legal requirements for dealing with accidents and emergencies.</p> <p>KA2. how reporting accidents and emergencies promotes health and safety.</p> <p>KA3. legal and company requirements for reporting accidents and emergencies.</p> <p>KA4. company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are.</p> <p>KA5. health and safety requirements laid down by your company and by law.</p> <p>KA6. how to set a good example contributing to health and safety in the workplace.</p>

**RAS/N0122**

**To help maintain health and safety**

	<p>KA7. authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than you are authorised to.</p> <p>KA8. approved procedures for dealing with health and safety risks.</p> <p>KA9. how to find instructions for using equipment and materials.</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.</p> <p>KB2. emergency response techniques.</p> <p>KB3. how to use machinery and escape methods to have minimal loss to material and life.</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. complete documentation accurately.</p> <p>SA2. write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. read information accurately</p> <p>SA4. read and interpret data sheets</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.</p> <p>SA6. carry out verbal instructions from other team members and supervisors.</p> <p>SA7. read and interpret simple workplace documents.</p> <p>SA8. complete simple written workplace forms and share work-related information with other team members.</p>	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make appropriate decisions regarding the responsibilities of the job role.</p> <p>SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.</p>
	<b>Plan and Organize</b>
<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. follow store policies regarding work availability, rosters and work duties.</p> <p>SB4. work within the store culture by practicing inclusive behaviour.</p> <p>SB5. manage personal presentation, hygiene and time.</p> <p>SB6. prioritise and complete delegated tasks under instruction.</p>	

**RAS/N0122**

**To help maintain health and safety**

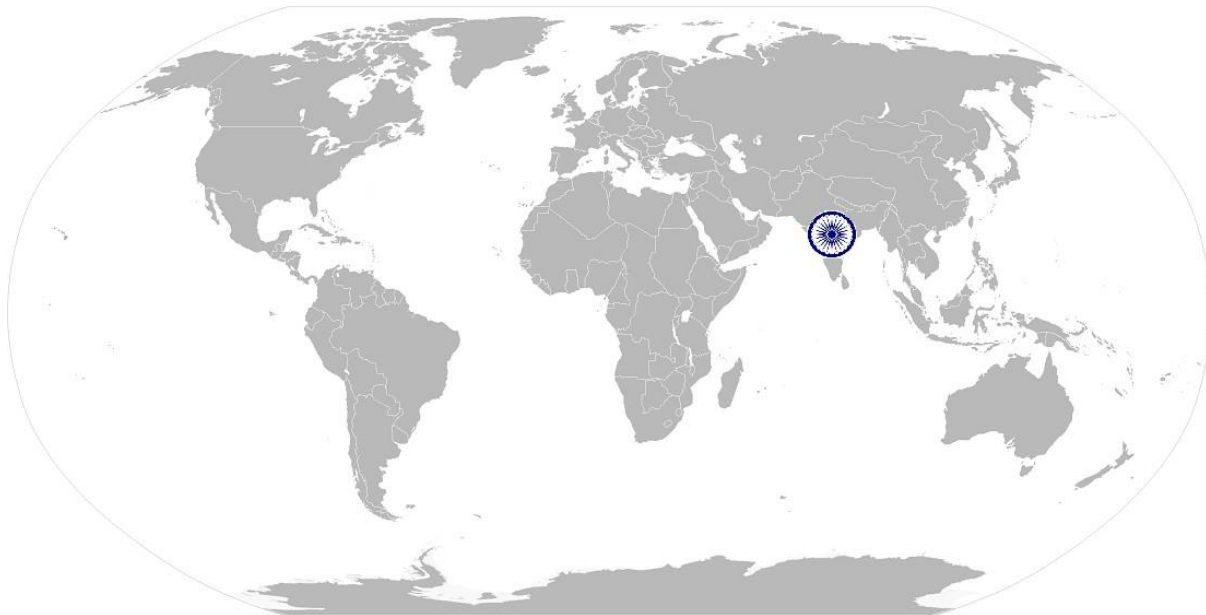
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.	
<b>Critical Thinking</b>	
The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.	

**RAS/N0122**

**To help maintain health and safety**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0122</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

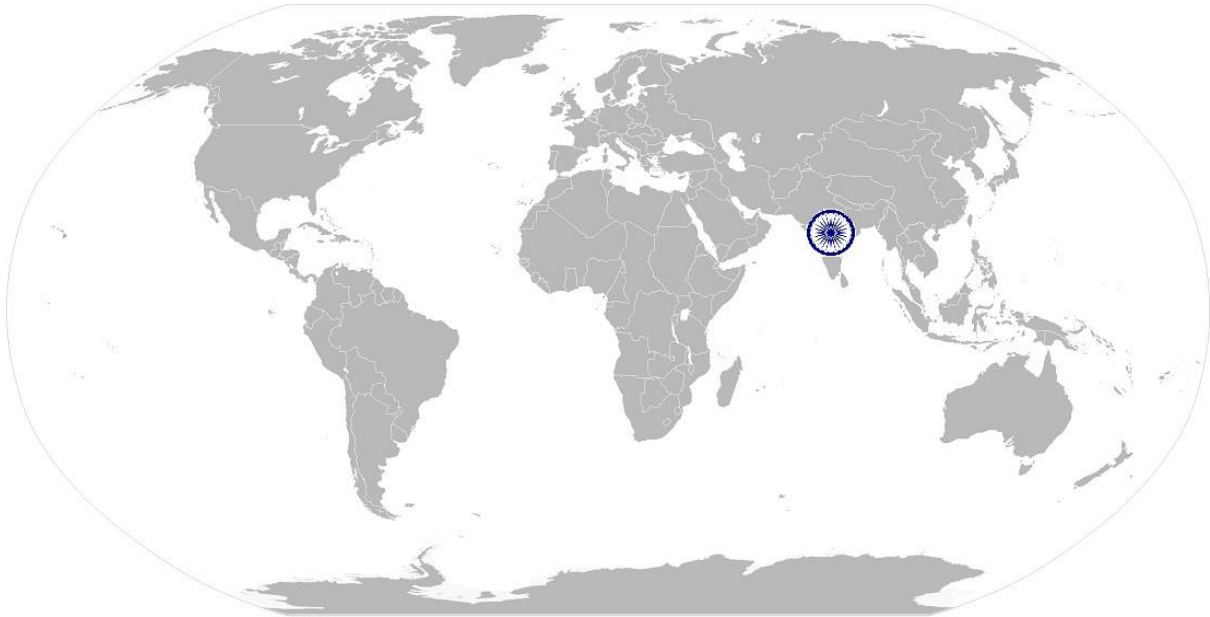


**RAS/N0137**

**To work effectively in a retail team**

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# National Occupational Standard



## Overview

**This NOS covers the skills and knowledge for an individual to be proficient to work effectively in a Retail Team.**

**RAS/N 0137**

**To work effectively in a retail team**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0137</b>
<b>Unit Title (Task)</b>	<b>To work effectively in a retail team</b>
<b>Description</b>	This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment.
<b>Scope</b>	<p>This unit applies to individuals in a Retail environment who are required within their job role to work as part of a team or to work cooperatively with other teams where no reporting relationship is in place.</p> <p>Requirement of this role would include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Support the work team</li> <li>• Maintain personal presentation</li> <li>• Develop effective work habits</li> </ul> <p>The role may be performed in a range of Retail Environments such as:</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> <li>• Distribution Centre</li> <li>• Shopping Mall</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Support the work team</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. display courteous and helpful behaviour at all times.</p> <p>PC2. take opportunities to enhance the level of assistance offered to colleagues.</p> <p>PC3. meet all reasonable requests for assistance within acceptable workplace timeframes.</p> <p>PC4. complete allocated tasks as required.</p> <p>PC5. seek assistance when difficulties arise.</p> <p>PC6. use questioning techniques to clarify instructions or responsibilities.</p> <p>PC7. identify and display a non discriminatory attitude in all contacts with customers and other staff members.</p>
<b>Maintain personal presentation</b>	<p>PC8. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact.</p> <p>PC9. follow personal hygiene procedures according to organisational policy and relevant legislation.</p>
<b>Develop effective work</b>	<p>PC10. interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task.</p>



**RAS/N0137**

**To work effectively in a retail team**

<b>habits</b>	<p>PC11. interpret, confirm and act on legal requirements in regard to anti-discrimination, sexual harassment and bullying.</p> <p>PC12. ask questions to seek and clarify workplace information.</p> <p>PC13. plan and organise daily work routine within the scope of the job role.</p> <p>PC14. prioritise and complete tasks according to required timeframes.</p> <p>PC15. identify work and personal priorities and achieve a balance between competing priorities.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the policies and procedures relating to the job role.</p> <p>KA2. the value system of the organisation.</p> <p>KA3. employee rights and obligations.</p> <p>KA4. the reporting hierarchy and escalation matrix.</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. how to ask questions to identify and confirm requirements.</p> <p>KB2. how to follow routine instructions through clear and direct communication.</p> <p>KB3. how to use language and concepts appropriate to cultural differences.</p> <p>KB4. how to use and interpret non-verbal communication.</p> <p>KB5. the scope of information or materials required within the parameters of the job role.</p> <p>KB6. consequences of poor team participation on job outcomes.</p> <p>KB7. work health and safety requirements.</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. complete workplace documentation accurately.</p> <p>SA2. write simple reports when required.</p>
	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. read information accurately.</p> <p>SA4. read and interpret data sheets.</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.</p> <p>SA6. carry out verbal instructions from other team members and supervisors.</p> <p>SA7. read and interpret simple workplace documents.</p> <p>SA8. complete simple written workplace forms and share work-related information with other team members.</p>

RAS/N0137

To work effectively in a retail team

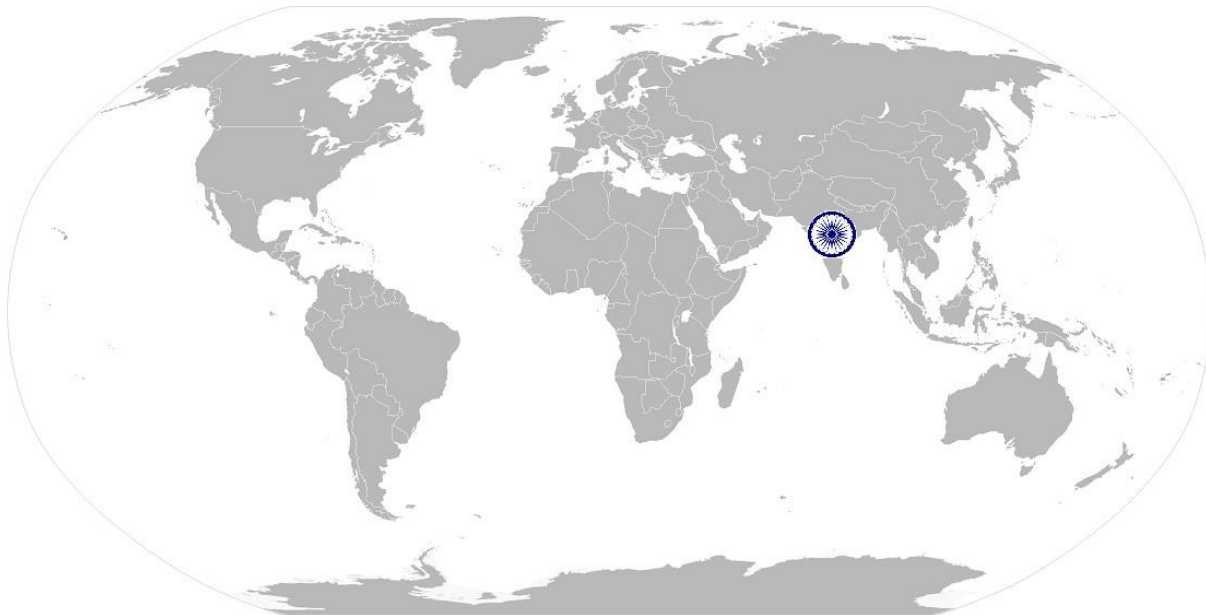
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
<b>Critical Thinking</b>	
The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.	

**RAS/N0137**

**To work effectively in a retail team**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0137</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

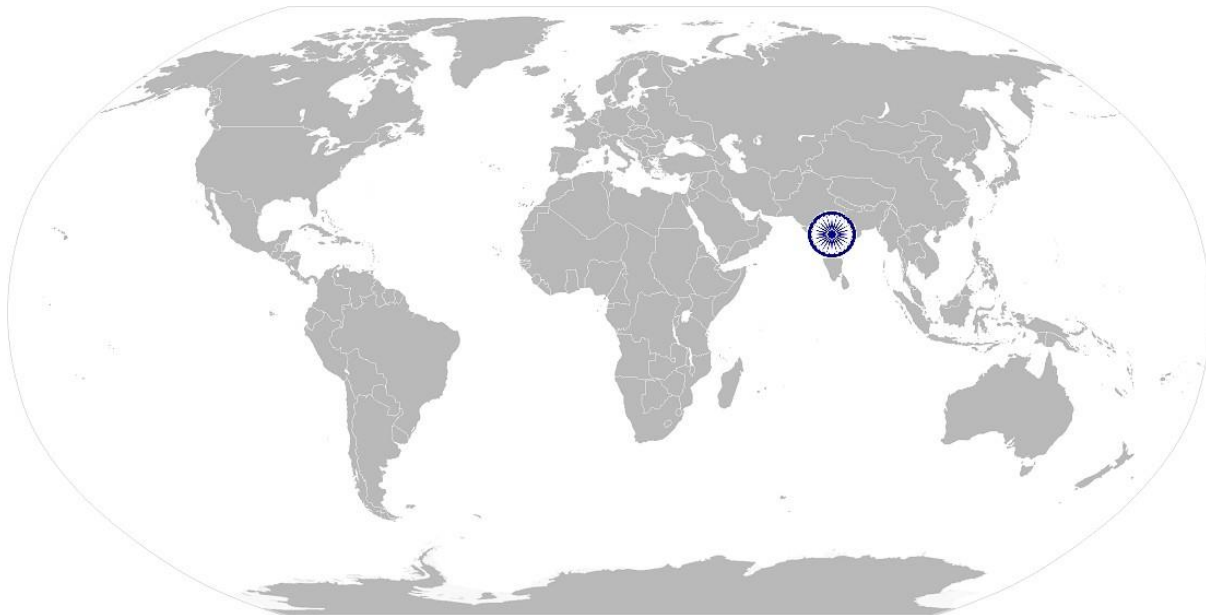


RAS/N0138

To work effectively in an organisation

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# National Occupational Standard



## Overview

This NOS covers the skills and knowledge for an individual to work effectively in an organisation.

**RAS/N0138**

**To work effectively in an organisation**

<b>National Occupational Standard</b>	<b>Unit Code</b>	<b>RAS/N0138</b>
	<b>Unit Title (Task)</b>	<b>To work effectively in an organisation</b>
	<b>Description</b>	This OS describes the skills and knowledge required to work effectively in an organisation.
	<b>Scope</b>	<p>This unit applies to individuals to work effectively in an organisation in retail operations.</p> <ul style="list-style-type: none"> <li>• Support effective team working</li> <li>• Help plan and organise own learning</li> <li>• Help others learn</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
<b>Support effective team working</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. share work fairly with colleagues, taking account of own and others' preferences, skills and time available.</p> <p>PC2. make realistic commitments to colleagues and do what has been promised.</p> <p>PC3. let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives.</p> <p>PC4. encourage and support colleagues when working conditions are difficult.</p> <p>PC5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.</p> <p>PC6. follow the company's health and safety procedures while working.</p>	
<b>Help plan and organise own learning</b>	<p>PC7. discuss and agree with the right people goals that are relevant, realistic and clear.</p> <p>PC8. identify the knowledge and skills needed to achieve his/her goals.</p> <p>PC9. agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning.</p> <p>PC10. regularly check his/her progress and, when necessary, change the way of working.</p> <p>PC11. ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance.</p>	
<b>Help others learn</b>	<p>PC12. encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide.</p>	

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**To work effectively in an organisation**

	<p>PC13. notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.</p> <p>PC14. give clear, accurate and relevant information and advice relating to tasks and procedures.</p> <p>PC15. explain and demonstrate procedures clearly, accurately and in a logical sequence.</p> <p>PC16. encourage colleagues to ask questions if they don't understand the information and advice given to them.</p> <p>PC17. give colleagues opportunities to practice new skills, and give constructive feedback.</p> <p>PC18. check that health, safety and security are not compromised when helping others to learn.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b>(Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. team's purpose, aims and targets.</p> <p>KA2. responsibility for contributing to the team's success.</p> <p>KA3. colleagues' roles and main responsibilities.</p> <p>KA4. the importance of sharing work fairly with colleagues.</p> <p>KA5. the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload.</p> <p>KA6. the importance of being a reliable team member.</p> <p>KA7. factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control.</p> <p>KA8. the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues.</p> <p>KA9. the importance of good working relations, and techniques for removing tension between colleagues.</p> <p>KA10. the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues.</p> <p>KA11. who can help set goals, help plan your learning, and give you feedback about your progress.</p> <p>KA12. how to identify the knowledge and skills he/she will need to achieve his/her goals.</p> <p>KA13. how to check his/her progress.</p> <p>KA14. how to adjust plans as needed to meet goals.</p> <p>KA15. how to ask for feedback on progress.</p> <p>KA16. how to respond positively.</p> <p>KA17. how to help others to learn in the workplace.</p> <p>KA18. how to work out what skills and knowledge he/she can usefully share with others.</p> <p>KA19. health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks.</p>

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To work effectively in an organisation

<b>B. Technical Knowledge</b>	Not Applicable
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/ individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. carry out verbal instructions from other team members and supervisors SA7. read and interpret simple workplace documents SA8. complete simple written workplace forms and share work-related information with other team members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB18. make appropriate decisions regarding the responsibilities of the job role. SB19. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB20. follow store policies regarding work availability, rosters and work duties. SB21. work within the store culture by practicing inclusive behaviour. SB22. manage personal presentation, hygiene and time. SB23. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
The user/ individual on the job needs to know and understand how to: SB24. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.	

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**To work effectively in an organisation**

	<b>Problem Solving</b>
	The user/ individual on the job needs to know and understand how to: SB25. adapt to new situations, including changing workplace procedures. SB26. demonstrate sensitivity to customer needs and concerns. SB27. anticipate problems and act to avoid them where possible. SB28. respond to breakdowns and malfunction of equipment. SB29. respond to unsafe and hazardous working conditions. SB30. respond to security breaches SB31. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB32. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB33. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB34. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.



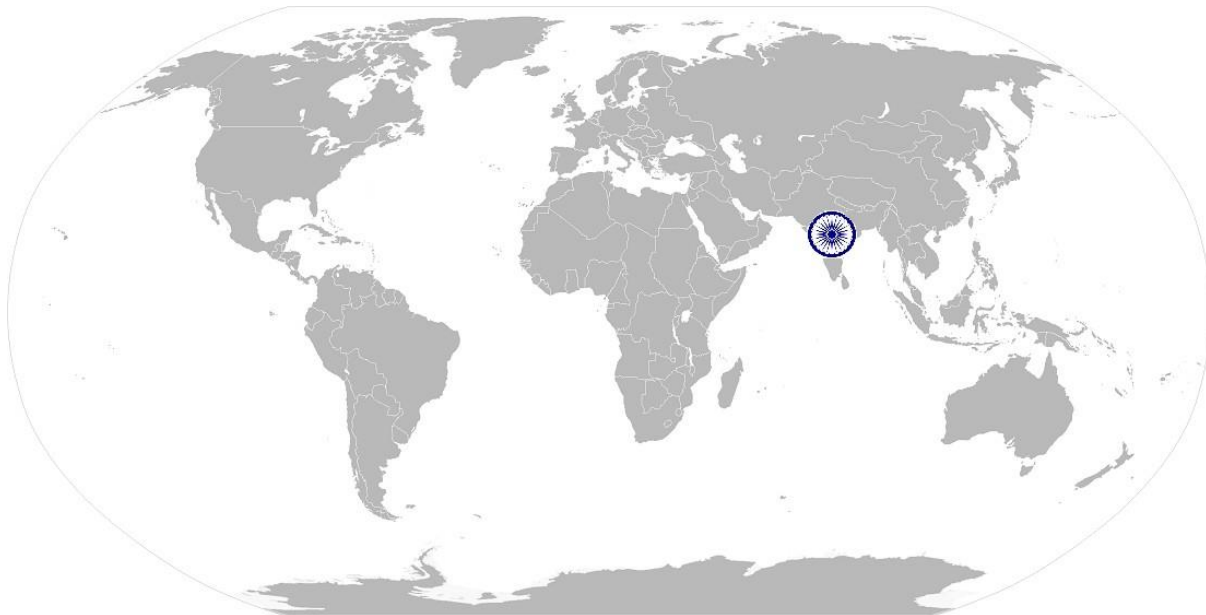


**RAS/N0138**

**To work effectively in an organisation**

## NOS Version Control

<b>NOS Code</b>	<b>RAS/N0138</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>

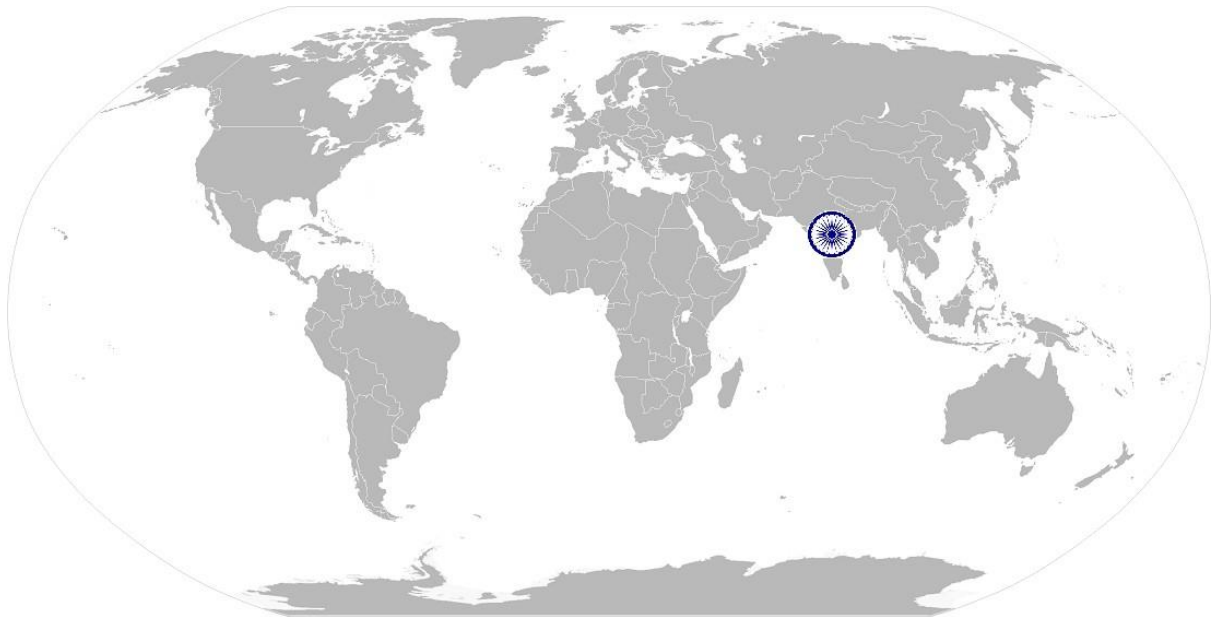


RAS/N0151

To manage a budget

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# National Occupational Standard



## Overview

This NOS covers standards for the managing of a budget.

**RAS/N0151**

**To manage a budget**

National Occupational Standard

<b>Unit Code</b>	<b>RAS/N0151</b>
<b>Unit Title (Task)</b>	<b>To manage a budget</b>
<b>Description</b>	This NOS covers standards for the managing of a budget.
<b>Scope</b>	<p>This unit applies to individuals having ownership of and being responsible for a budget for a defined area or activity of work which involves preparing, submitting and agreeing a budget for a set operating period and monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.</p> <ul style="list-style-type: none"> <li>• Manage a budget</li> </ul> <p>The role may be performed in a range of Retail Operations</p> <ul style="list-style-type: none"> <li>• Department Store</li> <li>• Supermarket</li> <li>• Specialty Store</li> <li>• Fresh Food stores</li> <li>• Quick Service Food Stores</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Manage a budget</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.</p> <p>PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.</p> <p>PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.</p> <p>PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.</p> <p>PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.</p> <p>PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.</p> <p>PC7. provide ongoing information on performance against the budget to relevant people in your organisation.</p> <p>PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.</p> <p>PC9. gather information from implementation of the budget to assist in the preparation of future budgets.</p>

**RAS/N0151**

**To manage a budget**

Knowledge and Understanding (K)	
<p><b>A. Organizational Context</b>(Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KA1. the purposes of budgetary systems.</li> <li>KA2. the importance of spending time on and consulting with others in preparing a budget.</li> <li>KA3. the importance of agreeing revisions to the budget and communicating the changes.</li> <li>KA4. the importance of providing regular information on performance against the budget to other people.</li> <li>KA5. types of fraudulent activities.</li> <li>KA6. the importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.</li> <li>KA7. factors, processes and trends those are likely to affect the setting of budgets in your industry/sector.</li> <li>KA8. the area or activity that the budget is for.</li> <li>KA9. the vision, objectives and operational plans for your area of responsibility.</li> <li>KA10. the budgeting period(s) used in your organisation.</li> <li>KA11. organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.</li> <li>KA12. the limits of your authority.</li> <li>KA13. who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.</li> <li>KA14. what to do and who to contact if you suspect fraud has been committed.</li> </ul>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. where to get and how to evaluate the available information in order to be able to prepare a realistic budget.</li> <li>KB2. how to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.</li> <li>KB3. how to use a budget to actively monitor and control performance for a defined area or activity of work.</li> <li>KB4. the main causes of variances and how to identify them.</li> <li>KB5. what different types of corrective action which could be taken to address identified variances.</li> <li>KB6. how unforeseen developments can affect a budget and how to deal with them.</li> <li>KB7. how to identify types of fraudulent activities.</li> <li>KB8. the agreed budget, how it can be used and how much it can be changed without approval.</li> </ul>
Skills (S)	
<p><b>A. Core Skills/</b></p>	<p><b>Writing Skills</b></p>

RAS/N0151

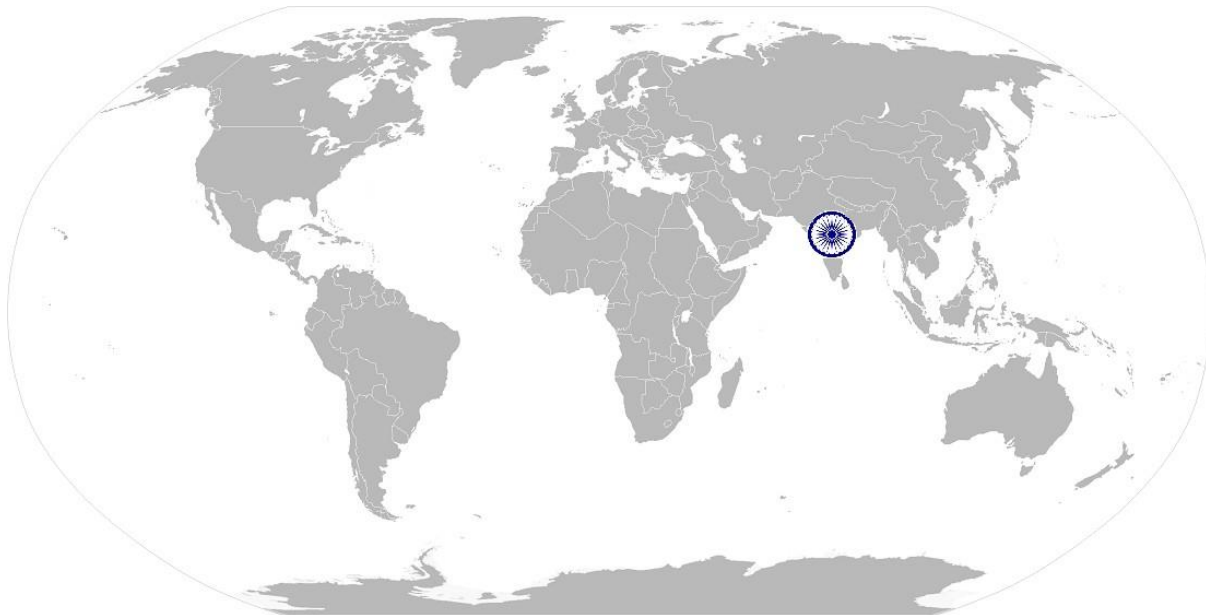
**To manage a budget**

<b>Generic Skills</b>	The user/ individual on the job needs to know and understand how to: SA1. complete documentation accurately. SA2. write simple reports when required.
	<b>Reading Skills</b>
	The user/ individual on the job needs to know and understand how to: SA3. read information accurately. SA4. read and interpret data sheets.
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/ individual on the job needs to know and understand how to: SA5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values SA6. carry out verbal instructions from other team members and supervisors SA7. read and interpret simple workplace documents SA8. complete simple written workplace forms and share work-related information with other team members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. make appropriate decisions regarding the responsibilities of the job role. SB2. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
	<b>Plan and Organize</b>
	The user/ individual on the job needs to know and understand how to: SB3. follow store policies regarding work availability, rosters and work duties. SB4. work within the store culture by practicing inclusive behaviour. SB5. manage personal presentation, hygiene and time. SB6. prioritise and complete delegated tasks under instruction.
	<b>Customer Centricity</b>
	The user/ individual on the job needs to know and understand how to: SB7. work collaboratively with team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
	<b>Problem Solving</b>
The user/ individual on the job needs to know and understand how to: SB8. adapt to new situations, including changing workplace procedures. SB9. demonstrate sensitivity to customer needs and concerns. SB10. anticipate problems and act to avoid them where possible. SB11. respond to breakdowns and malfunction of equipment. SB12. respond to unsafe and hazardous working conditions. SB13. respond to security breaches	

**RAS/N0151**

**To manage a budget**

	SB14. recognize and report faulty equipment and follow store workplace health and safety procedures.
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB15. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
	<b>Critical Thinking</b>
	The user/ individual on the job needs to know and understand how to: SB16. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best. SB17. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

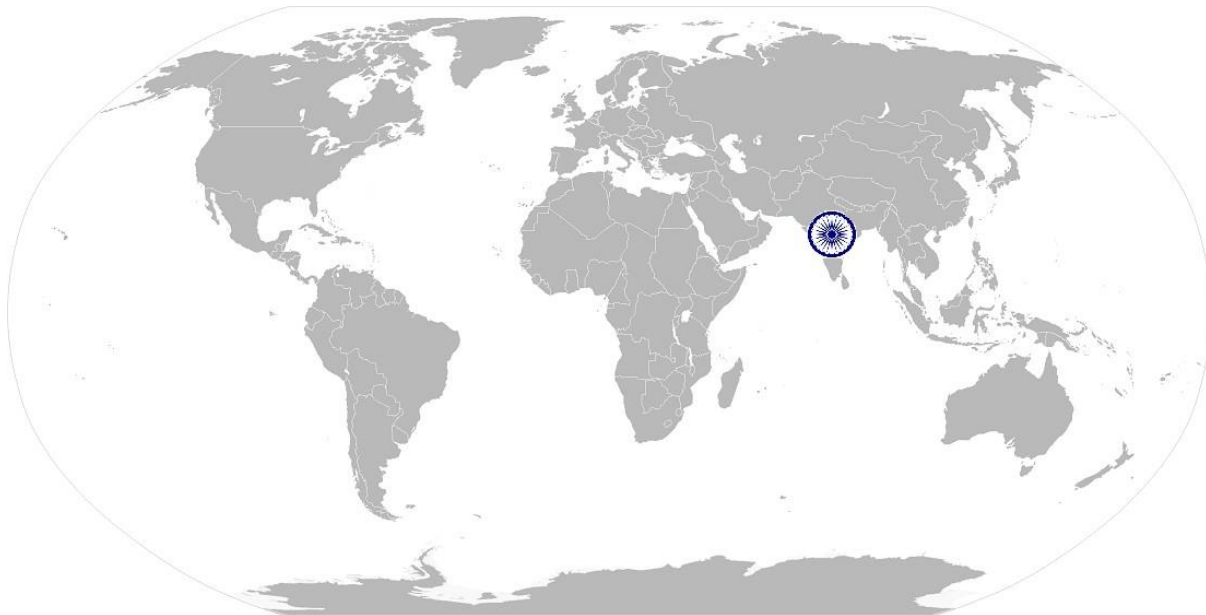


**RAS/N0151**

**To manage a budget**

## NOS Version Control

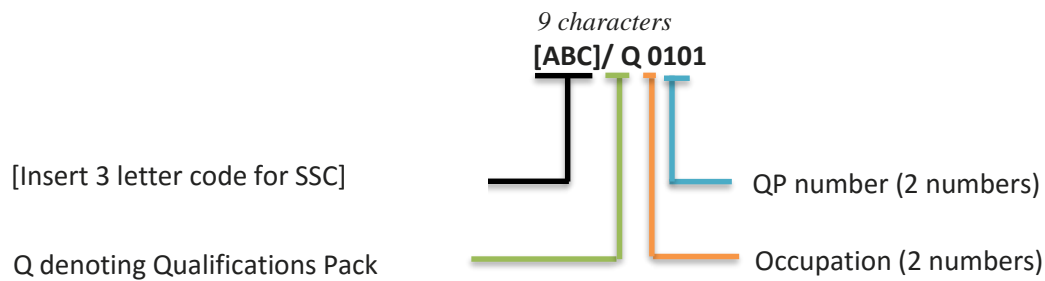
<b>NOS Code</b>	<b>RAS/N0151</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Retail</b>	<b>Drafted on</b>	<b>26/11/14</b>
<b>Industry Sub-sector</b>	<b>Retail Operations</b>	<b>Last reviewed on</b>	<b>26/07/17</b>
<b>Occupation</b>	<b>Store Operations</b>	<b>Next review date</b>	<b>26/07/21</b>



## Annexure

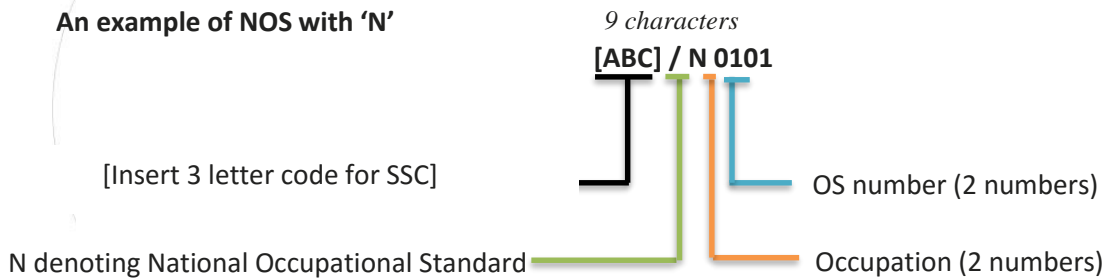
### Nomenclature for QP and NOS

#### Qualifications Pack



#### Occupational Standard

##### An example of NOS with 'N'





The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Retail Operations	01-15
Retail Business	16-29
Ecommerce - Category Management	30-45
Retail	46-56
Ecommerce-Supply Chain & Logistics	57-67
FMCG	68-78
Generic Occupation	79-99

Sequence	Description	Example
Three letters	Industry name	RAS
Slash	/	/
Next letter	Whether QP or NOS	Q or N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

## CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role** Retail Departmental Manager

**Qualification Pack** RAS/Q0106

**Sector Skill Council** Retail

### 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 Total Marks			Marks Allocation		
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
<b>RAS / N0139</b> To plan visual merchandising	PC1. Identify the purpose, content and style of the display.	100	10	5	5
	PC2. Identify the equipment, materials, merchandise and props you need to create and install the display and the dates for completing it.		10	5	5
	PC3. Evaluate whether the place you plan 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 of displays, within the limits of the design brief, the company's visual design policies and the 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.		10	5	5
	PC6. Identify other merchandise and props when those originally specified are not available or not suitable, and agree your selections with the right person.		15	7.5	7.5

	PC7. Verify arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.		10	5	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
<b>RAS / N0140</b> <b>To establish and satisfy customer needs</b>	PC1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store	100	10	5	5
	PC2. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary		10	5	5
	PC3. Help customers identify the product or supplies they wish to purchase and direct / accompany them to the exact store location where the specific product or supplies are stocked / displayed		10	5	5
	PC4. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections		10	5	5
	PC5. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice		10	5	5
	PC6. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions		10	5	5
	PC7. Enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases		10	5	5
	PC8. Advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.		10	5	5
	PC9. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas		10	5	5
	PC10. Ensuring that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process		10	5	5
Total		100	50	50	

<b>RAS / N0141 To monitor and manage store performance</b>	PC1. Monitor retail operations against targets	100	20	10	10
	PC2. Check that the quality of the products and customer service are maintained		20	10	10
	PC3. Adapt allocation of work activities to meet changing priorities and targets		20	10	10
	PC4. Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people		20	10	10
	PC5. Make recommendations to improve retail operations to relevant people		20	10	10
	<b>Total</b>		100	50	50
<b>RAS / N0142 To provide leadership for your team</b>	PC1. Set out and positively communicate the purpose and objectives of the store business to all store team members	100	10	5	5
	PC2. Involve key store team members in planning how the team will achieve store business objectives		10	5	5
	PC3. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead		5	2.5	2.5
	PC4. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business's objectives		10	5	5
	PC5. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved		10	5	5
	PC6. Win, through your performance, the trust and support of the team for your leadership		10	5	5
	PC7. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team		10	5	5
	PC8. Encourage and recognize creativity and innovation within the team		10	5	5
	PC9. Give team members support and advice when they need it especially if and during periods when the store business is below set goals		5	2.5	2.5
	PC10. Motivate team members to present their own ideas and listen to what they say		10	5	5
	PC11. Monitor activities and progress across the store team without interfering		10	5	5
	<b>Total</b>		100	50	50

<b>RAS / N0143 To build and manage store team</b>	PC1. Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required	100	10	5	5
	PC2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose		5	2.5	2.5
	PC3. Identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team		10	5	5
	PC4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team		5	2.5	2.5
	PC5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress		10	5	5
	PC6. Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other		10	5	5
	PC7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust		10	5	5
	PC8. Allow time for the team to develop through its stages of growth		5	2.5	2.5
	PC9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members		5	2.5	2.5
	PC10. Encourage team members to share problems with each other and solve these creatively together		5	2.5	2.5
	PC11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole		10	5	5
	PC12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved		5	2.5	2.5
	PC13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose		5	2.5	2.5
	PC14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes		5	2.5	2.5

	Total		100	50	50
<b>RAS / N0131</b> <b>To allocate and check work in your team</b>	PC1. Use information collected on the performance of team members in any formal appraisal of performance.	100	10	5	5
	PC2. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update manager.		10	5	5
	PC3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.		5	2.5	2.5
	PC4. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.		10	5	5
	PC5. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.		10	5	5
	PC6. Support team members in identifying and dealing with problems and unforeseen events.		5	2.5	2.5
	PC7. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.		10	5	5
	PC8. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.		5	2.5	2.5
	PC9. Recognise and find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.		10	5	5
	PC10. Brief team members on the work they have been allocated and the standard or level of expected performance.		5	2.5	2.5
	PC11. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.		5	2.5	2.5
	PC12. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.		5	2.5	2.5
	PC13. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues		10	5	5
Total		100	50	50	

<b>RAS / N0144 To develop individual retail service opportunities</b>	PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets	100	5	2.5	2.5
	PC2. Suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy		10	5	5
	PC3. Follow company policies and procedures for building the client base		5	2.5	2.5
	PC4. Review your progress against your plans at suitable intervals		5	2.5	2.5
	PC5. Recognize whether you are achieving the results you need and adjusting your plans when necessary		10	5	5
	PC6. Give your manager clear and accurate reports of your progress at the agreed times		5	2.5	2.5
	PC7. Spot suitable opportunities to approach potential clients		10	5	5
	PC8. Approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship		10	5	5
	PC9. Quickly create a rapport with potential clients		5	2.5	2.5
	PC10. Talk to potential clients in a persuasive way about your services		10	5	5
	PC11. Compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair		5	2.5	2.5
	PC12. Exchange relevant information with potential clients when appropriate		5	2.5	2.5
	PC13. Record client information promptly, accurately and in a way that allows you to use the information effectively		5	2.5	2.5
	PC14. Store and use client information in line with data protection laws and company policy		5	2.5	2.5
	PC15. When it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help		5	2.5	2.5
	<b>Total</b>		100	50	50
<b>RAS / N0145 To communicate effectively with stake- holders</b>	PC1. Pass on written information only to those people authorised to receive it and within agreed timescales	100	4	2	2
	PC2. Keep the information in written documents as required by your organization;		4	2	2

PC3. Maintain the communication mediums in line your instructions and organisation's procedures	4	2	2
PC4. Make sure the communication equipment you use is working properly, take corrective action as required	4	2	2
PC5. Acknowledge incoming communication promptly and clearly, using appropriate terminology	4	2	2
PC6. Pass on information to persons who require it within agreed timescales	4	2	2
PC7. Check to ensure that the information you give is understood by the receivers	4	2	2
PC8. Take prompt and effective action when there is difficulty in transmission or reception of information	4	2	2
PC9. Accurately interpret and act upon instructions that you receive	4	2	2
PC10. Make sure you get clarifications when you need to	4	2	2
PC11. Consult with and help your team members to maximise efficiency in carrying out tasks	4	2	2
PC12. Give instructions to others clearly, at a pace and in a manner that helps them to understand	4	2	2
PC13. Listen actively and identify the most important things that customers are saying	4	2	2
PC14. Identify the most important things that customers are telling you	4	2	2
PC15. Summarize information for customers	4	2	2
PC16. Use appropriate body language when communicating with customers	4	2	2
PC17. Read your customers' body language to help you understand their feelings and wishes	2	1	1
PC18. Deal with customers in a respectful, helpful and professional way at all times	4	2	2
PC19. Help to give good customer service by passing messages to colleagues	4	2	2
PC20. understand the roles and responsibilities of the different people you will be working with	4	2	2
PC21. Agree and record arrangements for joint working that are appropriate and effective	2	1	1
PC22. Agree to the information sharing timing, reasons and confidentiality	4	2	2



	PC23. Discuss on how and when the joint work will be monitored and reviewed		2	1	1
	PC24. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards.		4	2	2
	PC25. Represent your agency's views and policies in a clear and constructive way		2	1	1
	PC26. Identify any tensions and issues in the joint working and seek to address them with the people involved		4	2	2
	PC27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		4	2	2
	Total		100	50	50
<b>RAS / N0122</b> <b>To help maintain healthy and safety</b>	PC1. Follow company procedures and legal requirements for dealing with accidents and emergencies.	100	15	7.5	7.5
	PC2. Speak and behave in a calm way while dealing with accidents and emergencies.		15	7.5	7.5
	PC3. Report accidents and emergencies promptly, accurately and to the right person.		10	5	5
	PC4. Recognise when evacuation procedures have been started and following company procedures for evacuation		10	5	5
	PC5. Follow the health and safety requirements laid down by your company and by law, and encourage colleagues to do the same.		15	7.5	7.5
	PC6. Promptly take the approved action to deal with risks if you are authorised to do so.		10	5	5
	PC7. If you do not have authority to deal with risks, report them promptly to the right person.		15	7.5	7.5
	PC8. Use equipment and materials in line with the manufacturer's instructions.		10	5	5
	Total		100	50	50
<b>RAS / N0137</b> <b>To work effectively in a retail team</b>	PC1. Display courteous and helpful behaviour at all times.	100	10	5	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.		5	2.5	2.5
	PC14. Prioritise and complete tasks according to required timeframes.		5	2.5	2.5
	PC15. Identify work and personal priorities and achieve a balance between competing priorities.		10	5	5
	Total		100	50	50
<b>RAS / N0138</b> <b>To work effectively in an organisation</b>	PC1. Share work fairly with colleagues, taking account of your own and others' preferences, skills and time available.	100	5	2.5	2.5
	PC2. Make realistic commitments to colleagues and do what you have promised you will do.		5	2.5	2.5
	PC3. Let colleagues know promptly if you will not be able to do what you have promised and suggest suitable alternatives.		5	2.5	2.5
	PC4. Encourage and support colleagues when working conditions are difficult.		5	2.5	2.5
	PC5. Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect.		5	2.5	2.5
	PC6. Follow the company's health and safety procedures as you work.		5	2.5	2.5
	PC7. Discuss and agree with the right people goals that are relevant, realistic and clear.		5	2.5	2.5
	PC8. Identify the knowledge and skills you will need to achieve your goals.		5	2.5	2.5
	PC9. Agree action points and deadlines that are realistic, taking account of your past learning experiences and the time and resources available for learning.		5	2.5	2.5
	PC10. Regularly check your progress and, when necessary, change the way you work.		5	2.5	2.5

	PC11. Ask for feedback on your progress from those in a position to give it, and use their feedback to improve your performance		10	5	5
	PC12. Encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.		5	2.5	2.5
	PC13. Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice.		5	2.5	2.5
	PC14. Give clear, accurate and relevant information and advice relating to tasks and procedures.		5	2.5	2.5
	PC15. Explain and demonstrate procedures clearly, accurately and in a logical sequence.		10	5	5
	PC16. Encourage colleagues to ask questions if they don't understand the information and advice you give them.		5	2.5	2.5
	PC17. Give colleagues opportunities to practice new skills, and give constructive feedback.		5	2.5	2.5
	PC18. Check that health, safety and security are not compromised when you are helping others to learn.		5	2.5	2.5
	Total		100	50	50
<b>RAS/N0151</b> <b>To manage a budget</b>	PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.	100	15	7.5	7.5
	PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.		10	5	5
	PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.		10	5	5
	PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.		10	5	5
	PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.		15	7.5	7.5
	PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.		10	5	5
	PC7. provide ongoing information on performance against the budget to relevant people in your organisation.		10	5	5
	PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.		10	5	5
	PC9. gather information from implementation of the budget to assist in the preparation of future budgets.		10	5	5
	Total			100	50