Retailing

Student Handbook
Level-I

CLASS
IX

CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092 India

Retailing – Class IX

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [1][प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा
और [2][राष्ट्र की एकता और अखंडता]
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट) यदि माता–पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) सें अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the[2] [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and forteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

Preface

Retail sector plays a vital role in economic development of an economy. It employs a large number of workforce and its contribution to national income is also substantial. In India scenario the retail sector employs about 8% of total working populating. Approximately 40 million people are employed in 6 million retail outlets throughout the country. 22% of national income is accrued from this sector. The retail sector is classified in two categories - unorganised retail sector and ogranised retail sector. The unorganiszed retail sector comprised various independent shops such as kirana shops, cloth shops, utensil shops, medical stores, etc. These are traditional local shops in a market place or in residential area. The other format of retailing is organised one. The organised retailing in India is relatively new. During last twenty years, this sector has experienced very fast growth. From 5% of total retail in 2005, its present share is 16%. The organised retail format includes department stores, fast food outlets, supermarkets, malls, hypermarkets, specially stores etc.

Our objective to start a vocational course in retailing for class XI is that there are lakhs of students who watn to do some job after finishing their schooling. A traditional course in school does not equip the students any specialisation in any field. In India there is a huge pool of educated unemployed persons. It is difficult to get a job after passing from schools without having acquired vocational skills necessary for a job. According to an estimate only 12 percent students as are able to go to various colleges in India. Rest 88 percent can be considered as drop-outs after their higher secondary level of schooling. Most of them do not reach to colleges because of financial constrains besides other reasons. Under the circumstances it becomes the responsibility of the concerned government/authorities to provide meaningful vocational curriculum at the higher secondary school levels. So that after perusing a vocational course a student will be in a better position is join the job markets.

To achieve this objective, CBSE (Central Board of Secondary Education) has started a lot of vocational course in emerging areas for example Retail, IT, Automobile etc. After necessary knowledge in retailing, the students will have an edge over others in getting jobs of their choice in this sector as this sector is growing very fast and lakhs of manpower requirements have been estimated to come up annually.

In the present material on Retail the subject matter has been presented in a student friendly manner. Efforts have been made to put before the readers the material in a form that could explain the real world of retailing in an interesting and lucid manner.

In course of developing this material there has been a series of review by a team of experts drawn from industries/retail houses as well as academicians with expertise in this subject. The Board places on record its highest appreciation and sincere thanks to all these team members/experts involved for the vital suggestions and support received. Special mention may be made of the efforts made by the Members from Alliance Educare towards the contribution for the material.

Any suggestions, feedback from the readers from improvement in the future editions of the volume shall be heartily welcomed.

Sh. Vineet Joshi, IAS
Chairman (CBSE)

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Competency Based Curriculum

1. **Title:** Retailing
2. **Code:** RS101
3. **Nominal Duration:** 200 Hrs.
   (Learner's Room : 120 hr., Practical : 60 hr., Industry : 20 hr.)
4. **Certificate Level:** NVEQ 1 (Class-IX)
5. **Job Role :** Retail Bagger
6. **Prerequisite:** None
7. **Co-requisite:** None
8. **Resources**

   The students/trainees must be provided with the following:

   R1: Student workbook

   R2: Notebook

   R3: Pen, pencil, eraser

   R4: Charts

   R5: Colour pencils/pen

   R6: Computer System with related peripherals (like Barcode Scanner etc.)
9. **Teaching/Training Methodologies**

   T1: Interactive Lecture

   T2: Assignment

   T3: Case Based Method

   T4: Role Play
10. **Assessment Methods**

    A1: Written Examination

    A2: Practical Examination
11. **Session wise Learning Outcomes:** Upon completion of the session, the learner/trainee will be able to:

Session	Learning Outcomes
Unit-1: Introduction	
Session-1: Identifying products in retailing	Identify different types of consumer products Categorize products into durable and non-durable
Session-2: Identifying elements of retailing	Identify perishable products Identify non-perishable products Identify the elements of retailing in a given scenario
Session-3: Identify major retailer	Identify the type of store
Session-4: Identify key activities in retail	Identify the various elements of retailing in a given scenario or store
Unit-2: Consumer Behavior	
Session-1: Defining Consumer behavior and its scope	Identify the need of studying consumer behavior Understanding the steps involved in Consumer decision making process.
Session-2: Introduction to Consumer behavior	List the factors involved in buying behavior and buyer roles
Unit-3: Careers in Retailing	
Session-1: Entry level jobs in retail operations and customer service	List departments within a retail organisation Able to list jobs and their role and responsibilities within a retail organisation
Session-2: Managerial jobs in retail operations and customer service	List departments within a retail organisation Able to list jobs within a retail organisation
Session-3: Jobs in merchandising	List role and responsibilities of a visual merchandiser Able to list role and responsibilities of retail sales merchandiser
Session-4: Jobs in human resource management	Understand the jobs in HRM
Unit-4: Products Classification	
Session-1: Types of products	Identify different types of products both perishable and non–perishable and their further classification
Session-2: Types of Products–based on branding	List the branding and non–branding products
Session-3: Product Handling	Understand the importance of product handling in a retail store

Unit-5: Basic Hygiene and Safety Practices	
Session-1: Maintaining hygiene in retail store	Clean glass using appropriate materials and tools Clean wood using appropriate materials and tools
Session-2: Following safe practices at retail store Relevant knowledge	Identify potential health hazards and risks at workplace List the measures to be taken for preventing health emergency in a given scenario
Session-3: Preventing and extinguishing small fires	Demonstrate the procedure for extinguishing small fires
Unit-6: Personality Development (Communication at Workplace)	
Session-1: Understanding communication cycle	Identify elements of communication cycle Able to draw a diagram of communication cycle
Session-2: Types of communication	Able to apply elements of verbal communication in a given situation
Session-3: Overcoming barriers in communication	Identify barrier (s) in communication Apply strategies to overcome barriers in communication
Session-4: The Art of Communicating Effectively with Customers	Communicate effectively to meet the customer's requirements in a given scenario Demonstrate how to communicate effectively through telephone Demonstrate how to communicate effectively through email
Unit-7: Profile of a Retail Bagger	

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Unit-1: Introduction

INTRODUCTION

The retail industry is one of the fastest growing industries in the country. It is changing its nature from an unorganized industry to an organized one, offering bright and exciting career opportunities.

Meaning and importance of Retailing

In the ancient days, people fulfilled their needs by either making or producing things they required for their used, or by bartering things they made or produced, with others. Money was not invented in those days and trade used to be conducted by the Barter System. The barter system is that system where goods are exchanged for goods. For example, a farmer who grew 500 kgs of wheat would keep 100 kgs for his own family's food. But he and his family needed other things- clothes, utensils, pulses, salt etc. He would therefore exchange the balance 400 kgs wheat with other people who made or produced other things. Trade also took place in village markets or haats where people exchanged goods with each other.

In modern times, we use money to buy things that we need for our day to day life. We buy these things from 'Retailers'. This is because it is no longer possible to approach all the people who manufacture the goods you need directly. Also with improvement in transport system, goods that are manufactured far away, even overseas, are available in your neighbourhood.

The first thing which you must understand is the meaning of the 'Retailing'. Let us start looking for the origin of the word "retailer". The word retail is derived from the French word 'retailer' which means "to cut a piece off" or "to break the bulk". Retailing is the process of distribution of goods (products) for the day to day use by the people. It can also be described as the process of marketing i.e., sale of **goods** and **services** to **customer** to fulfill their **needs and wants.** Alternatively, you can say that retailing is a process of **matching the demand of different kinds of consumers with supplies** from different manufacturers.

Till a few years ago, we bought most items of daily use from small shops in our neighbourhood or a market close by. These shops such as Kirana stores or general stores are owned by individuals, who usually sit in the shop themselves and sell

their goods with the help of a few assistants. In the last few years, however, the concept of large departmental stores and malls has been introduced, which also provide us with the same products. A number of these stores or (chain of stores) is owned by large corporations and the sale is carried out by employees- managers and sales personnel. Thus retail sector has now got more organized.

Retail is one of the fastest growing and dynamic sectors of the world economy. It promises a fast paced and exciting career options. With the growth of consumer needs and wants, the growth in retail sector is inevitable.

Exercise

Activity

1. **Define the following in one line:**
   a) Retail
   b) Retailing
2. Ask the students to visit a General store or a Kirana merchant in their neighbourhood and find out how these shops receive their goods.

SESSION–1
IDENTIFYING PRODUCTS IN RETAILING

Relevant Knowledge

This unit will enable you to understand the meaning of retail and the key aspects related to the retail industry in India. It will also help you to understand the emerging trends and the challenges faced by retailers.

Let us now try to understand the meaning and types of products (merchandise) that the retailers usually sell from the retail outlet.

Types of Product

Products can be classified into broad categories. For example, based on who uses them can be classified as consumer products and the industrial products.

a) Consumer Products

It is the merchandise or other item of common or daily use, bought by individuals or households for private consumption. These goods or products are not meant for resale. These goods can be further classified on the basis of how consumers buy them: Let us now discuss each of them.

i) ***Convenience products:*** Convenience products are products purchased frequently by customers without making any comparison and shopping efforts. These products are generally low priced and widely available.

Examples are laundry soaps, toilet soaps, washing powder, hair oil, tooth brush, toothpaste, etc. Convenience products can again be subdivided into three categories: staples, impulse and emergency products.

- ***Staples*** are the products purchased regularly and out of necessity. Examples are flour, cookies, pulses, soap, detergents, toothpaste, etc.
- ***Impulse products*** are purchased without planning which are also widely available e.g. chocolates, toys, and magazines. As the name implies, these products are bought on impulse.
- ***Emergency products*** are bought when there is an urgent need. For example, pain killers, salines, room heaters, etc.

ii) ***Shopping products*****:** Shopping products are not purchased frequently as customers plan and compare the brands, price, quality and style before they buy the product. Consumers devote much time and effort in obtaining information and making comparisons in case of buying these shopping products. The examples are, refrigerators, air coolers, televisions, washing machines and clothing and other highly priced goods.

b) Industrial Products

Industrial products are the products purchased by companies to make goods, which they then sell. For example steel, cement, cotton, iron, minerals, chemicals, etc.

Products can also be classified based on the tangibility (whether they can be physically touched and felt or not), namely tangible and intangible products.

c) Tangible Products

Tangible goods are those which, can be seen, touched, felt, held, stored, transferred, and include other physical treatments.

b) Intangible Products

Intangible products are those which do not have physical entity like products. For example, services provided by a hair dresser, a beauty salon, hotel/airline reservations, schools etc. These are generally categorized as 'Services', and not 'Goods'.

SESSION–1
IDENTIFYING PRODUCTS IN RETAILING

Exercise

Assignment

1. Visit a retail shop or departmental store and identify the products and categorize them as follows:

   a) Consumer products

   b) Tangible products

   c) Intangible products

   You may use the following table to categorize the products:

S. No.	Consumer Product	Tangible products	Intangible products

   Submit the assignment to your teacher for evaluation.

2. Name the products that are prepared from the following industrial products for use by the consumers.

S. No.	Industrial Product	Consumer product
1.	Steel	
2.	Cotton	
3.	Cement	
4.	Chemicals	
5.	Leather	

3. Given below is the list of some of the durable and non-durable goods. Tick mark in the right column to identify whether it is durable or non-durable.

S. No.	Goods	Durable	Non-durable
1.	Furniture		
2.	Gold		

3.	Bricks		
4.	Food		
5.	Refrigerator		
6.	Vacuum Cleaner		
7.	Microwave		
8.	Ice cream		
9.	Telephone		
10.	Televisions		
11.	Mobile SIM card		
12.	Cars and motorcycle		
13.	Eggs		
14.	Kitchen utensils		
15.	Books		
16.	Face wash		
17.	Gardening tools		
18.	Air Conditioner		
19.	Petrol/Diesel		
20.	Steel		
21.	Digital camera		
22.	Textiles		

SESSION–1
IDENTIFYING PRODUCTS IN RETAILING

Assessment

Answer the following questions

(Use additional sheets of paper if necessary)

A. Fill in the blanks

1. _____is a process of distribution of goods for the day to day use by the people.

2. Based on the use, products can be classified into two broad categories, namely the _____ products and the industrial products.

3. Convenience products are purchased by customers _____without making any comparison and shopping efforts.

4. Staples, impulse and emergency products are _____ products.

5. _____products are the consumer products that are not purchased frequently.

6. _____goods are those which, can be seen, touched, felt, held, stored, transferred, and include other physical treatments.

B. State whether the statement is true or false

1. Staple goods are intangible goods –

2. Impulse goods are tangible goods –

3. Refrigerator is an example of intangible good –

SESSION–1
IDENTIFYING PRODUCTS IN RETAILING

Checklist for Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between consumer and industrial products.

b) Differentiate between tangible and intangible products.

Part–B

Discuss in class the following:

a) What is product?

b) What are the different types of product?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to identify 5 different types of consumer products		
Able to categorize products into tangible and intangible products		

SESSION–2
IDENTIFYING ELEMENTS OF RETAILING

Relevant Knowledge

Perishable Products

Primarily, there are 6 elements of retailing. These are:

1. Merchandise (Product) Assortment (What are you selling?)
2. Price (At What price?)
3. Location (Where are you selling?)
4. Communication Mix (Promotion- How will you tell your customer about what are you are selling?)
5. Stores Design and Display (Physical Environment- How will you arrange the items you are selling)
6. Customer Service (Process- How will you serve the customer)

Let us try to understand the characteristics of each of these elements.

Non–perishable Products

1. **Merchandise Assortment (Product)**(What are you selling?)**:** The products are of two types, namely Fast Moving Consumer Goods (FMCG) and Consumer Durables. FMCG can be further divided into **perishable** and **non-perishable** products.

   The perishable and durable goods sold by the retailers are covered under the product. The food items like fresh meat, seafood, and ripe fruits are called as the perishable products. These are products which spoil or go bad in a short time. Items like canned goods, sugar, flour, curls (and chips if air-sealed), spices, etc., which can be stored for a longer time without spoiling are called **durable** products.

2. **(At what) Price**: There are several components of the price of a product. These are discussed as below:

   - **MRP**: You must have noticed that products you purchase have MRP (which is the Maximum Retail Price) printed on the label.
   - **Final Price**: Many retailers offer the products by giving a discount over the final price. The MRP minus the discount at which the product is sold, is the final price.
   - **Installment:** It is the option where the Final price is divided into easy installments on which you can buy a product (EMI)

3. **Location (Place–Where you are selling):** The fundamental rule is that a store should be located at a convenient location having enough parking place for the customers. Also, the product must be available in the right place (Product Category), at the right time and in the right quantity**.** In other words, the distribution or placement of products is necessary to ensure that goods are not out of stock and are always available in the desired quantity.

4. **Communication Mix (Promotion- How will you tell the customer what you are selling):** This refers to various tools used for communicating about the sales and other messages to your potential customers about your products. This includes:

   - advertising
   - sales promotion
   - public relations
   - events
   - Special offers

5. **Stores Design and Display (Physical Environment- How will you arrange the items you are selling):** It includes the external and internal design of the store and the type of layout which has been used to display the merchandise or the goods.

6. **Customer Service (Process- How will you serve the customer):** Customer service includes all the activities an organization carries out for its customers. Excellent customer service means putting the customer first. It refers to service like assisting the customer, billing, delivery, complaint handling, inventory management and so on. It is usually a sequence of actions required to complete an event. The staff should be friendly, helpful and knowledgeable about products and services.

Exercise:

Activity 1: Divide the class into two groups. Ask one group to visit a Kirana store, and the other to visit a supermarket or a mall. Each group should identify the six elements at these places. Each group should present how these six elements are implemented at these places.

Activity 2: Divide the class in four groups. Allot one category of goods to each group- suggested categories are-Vegetables, Groceries, Cosmetics, Books, Stationery, and Garments etc. Ask each group to discuss how they will implement each of the six elements in selling their category of goods.

Activity 3: Ask the students to visit the school canteen/bookshop/ uniform shop. They should study the six elements at either of these places and discuss steps that can be taken to improve each of these elements.

SESSION–2
IDENTIFYING ELEMENTS OF RETAILING

Exercise

1. Name three retailers in your area that are small independent stores.

   i)

   ii)

   iii)

2. List the products or services that they are selling.

SESSION–2
IDENTIFYING ELEMENTS OF RETAILING

Assessment

Fill in the Blanks

1. Primarily, there are _____ elements of retail sector.
2. Product is also known as _____.
3. Customer service is a _____.
4. The abbreviation FMCG stands for Fast _____ Consumer Goods.
5. FMCG can be further divided into _____ and non-perishable products.
6. Fresh meat, seafood, and ripe fruits are examples of _____ products.

7. Refrigerator is an example of _____ product.

8. _____ represents the number of merchandise categories a retailer offers.

9. _____ is the number of different items in a merchandise category.

10. Communication _____ refers to tools used for communicating about the sales and other messages to your potential customers about your products.

11. Stores Design and display includes the _____ and internal design of the store and the type of layout for displaying the merchandise.

12. Excellent customer service means putting the customer _____.

SESSION–2
IDENTIFYING ELEMENTS OF RETAILING

Checklist of Assessment

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between perishable and non-perishable products.

Part–B

Discuss in class the following:

a) What is merchandise assortment?

b) Why products are assorted before display?

c) What are the factors that need to be considered while choosing a location for the store?

d) What is communication mix?

e) How communication mix is useful in promoting the products?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to identify 5 perishable products		
Able to identity 5 non-perishable products		
Able to identify the element of retailing in a given scenario		

SESSION–3
IDENTIFYING MAJOR RETAILERS

Relevant Knowledge

Retail industry is one of the fastest growing industries in India and the fifth largest in the world comprising both organized and unorganized sectors. This industry has grown immensely especially over the last few years.

There are three types of retailers:

1. **Store retailers:** They are divided into Departmental Stores, Discount Stores, Specialty Stores, Convenience Stores, Off-Price Retailers, and Warehouse Clubs.

   a) ***Department stores*** are retailers that carry a broad variety and deep assortment of goods. They organize their stores into distinctly separate departments for displaying merchandise.

   b) **Specialty stores** concentrate on a limited number of complementary merchandise categories and provide a high level of service in relatively small stores. Drugstores are specialty stores that concentrate on health and personal grooming merchandise eg. Apollo Pharmacy.

   c) **Convenience stores** provide a limited variety and assortment of merchandise at a convenient location in 2,000-3,000 square foot stores with speedy checkout. They are the modern version of the neighborhood store or *kirana* shops.

2. **Non-store retailers:** These types of retailer use various methods, such as direct response advertising, etc. for selling their products. They are categorized as Direct Selling, Electronic Retailing, Direct Marketing, Automatic Vending and Buying Service.

   a) **Direct selling** is done by contacting customers directly in a convenient location and demonstrating merchandise benefits and taking an order and delivering the merchandise or performing the service. Oriflamme used this model quite successfully for many years.

   b) ***Electronic Retailing*** (also called e-tailing, online retailing, and Internet retailing)This is a retail format in which the retailers communicate with customers and offer products and service for sale over the Internet.eg.-jabong.com

   c) ***Television home shopping*** is a retail format in which customers watch a TV program that demonstrates merchandise and then place orders for the merchandise by telephone.

3. **Corporate chain stores:** These retail organizations own two or more outlets commonly owned and controlled by corporate. They are engaged in central buying and merchandising, and selling similar lines of merchandise. They generally store products in the warehouse before selling them at the retail store. They have greater purchasing power, wider brand recognition and better trained employees. Some of the major stores and the name of the corporate engaged in corporate retailing are given in the table below:

S. No.	Name of the Store	Name of Company
1.	MORE	Aditya Birla Group
2.	IN & OUT	
3.	FABINDIA	BPCL
4.	CASH & CARRY	German Metro
5.	SHOPPERS STOP, CROSSWORD, HYPER CITY, IN ORBIT MALL	K Raheja Corp Group
6.	LIFESTYLE, MAX, HOME CENTRE, FUN CITY AND INTERNATIONAL FRANCHISE BRAND STORES	Lifestyle International
7.	NILGIRIS' SUPERMARKET CHAIN, PANTALOON, BIG BAZAAR, FASHION STATION, DEPOT, BRAND FACTORY, ALL, E-Zone	Nilgiris
8.	EASY DAY	Bharti Wal Mart
9.	RELIANCE FRESH	Reliance Retail
10.	BOOKS & BEYOND, DAILY & FRESH MUSIC WORLD, SPENCER'S SUPER, SPENCER'S HYPER	RPG Retail
11.	SHOPRITE HYPER	Shoprite Holdings
12.	STAR INDIA BAZAAR, LANDMARK, WESTSIDE, WORLD OF TITANS (TITAN INDUSTRIES), STEEL JUNCTION, TANISHQ OUTLETS, CHROMA.	The Tata Group
13.	VISHAL MEGA MART	Vishal Retail Group
14.	VIVEKS SERVICE CENTRE	Vivek Limited Retail

Activity – Individual Assignment: Ask the students to identify and list the major retail brands in their neighbourhood.

Activity – Group Assignment: Divide the class into groups of 2-4 students. From the list of major retail brands prepared above, allocate one brand to each group. Ask each group to prepare a 3-5 minutes presentation on the allotted brand. Some guidelines about what to cover can include – whether it is a national or global brand, when was it established, which areas/regions does it cover, what kind of products do they sell, what are some of the promotional schemes they have offered recently etc.

Some Leading Retail Groups/Chains: Some of the leading groups operating in the country are described in the following sections:

Future Group (Pantaloon): Pantaloon is one of the largest retailers in India. Pantaloon launched the country's first hypermarket with the name Big Bazaar. This company has introduced the following retail segments:

- Food and Grocery: Big Bazaar and Food Bazaar
- Home Solutions: Hometown, Furniture Bazaar and Collection-I
- Consumer Electronics: E-zone
- Shoes: Shoe Factory
- Books, Gifts and Music: Depot
- Health and Beauty Care: Star and Sitara
- E-tailing: Futurebazaar.com
- Entertainment: Bowling Co.

TATA Group: Tata group is one of the foremost retailers of India. Trent is its subsidiary and operates Westside and Star India Bazaar. This retail house was established in 1998. Tata group acquired 'Landmark'; the largest Indian retail enterprise in the field of books and music in 2005.

RPG Group: RPG group is amongst the oldest retail groups in India. This group entered into food and grocery retailing in 1996 with its retail Food World Stores, now renamed as Spencers. The RPG group also opened pharmacy and beauty care outlets 'Health & Glow'.

Reliance: Reliance is one of the biggest retailers in India with Fresh Stores and Reliance Electronics.

Aditya Birla Group: Aditya Birla Group is the biggest apparel retailer in India with the brands like Louis Phillip, Allen Solly, Van Heusen and Peter England. This group is coming up with retail outlets in other segments of retail also.

K Raheja Group: The group began its retail operations with Shoppers Stop, India's first departmental store in 2001. Other chains owned by the group include Crossword bookstores, Homes Stop Home Solutions) and Mother care (childcare).

Easy Day: It is a 50:50 joint venture between Bharti group of India and Walmart of USA.

Retailing in India

India is one of the fastest growing economies in the world. It is witnessing a change in several areas which has enabled the people to spend more and thus gives an opportunity for retail business to flourish in India. Some of the factors responsible are**:**

- Better job opportunities and rising incomes where purchase decisions are made by the younger generation, who are willing to spend more to buy goods.
- Younger people have higher aspirations and demands.
- Shift in consumer demands to foreign brands eg.- Sony, Panasonic, McDonalds, KFC etc.
- Increasing number of women professionals- With more women going out of the house and working, the overall income of the family has increased. Also, working women may have a greater say in buying goods for their household**.**

Retail business in India is the largest private industry and is only second to agriculture in terms of providing employment to the people. Retail sector in India consists mainly of small, independent and owner managed shops.

In India, more and more people are entering into the retail business with the emergence of malls, supermarkets,, departmental stores, and are changing the traditional formats of old stores. The entrepreneurs are not only targeting the metros but also cities like Ahmedabad, Baroda, Chandigarh, Ludhiana and Pune etc. The cities of South India have adopted the practice of buying daily use products from supermarkets and this practice is influencing other regions of the country also.

Emerging Trends in Indian Retailing

Like the rest of the world, the Indian retail industry is facing new trends in the market. Various types of retail ownership are being seen. Each of them has their own advantages and disadvantages. Some of these ownership models are given below:

Independent Retailer

An independent retailer is one who builds up his / her business from scratch. All the operations ranging from business planning stage to business opening day are done by the independent retail owner. He may hire different persons as consultants and staff to assist him / her in operating the business. The owner has endless opportunities.

Exercise

Activity: Ask the students to visit their neighbourhood market and identify 5 independent retailers. Ask the learners to share their experience in 500 words.

Existing Retail Business

These retailers inherit or buy an existing business. They then operate this business on their own. The base and the market value for this business has already been laid out by the previous owner. For example, if the owner of stationery shops in your neighbourhood sells his business to another person, or hands over the shop to his son to run.

Franchise

Large companies sell their franchises to either individuals or the small companies or retail units who give them the assurance that they can maintain the standard of quality, customer satisfaction, etc. Thus buying a franchise means purchasing the right to use name, product, concept and business plan of a particular company or organization known as franchiser. For example, you may have seen lots of McDonalds outlets. All these outlets are not directly owned by McDonalds. Most of them are franchisees, owned by individuals or smaller companies who run the day to day business. However, the running of each of these outlets is in accordance with the guidelines and systems laid down by McDonalds. All of the employees wear similar uniforms, the snacks offered are the same, the way they are prepared are laid down by McDonalds. Training to the employees is provided by McDonalds, and representatives of the company visit each outlet frequently to ensure that all the guidelines are being followed and standards of service are being maintained.

Exercise

Activity: Ask the students to visit a petrol pump in their neighbourhood and find out how the franchise system works there.

Dealership

Dealership means a deal between a small retailer and a large company - generally the manufacturer who allows the small retailer to sell the products of the large company and becomes authorized seller of the products of large firm (manufacturer). Dealership is different from franchise because a dealer cannot recreate the products or trademark of the manufacturing company. For example, Maruti Suzuki Ltd has a number of dealers across India who sells its cars but they do not

manufacture cars themselves. The dealers may or may not sell products of many companies depending upon the agreement. For example, a dealer of LG products can also sell the products of Samsung, Videocon, Thomson, etc. Dealerships may or may not be identified as an authorized seller or by the company's trademark.

Activity: Ask the students to discuss the difference between Franchise and Dealerships. What are the major differences between the two models?

Exercise

Define the following in few lines.

a) Franchise

b) Dealership

c) Network Marketing

Global Retailers: Retailing in more than one countries can be termed as Global retailing. It could also be considered that global retailers are those who have a global strategy in place, designed to have operations covering much of the global retail market. Global retailing is therefore, defined as the physical number of stores and countries where operations exist. There are a number of global retail players. Some of them are:

Global Retailers in World:

Wal-Mart: It was started by Sam Walton in 1962. Now, it is the largest retail organization in the world. It deals with several products like power sector, food and milk, apparel etc. It operates in several developed countries like USA, UK, Europe and other countries like India and China etc. It has several divisions i.e.,

- Neighbourhood Market
- Wal-Mart Supermarket
- Wal-Mart Express
- Sam's Club

Carrefour: It was started by a group of Marcel Fournier, Denis Defforey and Jacques Defforey on 1st January 1958. Now, it operates in many developed, developing and underdeveloped countries.

Tesco: It is a British multinational grocery and general merchandise retailer.

JC Penney: It is a chain of mid ranges department stores and operates mainly in US and Puerto Rico. The stores are located mainly in suburban shopping malls and the first store was called Golden Rule store.

Sears: This is also known as Sears Roebuck and co. It is a chain of department stores founded by RW Sears.

Kmart: Kmart or K-Mart is a chain of discount stores. It acquired Sears in 2005. Started in 1962, it is the third largest discount store chain in the world after Walmart and Target. Its outlets are mainly in North America and Australia.

Target Corporation: It is the second largest discount chain stores in the world and the outlets are mainly in North America and Australia.

Nanz: A German retail chain which also started in India in association with Escorts group failed and was shut down. It was one of the pioneers of the supermarket concept in India.

SESSION–3
IDENTIFYING MAJOR RETAILERS

Exercise

1. Visit three retail stores around your school or home and fill the information in the table given below:

S. No.	Name of the Store	Name of the Items being sold	Type of store
1.			
2.			
3.			
4.			
5.			
6.			
7.			

SESSION–3
IDENTIFYING MAJOR RETAILERS

Assessment

Fill in the Blanks

1. Retail industry is _____ largest industry in the world.
2. In India Retail Industry comprises of both _____ and unorganized sectors.

3. The retailers that operate on a fixed point of sale are known as_____ retailers.

4. Departmental store is an example of _____ retailer.

5. Speciality store are a type of _____ retailer

6. Direct marketing is an example of _____ retailer.

7. Retailers engaged in central buying and merchandising, and selling similar lines of merchandise are known as _____ chain stores

SESSION–3
IDENTIFYING MAJOR RETAILERS

Checklist for Assessment

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between different types of retailer.

Part –B

Discussed in class the following:

a) What is retailing?

b) What are the functions of retailing?

c) What are the services to be rendered by the retailers?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to identify the type of store		

SESSION–4
IDENTIFYING KEY ACTIVITIES IN RETAIL

Relevant Knowledge

Let us now try to identify the major activities that take place in retail sector.

A) Retail Planning

In retail planning, a business plan and retail strategy is prepared for setting up a retail store. A business plan is a complex multi-page document. The purpose of the business plan is to

determine how much finance will be required for setting up a retail business. The business plan is important from the point of view of convincing a financing company for the loan. It has the following components:

1. Executive Summary
2. Business Analysis
3. Marketing Strategy
4. Products and Services
5. Management Plan
6. Financial Plan

B) Inventory Management

For any successful shopkeeper it is essential to know exactly what he/she has in stock and where to find it. At the heart of every good retail store, there lies a powerful inventory management system. An inventory management system lets you know what you have, what you need, and when you need it. An inventory management system tracks which items are selling and which aren't. With an inventory management system, you can get a report about stock in hand, stock on order, and in transit. You can also see which items are frequently purchased.

C) Merchandising

Merchandising is taking/ buying the product (or merchandise) from a company, and selling it to the customer. To make sure that the merchandise actually sells, the products are displayed in such a manner that they are visible in stores and presented in an appealing fashion.

D) Selling

Selling is offering to exchange something of value for something else. The something of value being offered may be tangible or intangible. The something else, usually money, is most often seen by the seller as being of equal or greater value than that being offered for sale. A number of specific selling strategies come under the umbrella of sales or selling, which include personal selling strategies.

E) Retail Loss Prevention

Retail loss prevention refers to the collective measures taken by a retail company to prevent potential losses and to protect its profitability. It includes external threats like shoplifting and refund frauds.

F) Retail Administration

The retail administration is responsible for the performance or management of business operations, including important decision making with regard to planning, budgeting, organizing, coordinating, staffing, directing, reviewing and controlling.

G) Retail Finance

Retail finance includes loan from finance companies, retail lease system, retail hire purchase, term deposit and loan against shares.

H) Operations

Retail operation is concerned with the work that individuals do to keep the retail store functioning. It includes retail salespeople and managers in small or big stores.

I) Publicity

Retail publicity includes strategy for making wide and regular publicity of retail store.

J) Human Resource Management

Human resource management (HRM or simply HR) is the management of an organization's workforce or human resources. It is responsible for the selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labour laws.

SESSION–4
IDENTIFYING KEY ACTIVITIES IN RETAIL

Exercise

1. What is Inventory Management.

_____

_____

_____

_____

Activity

With the help of your mother try and plan stocks (ration) for the coming month. Make a chart and explain.

SESSION–4
IDENTIFYING KEY ACTIVITIES IN RETAIL

Assessment

Fill in the blanks:

1. In retail planning, a _____ plan and retail _____ is prepared for setting up a retail store.
2. A _____ strategy is developed for retail business to penetrate the target market.
3. A _____ plan is developed to show the necessary staff to be employed, including employment policies and procedures.
4. A _____plan shows the assessment of the amount of capital the retail business will need, as well as the proposed use of these funds and the expected future earnings.
5. An_____ management system lets you know what you have, what you need, and when you need it.
6. _____ is taking the product (or merchandise) from a company, and selling it to the customer.
7. _____ is offering to exchange something of value for something else.
8. The retail_____ is responsible for the performance or management of business operations, including important decision making with regard to planning, budgeting, organizing, coordinating, staffing, directing, reviewing and controlling.

SESSION–4
IDENTIFYING KEY ACTIVITIES IN RETAIL

Checklist of Assessment

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between different elements of retailing.

Part–B

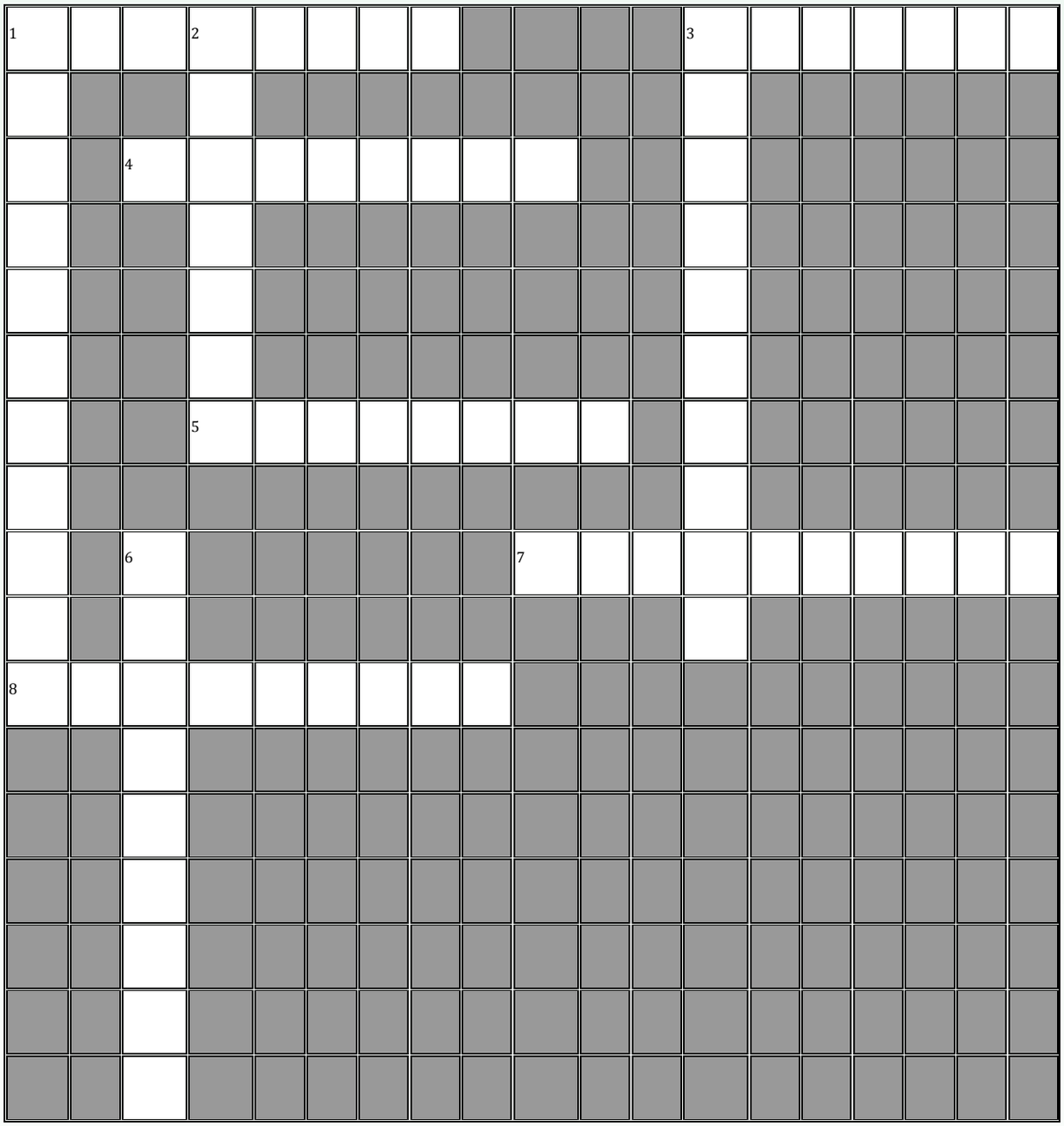
Discussed in class the following:

a) What is retail planning?

b) What is merchandising?

c) What is inventory management?

d) What is human resource management?



ACROSS

1. product means any article, or component part thereof, produced or distributed for sale to a consumer.
3. products are purchased without planning which are also widely available
4. goods are those which, can be seen, touched, felt, held, stored, transferred, and include other physical treatments.

5. products are not purchased frequently as customers plan and compare carefully the brands, price, quality and style before they buy the product.
7. stores are retailers that carry a broad variety and deep assortment, offer customer services, and organize their stores into distinctly separate departments for displaying merchandise.
8. products are bought when there is an urgent need

DOWN

1. products are purchased by customers frequently without making any comparison and shopping efforts.
2. are the products purchased regularly and out of necessity.
3. products are the ones that the companies purchase to make other products, which they then sell.
6. stores concentrate on a limited number of complementary merchandise categories and provide a high level of service in relatively small stores

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to identify the various elements of retailing in a given scenario or store.		

Glossary

Manufacturers: Manufacturers are the ones who are involved in production of goods with the help of machines, labour and raw materials.

Wholesaler: The wholesaler is the one who purchases the goods from the manufacturers and sells to the retailers in large numbers but at a lower price. A wholesaler never sells goods directly to the end users.

Retailer: A retailer comes at the end of the supply chain who sells the products in small quantities to the end users as per their requirement and need.

Consumables products: These are the products that are used up and then replaced on a regular basis, such as food, washing powder (unlike durable items, such as furniture, clothes, electrical goods)

Consumer: Consumer is the end user goes to the retailer to buy the goods (products) in small quantities to satisfy his needs and demands. The complete process is also called as Shopping.

Shopping: The process of purchasing products by the consumer is called as shopping. However there are certain cases where shopping does not always end in buying of products. Sometimes individuals do go for shopping but return home empty handed. Such a shopping is merely for fun and is called window shopping. In window shopping, individuals generally go to the market, check out various options and their prices but do not buy anything. This kind of shopping helps to break the monotony.

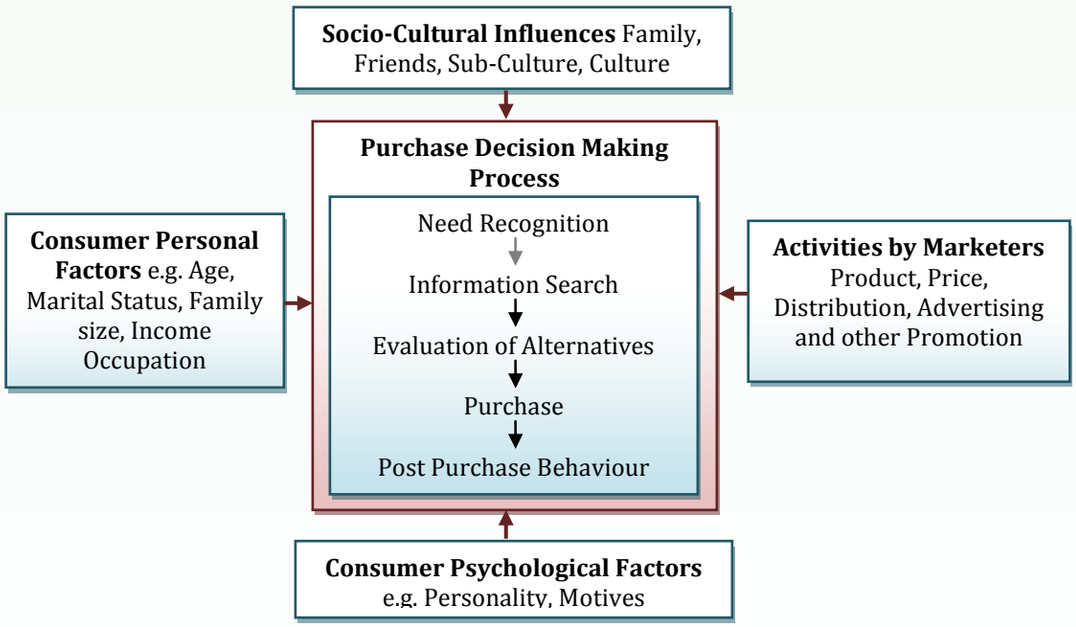
Unit-2: Consumer Behaviour

In Unit 1, you studied about the marketing concept that emphasized the importance of the customer. Customer needs and wants should form the beginning of all product design and marketing activities. For this it is essential for marketers to understand consumer behaviour. Session I of this Unit highlights the importance of studying consumer behaviour and describes the stages in the typical consumer decision making process. Session II describes the different types of buyer behaviour and the participants in the purchase decision.

SESSION–1
DEFINING CONSUMER BEHAVIOR AND ITS SCOPE

Consumer behavior refers to all the processes related to why, how, when, from whom consumers purchase and pay for a product and how they consume and dispose of it in order to meet their needs. Thus the scope of consumer behaviour is very broad. It starts from the point where a consumer experiences a need which can be fulfilled by a product. It includes the decisions and activities involved in the purchase of a specific product alternative. It encompasses all the factors that influence the process of consumer need recognition, choice of alternative and product consumption. These factors include cultural factors (e.g. food and dress habits, customs and rituals), social factors (for example family and friends), personal factors (for example consumer age and occupation), psychological factors (consumer personality, motives, attitudes etc.) and marketing activities. It ends only after the consumer has used and disposed of the product. Figure 2.1 depicts an overview of the factors that influence consumer behaviour.

Figure 2.1: Scope of Consumer Behaviour



Importance of Studying Consumer Behaviour

Studying consumer behaviour can help marketers make better decisions about their marketing programmes. The following are some of the benefits of understanding consumer behaviour for marketers:

- Understanding the needs and the motives underlying consumer purchases can help marketers design better products. Knowledge of the features and benefits consumers look for in a product will enable manufacturers to build in these attributes and benefits in to their brands. For example for consumers who want a bathing soap that fights germs, manufacturers offer brands such as Lifebuoy soap and Dettol soap. For consumers who are looking for a soap which is gentle on the skin, manufacturers offer soaps such as Dove and Pears Similarly for the cost conscious car-owner there is the Maruti 800, Alto and other hatchback car models such as the Hyundai Santro and Maruti Swift. On the other hand for customers looking for luxury cars with more powerful engines, there are car models such as Toyota Corolla and Honda Volkswagen Vento. Product packaging is also influenced by the knowledge of consumer behaviour. Several brands of shampoo have been able to add greatly to their sales by launching the Rs.1 or Rs. 2 shampoo sachet after they realized that many cost conscious consumers want to use quality products but are unwilling to spend a large amount at one time on shampoo bottles.

- Knowing when and where consumers buy products enables marketers to make the product available at the right place and time. The key to the survival and success of many fast-moving consumer goods such as cold drinks, bread, salt and soap is wide availability because marketers have understood that if a particular brand is not available then consumers will easily take a substitute rather than go searching for a specific brand. On the other hand, for high-end luxury products limited distribution is possible and in fact adds to the exclusive image of the brand. With the increase in internet penetration in India and greater consumer confidence about purchasing online, many marketers are ensuring that their products can be purchased through the online mode.

- An understanding of the role that different individuals play in the purchase process can help design better promotional programmes such as advertisement and personal selling and aim them at the right people. For example the manufacturers of milk additives (such as Bournvita, Maltova and Horlicks) address their advertising and sales promotion campaigns to both mothers and children, since the former are the buyers of the product category and the latter are the users. The attempt is to persuade the mothers by highlighting the nutritional value of the product. while attracting children to the brand through good taste and associations with cartoon characters and celebrities.

- A knowledge of the sources of information that various consumers are exposed to or use to know about the product can help marketers ensure that information about the product is available to their target consumer in the appropriate media. Thus products for which the

decision maker are women will be advertised in women's magazines or TV programmes watched by women. Expensive luxury watches will be advertised in glossy magazines read by business executives.

- Pricing decisions also need to be based on an understanding of consumer behaviour. Pricing cannot be a mechanical process based only on cost of the product and desired profit margin. Pricing is a complex task and must also take in to account the value that consumers place on the product as well as competitors offerings. Mobile phone manufacturers such as Nokia, Samsung and Micromax have phones available at various price points in India. These manufacturers want to cater to the customers who would like a low-priced phone with the minimum features as well as the customers who want the latest features and are willing to pay for them.

Consumer Decision Making Process

Although the scope of consumer behaviour is quite vast, in this unit we will study only the consumer decision making process. Consumer decision making can be defined as a process of gathering information, evaluating it and selecting the best possible alternative so as to solve a problem or make a buying choice. A typical consumer decision-making process consists of five stages: (i) need recognition (ii) information search (iii) evaluation of alternatives (iv) purchase (v) post–purchase behaviour. We shall look at each of these stages in more detail in the following paragraphs. However, it must be remembered that not all purchase decisions follow all these steps or do so in this order. Also, the time duration of this process as well as the length of these stages may vary depending on the product, the consumer and the situation. For example the decision making process for a cold drink may comprise only a few seconds. A person who feels thirsty and decides to have a cold drink may quickly buy a Pepsi or Coke without giving the decision much thought, drink it and put the plastic bottle in a garbage bin. However, the decision making process for purchasing a house may take several months or years. Similarly, when a car tyre bursts on the highway and has to be replaced immediately, it is an emergency situation and the car owner will quickly choose from the brands of tyres which are available at the nearest outlet. On the other hand, if car owner was replacing the tyre in the normal course he or she may seek out more information on the various brands and spend considerable effort in evaluating the alternatives before choosing. In the following paragraphs while looking at the steps in the consumer decision making process we shall take the example of Arvind Kumar, the first time buyer of a motor-cycle.

i) Problem or Need Recognition

The purchase process begins when the consumer experiences a need or faces a problem. The trigger for this need could be internal to the customer or could be external. Thus a person driven by hunger or thirst (internal factors) would be motivated to search for food or water. External factors such as seeing a neighbor bring home a new car may cause a person to think about purchasing a new car also.

Marketers must understand the situation or factors that can trigger the need amongst consumers to buy their product. Some of these situations could be (a) reduction in existing stocks: when a housewife sees that the salt in the bottle in the kitchen is getting over or a student sees that the refill in her ball point pen is finishing, this triggers the need to buy a new packet of salt or a new refill. (b) dissatisfaction with existing stocks: a person may feel that the sofa in the sitting room is old and out of style or the coat that he or she is wearing is old-fashioned. (c) recognition of an unfulfilled desire: a family may want to go on a holiday to a place where they have never been earlier or buy a car to improve their status. In this case the person is motivated by a desire to try out something never bought earlier (iv) change in circumstances: improvement in the family's financial situation so that it is now possible to buy a car; the daughter has just entered college and feels the need for a computer at home. Arvind Kumar had always wanted to purchase a motor cycle and the fact that he has recently changed his job and has to now travel to a new office located far from his home may trigger the need to buy a motor cycle.

An understanding of situations that can lead to need recognition by consumers can help marketers ensure that the product is available at locations where need recognition is likely to occur. For example, when a set of picnickers climb up a hill, they are likely to rush for the outlet selling food and cold drinks. Marketers can also trigger need recognition through advertisements and other forms of communication. For example, an advertisement reminds the mother about the germs on the playing field and suggests that X brand of soap would fight germs and keep her child protected and healthy.

ii) Information search

Having recognized a need to solve a problem, the prospective purchaser of a product such as a motor-cycle is likely to seek information about the various options that are available in the market. The various sources of information can be classified in to (a) internal sources of information- this basically refers to the information available to the customer from his her own memory. The customer may have bought and used the product or similar products earlier. Arvind Kumar might have driven one or more motorcycles belonging to his friends and may have made some judgments about these brands or models. Alternatively, the person may have simply read or heard about the product earlier and now remembers this information (b) external sources of information-This refers to basically four sources: Personal Sources- These could be friends, relatives and colleagues. Arvind Kumar is likely to seek the views and advice of his friends or colleagues who are motor cycle owners; Public Sources-These refer to reviews of the product by independent experts and reviewers that appear in different magazines, newspapers or on television; Arvind Kumar may find reviews about a newly launched motor-cycle in an automobile magazine; Commercial sources-These refer to marketing activities by the product manufacturers. They include advertisements in print, television, radio and other media, websites, product exhibitions, personal selling by company

sales force or dealers. Arvind Kumar might carefully read advertisements of different brands of motorcycles and compare the features of the various models; Experiential Sources- These refer to the consumer touching, handling, examining or using the product. Trial use or test drives are opportunities for the consumer to try out the product before purchase. Arvind Kumar may visit motor cycle showrooms and examine the various models. It is likely that Arvind Kumar will gather information from several or all of these sources.

iii) Evaluation of Alternatives

Before purchasing a product, consumers are likely to spend some time and effort in comparing the various options. They may compare the different alternatives on the basis of price, features, reliability etc. Arvind Kumar may compare the different brands and models of motorcycles on price, fuel consumption per kilometer, maintenance costs and brand image. Based on this comparison, the consumer will decide on the brand or brands that best meet his or her requirement and budget. The consumer may also decide about the location or outlet from where the brand has to be purchased. It is important for marketers to understand the criteria or parameters on which consumers will evaluate the products and the order of importance of these criteria.

iv) Purchase Decision

This is the stage where the consumer decides on a particular alternative after a comparison of the attributes of the options available. The consumer forms an intention to buy a particular brand. However, as an old English proverb goes “There's many a slip 'twixt the cup and the lip”, even when the outcome of an event seems certain, things can still go wrong. Though the consumer may have decided on brand X, he or she may finally end up buying brand Y. This could be because of any of several reasons. The particular size, design or color of the brand that the consumer was looking for is out of stock. The customer is made to wait too long or is not attended to properly by the salesperson at the retail outlet. The retailer does not provide the facility of home delivery and installation. In our example, Arvind Kumar might find that there is a waiting time for the model of motor cycle that he had decided on and therefore he finally purchases a comparative model of a different manufacturer which is available immediately. It is therefore important for marketers to not only ensure that prospective consumers decide to buy their brand but to also make sure about availability and facilitate all activities leading to the final purchase. This is required in order to ensure that the purchase intention is converted in to the final purchase decision.

v) Post-Purchase Behaviour

The marketer’s job is not over when the consumer purchases the product. Marketers need to understand the consumers’ experiences while using or consuming the product. Does the consumer face any problems? These problem areas offer an opportunity to improve the

product. For example market research informed Marico, the manufacturers of Parachute brand of coconut oil, that users had a problem in pouring out the oil from the bottle in winter as the oil would set. Marico now makes its Parachute oil also available in wide-mouthed jars, the lid of which can be taken off allowing the oil to be scooped out easily. Similarly, based on studies of usage experience of consumers, many shampoos and lotions come in containers that can be stored upside down allowing the last drop to be squeezed out and used. Marketers also want consumers to safely dispose of product containers and unused products in an environmentally friendly and safe manner. For example plastic and paper containers must be disposed of so as to do minimum harm to the environment and unused medicines past the expiry date must be destroyed. For a long term relationship with the consumer, marketers need to ensure that their products are used by the consumers conveniently and safely and for maximum benefit.

SESSION–1
DEFINING CONSUMER BEHAVIOR AND ITS SCOPE

Assignment

1. Define consumer behaviour and explain its scope.
2. Why is it important for marketers to study consumer behaviour. Illustrate your answer with some suitable examples.
3. Describe the typical steps in the consumer decision making process. Use a suitable product to illustrate your answer.

Answer the following questions

1. Fill in the blanks

a) A typical consumer decision-making process consists of _____ stages

b) Two external sources of information about products are_____ and _____ sources.

c) An understanding of problems that customers face in product usage can help marketers to _____the product.

Activity

In groups of five students, identify a product and list out the different attributes on which consumers are likely to evaluate the product. Will all attributes be equally important to all consumers? If no why? Discuss and submit a short write-up.

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to define consumer behaviour and explain its scope		
Able to explain the importance of studying consumer behaviour.		
Able to list and describe the steps in a typical consumer decision making process.		

SESSION–2
INTRODUCTION TO CONSUMER BEHAVIOUR

Types of Buying Behaviour

The involvement of the consumer in the purchase process varies according to the buying situation. High involvement situations usually involve products that are high priced, have complex features and their purchase is accompanied by high risk. Low involvement situations involve products that are usually low priced and their purchase is accompanied with low risk. Consumer buying behaviour can be classified into three broad categories based on the amount of time and effort consumers are likely to spend on the decision making process:

i) Extensive Problem Solving

This refers to an in-depth search for and evaluation of alternatives. Consumers are likely to put in considerable effort in seeking out information from different sources and comparing the brands on various attributes. The purchase of cars, computers, television and other high value items may often be accompanied by extensive problem solving behavior. Usually the higher the monetary value of the purchase and the greater the importance of the decision the greater is going to be the involvement of the consumer. Parents and students may spend a lot of effort finding out about different colleges and career options for the students. They are likely to engage in extensive problem solving because the decision is a very important one. High involvement purchase situations therefore lead to extensive problem solving behaviour.

ii) Limited Problem Solving

This is an intermediate level of decision making where the consumer has some purchase experience with the product category but would like to gather and evaluate more information about brands, new product features, prices, stores etc. A person buying a new shirt may like to search for different designs and materials but would not put in too much of effort in seeking more information. A housewife may seek some information from her friend or neighbor about a new brand of cooking oil and then decide to purchase it. These are situations of moderate involvement for the consumer.

iii) Routinized Response Behavior

These are the least complex type of decision making situations, where the consumer bases choices on his or her own past experience and product knowledge and needs no further information. Hardly any time or effort is spent in the search for or evaluation of information. Purchase of many fast-moving consumer good (FMCGs) such as toiletries, tea, coffee, cold drinks are low involvement situations where consumers engage in routinized response behaviour.

	Extensive Problem Solving	**Limited Problem Solving**	**Routinized Response Behaviour**
Complexity of decision making	High	Medium	Low
Time taken to make decisions	High	Low to Medium	Low
Consumer Involvement	High	Medium	Low
Information gathering	Yes	Yes but limited	No
Information sources	Many	Few	Few or none
Knowledge about the product	No	To a very great extent	Yes
Brands considered	Many	Few	One , Very Few
Examples	Real Estate, Choosing a college, A first car	Shirts, New brand of cooking oil, Home furnishings	Toothpaste, Soap Cold Drinks, Tea,

Table: Types of Buying Behaviour

It must be remembered that the above classifications of levels of buying behaviour are broad generalizations. Thus whereas for many buyers the purchase of a car may involve extensive problem solving behaviour, for some high net worth buyers , the purchase of a new car may be a limited problem solving situation.

Buyer Roles in Consumer Decision Making

For many consumer products a number of individuals are involved in and influence the decision making process. The roles that various individuals may play are:

i) Initiator

This is the person who first proposes that a certain product needs to be purchased. For example a student may be the one to suggest to his parents that a computer should be purchased as he would like to learn to use it. The housewife who proposes that the family should buy and air-conditioner is also playing the role of the initiator.

ii) Influencer

This is the individual whose opinion, advice or viewpoint has an impact on the purchase decision. Influences may gather information about the various alternatives and convey this to the others. An influence may be a member of the family or outside it. In the example of the computer, the student's elder sister may collect information about the features and prices of various brands of computers and make the recommendation about buying a particular brand. A neighbor may strongly recommend a particular air conditioner manufacturer because of the good service provided. Teenage children often have considerable influence on the car model purchased by the parents.

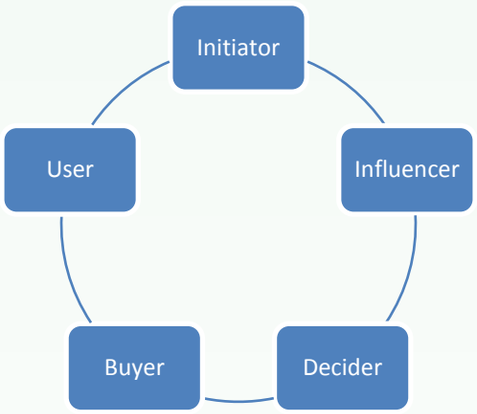


Figure: Role of Participants in the Buying Decision

iii) Decider

This is the individual who makes the final decision o any aspect of the purchase decision such as whether to buy, what to buy, how to buy and from where. In the example of the computer this could be the father. For apparel it may be the teenager who decides the brand and the style. For food and grocery items, soaps and detergents, the housewife may be the decider. In many cases it may be the husband and wife making a decision jointly.

iv) Buyer

This is the individual who conducts the purchase transaction. She or he visits the store, selects the item and makes the payment.

v) User

This is the individual who actually uses or consumes the product. It could be the child who consumes the milk additive that has been purchased by the mother. The student uses the personal computer while the user of the air conditioner may be the entire family.

In some cases each of these roles are played by different individuals inside or outside the family. In other cases one individual may undertake two or more roles. Thus the mother may be the initiator, the decider and the buyer for a brand of baby food and the baby is the user. In other cases one individual may play out all the roles. For example the child may be the initiator, the decider, the buyer and the user for a bag of potato chips.

Marketers need to understand as to who are the participants in the purchase decision for their products and the roles that these participants play. It is necessary to communicate and promote the product and its benefits with all the participants, since they have the potential to impact the purchase decision. It must also be remembered that these different individuals will be looking for different benefits and value in the product. Thus whereas children may be looking for good taste, mothers will be looking for nutritional value in the food products. Can you think of any food brands which claim great taste and high nutritional value? The wife may be looking at convenience in a washing machine while the husband may be evaluating it on electricity and water consumption.

SESSION–2
INTRODUCTION TO CONSUMER BEHAVIOUR

Assignment

1. Explain the different types of buying behaviour for consumer products. In which situations are each of these behaviours most likely to be displayed?
2. Describe the roles of participants involved in the buying decision. Are these roles always performed by different people? Use examples to illustrate your answer.

Activity

1. In groups of five students, identify three products purchased by members of a household and list out (a) the buying roles that are likely to be played by different family members in the purchase process and (b) the product attributes and benefits that each of these individuals will use to evaluate the products.
2. For the products identifies in Activity 1 above search for and analyze the promotional efforts of two manufactures. Explain (a) At whom are their messages aimed? (b) What features and benefits are being highlighted? (c) Are these efforts in line with your analysis in Activity 1? Submit a written report on Activity 1 and 2 _____

Assessment

Answer the following questions

1. Fill in the blanks

a) Consumers are likely to engage in _____ problem solving while purchasing high involvement products.

b) While purchasing fast moving consumer goods, buyers are likely to exhibit _____ responses.

c) _____is the person who first suggests that a product needs to be purchased.

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to explain the different types of typical buyer behaviour for consumer products.		
Able to describe the participants and their roles in the buying decision.		

Unit-3: Careers in Retailing

INTRODUCTION

The rapid growth of malls, supermarkets and other new retail formats is creating a need for professionally trained human resource. The malls are growing not only in metro cities but also in smaller towns. The total number of people employed in retail sectors is doubling almost every year. The career opportunities in the retail sector are very large. The various opportunities in retail industry are in the areas such as inventory management, supply chain management, sales and marketing, public relations, human resource management, etc. Some of the areas which are becoming very popular include- technology in retailing, supply chain management, business development, marketing, product development and research. Under such circumstances it is but natural that education and training is getting due importance and the demand of professionals in the retail qualifications are increasing considerably on a year to year basis.

Food and beverages, electronics and apparels are few of the segments in the retail industry that are experiencing higher growth. Some of the typical jobs available in the retail industry include the following:

- Store Manager
- Assistant Store Managers
- Sales Executives
- Retail Bagger
- Junior Merchandiser
- Visual Merchandisers
- Supply Chain Distributors
- Retail Buyers and Merchandisers
- Customer Service Associate
- Retail Sales Associate
- Merchandiser
- Marketing Executive
- Management Trainees

- Logistics and Warehouse Managers
- Inventory Monitoring Officer
- Department Managers

Some of the areas with employment potential in retail jobs are as follows:

- Warehouse
- Tours and Travels
- Shopping Malls
- Restaurants
- Provision Stores
- Multiplexes
- Insurance Companies
- Cafes
- Book Shops
- Airlines
- Advertising Agencies

This ***unit deals with the entry level and managerial jobs available in an organized retail store*** and describes the basic responsibilities and activities. It will help you to develop a perception about the nature of occupational activities in the retail sector and to match your interests and skills with the different career options.

SESSION–1
ENTRY LEVEL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Relevant Knowledge

A retailer owes his/her success to their frontline staff, which can also be said to be the face of the company. Trained professional are now being hired at various positions at an entry level in the Retail industry for the success of the retail organizations. Some of the entry level positions in the retail industry are discussed as below:

Customer Service Associate

To be a Customer Service Associate, one should have good knowledge about the products, the shop, the customers, etc. Knowledge and skills that a Customer Service Associate should possess include the following:

- Good communication skills

- In depth knowledge of store offerings.
- Knowledge of product features such as brand options, features and benefits of the products, use/application, shelf life/use by dates, care and handling, storage requirements, product/ ingredient/material safety features, price and warranty, etc.
- Knowledge of current sales promotion schemes of the company and ability to communicate the same to the customers.
- Ability to describe merchandise and explain use, operation, and care of merchandise to customers.
- Ability to promote and sell i.e., selling skills.
- Knowledge about the merchandise and inventory to help customers find the desired merchandise which is not on display.
- Ability to watch out for security risks and thefts, and know how to prevent or handle these situations.
- Ability to understand product information, store policies and procedures
- Ability to guide the customers to the relevant sections of the store.
- Knowledge of policies regarding exchanges.

Store Demonstrator

Store Demonstrator in department stores, supermarkets and other retail businesses works for introducing products (which may be new to the market or on promotion) to customers to help increase sales. He/she demonstrates a wide range of different products including food and beverages, domestic appliances, kitchen gadgets, home care products, personal care & beauty products, tools, home improvement products and toys. The typical duties of a store demonstrator includes:

- Setting up a counter or canopy where a promotion takes place
- Arranging stock, posters and other publicity material to attract customers
- Demonstrating how to use a product
- Explaining the benefits of a product and answering questions about it.
- Handing leaflets, brochures, coupons and free samples
- Talking to individual passers-by, or using a microphone to catch the attention of groups of people
- Monitoring stock levels
- Keeping sales records

Retail Bagger

A Retail Bagger is responsible for packaging customer's purchases so that they can be transported safely and conveniently between the store and the customer's home. He/she needs to interact with customers using eye contact, a smile, and polite conversation. A retail store employs Retail Baggers solely for the purpose of improving their customers' purchase experience at the point of sale. Baggers bring friendliness and care to a retail store's shopping experience. **Main duties of a Bagger**

- Helping the cashier is the main duty of a bagger.
- Baggers usually work directly with cashiers at the same counter.
- The cashier prepares the bill and the Bagger packs the goods, ready to be handed over to the customer. Therefore store baggers must be fast and organized.
- The employee should confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.

This will save both the trouble of return and exchange of goods due to incorrect packing.

- Furthermore a Bagger's duty also requires him to return any items left at the sales counter by customers to its proper place in the store.
- This helps the Bagger understand the store layout better and also increases his knowledge about products which is invaluable while guiding customers.

Junior Merchandiser

Merchandisers select and purchase goods for a company. These goods are then put for sale after reviewing data, customer opinion and price comparisons. Junior/Assistant merchandisers assist the lead merchandiser in creating and maintaining a successful business strategy.

The following are the main duties of a Junior Merchandiser

- Organize the display of products at the store.
- A Junior Merchandiser works with existing suppliers to achieve deadlines.
- Check the quality and shelf life of products,
- Place specific products in the correct display areas
- Rotation and display of stocks.
- Communicate effectively with Customers, Buyers, and internal team.
- Completing regular sales reporting, liaising with stores, forecasting and planning stock.
- A good sense of design, style and colour.
- Creativity and imagination.

- Knowledge of IT, for computer aided design work
- Attention to detail.
- Ability to work to deadlines.
- Stamina and fitness.
- Good communication skills.
- Ability to work well as part of a team and also alone.

Retail Sales Associate

Retail Sales Associates are responsible for providing an exceptional shopping experience for every customer and in assisting the Store Manager with the daily operations and objectives of the Store. This job requires a blend of good communication skills, strong communications, and immense dedication.

Duties and Responsibilities

- Follow standard operating procedures and complete all tasks as assigned by the Store Manager
- Maintain cleanliness of the store and replenish merchandise as it is sold
- Educate self on new product features and benefits if not part of sales training
- Acknowledge all customers and be attentive
- Interact with customers by assisting them in locating and demonstrating products
- Update customers about features and benefits where applicable, and by offering suggestions and alternatives
- Strategize with Store Manager to meet sales targets

SESSION–1
ENTRY LEVEL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Exercise

Case based problem

Scenario–1

You are a customer service associate and Mr. X comes to you and complains about the damaged toy which he bought from the store where you work. He discovered that the toy was damaged when he opened the pack at home. How would you handle the complaint of Mr. X? You will (tick the most appropriate answer from the options given below)

1) Offer to change the toy with another one, keeping in the company's exchange policy
2) Immediately arrange for the refund of the money

3) Ask Mr. X to meet the manager

4) Ignore the complaint and continue doing your work.

Scenario–2

You notice that your colleague is arguing with the customer and responding rudely to the queries of the customer. What will you do? You will (tick the most appropriate answer from the options given below)

1) Tell him that being rude is probably going to be bad for him in the long run

2) Tell him that such a behaviour will spoil the reputation of the retail store

3) Ask him to leave and handle the irate customer politely and set an example of how to deal with customers

4) Immediately report to the assistant store manager about the misbehavior of your colleague

SESSION–1
ENTRY LEVEL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Assessment

Fill in the Blanks

1. A retailer owes his/her success to their _____staff.
2. A Customer Sales Associate should have the knowledge of current sales _____ schemes
3. A Customer Sales Associate should have good knowledge about the features of the _____.
4. A Customer Sales Associate should have the knowledge of store _____ and procedure regarding exchanges.
5. A Stock and Inventory Associate provides the support that makes merchandising and inventory _____ possible.
6. A Store Demonstrator demonstrates how to use a _____.
7. The job of a _____requires a blend of skill, strong communications, and immense dedication.

SESSION–1
ENTRY LEVEL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Checklist of Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between Customer Sales Associate and Stock and Inventory Associate.

Part–B

Discussed in class the following:

a) What are the roles and functions of Customer Sales Associate?

b) What are the roles and functions of Stock Inventory Associate?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

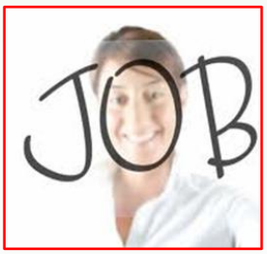
Performance standards	Yes	No
List 3 departments within a retail organisation		
List 2 jobs within a retail organisation		

SESSION–2
MANAGERIAL JOBS IN'RETAIL OPERATIONS'AND'CUSTOMER SERVICE'

Relevant Knowledge

Retail Sales and customer service are the part of front end operations in retail. There are a lot of people involved in the Retail Industry ranging from trolley pusher, sales assistant to the Director of Operations.

Managerial Jobs



Management level jobs most often involve the supervision of entry level and front line employees. Let us look at some of them to understand the typical role and responsibilities of the person at that position.

Store Manager

Store managers are responsible for the successful execution of all aspects of a retail store operation. Employee supervision, merchandising, marketing execution, inventory management, and budget control are the ways in which a store manager ensures the profitability of a retail outlet. The function of the store manager is to oversee the daily operations of a retail store. He/she works towards meeting sales targets and customer satisfaction standards by maximizing the customer's experience. He/she manages store operations to ensure maximum sales and profitability. He/she oversees key business activities such as store presentation, marketing execution, inventory management, loss prevention, payroll management, risk management, and daily operational cost control.

Assistant Store Manager

Assistant managers plan, organize, delegate, and work alongside the store manager to ensure that the store is operationally functional and efficient. The function of the assistant store manager is to support the manager in the daily operations of a retail store. The assistant store manager ensures that the store personnel are providing exceptional customer service. This includes answering questions and assisting with product selection, purchases, and returns. Assistant store managers help ensure the store is clean, well organized, and properly merchandised. It is also the assistant's responsibility to make sure all store policies, procedures, and controls are followed, as well as planning, organizing, and delegating work among staff.

Customer Services Manager

As a customer services manager, it would be your job to make sure that customers' needs and expectations are satisfied. You could be responsible for anything from managing a customer service team and dealing with enquiries in person, to developing customer service standards for a large company. The typical duties of a customer services manager include:

- Helping to develop or update customer service policies and procedures
- Managing or leading a team of customer services staff
- Handling enquiries from customers
- Handling complaints from customers
- Advising customers on the organisation's products.
- Investigating and solving customer problems escalated from other customer service staff
- Liaising with customers regarding an unexpected event, such as a security issue, a recall, or a customer being taken ill
- Authorising refunds or other compensation to customers
- Ensuring accurate records are kept of communications with customers
- Analysing key metrics to determine how well customers are being served
- Meeting with management to report on customer service and discuss improvements
- Preparing or writing information for customers
- Developing or improving feedback or complaints procedures
- Helping to recruit, train and appraise new staff
- Keeping up to date with the company's products
- Keeping up to date with developments in customer service best practice e.g. by reading journals, attending meetings and courses and any changes in relevant legislation.

Risk Manager

A risk manager will access the current market and project trends, and evaluates the retailer's monetary risk in terms of credit, market risk and operational risk in order to ensure that a retailer's investments are being monitored effectively.

Management Trainee

Management trainee receives the company-specific training and on-the-job experience, which they need to assume a position as a retail store manager. As a management trainee you learn supervisory and technical skills that are in alignment with the company's operational strategies. In this position you will work as an apprentice under store manager, and you will gain the knowledge and skills to become an assistant store manager.

SESSION–2
MANAGERIAL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Exercise

You are Store Manager of ABC Company. You have been asked by the owner of the store to quickly do something about developing rapport with the customers? What will you do to develop a quick rapport with customers? You will (tick the most appropriate answer from the options given below)

1) Send short messages on the mobile to attract customers to the retail store.
2) Ask your subordinates to stand outside the store and invite people to the store.
3) Train your subordinates in providing better customer service.
4) Develop a plan to attract customers to the store.

You are an Assistant Store Manager of XYZ Company and the Store Manager asks you to handle an employee who is always late in reporting to the duty. What will you do? (tick the most appropriate answer from the options given below)

1) Take necessary action to terminate the services of the employee.
2) Listen to the grievance of the employee and advice not to come late.
3) Listen to the grievance of the employee and try to solve his/her problem so that he/she is not late in future
4) Insult the employee before other employees by telling him/her that he/she is always late and this attitude will not be tolerated.

SESSION–2
MANAGERIAL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Assessment

1. Retail Sales and customer service are the part of _____ (front/back) end operations in retail.
2. The _____ of operations is the top most position at the store in the hierarchical chain of retail jobs.
3. Management level jobs most often involve the _____ of entry level and front line employees.
4. Employee supervision, merchandising, marketing execution, inventory management, and budget control are the ways in which a _____manager ensures the profitability of a retail outlet.
5. The function of the _____manager is to oversee the daily operations of a retail store.
6. The function of the _____ store manager is to support the manager in the daily operations of a retail store.
7. Helping to develop or update customer service policies and procedures is the responsibility of _____ Services Manager.
8. Management trainee receives the company-specific training and _____ experience to assume a position as a retail store manager.

SESSION–2
MANAGERIAL JOBS IN RETAIL OPERATIONS AND CUSTOMER SERVICE

Checklist of Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between the role of store manager and assistant store manager.

Part–B

Discussed in class the following:

a) What are the role and functions of a store manager?

b) What are the role and functions of a customer services manager?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
List 3 departments within a retail organisation		
List 2 jobs and their role and responsibilities within a retail organisation		

SESSION–3
JOBS IN MERCHANDISING

Relevant Knowledge

Another attractive opportunity is that of **merchandising**, which is mainly concerned with purchase of goods that are offered for sale in the store. This requires knowledge about supply chain, and understanding of accounting. Merchandising is not just about displaying products on windows. It has a major role during promotional activities of a product, or launch of a new brand. It helps to show to the customer new arrivals inside the store, the range of merchandise, the arrival of a new trend and the price of the product. It also helps in announcing the arrival of new seasonal and occasional products.

Visual merchandising starts with the store building and design. The store is designed to reflect the products that the store is going to sell. The displays should be attractive, educate and appeal to the visual sensory elements of the customers, creates desire and finally augments the selling process. Use of display posters, signage, brochures and leaflets are effective merchandising techniques, but the retailer should be aware of the policies and compliances with regard to size and materials.

Merchandising Manager

A Merchandising Manager is responsible for purchase and selection of the entire range of merchandise. The manager decides the pricing and coordinates with distribution/Supply Chain Management (SCM) department for timely delivery of merchandise.

Logistic Manager

The responsibility is of receiving and dispatching the goods with proper documents.

Visual Merchandisers

Visual Merchandisers give the brand a face, so they hold one of the very important positions in the industry. Being a part of concept and design they could also be a technical designer, product developer and store planner. They use the concepts and principles of visual merchandising in their stores to make the merchandise more attractive and desirable to a customer.

Retail Sales Merchandiser

A Retail Sales Merchandiser is the connector between a manufacturer who makes products and the retailer who sells those products. By providing execution, education, promotions, and reporting support, the retail sales merchandiser helps maximize sales and increase sales volume which benefits both the retailer and the manufacturer.

Rather than working for one particular retail company, a retail sales merchandiser is employed by a manufacturer of products to interface with a number of different retail outlets that carry the manufacturer's merchandise. After a sales contract has been created, it is the responsibility of the retail sales merchandiser to provide service and maintain a good working relationship with retailers. The goal of retail sales merchandisers is to help both the retailer and the manufacturer maximize sales and increase sales volume. This goal is accomplished through execution, education, and promotion.

As a retail sales merchandiser, you will be ensuring that a proper level of stock is maintained, and that the merchandise is displayed appropriately with proper signage and favorable shelf placement. This includes setup, Plano gram execution, stocking, fronting, facing, and rotating of the manufacturer's products.

Typical duties of a Retail Sales Merchandiser include:

- monitoring stock movements and analyzing sales figures, forecast future sales and stock requirements
- promoting special offers, publicity and sales.
- reducing slower selling lines
- forecasting future sales and profit margins, generally using computer modeling software.
- planning budgets and presenting sales forecasts to managers
- negotiating prices and orders with suppliers, and agreeing delivery terms
- tracking the delivery of stock, ensuring goods arrive on time and meet quality standards
- monitoring product sales activities and adjusting stock levels
- setting prices and sales targets for individual stores
- communicating special offers and marketing initiatives to retailers
- helping visual merchandisers to plan store layouts to promote key lines
- visiting suppliers and stores to see how products are selling
- gathering information relating to customer reaction to products
- accompanying buyers on visits to manufacturers to appreciate production processes.
- identifying production and supply difficulties and dealing with them as and when they occur
- controlling stock levels based on forecasts for the season

SESSION–3
JOBS IN MERCHANDISING

Exercise

Activity–1

Imagine you are Visual Merchandiser of Banta-Santa Retail Store. The festival of "Diwali" is approaching and you have been asked by the Store Manager to prepare a visual display using cut outs of "Diyas" and "Crackers" to decorate the window of the store.

Plan the display, considering the theme i.e. Diwali and the budget. You may even sketch your display on paper. Gather your visual display tool box, the merchandise and make sure that all materials and tables are clean. Your visual display tool box may include the following:

1. Scissors,
2. Stapler
3. Two-Sided Tape
4. Pins
5. Hot glue sticks and glue gun
6. Tape Measure
7. Utility Knife/ Paper cutter
8. Hammer, Nails, Screwdriver, Screws
9. Notepad, Pencil, Permanent Marker
10. Paper Towels
11. Cello tape
12. Colour pen/pencils

Activity–2

Visit 5 retail stores near your home and compare how they have displayed their products. Based on your observation, answer the following questions:

1. How space is being used to display goods in different types of retail outlets.

	Space Utilization is			
Name of Store	**Excellent**	**Good**	**Fair**	**Bad**

2. Describe how 2 retail outlets have used display techniques to encourage customers to purchase goods.

Retail Outlet 1: Retail Outlet 2:	

SESSION–3
JOBS IN MERCHANDISING

Assessment

Fill in the Blanks

1. Merchandising is mainly concerned with _____ of goods that are offered for sale in the store.
2. Merchandising requires knowledge about _____ chain, and understanding of accounting.
3. Merchandising has a major role during _____activities of a product, or launch of a new brand.
4. A Merchandising Manager is responsible for selection and _____ of the entire range of merchandise.
5. SCM stands for _____ Chain Management.
6. A _____ merchandiser make the merchandise more attractive and desirable to a customer.
7. A Retail Sales Merchandiser help _____ merchandisers to plan store layouts to promote key lines.
8. Logistic Manager is responsible for receiving and _____the goods with proper documents.

SESSION 3
JOBS IN MERCHANDISING

Checklist of Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between the role and responsibilities of a Visual Merchandiser and a Retail Sales Merchandiser.

Part–B

Discussed in class the following:

a) What are the role and responsibilities of Merchandising Manager?

b) What are the role and responsibilities of Visual Merchandiser?

c) What are the role and responsibilities of Retail Sales Merchandiser?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
List 3 role and responsibilities of a Visual Merchandiser		
List 5 role and responsibilities of Retail Sales Merchandiser		

SESSION–4
JOBS IN HUMAN RESOURCE MANAGEMENT

Relevant Knowledge

You might have heard about manpower and manpower planning. Let us first try to understand the difference between the manpower planning and human resource management. Manpower planning, which is a traditional function of a human resources department involves use of procedure or tool for forecasting the number of workers a company will need in future years. The manpower plan represents a response by the personnel function to ensure that the necessary supply of people is forthcoming to allow the targets to be met. Human Resource Management (HRM) on the other hand is the

function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization. Human Resource Management can also be performed by line managers.

There are a whole range of functions which the Human Resource (HR) Department of the retail stories involved. The HR Department performs the functions related to staff planning and recruitment, liaison with other organizations, keeping the managerial level personnel updated with the changes in policies and laws, staff training and development, career development of employees, payroll, administration, providing records and details of the employees to other departments, staff retention, dealing with grievances, etc.

HR Manager

The HR Manager performs the functions related to recruitment and training of employees. He/she is responsible for the development of organizational policies, suggesting qualifications and skills sets for recruitment, hiring people, transferring employees, employee training, administration, welfare and compensation. The HR manager is involved in developing employment descriptions, preparing job advertisements, reading through Curriculum Vitae, devising application forms and then short listing, interviewing and selecting new members of staff. He/she is main interface between the employees and the owner of the retail store.

SESSION–4
JOBS IN HUMAN RESOURCE MANAGEMENT

Exercise

1. Imagine you are a Human Resource Manager and an employee Mr. X comes to you with a complaint of bullying by another employee Mr. Y. He states that he is being harassed everyday and is not able to concentrate on his work. What will you do in such a situation? You will (tick the most appropriate option from the choices given below)

   a) Advice Mr. X to leave the job and look for some other job.

   b) Call Mr. Y and scold him in front of Mr. X and warn him of dire consequences.

   c) Call Mr. Y and listen to his point of view and resolve the conflict between them.

   d) Report the matter to higher authorities and seek the termination of services of Mr. Y.

2. Visit a Retail Store and talk to the HR Manager. Ask him questions related to his role in resolving conflicts between employees and describe the actions that he/she usually take for resolving the conflicts between employees.

SESSION–4
JOBS IN HUMAN RESOURCE MANAGEMENT

Assessment

Fill in the Blanks

1. The Human Resource Department performs the functions related to _____ planning and recruitment
2. It is the responsibility of the _____ _____ Department to deal with grievances of employees.
3. The Human Resource _____ performs the functions related to recruitment and training of employees.
4. The HR Manager suggests _____and skills sets for recruitment of people.
5. The HR Manager is the main interface between them _____ and the owner of the retail store.

SESSION–4
JOBS IN HUMAN RESOURCE MANAGEMENT

Checklist of Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between manpower and human resource.

Part–B

Discussed in class the following:

a) What are the role and responsibilities of a Human Resource Manager?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
List 3 functions of a Human Resource Department		
List 5 role and responsibilities of a Human Resource Manager		

Unit-4: Product Classification

INTRODUCTION

Retail firms keep a large variety of products from different manufactures and also provide customer needed services. In a small kirana store/ provisonal store, the number of brand products and other goods are limited. Providing variety of goods and services gives a wide choice to the consumers. Retailers enables assortment of products from various manufacturers.

For buying merchandise for their retail stores, the retailers must understand whatever purchases they plan to make on behalf of its customers. The retailing will not be possible unless the retailer does suitable pricing of merchandise proposed to be bought. Indian customer looks for good values for money. To some people, good value means lower prices. Others are willing to pay more as long as they are getting their money's worth in terms of product quality, services, convenience etc. Prices fixed by retail stores helps determine the image of the store and the types of customers it may attract.

Keeping in view the importance of the product knowledge, you will learn the classification of products.

SESSION–1
TYPES OF PRODUCT

A **product** is anything that can be offered to a market to satisfy a want or need, including physical goods, services, experiences, events, persons, places, properties, organizations, information, and ideas.

Products can be classified into below broad categories:

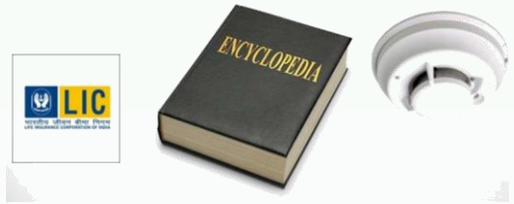
a) Consumer products

b) Industrial products

c) Durability and Tangibility

Consumer Products

Consumer products are purchased by the customers for ultimate consumption. These are not meant for resale. These goods can be further classified on the basis of how consumers buy them:

Product Classification	Consumer Products
Convenience Products ☆ Buy frequently & immediately ☆ Low priced ☆ Many purchase locations ☆ Includes: ▪ Staple goods ▪ Impulse goods ▪ Emergency goods 	**Shopping Products** ☆ Buy less frequently ☆ Consumer does research before purchase ☆ Fewer purchase locations ☆ Compare for: ▪ Suitability & Quality ▪ Price & Style
Specialty Products ☆ Special purchase efforts and consumer ready to pay a premium price. ☆ Unique characteristics ☆ Brand identification ☆ Few purchase locations 	**Unsought Products** ☆ New innovations ☆ Consumers don't know or doesn't think of buying. ☆ Require much advertising & ☆ Personal selling 

Industrial Products

Machinery, manufacturing plants, materials, and other goods or component parts for use or consumption by other industries or firms. Demand for industrial goods is usually based on the demand for consumer goods they help produce (called derived demand). They are classified as (1) Production goods, that enter the production of a final product, such as the raw materials and component parts, or (2) Support goods, that assist in the production process, such as fixed equipment and machinery, instruments, jigs, tools, etc.

These products can be classified as below:

a) Materials and parts

These are the Goods that enter the product directly. The costs of these items are treated by the purchasing company as the part of manufacturing cost. Material and parts are further segregated into three parts that are:

Raw Materials: These are the basic products which enter into the production process with little or no alterations. They may be marked to user customers or OEMs (Original Equipment Manufacturers). Such as iron ore, crude oil, vegetables.

Manufacturing Materials: That also includes those raw materials that are subjected to some amount of processing before entering the production process. Such as acids, fuel oil, steel and chemicals.

Component Parts: These are the semi finished parts that can installed directly into the products with little or no additional change. Such as small motors, batteries and tyres.

Fig: Material Parts

b) Capital Items

Capital items are those which are used in the production process. They are normally treated as user customers. Capital items are classified in to three groups:

Heavy equipments: These are the major and long term investments such as general purpose and special purposemachines, turbines, generators and earth movingequipments.

Light Equipments: Light equipments and tools which have lower purchase prices and are not considered as the part of heavy equipment such as typewriters, computers and small electric motors.

Plant and Buildings: These are the real estate property of the company. It includes the firm offices, plant, warehouses, warehouses and parking lots.

Fig: Capital Items

c) Supplies and Services

Supplies and services support the operations of the purchasing organization. They are not considered as the part of the finished goods. They are further segregated into two parts:

Supplies: These items are generally standardized and are marketed to a wide cross section of industrial users. Such as paints, oils, greases, pencils, stationary etc.

Services: Company needs a wide range of services like building maintenance services, auditing services, legal services, courier services and many more.

Fig: Supplies

Fig: Services

Durability and Tangibility

a) Tangible products

a) Intangible products

Tangible Products

Tangible goods are those which, can be seen, touched, felt, held, stored, transferred, and include other physical treatments. Judging by the aspect of sustainability of tangible goods, these are classified into two types as described below:

- **Non-durable Goods:** Perishable goods are tangible goods that are normally consumed in one or a few hours of use. Examples are soap, beverages and snacks, chalk, sugar and salt. The frequency of purchase is high and therefore, they should be made available at many locations.

Fig: Non Durable Goods

- **Durable Goods:** Durable goods are tangible goods that normally survive long during use normally a year or so. Examples include TV, fridge, car, and computer etc. In general, these types of goods require personal selling and service more than non-durable goods, offer greater benefits and need a guarantee/warranty from the retailer.

Fig: Durable Goods

Intangible Products

Intangible products are those which do not have physical entity like goods. For example, services provided by a hair dresser, a beauty salon, hotels, schools, repair of a machine etc.

Fig: Services

Some additional services are classified into several groups and are briefly discussed below:

i) **Information:** It may be as street/directions to producers, the timetable or schedule for delivery of products/services, pricing, instructions about how to use the main products or services, warning (warnings), conditions sales/service, notice of changes, documentation, confirmation of booking a summary invoices, receipts and tickets.

ii) **Consultative Selling:** It assists the customer/ consumer in the buying decision making process.

Exercise

Describe different type of products available in a retail store.

SESSION–2
TYPES OF PRODUCTS – BASED ON BRANDING

A brand is a name, term, design, symbol, or any other feature that identifies one seller's product or service as distinct from those of other sellers

National Brand: The brand name of a product that is distributed nationally under a brand name owned by the producer or distributor is known as national brand. Examples are: Britania Biscuits, Dalda Ghee, Amul etc.

Regional/Local Brands: Local brands (products distributed only in some areas of the country are known as regional/local brands. Examples are: Cramica, Idiyam Ghee. Local brands may appeal to those consumers who favor small, local producers over large national or global producers, and may be willing to pay a premium to "buy local"

Private Label Brands: Products that carry the brand of the retailer rather than the producer are known as private level brands. Examples are Great Values, George. The private label producer can offer lower prices because they avoid the cost of marketing and advertising to create and protect the brand.

Importance of Branded products

Retail branding has developed to such an extent that, today, retailers are perceived as being brands in themselves rather than as distributors of manufacturer brands. Many retailers have developed such a strong consumer franchise that customers are more loyal to the retailer than they are to the manufacturer's brand. Retailers also create their brand images in different ways, e.g., by attaching unique associations to the quality of their service, their product assortment and merchandising, pricing and credit policy, etc. However, retailer brands are sufficiently different from product brands.

In most consumer industries, the image of retailer brands also depends on the manufacturer brands they carry and the image of those brands. Retailers use manufacturer brands to generate consumer interest and loyalty in a store. Manufacturer brands significant consumer pull, often more than the retailer brand does. To the extent "you are what you sell," manufacturer brands help to create an image and establish a positioning for the store.

Non-Branded Products

Some products are not having any brands. Examples include agricultural products such as vegetables, fruits, cereals, grains, pulses, spices etc. The producers are not putting any brands, but the demand is very high due to the necessity of the products. These products pin point consumer's view and helps in carefully identifying the quality and bargains while buying these products.

Recently a number of companies have successfully pursued "no-brand" strategies by creating packaging that imitates generic brand simplicity. This no-brand strategy means that little is spent on advertisement. In rural areas most of the products are non-branded products marketed in the village markets. Even in cities also vegetables and fruits are selling with simple pacaging material in "Reliance Fresh" and other Super Markets.

Activity

Visit a retail store and name at least five branded products and five non branded products

SESSION–3
HANDLING PRODUCTS

INTRODUCTION

Retail is the sale of goods and services from individuals or businesses to the end user i.e. the consumer. A retailer purchases goods or products in from manufacturers or directly through a wholesaler, and then sells smaller quantities to the consumer for a profit.

Retail is classified by type of products based on the kind of handling required, as follows:

1. **Food products** – e.g., milk, bread, cookies, chocolates, canned food items, cold drinks, vegetables, fruits, milk products, etc.
2. **Hard goods or durable goods**–examples are electrical and electronic appliances, furniture, sport goods, etc.
3. **Soft goods or consumables** - clothing, apparel, and other fabrics.

The good or products have to be handled and displayed by the retailers in a manner that they are not damaged and attract the customer.

Most of the food products are perishable, except canned food as they have greater shelf life and a certain expiry date, and therefore food items have to be handled carefully.

Relevant Knowledge

As the store merchandise sells, workers move new product onto the floor or shelves. Material handling is the moving of materials from one point to another point. Product movement is done so that the shelves are continuously restocked with items. An efficient material handling system is therefore essential for product movement.

Importance of material handling: Material handling is done to transport goods and materials to areas where they are needed. They help keep production flowing. Without proper material handling, there is an increase in delay of supply and the sale slows down.

Methods and equipment: There are many methods used to handle materials. Manual handling activities include carrying and the moving of loads, as well as pushing, pulling, lifting up and putting down. The moving and handling of materials must be done with the proper equipment by experienced and trained staff. Some of the common types of material handling equipment used include cranes, slings, moving trucks, forklifts, pallet jacks, hand dollys, conveyors, trailers, storage bins, pallets, and storage containers.

Safety aspects: Manual handling of containers may expose workers to chemical and physical hazards that can lead to illness, injuries, wasted energy, and wasted time. Using the wrong equipment or letting just anyone try to move and store materials can lead to accidents. Safety is an important aspect of material handling. Equipment that is used must be big enough to safely handle the load being transported. The main risks due to which injuries happen in manual material handling tasks include:

- Awkward postures (e.g., bending, twisting).
- Repetitive motions (e.g., frequent reaching, lifting, carrying).
- Static postures (e.g., maintaining fixed positions for a long time).
- Forceful exertions (e.g., carrying or lifting heavy loads).

To avoid these problems, the capabilities of the workers should be assessed and then the work task should be assigned accordingly. Steps for reducing risk will increase productivity of employee, service quality, and boost the morale of the workers. It will also lower the costs by reducing errors or rejects, less use of medical services and compensation claims, good worker turnover, etc.

Training and experience in handling: Training and experience is necessary in lifting objects and moving materials around a job site. An operator needs to have a working knowledge of how to stack items and where to store them. The materials should not be placed in such as way that customers might run into, trip over, or otherwise hurt themselves. Experienced operators and handlers plan every lift and move. They assess whether their path is free of all obstacles and pedestrians before moving the material. **If line of sight is difficult, then the help of another person or a spotter sought to help guide you through the path**.

When stacking materials for storage, keep in mind such factors as the height and weight of the combined stacks, the condition of the containers, and how accessible the materials are to the business that uses them. Areas should be kept free of scattered materials that may cause someone to trip and fall.

Some of the measures that you can adopt while performing overhead lifting are as follows:

i) Use a footstool or stepladder to reach objects that are stored on shelves. Avoid asymmetric lifting (twisting). The object to be lifted should be directly in front of the worker.

ii) Store materials that are frequently used on shelving units no higher than shoulder height.

iii) Store materials as close to the employee as possible or permitted. This reduces excessive reaching for objects.

Planning goods handling schedule:

- ☆ Alternate heavy tasks with light tasks.
- ☆ Provide variety in jobs to eliminate or reduce repetition (i.e., overuse of the same muscle groups).
- ☆ Adjust work schedules, work pace, or work practices.
- ☆ Allocate recovery time (e.g., short rest breaks).
- ☆ Modify work practices so that workers perform work within their power zone (i.e., above the knees, below the shoulders, and close to the body).
- ☆ Rotate workers through jobs that use different muscles, body parts, or postures.

SESSION–3
HANDLING PRODUCTS

Exercise

Assignment

1. Visit 3 retail stores and observe how employees are handling the products in the store. Use the checklist given below and fill the columns with your observations. You may use additional sheets to fill the information.

   a) Name of the Store:

   b) Name of the Department:

S. No.	Condition	Task being performed by the employee	Your observations e.g. sign of fatigue, not enjoying the job, less height, work surface too high or low for placing the products, obstructions prevent direct access to points, floor surfaces are uneven, equipment not working properly, unbalanced lifting, etc.
1.	Similar motions every few seconds	e.g., placing products on shelves	
2.	Handling difficult to grasp objects		
3.	Bending		
4.	Handling above the shoulders		
5.	Lifting up		
6.	Lifting to the side		
7.	Jerky movements during handling		

8.	One-handed lifting		
9.	Carrying load		
10.	Handling sharp objects		
11.	Reading barcode		
12.	Moving fingers continuously		

2. Visit 2 retail stores and observe employees working in the cashering section of the store. Use the checklist given below. If the answer to questions is NO, the activity may be a potential source of ergonomic concern, which would however depend on the duration, frequency, and magnitude of the activity.

S. No.	Activity	Yes	No
1.	Are items within easy reach of the cashier		
2.	Is computer keyboard support adjustable		
3.	Can the cashier work with items at about elbow height		
4.	Can the display be read without twisting		
5.	Are all edges smoothed or rounded so the cashier does not come into contact with sharp or hard edges		
6.	Are objects scanned without twisting hand motions		
7.	Can cashiers scan heavy/bulky/awkward items without lifting them		
8.	Is the scanner plate clean and unscratched		
9.	Does the cashier have an anti-fatigue mat and/or footrest		

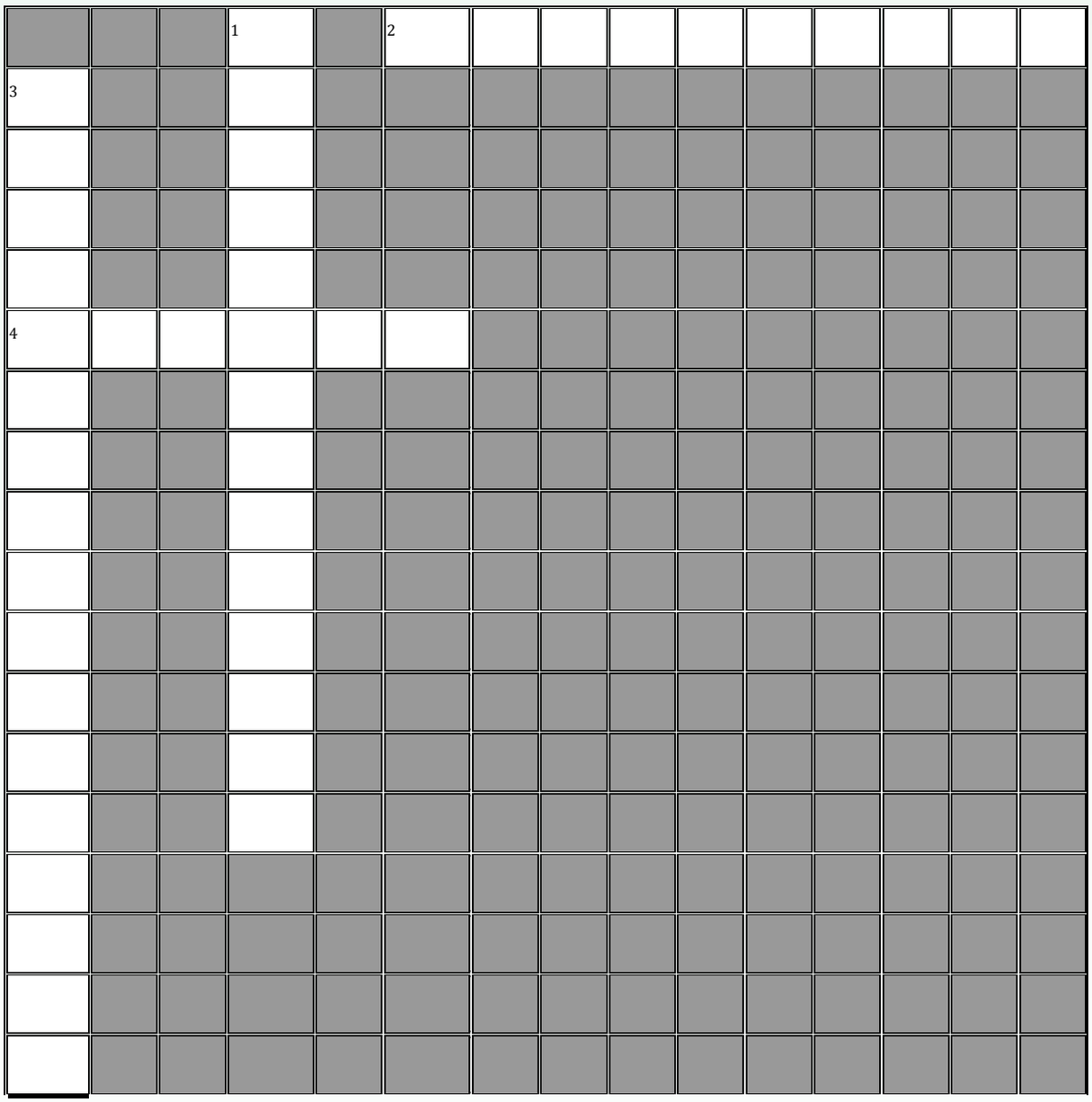
SESSION–3
HANDLING PRODUCTS

Assessment

1. Material _____ is the moving of materials from one point to another point.
2. Product movement is done so that the shelves are continuously _____ with items.
3. Manual handling of containers may expose workers to chemical and _____ hazards that can lead to illness, injuries, wasted energy, and wasted time.
4. Using the _____equipment or letting just anyone try to move and store materials can lead to accidents.
5. Safety is an important aspect of material _____.
6. Bending and twisting are examples of _____ posture.
7. Frequent reaching and carrying is an example of _____ motions.
8. Maintaining fixed positions for a long time is an example of _____ posture.
9. Carrying or lifting heavy loads is an example of _____ exertions.
10. The object to be lifted should be directly in _____ of the worker.
11. We should store materials that are frequently used on shelving units no _____ than shoulder height.
12. Materials should be kept as _____ to the employee as possible to reduce excessive reaching for objects.
13. Redesigning tools, equipment and workstations is an example of _____ improvements.
14. Providing variety in jobs to eliminate or reduce repetition and adjusting work schedules of an employee are examples of _____ improvements.

SESSION–3
HANDLING PRODUCTS

Checklist of Assessment Activity



ACROSS

2. is the study of people and their relationship with the environment around them.
4. is the sale of goods and services from individuals or businesses to the end user i.e. the consumer

DOWN

1. is a window in a shop that displaying items for sale or otherwise designed to attract customers to the store.
3. is done to transport goods and materials to areas where they are needed.

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between various methods of handling materials.

b) Differentiate between various equipments used in handling materials.

c) Differentiate between engineering and administrative improvements.

Part–B

Discus the following:

a) What is material handling?

b) Why is it important to learn about material handling?

c) What are the potential risks and hazards at a retail store?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Lift and carry objects safely		
Handle damaged items		

Unit-5: Basic Hygiene and Safety Practices

INTRODUCTION

Human safety mainly focuses on the safety of health, hygiene and environment of all the people including the customers, employees and management. Everyone in the workplace, including the employer, supervisor, workers, supervisor, employees and customers have a responsibility to promote hygiene and safety.

The unorganized retailing activity is not registered by any statute or legal provisions. This sector is characterized by small and scattered units which sell products or services out of a fixed or mobile location. Mostly these traditional units include *mandis, haats*, *melas,* and the local *baniya/kiranas, paanwala*, and others like cobbler, vegetable and fruit vendors, fruit juice sellers, etc. are also a part of unorganized retailing Most of these units do not follow basic hygiene or safety practices. On the other hand, the organized retail business establishments maintain hygiene and safety by practicing housekeeping and guarding against any mis-happenings due to the negligence of personnel working in retail store, anti-social elements, and even natural calamities.

The threats to the basic safety at a retail outlet may be in the form of any harm to the human beings, buildings or products. This can be in the form of fire in the building which may cause even loss of human life. It may also be in the form of product loss through improper housekeeping or shoplifting. Basic safety practices help in reducing the chances of this loss or damage in a retail store.

This Unit will help you to learn about the basic housekeeping and safety practices that are to be adopted at the retail store to provide a hygienic, safe and secure environment to both the customers and the employees.

SESSION–1
MAINTAINING HYGIENE IN RETAIL STORE

Relevant Knowledge

Any retail store may have fabulous merchandise to sell, but if the store is dirty and cleanliness and hygiene is not maintained, it will leave a very bad impression in the minds of the customer. It will

have long term implications such as adverse publicity. Store cleanliness is an important part of retail. Customers want to shop in a clean, well-lighted store so they have confidence that the merchandise purchased there is also clean and of good quality.

With the use of mops, microfiber, scrubber drier machines, etc., maintaining cleanliness at the retail store has become much easier and quicker. Cleaners or housekeepers at the store are trained in the use of these equipment and materials.

Housekeeping at the retail is an ongoing task. Following are some of the points for maintaining consistent cleaning and hygiene:

Plan a cleaning schedule

If you are In-charge of the housekeeping, then make a list of things to be cleaned every day, on weekends or monthly. Prepare a cleaning schedule of all the cleaning tasks that needs to be performed in the store. Assign tasks to the housekeeping staff. Allocate particular jobs to different shifts and/or to certain employees. Make a chart indicating which duties are to be accomplished on which days.

Give a copy of the schedule to the staff so that they are well aware of their duties and timings and could also refer to the schedule from time to time. Follow up with the staff to ensure that the jobs are being completed on schedule. Some of the tips that you need to keep in mind while maintaining cleanliness of the store are as follows:

Always keep your entrance clean

- ☆ Store name board and logo at the entrance should be neatly maintained.
- ☆ The entrance should be clean and inviting
- ☆ Security check points should be free from litter and should be presentable.
- ☆ Parking area should be clean and brightly lit (at nights)

Keep the front doors glittering

Customers generally assume that if the front door is dirty, rest of the store will also be dirty. Glass door should be clean and free of fingerprints. Make it a priority to dust and use glass cleaner every morning and after every 1-2 hours.

Regularly clean from shoulders to knees

Customers notice majority of 'merchandising' between their shoulders and knees. Ensure that the shelves/display in this area are always kept clean. Start at the top and work your way down, then move from front to back.

Behind the scene

If the customer uses a trial room, keep it spotless and litter free. Most of a customer's buying decision happens in a trial room.

Maintain clean washrooms

- ☆ Customers can use the washroom anytime.
- ☆ Ensure that the washrooms are clean.
- ☆ Ensure to give utmost care to the staff washrooms as well. This will keep their motivation level high and maintain hygiene standards.

Clutter free

- ☆ Boxes, pallets, rolling racks, shipping materials, etc., needed for the operation of the store should be out of site or neatly stored away from the traffic flow in the store.

Ease of shopping

- ☆ Overstocking of merchandise can be overwhelming to the customer and they can 'assume' your store is messy merely because of the volume of merchandise. It should be easy to move around in the store.
- ☆ Make certain that there is enough space for a stroller or wheelchair should easily move around the store.

Perception of the Customer

- ☆ Customers can make an assumption of whether a store is clean based on what they smell, see, hear and touch. A dusty hand-railing or a noisy lift door is not accepted by the customers.

Check-out area

The most important area of the store, no matter what kind, is the place you exchange the customer's money for something they value, your merchandise.

Other Good Housekeeping Practices

1. Obstructions free

- ☆ Don't leave merchandise or other items in walkways, corridors, on the sales floor, in the stockrooms or anywhere else where it will cause obstruction.
- ☆ Don't leave drawers open.
- ☆ Keep everything in its proper place and put things away after use.

2. **Litter free**

- If you drop anything, pick it up immediately.
- If you see something someone else has dropped, then pick it up and point it out to them.

3. **No Spillage**

- If you spill something, you must clean it up immediately.
- If you see a spillage, either clean it up or erect a danger sign to warn others. Ensure the spillage is cleaned up immediately. Follow store procedure.
- In wet weather be aware of any moisture transferred into the store on customers' shoes or umbrellas and deal with it immediately. Assist customers to put away wet bags, umbrellas etc. Erect a danger sign if appropriate.

SESSION–1
MAINTAINING HYGIENE IN RETAIL STORE

Exercise

Housekeeping at retail store

Visit 2 retail stores near your home or school and observe for the following activity or situation exists at the stores. Tick mark at the appropriate.

S. No.	Activity or Situation	Yes	No
1.	Front door is clean and glittering		
2.	Shelves are being cleaned regularly		
3.	All trash and scrap are in proper containers		
4.	Hazardous materials are kept in approved marked containers		
5.	Workplace is free of accumulated combustible materials and waste		
6.	Air vents and filters to maintain ventilation efficiency		
7.	Equipment and materials are stored in their assigned location		
8.	Personal protective equipment (PPE) are present and worn by employees where necessary		
9.	Boxes, drums, and piles are properly stacked		

10.	Spills are cleaned immediately		
11.	Procedures for cleaning are followed as per instructions of the Incharge housekeeping		
12.	Employee are trained in housekeeping		
13.	Washrooms are clean with necessary toiletries		

SESSION–1
MAINTAINING HYGIENE IN RETAIL STORE

Assessment

1. Human safety mainly focuses on the safety of health, _____ and environment of all the people.
2. Unhygienic conditions at the retail store leads to _____ publicity and gain to the competitors with better hygiene and facilities.
3. If you are In-charge of the housekeeping, then you should prepare a cleaning _____ of all the cleaning tasks that needs to be performed in the store.
4. Make a chart indicating which _____ are to be accomplished on which days.
5. You should always keep the entrance _____ and inviting.
6. Customers generally assume that if the front door is dirty, rest of the store will also be _____.
7. Glass door should be clean and free of _____.
8. Customers notice majority of merchandising between their _____ and knees.
9. Boxes, pallets, rolling racks, shipping materials, etc., needed for the operation of the store should be out of site or neatly stored away from the traffic flow in the store.

SESSION–1
MAINTAINING HYGIENE IN RETAIL STORE

Checklist for Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between health and hygiene.

Part–B

Discussion classes the following:

a) Why is it important to maintain hygienic conditions at workplace?

b) Why is it important to keep walkways and corridors obstruction free?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to clean glass using appropriate materials and tools		
Able to clean wood using appropriate materials and tools		

SESSION–2
FOLLOWING SAFE PRACTICES AT RETAIL STORE

Relevant Knowledge

Human safety in the workplace means having an environment, free from injury and hazards. Proper processes and procedures will allow employees to work without worrying about their safety. Every retailer faces a unique set of human safety challenges in the form of fire, pest, electrical hazards, etc. These hazards can be minimized by taking various safety measures like using safety accessories.

Safety Accessories

The specially designed clothes or accessories worn by employees provide protection against health and safety hazards. Personal protective equipment (PPE) or accessories are designed to protect parts of the body. These accessories should be used as per the specifications or requirements. For example, if you are working in a high intensity light area, you should wear protective glasses. If you handling food, then you must wear an apron and polythene gloves for maintaining hygiene.

1. **Safety vest:** It is used when working around moving equipment such as forklifts and vehicles.
2. **Work gloves and safety shoes:** These are used when handling garbage or working in storage areas.
3. **Disposable gloves:** Disposable gloves should be worn when working in a grocery or cleaning bathrooms.
4. **Cut-resistant gloves:** These should be worn while using knives and sharp equipment or during cleaning operations.

5. **Eye protection and gloves:** These can be worn for protection from excessive light and chemicals.

6. **Hearing protection:** It is worn for protection from loud noise.

Potential Hazards

Employees in retail department stores, supermarkets and other retail stores may face hazards from exposure to live electricity. Contact with electrical equipment can cause shock, burns, accidents and even death. Electric shock injuries are a danger when retail workers are exposed to live wiring, temporary wiring and damaged electrical equipment, especially when adequate training has not been given.

In case of any health emergency at workplace, the ill or injured person should be given immediate attention and first aid before the medical help arrives. It could be (i) electric shock, (ii) difficulty in breathing due to asthmatic attack, (iii) burns, (iv) bleeding, (iv) injury, (v) fracture, (vi) heart attack, etc.

In departmental stores and other retail stores, exposed temporary wiring and damaged flexible cords can cause injury. Product displays and newly designed areas are frequently installed without permanent wiring. Back of the store stockrooms may have damaged wiring, temporary fixtures and obsolete electrical equipment. Retail workers should visually inspect all electrical wiring regularly to check for breaks and other defects. All electric outlet boxes should be covered. All switch boxes and circuits should be labelled.

Some common health and safety concerns or problems in retail, their signs or symptoms and their preventive measures are as follows:

1. **Musculoskeletal injuries (sprains and strains):** It include swelling, redness, difficulty moving a particular body part, numbness, tingling, and pain. Avoid long periods of repetitive movement, take micro-breaks, and change your position. You should avoid awkward positions and use an adjustable chair.

2. **Lifting and handling materials:** Improper lifting and handling of heavy or bulky objects is a major source of sprains, neck and back injuries, cuts, bruises, broken bones, and hernias. To prevent the occurrence, you should lift smaller loads by planning and adjusting weight distribution ahead of time. Always hold the object you are lifting as close to your body as possible and bend at your knees, not at your waist. This will help you keep your centre of balance and let the strong muscles in your legs do the lifting.

3. **Slips, trips, and falls:** It generally happens on slippery floors, particularly on a rainy day or freshly washed floors. Cluttered walkways in retail and storage areas may also cause trips and falls. Wear well-fitting non-slip footwear. Keep walkways and work areas clear of boxes, and other material. Report the spill to the person responsible for ensuring the spill is cleaned up

and till the time it is cleaned mark the area to warn others. Be sure you can see where you are going when carrying large items. Use a stepladder rather than a chair or crate to reach high items.

Refusing unsafe work

If you think a task is likely to endanger you or your co-workers, don't be afraid to speak up. You have the right to report any workplace injury or disease. Remember, under Health and Safety Legislation you have a duty to report hazards, to work safely without endangering others, to use tools and equipment in the proper manner and to use safety equipment that is provided.

Employees are required to observe the following:

1. Know the signs and symptoms of ergonomic injuries such as numbness, tingling, and/or pain.
2. Report symptoms and injuries to your supervisor.
3. Use good lifting techniques when handling and lifting materials by keeping a straight back and using your leg muscles to power the lift.
4. Avoid excessive or repetitive reaches for materials. Store materials properly so they are easy to access.
5. Walk, do not run as you cannot spot the hazard if you are running.
6. Always use the handrail on stairs and escalators
7. Don't carry things that obscure your vision.
8. Never leave obstacles on stairs.
9. Wear shoes that are comfortable and fit well. Avoid wearing shoes that will increase risk of falling or slipping.
10. Finally always be alert at all times for hazards.

First Aid in the workplace means providing the initial treatment and life support for people suffering an injury or illness at work. First Aid facilities should be located at a point convenient to workers. Directory of emergency telephone numbers, for example, in India telephone number for fire service station is 101, for police it is 100 and for emergency services/Ambulance it is 108 (in majority of the cities) should be readily available at a convenient place.

SESSION–2
FOLLOWING SAFE PRACTICES AT RETAIL STORE

Exercise

Assignment

Complete the following a risk assessment checklist for 2 jobs at a retail stores.

Description of job		
Potential Hazard or Risk to the Person	**Actions taken to ensure safe working conditions**	**Any other observation**

First Aid Facility

Description of job		
Potential Hazard or Risk to the Person	**Actions taken to ensure safe working conditions**	**Any other observation**

SESSION–2
FOLLOWING SAFE PRACTICES AT RETAIL STORE

Assessment

1. Fill in the Blanks

1. Human safety in the workplace means having an environment, free from injury and _____.
2. Hazards can be minimized by taking various measures like using personal _____ equipment or accessories.
3. When handling garbage or working in storage areas, work _____ and safety shoes should be worn.
4. When working in a grocery or cleaning bathrooms, disposable _____ should be worn by the housekeeper.
5. When using knives and sharp equipment _____ gloves should be worn.
6. Musculoskeletal injuries include _____sprains and strains.

State whether the statement is True or False

1. Improper lifting and handling of heavy or bulky objects is a major source of sprains and back injuries –-
2. Always hold the object you are lifting as far as possible from your body –
3. While lifting a box bend at your knees and not at your waist –-
4. For picking things from a shelf at a height, one should use chair or crate instead of ladder—
5. You should report symptoms and injuries to your supervisor –-
6. One should always use the handrail on stairs and escalators –-
7. The telephone number for call fire service station is 101
8. The telephone number for calling police station is 100.

Activity

1. Create a first aid box for the class.
2. Create a Directory of Emergency Telephone nos. for a school.

SESSION–2
FOLLOWING SAFE PRACTICES AT RETAIL STORE

Checklist for Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiated between common safety and health concerns and problems.

Part–B

Discuss in class the following:

a) Why is it important to take preventive measures for ensuring hygienic and safe conditions at workplace?

b) What measures are to be taken to ensure safety of body parts while working?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to identify potential health hazards and risks at workplace		
List the measures to be taken for preventing health emergency in a given scenario		

SESSION–3
PREVENTING AND EXTINGUISHING SMALL FIRES

Relevant Knowledge

Fire Preventive Clothes

Fire may sometime occur in retail stores due to inflammable and combustible materials, electrical malfunctioning, open flames, sparks, hot surfaces, smoking and unsafe storage of chemical products.

Smoke Detector

A smoke detector is a device that detects smoke, typically as an indicator of fire. It is a popular device for alarming the fire.

Fire Extinguisher

A fire extinguisher or simply an extinguisher is a device used to extinguish fires or control small fires, often in emergency situations. It cannot be used in a situation where fire is out of control or fire that has spread to a large area. A fire extinguisher consists of a hand-held cylindrical pressure vessel containing a fire extinguishing agent, which can be discharged to extinguish a fire. Fire extinguishers can be categorized on the basis of fire caused by different materials.

Classification of Fires: Most fires that occur will fall into one or more of the following classes:

Class A: Fires involving ordinary combustible materials, such as paper, wood, and textile fibers. Cooling, blanketing, or wetting extinguishing agents are used for extinguishing such fires.

Class B: Fires involving flammable liquids such as gasoline, thinners, oil-based paints and greases. Extinguishers for this type of fire include carbon dioxide, dry chemical and halogenated agent types.

Class C: Fires involving energized electrical equipment. The most common type of extinguisher for this class is carbon dioxide extinguisher.

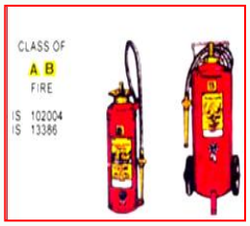
Class D: Fires involving combustible metals such as magnesium, sodium, potassium, titanium, and aluminum. Special dry powder*extinguishing agents are required for this class of fire, and must be tailored to the specific hazardous metal.

Class K: Fires involving commercial cooking appliances with vegetable oils, animal oils, or fats at high temperatures. A wet potassium acetate, low pH-based agent is used for this class of fire. This is also called as class F fire.

Fire Extinguishers

The colour coding of fire extinguishers is as follows:

- **Water** – Red
- **Foam** – Cream
- **Dry Powder** – Blue
- **Carbon Dioxide** (CO_2) – Black
- **Halon** – Green

Particulars	Specifications and Uses	
Water-Carbon Dioxide type Fire Extinguisher	Type - Upright and trolley mounted Capacity-9, 50,135,150 litres Suitable for Extinguishing Fires of Wood, Paper, Cotton and Jute	
Foam type Fire Extinguisher	Type - Inverted, upright and trolley Capacity-9, 50, 150 litres Suitable for Fighting Fire of Petrol, Oil, Paints, Spirits, Chemicals and Flammable Liquid Fires.	
Dry Chemical Powder type Fire Extinguisher	Type-Upright Trolley and Trailer Mounted Capacity-1, 2,5,10,25,50,75,150,300 kg Suitable for Fighting Fire of Oils, Solvents, Gases, Paints, Varnish, Electrical Wiring, Live Machinery Fire, Flammable Liquid and Gas Fires	
Carbon Dioxide type Fire Extinguisher	Upright and trolley mounted Capacity-2,3,4,5,6.5,9,22.5, 45 kg Suitable for fighting fire of all Flammable Liquids Gases, Live and Delicate Machinery Fires, Electrical And Sophisticated Electronic Equipment Fires.	

SESSION–3
PREVENTING AND EXTINGUISHING SMALL FIRES

Exercise

1. Assignment

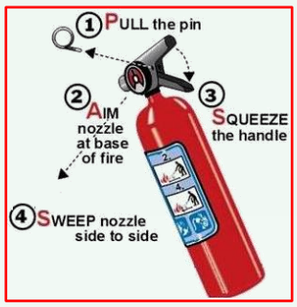
Visit 2 retail stores near your home or school and observe for the following activity or situation exists at the stores. Tick mark at the appropriate.

S. No.	Activity or Situation	Yes	No
1.	All trash and scrap are in proper containers		
2.	Hazardous materials are kept in approved marked containers		
3.	Workplace is free of accumulated combustible materials and waste		
4.	Exits are clear of obstructions to allow easy evacuation of the building		
5.	Equipment and materials are stored in their assigned location		
6.	Personal protective equipment (PPE) are present and worn by employees where necessary		
7.	Fire extinguishers are located at appropriate place		
8.	Fire extinguishers are recharged regularly		
9.	Directory of emergency numbers are kept at appropriate place		
10.	Employee are trained in fire fighting procedures		
11.	Fire alarm is in working condition		

2. Practice Session

Using a Fire Extinguisher: To extinguish a fire with a portable extinguisher, you must have immediate access to the extinguisher, know how to actuate the unit, and how to apply the extinguishing agent effectively. Prior to fighting any fire with a portable fire extinguisher you must perform a risk assessment that evaluates the fire size, the atmosphere in the vicinity of the fire and the fire evacuation path. Let us now understand the various steps followed for using a fire extinguisher. To remember the sequence of the steps, you may learn it as 'PASS' i.e., Pull, Aim, Squeeze and Sweep.

Ste 1: Pull the pin or ring of the extinguisher. This will allow you to squeeze the handle in order to discharge the extinguishing agent i.e., water, carbon dioxide, foam, etc.



Step 2: Aim- Aim the nozzle at the base of the fire, but maintain a distance of at least 6 feet away from the fire.

Step 3: Squeeze or Press the handle together. This will release the extinguishing agent.

Step 4: Sweep the nozzle from side to side, aiming at the base of the fire. Continue until the fire is extinguished.

SESSION–3
PREVENTING AND EXTINGUISHING SMALL FIRES

Assessment

Fill in the blanks

1. Match the Class of Fire (Class A, Class B, Class C, Class D, Class K) with their description

   _____Fires involving ordinary combustible materials, such as paper, wood, and textile fibers.

   _____Fires involving flammable liquids such as gasoline, thinners, oil-based paints and greases.

   _____ Fires involving energized electrical equipment.

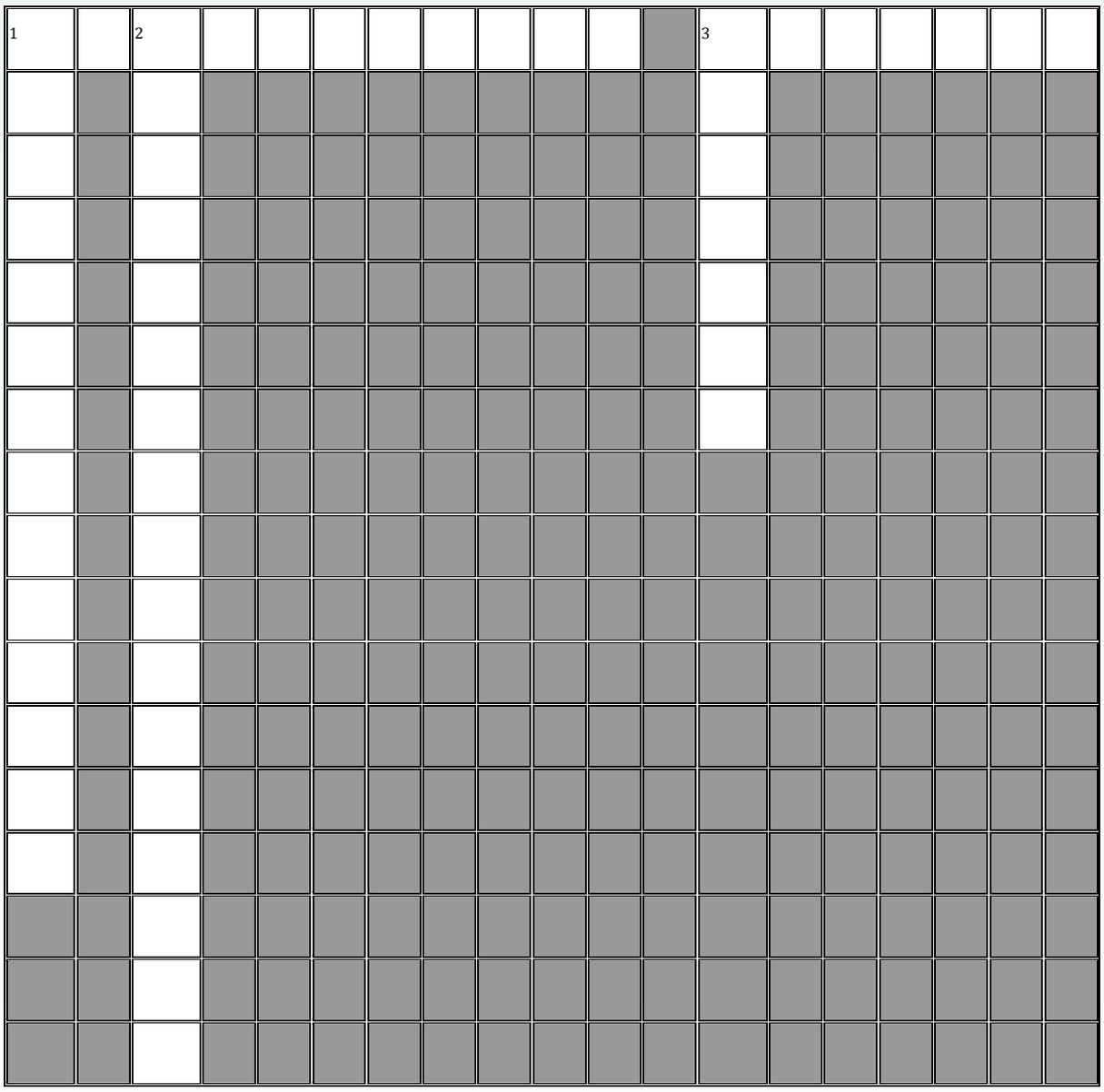
   _____ Fires involving combustible metals such as magnesium, sodium, potassium, titanium, and aluminum.

   _____ Fires involving commercial cooking appliances with vegetable oils, animal oils, or fats at high temperatures.

2. A fire _____ is used to alert everyone in the event of fire.
3. _____ extinguisher is used for extinguishing fire of wood, paper, textiles and solid materials.
4. _____ _____ type of fire extinguisher is used for extinguishing electrical appliances fires.
5. _____ _____ type of fire extinguisher is used for extinguishing liquid fuel and electrical appliance fires.
6. _____ is used for extinguishing of wood fires.
7. The three elements needed for a fire are heat, _____ and oxygen.
8. All new types of fire extinguishers are coloured _____.

SESSION– 3
PREVENTING AND EXTINGUISHING SMALL FIRES

Checklist of Assessment Activity



ACROSS

1. It is used when working around moving equipment such as forklifts and vehicles.
3. Fires involving energized electrical equipment. The most common type of extinguisher for this class is carbon dioxide extinguisher.

DOWN

1. Is a device that detects smoke, typically as an indicator of fire. It is a popular device for alarming the fire.
2. Is a device used to extinguish fires or control small fires, often in emergency situations.
3. Fires involving ordinary combustible materials, such as paper, wood, and textile fibers. Cooling, blanketing, or wetting extinguishing agents are used for extinguishing such fires.

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between different classes of fires.

b) Differentiate between different types of fire extinguishers.

Part–B

Activity

Prepare a chart with instructions for using fire extinguishers.

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Able to demonstrate the procedure for extinguishing small fires		

Further Readings

Websites

Read more: How to Improve Store Cleanliness & Housekeeping| eHow.com

http://www.ehow.com/how_8143888_improve-store-cleanliness-housekeeping.html#ixzz 2013 jVyNm

Unit-6: Personality Development

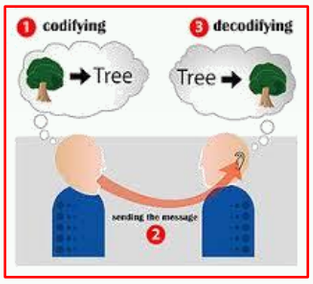
INTRODUCTION

Every individual has a distinct personality that can be developed, polished and refined. This process includes improving communication skills, widening scope of knowledge, improving manners and etiquette and adding grace and style to the overall personality.

Greek and Roman actors wore a mask on stage to distinguish their roles and amplify their voices. The term 'personality' is derived from the Latin word *persona*, meaning 'Mask'.

The three important factors of personality are – physique, intelligence and attitude.

Communication is the act of imparting or exchanging of information, ideas, or feeling. Communication is a two-way activity that takes place between two or more people. Sending, giving or exchanging information and ideas are often expressed verbally and non-verbally. It is an important process through which facts, ideas, experiences and feelings are shared and exchanged



Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Communicating in an effective manner, irrespective of the mode of communication used is an important and very useful skill. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. Better communication helps better job performance. Effective and timely communication promotes better relations and work culture among the employees.

Let us take an example of students:

- ☆ Some students write well, but are unable to express themselves well when they speak
- ☆ Some speak fluently, but cannot write well
- ☆ Some are comfortable while talking to friends, but are not comfortable facing the audience
- ☆ Some students listen better than others
- ☆ Some students do not use gestures or do not use correct body language

To be successful, a person requires a combination of communication skills. These skills are, writing skills, speaking skills, listening skills and non verbal skills (body language).

Effective communication skills are particularly important for those engaged in "Front End" activities of retailing. As we have discussed in earlier units, they should be able to explain the characteristics and features of different products to prospective customers in order to convince them to buy. They also need to understand the customer's needs to be able to recommend the right product. All this is not possible without good communication skills.

In this unit we will learn how to communicate effectively at workplace and the basic etiquette that we should follow while working in a retail store.

SESSION–1
UNDERSTANDING COMMUNICATION CYCLE

Relevant Knowledge

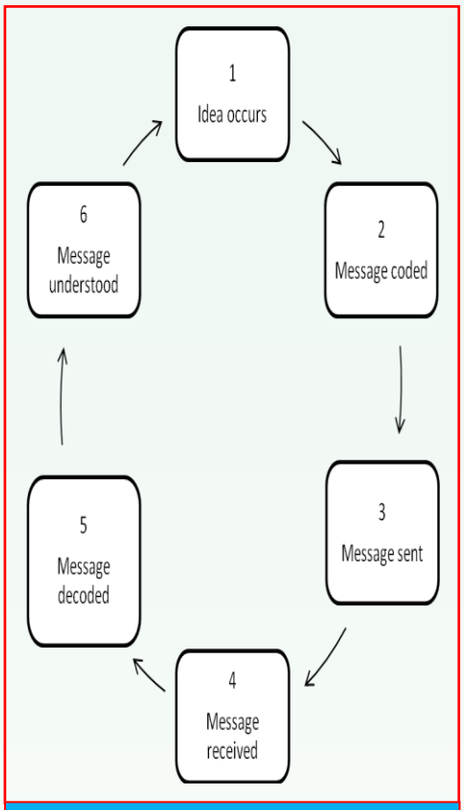
Effective communication creates healthy and happy environment within and outside the organization. Breakdown in communication is either due to lack of skill in communicating or lack of paper understanding. This also happens due to the breakdown of the communication network. This creates a communication gap.

Communication cycle: Communication has three important parts – **transmitting or sending, listening and feedback**. The sender transmits the message through one medium or another. The receiver listens to the message and then conveys his understanding of the message to the sender in the form of feedback to complete the communication cycle.

Elements of Communication Cycle

- **Sender:** The sender sends or encodes a message, eg greets a visitor or a customer.
- **Message:** The message in this case is the greeting.
- **Medium:** It is the channel used for communication. The medium may be in any of the following forms – verbal, non-verbal, pictorial, symbolic and written.
- **Receiver:** The receiver decodes the incoming message or expression, and reacts in the form of a response.
- **Feedback:** How the receiver responds or reacts is known as feedback.

Activity – Chinese Whisper – Ask the class to form a large circle. If required, you may take the class outdoor for this activity. Ask one of the students to come to you. Give him / her a message containing two – three sentences. For example, "It was a dark night. The stars were shining through the clouds. The dogs were barking loudly." Ask the student to rejoin the circle and whisper the message to the person to his or her right. The message has to be whispered from student to student till it reaches back to the first student. Ask the last student to speak out the message loudly. Ask the first student what the actual original message was. The final message will turn out to be completely different from that. Ask the class to discuss what caused the message to change so much.



Communication cycle

The communication cycle is the process by which the **"sender" "encodes"** the message into words/ sentence or phrases, sends the coded message as he/she speaks, writes or understands the "message". Messages are conveyed through **channels** eg. Telephone, video-conferencing, letters, emails, meetings, memos, records and reports. It is then **"decoded"** by the **"receiver"** by hearing or reading the message in order to understand what the sender wants to convey.

Encoding takes place according to the personality of the sender, which determines the words or style used by the sender in the message. These assumptions are unspoken and so are only perceived through non-verbal communication.

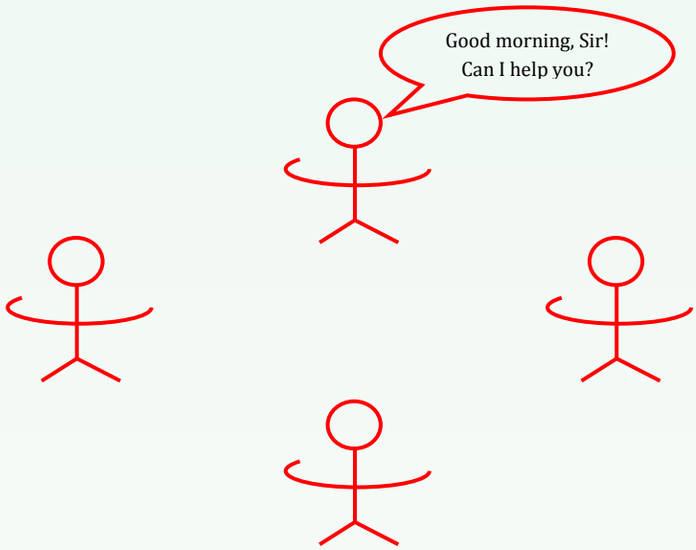
Decoding also takes place according to the receiver's personality. Sometimes the sender and receiver think differently and therefore these assumptions hinder him/her from interpreting the message in the context that was meant by the sender.

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The words, tone, body language etc, all convey the same message and nothing gets changed or lost in the process of sending it.

To deliver your messages effectively, you must break down the barriers that exist in each of these stages of the communication process. If your message is too lengthy or contains errors, your message can be misunderstood and misinterpreted.

SESSION–1
UNDERSTANDING COMMUNICATION CYCLE

Exercise



Given below is a conversation between Mr. X who enters a retail store and Mr. Y who is a sales person.

Mr. Y: Good Morning Sir, Can I help you?

Mr. X: No thank you! I am OK.

Mr. Y: Do you want any assistance? What are you looking for?

Mr. X: I'm just looking at these stuffs. Thank you.

Complete the communication cycle using the above conversation.

SESSION–1
UNDERSTANDING COMMUNICATION CYCLE

Assessment

Short Answer Questions

1. What is communication?

2. State the different elements of communication cycle.

SESSION–1
UNDERSTANDING COMMUNICATION CYCLE

Checklist for Assessment Activity

Use the following checklist.

Part–A

Role Play

a) Differentiate between Sender, Message, Medium, Receiver and Feedback.

Part–B

a) What is communication cycle?

b) What are the different elements of communication cycle?

c) How communication cycle is important in effective communication?

Performance standards

The performance standard covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Identify elements of communication cycle		
Able to draw a diagram of communication cycle		

SESSION–2
TYPES OF COMMUNICATION

Relevant Knowledge

The medium of communication determines the type of communication. Based on the medium used for communicating, the process of communication can be broadly classified as **verbal communication** and **non-verbal communication**.

Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expressions and pictures. Thus, the various methods of communication are verbal communication (oral and written), non-verbal communication (including body language, pictorial communication, symbolic communication).

Verbal communication uses words as the medium of communication. An effective verbal communication is a two-way process–speaking and listening must occur. Usually verbal communication is in the one-to-one mode or one-to-one interaction.

Factors Influencing Verbal communication

R–Rhythm: Maintaining rhythm while speaking is important for communicating effectively. Pauses in speech allow the speaker the time to think of his/her next thought, and also provide the listener enough time to process the information.

S–Speech: It is the act of delivering a formal spoken communication to an audience.

T–Tone: Tone is the quality of sound that portrays feelings or changes in meaning. A monotone delivery could indicate that a speaker is fed up. An emphatic tone might reveal interest or anger. The statement: "**That is just great**" delivered in a normal tone would mean the speaker likes something. A speaker delivering this statement in a sarcastic tone: "**That is just GREAT**" would mean the opposite.

P–Pitch: Pitch occurs because of the vibration of the human vocal cords. Changes in the tension of the vocal cords cause differences in pitch. Usually, the pitch of women's voices is higher than that of men.

Written communication skill is the ability of an individual to communicate in writing. Important skills in effective written communication are:

- It is done in a one-to-one mode or in a one-to-many mode.
- Words should be clearly written and should be legible, giving all the essential information needed.
- Effective writing involves careful choice of words, their organization in correct order in sentences and preparing a comprehensive composition of sentences.

Non-verbal communication: Communication that uses physical parts of the body. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body movements.

By understanding the important aspects of non-verbal communication or body language, you can learn to read people more easily.

Argyle[1] and his associates have been studying the features of non-verbal communication that convey information. The following summarizes their findings:

1. **Distance:** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the warmth or feeling. In India, a foot away from another person is considered a respectful distance while communicating.

2. **Orientation:** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. In the security sector, face-to-face orientation is common.

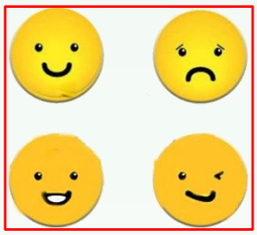
3. **Posture:** Your posture conveys message. For example if you are sitting on a chair with your legs crossed or our arms folded, then such postures convey a degree of relaxation in the communication exchange.

4. **Gestures with hands and arms:** Shaking hands, touching, holding, embracing or patting on the back, all convey messages. They all reflect an element of intimacy.

5. **Facial Expressions:** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are observed constantly by the recipient. There is evidence that the meaning of these expressions may be similar across cultures. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger. Raised eyebrows, yawn, a sneer are all unacceptable body language, as they reflect anger or ignorance.

6. **Gestures:** One of the most frequently observed, but least understood cues is a hand movement. Most people use hand movements regularly when talking. Hands at the side or at the back are considered non-threatening, encouraging and acceptable.

7. **Looking:** A major feature of social communication is eye contact. Eye contact is crucial for effective communication. The frequency of contact may suggest either interest or boredom. For example, a Security Guard should look straight into the eyes of the person, although pleasantly and affably.



8. **Pictorial Communication** includes communicating with signs like traffic signals, the 21-gun salute, horns, sirens, etc. For example, the sign of 'stop' tells you to stop at the given point, the sign of two children with school bags indicate the school zone, the sign of U-turn tells you to take a U turn, and the sign of a person crossing the road indicates the place where you can cross the road.

9. **Symbolic Communication**: Symbolic communication uses symbols that signify religion, school, stop communication devices, etc.

SESSION–2
TYPES OF COMMUNICATION

Exercise

Activity – Ask the class to arrange themselves in a circle clockwise based on their date and moth of birth – the year need not be taken into consideration – starting from January and ending in December. For example, someone born on 7th January will be on the right of someone born on 2nd January, but on the left of someone born on 20th December. The rule is that there is to be no verbal or written communication between them. They can only use

sign language to gesture information to each other. Once they have finished, ask them to call out their date and month to check accuracy. Ask them what have they learnt from this activity. Bring out that it shows the relevance of non-verbal communication, and that it is possible to use non-verbal communication to get our messages across.

Pair up with your friend and test your verbal communication skills using the following checklist. You can take turns and test your friend's communication skills.

Your Name: _____

Name of Your Friend:_____

S. No.	Verbal Communication	Could speak clearly (yes/no)	Good accent (yes/no)	Too fast (yes/no)	Too soft (yes/no)
	Opening Greeting				
1.	Good morning Sir/Madam. May I help you?				
2.	Good afternoon Sir/Madam. May I help you?				
3.	Good evening Sir/Madam. May I help you?				
	Closing Greeting				
1.	Have a good day Sir/Madam.				
2.	Have a good evening Sir/Madam.				
3.	Good night Sir/Madam.				

SESSION–2
TYPES OF COMMUNICATION

Assessment

As a salesperson, you have to introduce yourself to the customer. Write a brief introduction that you will use when approaching customers. The key elements of your introduction should be

- ☆ Your name
- ☆ Position
- ☆ How you can help the customer
- ☆ An open question to start the conversation

A. Short Answer Questions

1. Write short note (50 words) on the following topics:
   - i) Verbal communication
   - ii) Non-verbal communication

B. State whether the statement is True or False

- i) Oral communication is a form of non-verbal communication –-
- ii) Written communication is a form of verbal communication –-
- iii) Body language is a form of non-verbal communication ––
- v) Pointing fingers while talking is a good gesture of communication ––
- vi) Maintaining eye contact while talking or giving speech is a means of effective communication ––

SESSION–2
TYPES OF COMMUNICATION

Checklist of Assessment Activity

Use the following checklist to see if you've met all the requirements for assessment activity.

Part–A

a) Differentiate between various forms of communication.

Part–B

Discussed in class the following:

a) What are the important aspects that need to be kept in mind while communicating verbally?

b) What are the important aspects that need to be kept in mind while communicating non-verbally?

SESSION–3
OVERCOMING BARRIERS IN COMMUNICATION

Relevant Knowledge

There are various factors that not only affect communication but also act as barriers to effective communication. We will now learn about the various factors that may act as barriers in communication and also discuss the possible solutions to overcome those barriers.

A) Environmental Factors

Environmental factors that affect communication include noise and physical obstacles like distance and lack of proper instruments for communication.

i) Noise: Noise causes stress. Background noise and excessive echo are great distracters to listening, especially for the persons with poor concentration. Similarly use of loud speakers, noise from generators or other machinery interferes with communication.

ii) Physical Obstacles: Physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication. Poor lighting, uncomfortable seating arrangements and unhygienic rooms also affect communication.

Checking the instrument before using it for communication is useful in avoiding unpleasant situation.

B. Attitudinal Factors

Attitudinal factors that affect communication include fear of upsetting others, fear of rejection or ridicule and low self image.

C. System design

i) Time: Some functions are time sensitive and cannot be delayed. Time pressures affect the ability to communicate.

Manage your time and pace of communication to ensure effectiveness.

ii) Information overload: Too much information may result in confusion, misinterpretation and loss of information.

iii) **Physical characteristics** – Individual characteristics include biological factors like lisping.

iv) **Language differences:**

Knowledge of vocabulary, grammar, etc. affect communication effectiveness.

Perception is generally how each individual interprets the world around him. Communication distortion occurs if there is wrong perception about the message.

Rephrasing or asking questions to clarify and checking for understanding helps in reducing barrier due to perceptual differences.

D. Inattention

At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

- ☆ Listening to others is an art.
- ☆ Good listening reflects courtesy and good manners.
- ☆ Listening carefully to the instructions of superiors improve competence and performance. The result of poor listening skill could be disastrous in business, and employment
- ☆ Good listening can eliminate a number of imaginary grievances of employees.

Exercise

Assignment

1. Identify the main barriers that you have encountered during the communication with your teacher.

_____

_____

_____

_____

_____

2. Write the solution to overcome the barriers that you faced during the communication with your teacher.

_____

_____

_____

_____

3. List all the barriers that you have faced while communicating with your friends in a birthday party.

_____

_____

_____

_____

SESSION–3
OVERCOMING BARRIERS IN COMMUNICATION

Assessment

Short Answer Questions

1. List five factors that act as communication barriers?

_____

_____

_____

_____

_____

2. State any two physical barriers in communication.

_____

_____

_____

3. Write a short note (not more than 25 words) on how the following barriers affect effective communication:

   a) Poor communication equipment:

   _____

   _____

   _____

   _____

SESSION–3
OVERCOMING BARRIERS IN COMMUNICATION

Checklist for Assessment Activity

Part–A

a) Differentiate between various types of barrier.

Part–B

Discussed in class the following:

a) How communication cycle is affected by the barriers?

b) How one can overcome the various types of barriers in communication?

Performance Standards

The performance standards covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Identify barrier (s) in communication		
Apply strategies to overcome barriers in communication		

SESSION–4
THE ART OF COMMUNICATING EFFECTIVELY WITH CUSTOMERS

Relevant Knowledge

To develop good relationship with a customer, it is important to look well groomed and communicate effectively and in a polite manner with the customer. This is the starting point for establishing a winning relationship with the customer.

Establishing relationship with customers: You can establish effective relationships with customers by

- ☆ Communicating with your customers in a way which makes them feel valued and respected.
- ☆ Identifying and confirming the needs and expectations of your customers.
- ☆ Treating your customers courteously and helpfully even when you are working under pressure.
- ☆ Maintaining communication with your customers to ensure that they are kept informed and reassured.
- ☆ Adapting your behaviour to respond effectively to different customer behaviour.

Respond appropriately to customers by:

- ☆ Checking with your customers that you have fully understood their needs and expectations.

Communicate information to customers by:

- ☆ Greeting customers like good morning/good afternoon/good evening, etc.
- ☆ Quickly locating information which will help your customer.
- ☆ Giving your customers the information they need about the products or services offered by your organization.

Telephone Etiquette

Following are some of the important points to be taken care of while communicating on telephone

- ☆ Answering to the call at the earliest
- ☆ Greet the caller or customer
- ☆ Take a message and communicate it to the concerned person
- ☆ Call back on time if you have assured the customer that you will be calling him/her at a particular time.

E-mail etiquettes

Following are the important points to be taken care while communicating on e-mail:

- ☆ Answer swiftly: People send an email because they wish to receive a quick response
- ☆ Be polite and courteous in your writing
- ☆ Always start your email with Hello, Hi, Dear, etc. depending on the relationship – formal or informal.
- ☆ Always end your email with Thank you, Sincerely, Thanks and Regards, etc. depending on the relationship

- If you are forwarding an email, include a comment as to why you are doing so.
- Never type in all capital letters. It means you're shouting.
- Maintain privacy.
- Do not make gender-specific remarks
- Never forward email addresses to lots of people who do not want their email address sent out (use Bcc).
- Before sending reread message
- Check grammar, words left out and misused words
- Use spell check. Spelling and grammar do count!
- Never leave the Subject line blank. Always, fill in the subject line and make it descriptive
- Do not create lengthy email signatures. Keep them short and appropriate.
- Respect other people's time and bandwidth
- Large attachments are annoying and might bring down the email system
- Respect other people's privacy: never read their email

Etiquette at Workplace

Being polite sets the tone for work relationships, how you interact with people. Good Manners Mean Good Business. It takes 15 seconds to make a good first impression, and the rest of your life to undo it, if it was a negative one. So always be prepared to look and sound your best.

Etiquette is very important for different communication and working styles.

How do you deal with difficult people making impossible demands?

Focusing on listening to their entire request and then determining what they really need---not what they say they want. A good hearing can resolve a lot of difficulties. Active listening is the best etiquette.

- Your uniform talks a lot about your organization.
- First impressions are made within the first 5 minutes of meeting someone
- A neat clean and well ironed uniform is acceptable and appreciated by one and all at all times.

The Business Introduction: In business introductions, rank and position take precedence over age and gender. Whenever you find yourself in a group or in situations where you must introduce a colleague to a senior person or your client to your boss, always say the name of the most important person first to show respect.

The Right Handshake: The handshake is the universally accepted way of greeting people and introducing oneself in the business world. It should be a warm, palm-to-palm handshake, lasting about 3-4 seconds.

Value Time, Value Business:

Time is precious, time is money.

Be time conscious and stick to the rules of punctuality.

Final advice on workplace etiquette is simple. Take charge of what is your duty, maintain proper decorum at all times and always treat others the way you want to be treated.

ETIQUETTE

Expressing general requests

- ☆ I beg your pardon
- ☆ Excuse me
- ☆ Sorry?
- ☆ What?

Greeting somebody

- ☆ Please have a seat.
- ☆ Thanks for agreeing to meet with me.
- ☆ He'll be right with you.
- ☆ Can I offer you something to drink?
- ☆ My pleasure.
- ☆ Hello Sir, How are you
- ☆ Hello, may I speak to Mr. Malik? (on telephone)

Grooming

Grooming describes basic personal hygiene as well as the process that prepares employees for a specific position within a company. The difference is that personal grooming is focused on appearance, while organizational grooming is focused on behavior. Both types of grooming are necessary to succeed in a work environment. Grooming includes:

a) Personal Hygiene

Personal grooming is taking care of your body in a hygienic manner. Caring for your body by washing your hands, brushing your teeth, combing your hair, trimming your nails, shaving, wearing clean clothing and showering is important for a person's own health.

b) Clothing

Personal grooming also includes how you dress. Clothing style is an extension of your attitude. Personal grooming also determines the impression you make on people and how you feel about yourself. Someone who has good personal grooming habits looks clean, neat, does not have visible body piercings other than in the ear, wears deodorant to limit body odor and does not overdo perfume. Well-groomed people wear clothes that are ironed, fit and are not torn. Pockets should be empty to avoid jangling change and jewellery should be understated, as opposed to jewellery that is bright or chunky. Personal grooming is also important to avoid the spread of germs in the workplace.

c) Organizational Grooming

Organizational grooming is how one is prepared to for a position in a workplace. Many organizations have required dress codes. Personal grooming can help demonstrate organizational commitment and is a sign of respect for yourself and your job. Depending on where you work, dress codes will vary.

d) Job Grooming

Organizational grooming also includes demonstrating work-appropriate behavior. These include a positive attitude, use of good manners, smiling, making eye contact, listening and discussing rather than arguing. Grooming individuals for jobs is also part of organizational grooming. Managers groom employees on how to do their jobs more efficiently and skillfully. Organizational grooming is also a matter of accepting responsibility, being honest and committing yourself to your accomplishments.

SESSION–4
THE ART OF COMMUNICATING EFFECTIVELY WITH CUSTOMERS

Exercise

Assignment

Pair up with your friend and make a note on the points given below:

- greeting customers when they come
- offering help
- being polite
- offering prompt service
- dealing with problems or complaints of customers
- dealing with an arrogant customer
- dealing with a shoplifter

Submit the assignment to the teacher for comments.

SESSION–4
THE ART OF COMMUNICATING EFFECTIVELY WITH CUSTOMERS

Assessment

Fill in the Blanks

1. The sales person is expected to meet the _____ standards for appearance and behaviour.
2. _____ the needs and expectations of the customer is important for developing relationship with customer.
3. The sales person should be trained to respond effectively to different customer _____.
4. The handshake is the universally accepted way of _____people and introducing oneself in the business world.
5. If you are forwarding an email, include a _____ as to why you are doing so.
6. You should never leave the _____ line blank of an email.

SESSION–4
THE ART OF COMMUNICATING EFFECTIVELY WITH CUSTOMERS

Checklist of Assessment Activity

Part–A

a) Differentiate between needs and expectations of customers.

Part–B

a) Why is it important to develop relationship with customer?

b) How effective communication helps in developing relationship with customers?

Performance Standards

The performance standards covered by the assessment includes the following, but not limited to:

Performance standards	Yes	No
Communicate effectively to meet the customer's requirements in a given scenario		
Demonstrate how to communicate effectively through telephone		
Demonstrate how to communicate effectively through email		

Further Readings

Books

- Developing Communication Skills - Krishna Mohan and Meera Banerji, MacMillan India Limited, Delhi.
- More than Words: A Handbook for Writers and Editors- Chitta R. Samant, DIPS Communication Centre, Bhubaneshwar.
- Messages: The Communication Skills - Matthew McKay.
- Communication: Principles for a Lifetime (4th Edition) - Steven A. Beebe and Susan J. Beebe.
- Communication: Making Connections (8th Edition) - William J. Seiler
- My Fair Lady - G.B.Shaw and J Lerner

Websites

- http://en.wikipedia.org/wiki/Communication

Unit-7: Profile of a Retail Bagger

INTRODUCTION

This unit provides information about service to customers and delivery of goods. This also includes planning delivery schedules that can help make the best use of time and other resources.

This is not a selling profile, but the person is expected to take opportunities to promote other products depending on the customer's need.

Bagging:

In a retail sector, employees must be able to interact with the customers in a friendly and professional manner as they are the face of the company.

A bagger needs to greet customers, and assist them in finding items throughout the store. Store baggers should be the friendly faces of the store besides being able to answer the customer's questions correctly and politely.

Main duties of a Bagger

- ☆ Helping the cashier is the main duty of a bagger.
- ☆ Baggers usually work directly with cashiers at the same counter.
- ☆ The cashier prepares the bill and the Bagger packs the goods, ready to be handed over to the customer. Therefore store baggers must be fast and organized.
- ☆ The employee should confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.

This will save both the trouble of return and exchange of goods due to incorrect packing.

- ☆ Furthermore a Bagger's duty also requires him to return any items left at the sales counter by customers to its proper place in the store.
- ☆ This helps the Bagger understand the store layout better and also increases his knowledge about products which is invaluable while guiding customers.

Transportation and Delivery of goods:

- ☆ A Bagger works in the shipping and receiving department store as well.
- ☆ Receiving jobs involve accepting, signing for and keeping records and documents of deliveries and merchandise.

- He/he has also to report to the shift in charge.
- A Bagger also keeps track of incoming and outgoing shipments.
- At times they have to prepare packing boxes by putting lining or padding inside cartons with materials to protect items if they are to be shipped or sent by air.
- It is important for them to decide a packing strategy to ensure that goods do not get damaged during packaging, for example, delicate, decoration and glass items.

Different packing material is used to package different goods (Bubble paper for breakable items).

Additional responsibilities of a Bagger:

- Besides, store Bagger must check that he/she has all the delivery details that they need to know and also how to get to the delivery address.
- He should check the equipment and paperwork needed for the delivery.
- Baggers also label boxes with stickers indicating where the boxes are being shipped.
- Another back office duty involved is recording item details of the item packed and where they are being shipped.
- Make the best use of time and other resources while making deliveries.
- Let the right person know about any delays in making deliveries.
- The bagger should deliver the products at the time agreed upon with the customer.
- He should follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them.

Health and Safety measures:

- Typical duties include unloading deliveries, setting up promotional displays, stocking merchandise, and facing the store.
- Lifting and carrying heavy boxes are also a part of a Baggers duty.
- It is of utmost importance to make sure that he/she protects his own health and safety while moving and transporting products.
- The Bagger must take immediate and effective action to limit the effects of risks, without putting himself or others in danger.
- He must also give clear information or instructions to other people

Flexibility and the willingness to do any odd job is the most important quality a Bagger must possess. Large stores require constant maintenance, organizing and cleaning to keep the ambience of the store. Another important duty is to ensure that shelves/racks/displays/merchandise areas/spaces and other materials are cleaned safely, and without causing damage. Ensure that pungent or badly smelling goods are not stocked or placed close to food products as the odour could get transferred to the food items.

They also need to have strong interpersonal skills and the ability to solve issues. A Bagger must extend appropriate courtesy to customers during the sales process and provide accurate information and advice. He should also ascertain that the customers purchase process goes smoothly right from start to billing by minimizing waiting times at different stages of the process.

The Bagger should assist the customer appropriately depending on the nature of the store environment (self service etc). At times customers want to be left on their own so that they can take time to decide. In such cases the Bagger should unobtrusively assist them without bothering and interfering.

If a store bagger excels at his job, he may progress to the position of a cashier and ultimately a shift manager etc.

If an employee has to deliver goods to different people at various locations in the city then he/she must chalk out a route and also write down in a diary (if diary is not available then on a piece of paper), so that the chance of forgetting a destination is minimum. This will not only save time and energy but the unnecessary harassment will also be zero. Such type of planning of delivering goods at several locations becomes very crucial at the time of festivals such as Diwali, Christmas, etc.

In case of the distance selling (mail orders), it is quite possible that the consignments are not accepted by the customer. The refusal to accept can be for the following reasons:

- The good are not delivered within the stipulated time period
- The goods have not arrived in proper order. The damage may have been due to transportation or mishandling of the products
- The goods are different than what was ordered by the customer.

- The goods are faulty.
- The price of the goods is not same as was agreed upon at the time of placing the order.
- Additional price such as transportation charges, handling charges & other miscellaneous charges are added without the knowledge of the customer.
- Any other genuine reasons.

In such cases of refusal the bagger should not get annoyed. Keeping his cool, he/she should first inform his/her supervisor on phone and request the customer to talk to the concerned authority. The authority/in charge is likely to do the needful as per the company norm in cases of refusal. In fact the bagger/delivery employee should also be trained about the company norms in such cases. So that if need be, he/she can also act accordingly, without being puzzled.