



WSQ Framework: Retail

Competency Category: Sales and Customer Service

Competency Unit: Maintain Personal Presentation

Competency Element (CE):

Apply Retail Etiquette in dealing with Customers

Submission of: LGA1, LGA2, LGA3, LGA4, Final Assessment (FA)

For ACTA Module Requirements: CU2, CU3A, CU4A

Organisation: Singapore Institute of Retail Studies (SIRS)

Participant: Adrian Chow Mun Nga

I/C : S1639400I

Date : 12th September 2008

Table of Contents

LGA 1 CU2	Performance Criteria	LGA 1 Question () Page
1.1	Differentiate between pedagogy and andragogy	1.6 ()
1.2	Identify the characteristics of adult learners and determine appropriate instructional methods to address their learning needs	1.7 ()
1.6	Apply concepts and theories of adult learning	1.6 ()
LGA 1 CU3A	LGA 1 Questions	LGA 1 Question Page
1.1	Identify learners characteristics in the design of the training program	1.2 ()
1.2	Adopt the PC from the competency standards as learning outcomes of the training program	1.1 ()
1.3	Identify areas in competency standards where	1.3 ()

	contextualization is required for incorporating in the training program	
1.4	Determine the factors influencing the training program	1.4 ()
1.5	Use appropriate tools and methods to gather relevant information for setting the parameters of the training program	1.5 () 1.10 ()
LGA 1 CU4A	LGA 1 Questions	LGA 1 Question Page
1.1	Review learners profile using information provided	1.8 ()
1.2	Preview the training program and determine if the learner can achieve the learning outcomes	1.9 ()
1.3	Adjust the training program to match the needs and characteristics of the learner	1.9 ()
LGA 2 CU2	LGA 2 Questions	LGA 2 Question Page
1.3	Identify the barriers to adult learning and assist learners in overcoming these barriers	2.6 ()
1.4	Identify the factors that motivate adults to learn and determine appropriate strategies to motivate learners	2.7 ()

1.5	Identify factors the maximize retention in adult learners	2.7 ()
LGA 2 CU3A	LGA 2 Questions	LGA 2 Question Page
2.1	Write up a program outline based on the defined parameters	2.1 ()
2.2	Review and confirm the program outline with relevant people	2.2 ()
2.3	Incorporate learning theories and ID principles in the design of the lesson plan, Facilitators guide and learner guide	2.4 ()
2.1	Incorporate appropriate instructional methods in the design of the training program to address learners needs and learning styles	2.3 ()
2.2	Incorporate assessment plan in the training program	2.3 ()
LGA 2 CU4A	LGA 2 Questions	LGA 2 Question Page
2.1	Ensure training resource, facilities and environment are appropriate and safe for training deliver based on the relevant logistic check list	2.52 ()

2.2	Ensure seating arrangements is suitable for the learner needs, nature and type of learning activity and instructional methods	2.51 ()
2.3	Develop contingency plan for the training session	2.53 ()
LGA 3 CU2	LGA 3 Questions	LGA 3 Question Page
2.1	Identify appropriate learning strategies for specific learning styles	3.5 ()
2.2	Determine the appropriate techniques to identify individual adult learners needs	3.7 ()
2.3	Describe how different adult learning preferences and styles impact learning design and delivery	3.6 ()
2.4	Use appropriate training strategies to accommodate culturally diverse learners	3.8 ()
LGA 3 CU3A	LGA 3 Questions	LGA 3 Question Page
3.1	Develop training material in accordance with agreed design	3.1, 3.2 ()
3.2	Use appropriate style , format and language that meet the needs of the learner	3.1, 3.2 ()

3.3	Comply with ethical, legal and organizational requirements in the development of training material	3.3 ()
3.4	Secure confirmation from relevant stake holders in the development process if necessary	3.4 ()
LGA 4 CU2	LGA 4 Questions	LGA 4 Question Page
3.1	Use suitable approaches to fulfill the professional roles of a curriculum developer / trainers	4.6 ()
3.2	Use suitable approaches to full fill the moral obligation an responsibilities of a curriculum developer / trainer	4.6 ()
3.3	Identify common ethical issues in training practices	4.7 ()
3.4	Apply appropriate strategies in resolving ethical dilemmas in training	4.7 ()
3.5	Apply ethical decision making in practices training	4.7 ()
LGA 4 CU3A	LGA 4 Questions	LGA 4 Question Page
4.1	Establish appropriate criteria to evaluate the training program	4.2 ()

4.2	Analyze feedback on training program	4.4 ()
4.3	Recommend improvements to enhance the training program	4.5 ()
LGA 4 CU4A	LGA 4 Questions	LGA 4 Question Page
6.1	Conduct post course evaluation using appropriate means to gather feedback	4.5 ()
6.2	Review the training program to determine if the learner needs and organizational objectives are met	4.5 ()
6.3	Review feedback to identify potential areas for improvement	4.5 ()
6.4	Prepare post course evaluation report	4.5 ()
Final Assessment Performance Criteria		Page
3.1	Establish rapport with learners through appropriate communication and interpersonal skills	3.1 ()
3.2	Use introductory activities to build a positive learning environment among learners	3.2 ()

3.3	Identify and reduce barriers to learning	3.3 ()
3.4	Manage disruptive learner behaviours effectively	3.4 ()
3.5	Manage cultural sensitivities appropriately	3.5 ()
4.1	Communicate clearly to learners the learning outcomes of the training programme	4.1 ()
4.3	Conduct case study effectively to enable learners to apply what they have been taught	4.3 ()
4.4	Conduct role play effectively to enable learners to apply the skills that they have been taught	4.4 ()
4.5	Facilitate group discussion effectively to provide learners the opportunity to apply and share the knowledge relevant to the training programme	4.5 ()
4.6	Reinforce learning outcomes at appropriate times	4.6 ()
4.7	Manage time effectively to ensure learning outcomes are met	4.7 ()
5.1	Assess learner's progress using appropriate methods	5.1 ()
5.2	Provide timely feedback on learner's progress	5.2 ()

5.3	Make adjustments to training programme in response to learner's progress	5.3 ()
5.4	Review with learner's opportunities to transfer learning to the workplace	5.4 ()

LGA 1:

1.1 Based on the performance criteria you have chosen list their learning outcomes.

Competency Element (CE)

Apply Retail Etiquette in Dealing with Customers

Ref	Performance Criteria	Learning Outcomes
1.1	Introduce self to customers with confidence and style	1.11 Project self confidence by positive body language 1.12 Knowledge of self introduction techniques 1.13 Making customers feel welcome and at ease
1.2	Stand at an appropriate distance and location when communicating and attending to customers	1.21 Demonstrate appropriate distance when communicating with customers 1.22 Able to select appropriate location for communicating with customers

Ref	Performance Criteria	Learning Outcomes
1.3	Communicate effectively with customers from diverse background	1.31 Knowledge of cultural differences 1.32 Use of appropriate techniques for handling customers from diverse background 1.33 Avoidance of gestures / words that impede communication with customers from different cultural background
1.4	Use appropriate tone of voice and other verbal and non verbal behaviours that convey positive customer service message	1.41 Knowledge of verbal / non verbal communications 1.42 Positive verbal communications when handling customers 1.43 Positive non-verbal communications when handling customers 1.44 Importance of Tone / Pitch of voice
1.5	Provide accurate product or service information and serve as a knowledgeable resource for the customers	1.51 Understand importance of store policies and procedures for good customer service 1.52 Differentiate Feature and Benefit 1.53 Common types of information required by customers 1.54 Techniques of providing information to Customers in your organization is explained

1.2 Develop a summary table of target audience that shows all demographic and other data

Ref	Name	Identity card number	Gender Male(M) Female (F)	Education	Language Median	Designation
1.	Mark Tan	S1189507F	M	Secondary	English	Inspector
2.	Lee Aik Koew	S8806077F	M	Secondary	English	Retail Assistant
3.	Maung Yin Maung	S7133300H	M	Diploma	English	Sales Assistant
4.	Mary Lee	S6900234T	F	Secondary	English	Foreman
5.	Koh Li Li	S2402040E	F	Secondary	English	Housekeeper
6.	May Tan	S10084779I	F	Secondary	English	Tour Guide
7.	Ang Lee Peng	G98654343I	F	Secondary	English	Receptionist
8.	Sarojuni Stevenson	S2199934T	F	Secondary	English	F & B
9.	Fatimah Hassan	S7439456H	F	Secondary	English	Sales Assistant
10.	Gan May Li	S1322830J	F	Secondary	English	Admin Assistant
11.	Mary Angola	S2123334D	F	Secondary	English	Sales Assistant
12.	Ong Li Tan	S7329344F	F	Diploma	English	Sales Supervisor
13.	Tern Ai Tung	G2546788H	F	Secondary	English	Front desk reception
14.	Fanny Tan	S0113995D	F	Secondary	English	Waitress
15.	Jasvinder Kaur	S7234576H	F	Diploma	English	Nurse

1.3 Identify the performance criteria where contextualization may be required

PC 1.1: Introduce self to customers with confidence and style

Organisations Standard Operation Procedure (SOP) on timing, welcome approach upon encountering customers

PC 1.2: Stand at an appropriate distance and location when communicating and attending to customers

Different industries code of practices when attending to customer's needs eg. Presentation of watches, jewelries and furniture products

PC 1.5: Provide accurate product or service information and serve as a knowledgeable resource for the customers

Personnel performing non-selling roles in retail organization eg. cashiers, customer service officers

1.4 List two factors based on context and learner demographics that will influence the design of your learner's guide

Languages:

Level of spoken and written English of learners such as foreign workers and Chinese educated participants. The design of the learner guide will centered on using simplified English, avoidance of "Singlish" and more illustrations i.e. graphics for higher transfer of learning.

Standard Operation Requirements (SOP) / Code of Practices

Organisation policy on timing of approaching customer, standardized greetings, presentation of merchandise.

Organisation dress policy eg. Allowing jeans, track shoes, dyed hair, earrings

Jargons used in different retail settings eg. “brown and white goods” in consumer electronics.

1.5 Describe what method(s) and tool(s) you used to conclude the information of Item 2 or 3 or 4 above

Methods	Tools	Examples
Direct Observation.	Checklist	Establishing learner’s profile on job Establishing current performance standards
Interviews.	Interview Guide	Interviews with stakeholder such as HR manager, Operation Manager on the needed contextualization i.e. SOP, outcomes of training -
Surveys.	Pre and Post Training Questionnaires	Establishing the demographics, language proficiency, experiences of target audience
Content Analysis.	Review of relevant documents i.e. organization SOP, manuals, business plan	Review past training attended by participants Organisation code of practices, policies, procedures that impact design of training contents

1.6 Describe in about 200 words how adult learning theories and principles can be used to increase the effectiveness of training programs

An understanding of adult learning theories and principles will enable the course developer and trainer to maximize the transfer of learning to the targeted audience.

For achieving this objective, it's important to understand the differences between **Pedagogy (child like learning)** and **Andragogy (adult learning)** as show below:

PEDAGOGY vs ANDRAGOGY		
Context	Pedagogy Learners	Andragogy Learners
Life Experience	Viewed as children without experience e.g. working life, exposure to society norms , interactions	Viewed as adults with extensive work and life experiences. They need to relate what they learnt to what they already know
Purpose for Learning	Do not know reasons for studying particular subjects but aware that they have to learn more	Goal oriented, awareness of the need for learning particular subjects for improving their work and personal life
Dependence / Independence	Viewed as dependent children that need to be led by teacher during learning	Self directed, like to take charge of their own learning
Demands for Learning	Can give more time for learning as they have little responsibilities	Need to balance learning against their responsibilities against family, friends, work demands

Role of Instructor	Dependent on teacher to direct the learning. Teacher served as disseminator of information, disciplinarian and guardian of learner	Independent, self directed. Trainer served as facilitator and advisor rather than teacher.
--------------------	--	--

Among the key theories and principles of adult learning are as follows:

a. Andragogy: Malcolm Shepherd Knowles

- Life Experience – Adult learners are seen as individuals with extensive life experiences who need to relate what they learn to what they already know. Here, the trainer needs to link or relate the training contents to the adult experiences such as work, career for maintaining their interest in the training.
- Purpose for Learning – Adult learners are goal oriented and seek to determine the effectiveness of training in absolute terms. In this aspect, the objectives of the training must be clearly stated and goals must be challenging
- Independence / Role of Instructor – Adult learners are self directed and seek to take charge of their own learning. Here, the trainer needs to adopt a collaborative and facilitating approaches during delivery of training by encouraging learners to participate through discussions and contributions by learners.

b. Learning Contract : Caffarella

Increase competence for self directed learning as a result of learning contract. Here, the trainer should trust the adult learner to fulfill his role in the “teacher to student relationship” by permitting the adult learner to study at his own pace based on the adult motivation and commitment to the contract.

c. **Reflective learning :Mezirow :**

Reflection is the key in the transformational process which encompass:

- Content reflection: Individuals reflect the contents of the problem
- Process reflection: Focus on the strategies to solve the problem rather than the content of the problem. Uses rational rather than intuition
- Premise reflection: Questions the relevance of the problem, the assumptions, beliefs and values underlying the problem are questioned

d. **Accelerated learning: Bobbi DePorter and Colin Rose**

- Takes into account a variety of techniques including multiple intelligence, learning styles, neurosciences and cognitive psychology
- Learning environment is important and special attention is focused on the use of color, smells, temperature and furnishing of room.

Here, the training provider should ensure an ideal training environment free from noise disruption, comfortable temperature and furnishing, adequate lighting for enabling the learner to feel comfortable and lessen the stress from learning.

1.7 Describe in 200 words the characteristics of adult learner and Instructional methods that work best with adults

A training program effectiveness centered on the “correct transfer of learning” to the targeted audience. Here, an understanding of adult learning characteristics will enable the trainer to apply the appropriate instructional tools for greater learner’s attention, participation and learning outcome.

Adult learners displayed characteristics (Dr. Gary Kuhne) as shown in Table 1 which will highlight the objectives and appropriate MOI (Method of Instruction) for alignment to the stated traits of adults during delivery of training programmes.

Table 1: Impact of Adult Learners Characteristics on MOI (Method of Instruction)

Adult Learners Characteristics	Method of Instruction (MOI)
<p><u>Self Concept</u></p> <ul style="list-style-type: none"> • Self Directed • Self Motivated 	<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Facilitate the session rather than instructional for enabling trainees participation / lessening resistance to learning ➤ Need to rationalize the training objectives and learning outcome. through WIIFM for self motivation / buying in of training ➤ More consultative than directional for learner self esteem / respect dimension <p style="text-align: center;"><u>Methods</u></p> <ul style="list-style-type: none"> ➤ Individual Exercise ➤ Assigned Questions ➤ Debate
<p><u>Experience:</u></p> <ul style="list-style-type: none"> • Proud of life experiences • Link new learning with prior learning • Lack confidence in learning 	<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Link training to participants life experience ➤ Highlight relevancy of training to participant environment ➤ Utilise “supportive / collaborative” teaching for boosting trainee confidence <p style="text-align: center;"><u>Methods</u></p> <ul style="list-style-type: none"> ➤ Brainstorming ➤ Problem Solving ➤ Discussion

Adult Learners Characteristics	Method of Instruction (MOI)
<p><u>Readiness to Learn</u></p> <ul style="list-style-type: none"> • Voluntary learning • Resistant to changes on current attitudes and behaviours • Physical limitations due to age factor 	<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Provide support to participant learning effort ➤ Provide reasons for needed changes on attitudes and behavior dimensions from training ➤ Factor in physical needs of participants <p style="text-align: center;"><u>Methods</u></p> <ul style="list-style-type: none"> ➤ Self Study ➤ Interview ➤ Self paced
<p><u>Orientation to Learning</u></p> <ul style="list-style-type: none"> • Secondary role of “student” by learner • Tagging of learning for marginal time distribution • Diversity of learners age / experiences 	<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Advance notice and flexibility of timing for assignments ➤ Provide time / lesson management skills ➤ Adopt holistic approach during lesson delivery <p style="text-align: center;"><u>Methods</u></p> <ul style="list-style-type: none"> ➤ Group Discussion ➤ Self Study ➤ Self Paced ➤ Interview ➤ Self paced
<p><u>Motivation to Learn</u></p> <p>Pragmatic application of training contents</p>	<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Application of theory to “real life scenario” <p style="text-align: center;"><u>Methods</u></p> <ul style="list-style-type: none"> ➤ Case Study ➤ Discussion

1.8 Review the profile of your typical class and complete the following details below

PARTICIPANT PROFILE	
Training Topic	Maintain Personal Presentation
Language ability	English Language: <ul style="list-style-type: none"> • Listening– low to good • Reading- low to good • Writing- low to good • Numeracy – low to good
Age Range	Range of 20-60
Gender	20 % male, 80% female
Academic Background	Primary to Diploma level
Cultural Background	Singaporeans: Chinese, Malay, Indian, Eurasian PR / Foreign Workers: Filipinos, Indonesians, Vietnamese, Mainland Chinese, Thais Burmese
Relevant Experience	Experienced Retail Practitioners / New Retail Entrants Retail Career Aspirants from various industries (e.g. manufacturing, administrative, education).
Physical Limitations in Learning	Elderly Participants Pregnant Participants
Information sources for participant profile	<ul style="list-style-type: none"> • Participants application form • Pre- training survey

1.9 Based on the learner profile determine which learning outcomes learners have difficulties achieving. If so, what areas may they face challenges in?

S/N	Challenges faced by learners	Adjustments to the training recommended
1.	<p>Older age group– slower to absorb; visual problems; hearing problems; can have more life experience; can have low self-esteem</p> <p>Handicap / Pregnant participants</p>	<ul style="list-style-type: none"> - Bigger fonts - Slow down pace of delivery - Repetition of important points / steps - Mix age group seating - Personal coaching / Encouragement - WIIFM – motivate by making training interesting and fun for them - Trainer to check learners comfort level, ability to undertake strenuous activities
2.	<p>Educational level:</p> <p>Too wide range</p>	<ul style="list-style-type: none"> - To get Diploma holders to share academic knowledge with others in the group so that they do not feel that they are wasting their time not learning new knowledge
3.	<p>Industry:</p> <p>Different type of skills and experience</p> <p>Different organisation policies</p>	<ul style="list-style-type: none"> - Giving real-life examples, for enhancing interest of learners - Adopt participative learning by permitting sharing of organisation practices
4.	<p>Language Ability:</p> <p>Low - Good</p>	<ul style="list-style-type: none"> - Keep the language simple - Trainer needs to ask questions after section to ensure understanding - Detailed explanations of technicalities and industry jargons - Cater and provide opportunities for clarifications of training contents

1.10 Course Information Document (CID)

Course Information Document	
Course Title	Maintain a personal presentation (MPP)
Purpose of course	On successful completion of the course the participant will have the knowledge and skills to develop and maintain personal presentation that aligns and support the organization image and customer service standards
Audience	<p>Primary audience: Personnel from Retail industry</p> <p>Secondary audience: Workers from other industries that have direct contact with customers</p> <p>Audience size: 100,000 paxs.</p>
Analysis	<p><u>Competency Unit:</u> Maintain Personal Presentation</p> <p><u>Underpinning Knowledge:</u> Organizational policies and procedures, guidelines for customer service</p> <p><u>Competency Element:</u> Apply retail etiquette in dealing with customers</p> <p><u>Performance Criteria:</u></p> <ol style="list-style-type: none"> 1. Introduce self to customers with confidence and style 2. Stand at an appropriate distance and location when communicating and attending to customers 3. Communicate effectively with customers from diverse background 4. Use appropriate tone of voice and other verbal and non verbal behaviours that convey positive customer service message 5. Provide accurate product or

Course Information Document	
	<p>service information and serve as a knowledgeable resource for the customers</p> <p><u>Learner Characteristic:</u> Work experience, special needs language(s) requirements,</p> <p><u>Learning Context</u> Contextualization requirements from organization SOP, code of practices</p> <p><u>Legal Requirements</u> Copyright issues, Fairprice Trading Act</p> <p><u>Organisational goals overview:</u> For assisting in organization effort in improving customer service standard.</p> <p><u>Available Budget</u> : Allocated budget of \$16.05 (with GST) per learner for Singaporeans / PR workforce under WDA subsidy. Foreign workers at \$260 (with GST) Contextualisation charges at \$1500</p> <p><u>Developmental Time</u> : 1 month as agreed</p> <p><u>Materials Development Needs:</u> Organizational SOP, code of practices, learners profiles</p> <p><u>Length of Course:</u> 16 Hrs</p> <p><u>Other Needs:</u> NA</p>
Design	<p><u>Materials</u> Text based learner guide,</p> <p><u>Readability Level of Materials</u> Based on WPLN 3 with 12 size Arial fonts, Illustrations</p>

Course Information Document	
	<p><u>Instructional Methods</u> : Mini lecture, video, case study, group discussion individual exercise, role play</p>
Development	<p><u>Template</u> Cover page, Overview page, Introduction page, Activities pages, Assessment pages, Evaluation pages,</p> <p><u>Materials to be created</u> : Trainer & Learner guide, Role play scripts, Assessment Guide, Case studies, Slides, Games activities, Handouts</p> <p><u>Copyright issues</u> : Intellectual property of references</p> <p><u>Reference</u> : Web sites, Organisation SOP, trade practices, Academic books</p>
Implementation	<p><u>Physical Resources</u> Classroom, toilet, break out area, Training equipments i.e. computer, projector etc, Training tools i.e markers, flip charts etc</p> <p><u>Human Resources</u> Trainer, Assessor, Technician, Food caterer, Programme manager</p> <p><u>Program Fit</u> Module requirements for WSQ Certificate in Retail Operations, part of organization Total Company Training Plan (TCTP)</p> <p><u>Learner's Pre Requisite</u> Minimum WPLN 3, Knowledge of organizational SOP, Trade practices</p>
Evaluation	<p><u>Overall Effectiveness</u> : By pre and post evaluation</p> <p><u>Formative Assessments</u> By individual exercise, performance in class discussion, role play exercise</p> <p><u>Summative Assessment</u> Through attainment of identified Assessment criteria's</p>

Course Information Document	
	<p>(Assessment checklist) via role play, oral questionings methods</p> <p><u>Roll Out Date</u> First week of September with initial run of 16 participants. 4 total run will be of 48 participants in 4 batches</p>

LGA 2:

Part 1:

2.1 Develop a one page course outline

COURSE OUTLINE

COURSE OVERVIEW	
Programme Title	Apply Retail Etiquette in dealing with customers
Learning Outcomes	<ul style="list-style-type: none"> ▪ Able to introduce self to customers with confidence and style ▪ Stand at an appropriate distance and location when communicating and attending to customers ▪ Communicate effectively with customers from diverse background ▪ Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages ▪ Provide accurate product and service information and serve as a knowledgeable resource for the customers
Target Audience	Primary audience: Retail Personnel Secondary audience: Workers from other industries that have direct contact with customers
Pre-requisite knowledge	Organizational policies and procedures and guidelines for customer service.
Class Size	Minimum 14 persons & maximum 20 persons per class
Duration of Programme	Total 16 Hours: 12 hours of class + 4 hours assessment
Training Approach	Mini lectures, video case studies, group discussion, individual exercise, role plays,
Fees	\$16.05 with GST after WDA funding for Singaporeans / PR, Others: with GST

2.2 List the stakeholders you will meet when discussing and confirming the course outline

STAKEHOLDERS	
Organisation Training Manager	Payment issues, Degree of contextualization, Duration of programme
Supervisors / Managers of Target Learners	Learner profiles, SOP, code of practices Manpower planning for target learner leave of absence from work
Subject Matter Expert	Technicalities of course contents
Course Developer	Timeline for design, development, resource allocation
Trainer	Availability, Readiness for delivery of programme

2.3 Complete the Topic Specification Table (TST) for the performance criteria you have chosen

Competency Element 3.0	Performance Criteria	Knowledge	Skill	Assessment Methods				Instruction Strategies	Instructional Methods
				Observation Demonstration	Product/ Documentation	Interview	Others - Presentation		
Apply Retail Etiquette in Dealing with Customers	3.1 Introduce self to customers with confidence and style	√	√	√			√	Direct Instruction	Mini Lecture Reading Guides Compare & Contrast Demonstration
	3.2 Stand at an appropriate distance and location when communicating and attending to customers	√	√	√			√	Interactive Instruction	Role play Interview Discussion Peer Practice
	3.3 Communicate effectively with customers from diverse background	√	√	√			√	Indirect Instruction	Case study Written and Video

	<p>3.4</p> <p>Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages</p>	√	√	√			√	<p>Experiential Learning</p>	<p>Stimulations Role Play without script</p>
	<p>3.5</p> <p>Provide accurate product or service information and serve as a knowledgeable resource for the customers</p>	√	√	√			√		

LGA 2:

Part 2

2.4 Develop a 60 minutes lesson plan that includes ALL of the following elements:

- a. Where the Review (R), Overview (O), Presentation (P), Evaluation (E), & Summary (S) **(ROPES)** will be placed
- b. Where the underpinning knowledge (**UK**) will be covered
- c. Where the Attention (Att.), Relevance (Rel.), Confidence (Con), Satisfaction (Sat.) **(ARCS)** will be placed
- d. Where the formative assessment will be carried out

Competency Element: Apply Retail Etiquette in dealing with Customers

Performance Criteria:

1. Introduce self to customers with confidence and style
2. Stand at an appropriate distance and location when communicating and attending to customers
3. Communicate effectively with customers from diverse background
4. Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages
5. Provide accurate product or service information and serve as a knowledgeable resource for the customers

Apply Retail Etiquette in dealing with Customers Lesson Plan

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
0900 (10)	Activity – Ask participants to stand closely facing each other and self introduce themselves	Attention Relevance	√	Classroom.
0910 (5)	Welcome the participants Introduction by Trainer			Slides
0915 (15)	Each Participant to introduce themselves with the criteria on the flip chart Name, Experience, Department Interest / Hobby What do you expect to learn from this course	Attention	√	Flip Chart

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
0930 (5)	Trainer to present learning contract e.g. silencing of mobiles, rules of behaviours (respect of culture, religion) overview of lesson, learning objectives, activities and assessment criteria's	Attention Relevance Overview Review UK		Computer, projector, visuals, flip chart, Trainer & Learner Guides
0935 (35)	PC 1: Introduce self to customers with confidence and style Video on service showing negative approach when encountering customers Class discussion on video and experiences of	Attention Relevance Confidence Satisfaction Presentation Evaluation Summary	√	Video Trainer & Learner Guides Computer & projector

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	learners Trainer presentation on lesson learning from video Trainer presentation on correct techniques , requirements for self introduction to customers Trainer to conduct quiz on positive and negative types of self introduction upon contacting customers Trainer to review answers to quiz in class discussions	UK		Flip Chart Quiz sheets

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
1010 (30)	<p>2. PC 2: Stand at an appropriate distance and location when communicating and attending to customers</p> <p>Trainer presentation on “personal space” requirement, adoption of body posture</p> <p>Class discussion on experiences on lesson coverage</p> <p>Trainer presentation on location i.e. in crowded premises, different environment e.g. in a shoe boutique, watch counters while</p>	<p>Attention</p> <p>Relevance</p> <p>Confidence</p> <p>Satisfaction</p> <p>Review</p> <p>Presentation</p> <p>Evaluation</p> <p>Summary</p> <p>UK</p>	√	<p>Computer, projector, visuals, flip chart</p> <p>Trainer & Learner Guides</p> <p>Role Play area & scripts</p>

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	communicating and attending to customers needs Stimulated Role play on appropriate distance and attending to customers by participants Trainer to observe demonstrations by learners , review results, give feedback on positive and negative aspects by learners			
10 40 (20)	Tea Break			Tea, coffee, biscuits

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
1100 (30)	<p>3. PC3. Communicate effectively with customers from diverse background</p> <p>Trainer to facilitate class discussion on the diverse types of customers that will be encountered by service staff</p> <p>Presentation on importance of understanding cultural, religious, language traits that is unique to different customers</p> <p>Presentation on special needs posed</p>	<p>Attention Relevance Confidence Satisfaction</p> <p>Review Presentation Evaluation Summary</p> <p>UK</p>	√	<p>Computer, projector, visuals, flip chart, Trainer & Learner Guides</p> <p>Quiz sheets</p>

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>by customers e.g. handicap, speech impairment, pregnancy, wheel chair bound customers etc.</p> <p>Trainer presentation on correct techniques in communicating with diverse customer's e.g. usage of hand gestures, pen & paper should there exist a language barrier</p> <p>Trainer to conduct and review answers to quiz</p>			

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
1130 (60)	<p>4 PC 4: Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages</p> <p>Video on body language</p> <p>Class discussion on video and its relevancy to learner's work environment</p> <p>Trainer to review key learning points from video</p> <p>Trainer presentation on characteristics of</p>	<p>Attention</p> <p>Relevance</p> <p>Confidence</p> <p>Satisfaction</p> <p>Review</p> <p>Presentation</p> <p>Evaluation</p> <p>Summary</p> <p>UK</p>	√	<p>Video</p> <p>Trainer & Learner Guides</p> <p>Role Play area / Scripts</p> <p>Computer & projector</p> <p>Flip Chart</p> <p>Quiz sheets</p>

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>verbal and non verbal modes of communications.</p> <p>Importance of correct tone, pitch of voice for clarity in communications.</p> <p>Trainer Presentation / demonstration on types of body language that should be adopted by service staff</p> <p>Trainer presentation on positive customer messages during various phases of customer contact e.g. when customer interrupt your job tasks, when customer seek</p>			

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	assistance, customer complaints, etc. Stimulated Role play by participants Trainer to observe demonstrations by learners , review results, give feedback on positive and negative aspects by learners in the form of group discussion Trainer to conduct quiz on positive and negative types of customer centric messages Trainer to review			

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	answers to quiz in class discussions			
1230 (60)	<p><u>5. PC 5:</u></p> <p><u>Provide accurate product or service information and serve as a knowledgeable resource for the customers</u></p> <p>Trainer presentation on difference between product and service</p> <p>Trainer to discuss with participants the products and</p>	<p>Attention</p> <p>Relevance</p> <p>Confidence</p> <p>Satisfaction</p> <p>Review</p> <p>Overview</p> <p>Presentation</p> <p>Evaluation</p> <p>Summary</p> <p>UK</p>	√	<p>Trainer & Learner Guides</p> <p><u>TRAINER SLIDES 31 to 40</u></p> <p><u>LEARNER GUIDE 5.0 TO 5.3 PAGE 51 to 66</u></p> <p>Role Play area /</p>

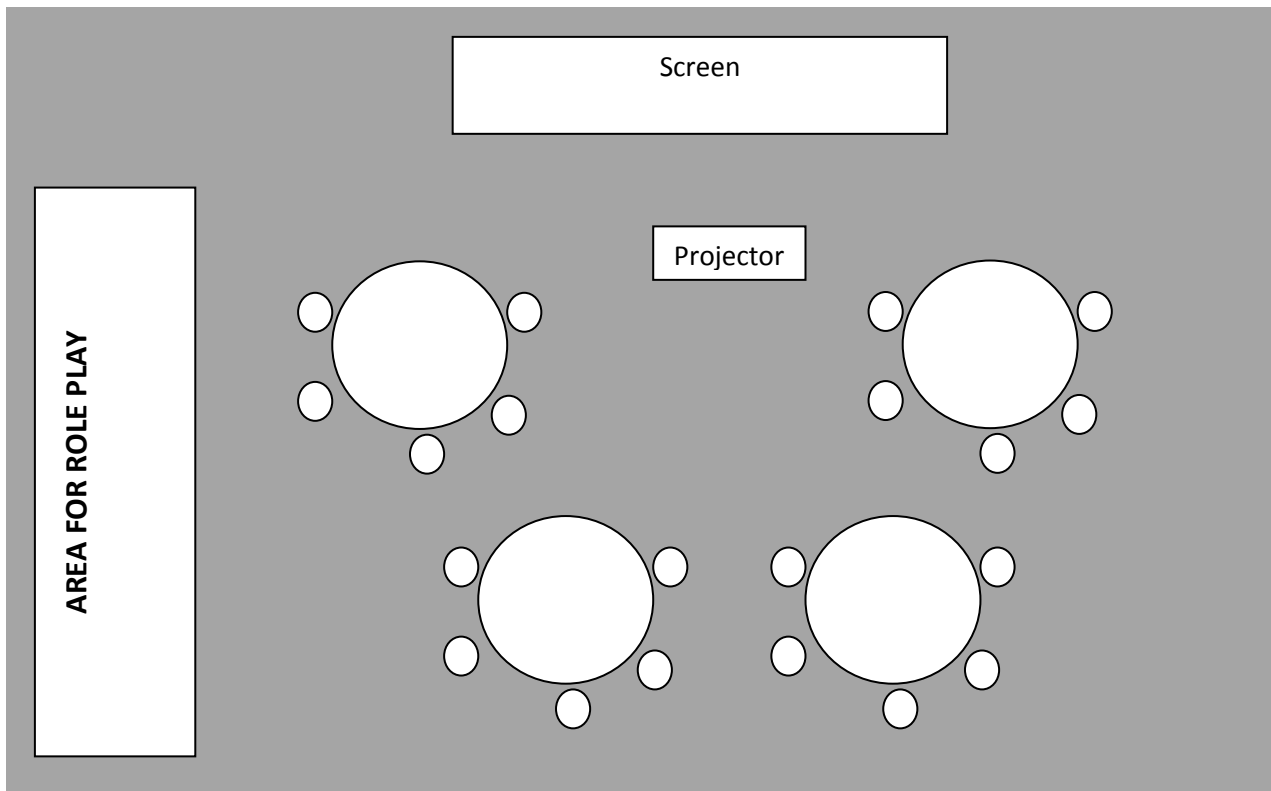
Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>services offered by their company</p> <p>Class discussion on types of information seek by customers in their work place</p> <p>Importance of accurate product / service information to customers</p> <p>Trainer presentation on “what you need to know: on products and services</p> <p>Trainer</p>			<p>Scripts</p> <p>Computer & projector</p> <p>Flip Chart</p> <p>Selected props for role play</p>

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>presentation on Feature / Benefit of a product / service</p> <p>Trainer presentation on how to differentiate between Feature and Benefit</p> <p>Trainer to discuss features and benefits of car, lock (Slide 36,37)</p> <p>Trainer to facilitate Exercise 7 (Slide 38) , Game 7 on identifying B(benefits) F (features)</p>			

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>Stimulated Role play on providing accurate information using FAB techniques for answering customer enquiries on product / service by participants</p> <p>Trainer to observe demonstrations by learners , review results, give feedback on positive and negative aspects by learners in group discussion</p>			

Time (mins)	Key Presentation Points	ARCS (Attention, Relevance, Confidence, Satisfaction) ROPES (Review, Overview, Presentation, Evaluation, Summary) UK(Underpinning Knowledge)	Formative Assessment	Resources
	<p>Trainer to recapitulate CE lessons, review performance by learners and clarify doubts of learners</p> <p>Trainer to give overview of next lesson and its linkage to present lesson</p> <p>Trainer to inform learners on any assignments or preparation of next lesson. Trainer to thanks learners and bade them goodbye.</p>			

2.51 A seating plan appropriate to the topic being covered



Cluster Seating Plan

Rationale:

This seating arrangement is suitable for this module due to the instruction strategies and methods of instruction selected (see 2.3). Learners will be encouraged to take an active role in the training under the usage of breakout groups under an informal setting. Also, the facilitator can walk and observe all the learners in the room. The learners themselves can observe the other learners in role play situations.

2.52 A logistics plan for the delivery / facilitation of your lesson topic

Logistics Checklist	
Training Topic	Maintain Personal Presentation
Trainer:	
Number of Participants:	
Date and time:	
Classroom:	
Location:	
Contacts	
Programme Coordinator	
Module in Charge	
Emergency Contact	
Maintenance (light, aircon)	
Security(access)	
Training Resources – (Please tick off / remark on the list as you check)	
Training Equipment in good working order	
LCD Projector	
CD/Video Player	
Speakers	
Extension cord	
Training Tools in good working order	
Flipchart stand and flipchart	
Markers	
A4 paper	

Laser pointer	
Training Materials (Trainer)	
Attendance List	
Trainer's Guide	
Instruction / Answers for Case studies / Role play	
Assessment Checklists	
Assessment Guide	
Evaluation Guide	
Learner Materials	
Additional handouts (case studies / role play script, exercises)	
Instruction to candidate	
Appeal Form	
Evaluation Forms	
Safety / Security	
Special Instructions from participants eg. Safety needs of Handicap learners	
Location of / first aid box / fire extinguishers	
Locations of emergency exits unblocked	
Safety and Security briefing script prepared (presentation slides)	
Room / Reception / Refreshment	
Morning tea catered	
Afternoon tea catered	
Special diet (Halal / Veg)	

Participants Name Tags	
Room seating as per training plan	
Air-conditioning in working order	:

2.53 A contingency plan for the training session to be conducted

Contingency Plan	
Risks	Contingencies
Equipment Failure (air con breakdown) (blown bulbs) (laptop not in a working condition)	<ul style="list-style-type: none"> ● Awareness of procedures / contact personnel ● Have a hard and soft copy (in a thumb drive) of the PowerPoint slides, trainer’s guide and learner’s guide
Emergencies Fire Accidents involving injuries	<ul style="list-style-type: none"> ● Awareness of procedures, fire extinguisher, routing ● Awareness of procedures, first aid box, trained first aider, contact points for medical assistance eg. Clinic, hospitals, ambulance

2.6 Describe in about 200 words three teaching / learning strategies that can be used to help overcome typical barriers to adult learning

The common barriers to adult learning consist of a) Institutional: e.g. access to information i.e learning opportunities, b) Situational: e.g. lack of time, scheduling problems, c) Individual: e.g. motivational, self esteem, self confidence

The teaching learning strategies that may be applied for minimizing the impacts of identified barriers are shown below:

Teaching/ Learning Strategies	Objectives
Information	<p>Accessible and Available</p> <ul style="list-style-type: none"> - Current information should be easily available to the learners for regular updates of learning opportunities This can be in the form of the media channels that the learners are familiar with -These modes of media channels can be in the form of newspapers (English, Chinese, Malay, Tamil), different radio channels. -Hotline numbers of the courses are available so that learners can access the information immediately -Information has to be written in at a level that is appealing to the learners
Flexibility	<p>Timing of the courses</p> <ul style="list-style-type: none"> -Times of the courses should vary to cater to the needs of the adult who may be working or have other personal commitments. For example, the course can be scheduled into shorter session's i.e 3 hours blocks, spread over a number of days in a week, day or night classes for minimizing clashes with learners work commitments.


Teaching/ Learning Strategies	Objectives
<p>Environment</p>	<p>Learning / Physical Environment</p> <ul style="list-style-type: none"> -An encouraging and conducive environment is needed to motivate the learners to embark on training and to complete it. -Physical environment in the form of comfortable, well equipped training venue for greater conducive learning. <p>Working Environment</p> <ul style="list-style-type: none"> -Pro learning environment that rewards and incentivize the individual for continuously learning on and for the job.

2.7 List three motivational theories that could be used to help maximize retention of learning participants and highlight the barriers to adult learning

Motivation is the reason or reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neuropsychology. Motivation can only surface from the individual himself; however external forces may facilitate the surfacing of motivational traits.

Here, we shall review 3 motivation theories that a trainer may apply in lessening the barriers of learning from adult participants which may arise from individual, situational and institutional forces as presented in Table 1:

Table 1: Barriers to Adult Learning, Motivation Theories and Application

Barriers to Adult Learning	Motivation Theories	Application of Motivation Theories towards Retention of Learning of Adults
<p style="text-align: center;"><u>Institutional</u></p> <ul style="list-style-type: none"> • Access to information on venue, course description, fees • Validity, Recognition of training Institution • Quality of training contents, trainers • Resource Issues 	<p style="text-align: center;"><u>Maslow’s Hierarchy of Needs</u></p>  <p>The diagram is a yellow pyramid divided into five horizontal sections. From top to bottom, the sections are: <ul style="list-style-type: none"> Self-Actualisation Esteem Needs (with sub-points: Recognition, Reputation, Status) Social Needs (with sub-point: Sense of belonging Love) Safety Needs (with sub-points: Security, Protection) Physiological Needs (with sub-points: Hunger, Thirst) </p>	<p style="text-align: center;"><u>Application</u></p> <ul style="list-style-type: none"> ➤ Utilise cluster seating for training, input group discussions, projects for supporting “Social Needs” of adult learners ➤ Provide well lighted, ventilated training rooms, comfortable seats for “Physiological” needs of adult learners.

Barriers to Adult Learning	Motivation Theories	Application of Motivation Theories towards Retention of Learning of Adults
<p><u>Situational</u></p> <ul style="list-style-type: none"> • Lack of time, money, schedule, • Lack of self confidence • Changes in situational forces 	<p><u>John Keller ARCS Model</u></p> <ul style="list-style-type: none"> • Attention • Relevance • Confidence • Satisfaction 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Utilise variability in learning activities, presentation methods, assessment methods for maintaining learner attention level ➤ Link training programs to learner’s life experience through discussion, participative training, projects ➤ Implement stages of simple to difficult tasks for building learner confidence level
<p><u>Individual</u></p> <ul style="list-style-type: none"> • Self Esteem • Time, Money, Responsibilities • Lack of literacy / numerical skills • Lack of self confidence / motivation • Inability to cope with lessons 	<p><u>Hertzberg’s Motivation-Hygiene Theory</u></p> <ul style="list-style-type: none"> • Motivation Factors - Intrinsic • Hygiene Factors - Extrinsic 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ➤ Ideal learning conditions i.e scheduling, resources allocation of training for extrinsic factors ➤ Recognition of Prior Learning (RPL), Value of learning outcomes for Intrinsic factors

For maximizing retention of learning in adults, the following methodologies may be used:

1. Reflective Learning

Allow learners time to reflect about their learning experiences for connecting to their prior knowledge and experience.

2. Experiential Learning

Training to be activity oriented, learner centered with allocated time for reflection. Learners will share learning points on a group basis and focus on how they will apply learning outcomes in their work and personal lives.

3. Multi Sense Learning

Usage of 5 senses (Vision, Auditory, Smell, Taste, and Feel) for maximizing transfer of learning

4. Over Learning

For reinforcement of learning points, training topics may be repeated for e.g. recapitulation, highlighting topic during conduct of other topics by “linkage”

5. Active Learning

Involve learners during training by active participation such as group discussion, facilitation i.e. permit them to discover solutions to questions by themselves

LGA 3:

Part 1

Sample portions of learner guide (10 pages) with a set of presentation slides(10)

- 3.1 **Be directly linked to Topic Specification Table (TST) and lesson plan.**
- 3.2 **Use an appropriate layout based on the needs of both the client and the Learners**

WSQ Framework: Retail

Competency Category: Sales and Customer Service

Competency Unit: Maintain Personal Presentation

Competency Element (CE):

Apply Retail Etiquette in dealing with Customers

Learner Guide

All rights reserved. No part of this document may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without prior written permission

Maintain Personal Presentation (MPP)

Dear participants of MPP,

Welcome to the CE section of MPP:

Apply Retail Etiquette in dealing with Customers

This module is fun & interactive and it aims to deliver the following learning outcomes for you.

Performance Criteria (PC):

1. Able to introduce self to customers with confidence and style
2. Able to stand at an appropriate distance and location when communicating and attending to customers
3. Able to communicate effectively with customers from diverse background
4. Able to use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages
5. Able to provide accurate product or service information and serve as a knowledgeable resource for the customers

Are you ready? Let's start....

1.0 Introduce self to customers with confidence and style



Cartoons with permission from Amol Training (Australia)

Retailing is highly competitive, and it is most important to establish good relationships with customers in order to gain the sale, and secure return business. The initial contact between you and the customer built the type of relationship that will exist between both parties.

How do you go about establishing a good relationship with customers upon first contact?

Program Activity

First impressions

Individual company has specific policies or procedures for introduce self to customers.



Your Company Policy for Introducing Self to Customers

- What must you **do**:

- What should you **say**:

1.1 Greeting Customers

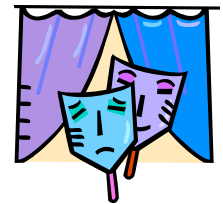


1. Acknowledge customer with a smile
2. Greet the customer in a friendly positive way. Be cheerful and enthusiastic.
3. Use a pleasing tone / pitch of voice to greet customer.

Say “Welcome to.....Sir”, “ Good Morning Madam”,

4. Stand erect on both feet facing customer.
5. Maintain eye contact with customer. DO NOT STARE at customer

Class Activity: Role Play



Each group is to spend 10 minutes to discuss the situations listed below where they have to demonstrate: **Introduce self to customers with confidence and style**

- A) A customer strolls into your shop
- B) While you are arranging stocks, a customer wave to you
- C) A customer walk into your watch counter and look at the watches on display

3.0 Communicate effectively with customers from diverse background

Dealing with people from **DIFFERENT CULTURES** is similar to dealing with our own citizens but we need to be extra sensitive to their needs. Here are several suggested **STRATEGIES** to deal with people from different cultures:

1. Treat all with dignity & _____.
2. When in doubt, ask _____.
3. Do NOT _____ anything, it can get you into trouble.
4. Ask for his/her _____. We all have our own needs and desires.
5. Do NOT _____ or pre-judge anyone.
6. Listen well and speak _____.
7. Treat others the way you would like to be _____.
8. Do NOT _____ down to the person.
9. Do NOT _____. No one likes to be lump into a category.
10. Remember to be _____ sensitive



Program Activity



So tell us what you know about the following cultures and how to handle them:

American



Mainland Chinese



Japanese



OTHER CULTURES?

Communicate with customers with **SPECIAL NEEDS**

How will you communicate with these types of customers?

Visually Impaired



Hearing Impaired



Speech Impaired



Others



4.0 Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages

Communication

Retail staff are among those for whom an understanding of appropriate verbal and non verbal communication is vital for success in their jobs

As most customers prefer to buy from people they like, it is essential that retail staff realise the importance of building a rapport with the customers.

This means that good communication and interpersonal skills, including an understanding of body language, are crucial.

In retail situations, the personal relationship between the customer and retail staff is important.

It may be only a very brief encounter but nevertheless it must be a real one based on empathy and trust.

The successful retail staff will be aware of this & will be able to put their understanding of body language to subtle and effective use.

Components for effective Communication

- **Visual** _____%

Your physical appearance and body language e.g. Grooming, Eye contact, Posture, Gestures, Facial Expressions.

- **Vocal** _____%

The way you use your voice. Avoid “ums” and “ahs”, soft mumbling, monotonous tone.

- **Verbal** _____%

The words you say. Use language appropriate to customers and purpose. Use words to create pictures and stories to create involvement.



Program Activity



What Not to Say!!

Here is an interesting exercise. You should not be saying the following words and phrases because they project a negative impression of the level of service you provide. Can you think of a **BETTER WAY OF SAYING** it without causing dissatisfaction among your customers?

“Cannot”

“I’m not in charge”

“That’s not my fault”

“I can’t help you”

“This is our policy”

“You will have to pay first”

“I don’t know”

“Are you sure?”

Program Activity

Understanding Body Language



Try to interpret the following body language and list down what they could communicate:

NONVERBAL BEHAVIOR	INTERPRETATION
Erect walk, chest out, stomach in, chin up	
Standing with hands on hips	
Sitting with legs crossed, foot kicking slightly	
Arms crossed on chest	
Walking with hands in pockets, shoulders hunched	
Touching, slightly rubbing nose	
Head resting in hand, eyes downcast	

Open palm	
Pinching bridge of nose, eyes closed	
Tapping or drumming fingers	
Patting/fondling hair	
Tilted head	
Looking down, face turned away	
Biting nails	
Pulling or tugging at ear	

5.0 Provide accurate product or service information and serve as a knowledgeable resource for the customers

Providing accurate product or service information is important for giving good customer service. Wrong product information lead to wrong purchase of goods by customer as the goods do not fulfill customer needs.

5.1 What are your company products and services? What types of product / service information do your customer seek?

Salespeople who are well informed about their products and services receive several benefits:

- You will enjoy your job more
- You will gain confidence
- You can organise your sales presentation
- You can overcome resistance
- Your may earn a promotion



What must you know?



If you get into the taxi, and the taxi driver does not know his way around. How would you feel?

Your role is like the taxi driver, you have the responsibility to assist your customer to make the right decision.

You **NEED** to know:

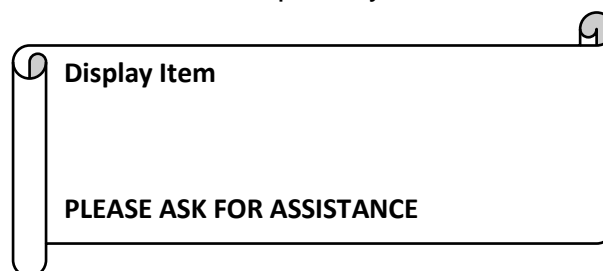
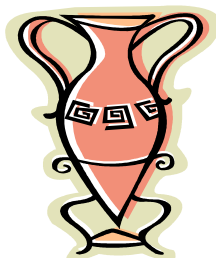
- What merchandise are carried in your store and their location



- The merchandise on promotion



- Items out of stock or items that has to be specially ordered



EXERCISE:

What other things that you need to know about your products and services?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5.2 Features and Benefits

Answered your customer request on products and services information by specifying the **FEATURES and BENEFITS** of the products or service for ensuring it fit the **NEEDS** of customers. .

Many people mistake features for benefits, they are different.

FEATURE ~~X~~ BENEFIT

FEATURES

What you:

See, feel, hear, smell or taste;

Answer the question:

“What is it?”

BENEFITS

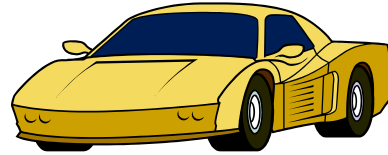
What the customer receive:

Gain or satisfaction;

Answer the question:

“How will I benefit?”

If you sell sports car:



Features

- Six Speed Transmissions
- Turbo-charged V8 engine
- T-top sun roof

Benefits

Impress your friends
Makes you attractive

If you sell locks:



Features

- Made with toughest steel
- Only open with your finger print
- Can be linked to an alarm

Benefits

Gives you security
and peace of mind

Program Activity 7

Place either features **(F)** or benefits **(B)** beside the word given



- Money savings _____
- Size _____
- Style _____
- Lives saving _____
- Prestige _____
- Availability _____
- Safety _____
- Acceptance _____
- Colour _____

Comfort _____

Durability _____

Pleasure _____

Brand Name _____

Pride _____

Shape _____

Price _____

Convenience _____

5.3 Features and Benefits Demonstration

NOW you know what features, performance and benefits are, but how are we going to present to the customers?

After you done your pre-approach and approach steps, you need to qualify the customers through observing, questioning, listening and making a selling statement at the appropriate time.

Successful salesperson doesn't sell what they like, but what the customer likes!

Some questions that you can ask to further qualify your customers so that you can present your features, performance and benefits statement at the right time:

- Who will use the product
- What they expect from the product
- What are their likes and dislikes
- Where will the product be used
- When will the product be used
- How the product will be used

When you have completed the above steps, you should roughly gauge what your customers are looking for, what do you do next?

Sample set of presentation slides(2)

Provide Product & Service Information

What are your products and services?

Products:

- Computers, LCD Mobiles
- Shoes, Belts, Shirt
- Rice, Milo , Chocolates
- Cars, Scooters



Services:

- Delivery
- Credit Schemes
- Repair / Warranty
- Information

Provide Product & Service Information

Why is accurate Information important?

- Confidence in Job
- Customer Confidence
- Customer Service
- Image of Company
- Value Adding
- Others?

FACILITATOR GUIDE

WSQ Framework: Retail

Competency Category: Sales and Customer Service

Competency Unit: Maintain Personal Presentation

Competency Element (CE):

Apply Retail Etiquette in dealing with Customers

FACILITATOR GUIDE

Apply Retail Etiquette in dealing with Customers

TABLE of CONTENT

- 1. Version Control Form**
- 2. WDA Competency Guideline**
- 3. Course Overview**
- 3. Topic Specification Table**
- 5. Facilitator Guide**
- 6. Trainer PPT Slides**
- 7. Learner Guide**
- 8. Assessment Guide**
- 9. OTHERS e.g. Video, Audio Disc**

Module Material Version Control Form	
Certificate in Retail Operations	Module Title: Maintain Personal Presentation
Module No: RE – SO -555 E 3	Category: Support Services

Version	Effective Date	Prepared by & Date	Endorsed by Program Manager & Date
1.0	August 2008	Adrian Chow	Tan Seng August 2008
2.0			

S/No	Attached Materials	Tick where applicable	Remarks
1	Version Control Form		
2	Competency Guidelines		
3.	Course Overview		
4	Topic Specification Table		
5	Facilitator Guide		
6.	Trainer PPT Slides		
7..	Learner Guide		
8..	Assessment Guide		
9..	OTHERS e.g. Video, Audio Disc		

2. SAMPLE OF WDA COMPETENCY GUIDELINE

Competency Category Sales and customer service

Competency Unit Maintain personal presentation

Competency Element: Apply retail etiquette in dealing with customers

Performance Criteria

A competent person should be able to successfully perform the following:

- Introduce self to customers with confidence and style
- Stand at an appropriate distance and location when communicating and attending to customers
- Communicate effectively with customers from diverse background
- Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages
- Provide accurate product and service information and serve as a knowledgeable resource for the customers

Range and Contexts Performance is demonstrated by:

Applying communication skills as appropriate to: Using the following methods of communication:

store areas for:

- Clothing and accessories
- Food products
- Home wares and electrical goods
- Jewellery
- Watches
- Personal care products
- Stationery, books and magazines
- Automotive products
- Toys and sporting goods
- Furniture
- Face-to-face with customers
- Formal interactions
- Informal activities
- Verbal or written communications
- Interacting with colleagues and
- Individual or group encounters
- Specific situations
- Customer presence
- Emergency situations
- Body language

Working with colleagues:

Observing the principles of:

- Within own department
- Supervisors and management
- Professionalism
- Teamwork
- Store values
- Observing and applying the following rules and regulations:
- Customer service
- Occupational health and safety regulations

Evidence Sources

Listed below are a few examples about the kind of evidence that would provide a guide as to whether an individual is meeting the standards required to be competent in this competency element.

Work activities:

- Observation of work activities involving the application of communication standards

Products and outcomes:

- Appropriate communication and body language is used with customers, colleagues and management during formal interactions, informal activities, individual encounters, group encounters, emergency situations
- Appraisal document or testimonials from customers and/or supervisors

Written and/or verbal reports from individual explaining:

- How to communicate clearly and professionally with customers, colleagues and management
- How to maintain appropriate demeanour, poise and posture at work
- The importance of inculcating store values and teamwork
- How to establish and maintain effective relationships with customers including the use of interpersonal and communication skills and the concepts of quality service delivery
- What is the level of authority and personal responsibility in relation to the dealings with customers
- What legal, safety and health regulations are relevant to the work role
- Industry knowledge on the retail business at large and competitor's products and services

3. Course Overview

COURSE OVERVIEW	
Programme Title	Apply Retail Etiquette in dealing with customers
Learning Outcomes	<ul style="list-style-type: none"> ▪ Able to introduce self to customers with confidence and style ▪ Stand at an appropriate distance and location when communicating and attending to customers ▪ Communicate effectively with customers from diverse background ▪ Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages ▪ Provide accurate product and service information and serve as a knowledgeable resource for the customers ▪
Target Audience	<p>Primary audience: Retail Personnel</p> <p>Secondary audience: Workers from other industries that have direct contact with customers</p>
Pre-requisite knowledge	Organizational policies and procedures and guidelines for customer service.
Class Size	Minimum 14 persons & maximum 20 persons per class
Duration of Programme	Total 16 Hours: 12 hours of class + 4 hours assessment
Training Approach	Mini lectures, video case studies, group discussion, individual exercise, role plays,
Fees	\$16.05 with GST after WDA funding for Singaporeans / PR, Others: with GST

4. TOPIC SPECIFICATION TABLE

CE3: Apply Retail Etiquette in Dealing with Customers

Competency Element 3.0	Performance Criteria	Knowledge	Skill	Assessment Methods				Instruction Strategies	Instructional Methods
				Observation Demonstration	Product/ Documentation	Interview	Others - Presentation		
Apply Retail Etiquette in Dealing with Customers	3.1 Introduce self to customers with confidence and style	√	√	√			√	Direct Instruction	Mini Lecture Reading Guides Compare & Contrast Demonstration
	3.2 Stand at an appropriate distance and location when communicating and attending to customers	√	√	√			√	Interactive Instruction	Role play Interview Discussion Peer Practice
	3.3 Communicate effectively with customers from diverse background	√	√	√			√	Indirect Instruction	Case study Written and Video

<p>3.4</p> <p>Use appropriate tone of voice and other verbal and non-verbal behaviours that convey positive customer service messages</p>	√	√	√			√	<p>Experiential Learning</p>	<p>Stimulations Role Play without script</p>
<p>3.5</p> <p>Provide accurate product or service information and serve as a knowledgeable resource for the customers</p>	√	√	√			√		

5. SAMPLE OF FACILITATOR GUIDE

CE3: Apply Retail Etiquette in Dealing with Customers

PC1: Provide accurate product or service information and serve as a knowledgeable resource for the customers

Time (mins)	Key Presentation Points	Formative Assessment	Resources
1230 (60)	<p><u>5. PC 5:</u></p> <p><u>Provide accurate product or service information and serve as a knowledgeable resource for the customers</u></p> <p>Trainer presentation on difference between product and service</p> <p>Trainer to discuss with participants the products and services offered by their company</p> <p>Class discussion on types of information seek by customers in their work place</p> <p>Importance of accurate product / service information to customers</p> <p>Trainer presentation on “what you need to know: on products and services</p>	<p>√</p> <p>√</p>	<p>Trainer & Learner Guides</p> <p><u>TRAINER SLIDES 31 to 40</u></p> <p><u>LEARNER GUIDE 5.0 TO 5.3 PAGE 51 to 66</u></p> <p>Role Play area / Scripts</p> <p>Computer & projector</p>

Time (mins)	Key Presentation Points	Formative Assessment	Resources
	<p>Trainer presentation on Feature / Benefit of a product / service</p> <p>Trainer presentation on how to differentiate between Feature and Benefit</p> <p>Trainer to discuss features and benefits of car, lock (Slide 36,37)</p> <p>Trainer to facilitate Exercise 7 (Slide 38) , Game 7 on identifying B(benefits) F (features)</p> <p>Stimulated Role play on providing accurate information using FAB techniques for answering customer enquiries on product / service by participants</p> <p>Trainer to observe demonstrations by learners , review results, give feedback on positive and negative aspects by learners in group discussion</p> <p>Trainer to recapitulate CE lessons, review performance by learners and clarify doubts of learners</p>	<p>√</p> <p>√</p>	<p>Flip Chart</p> <p>Selected props for role play</p>

Time (mins)	Key Presentation Points	Formative Assessment	Resources
	<p>Trainer to give overview of next lesson and its linkage to present lesson</p> <p>Trainer to inform learners on any assignments or preparation of next lesson.</p> <p>Trainer to thanks learners and bade them goodbye.</p>		

6. Sample of Trainer PPT SLIDES

Provide Product & Service Information

What you need to know about your products and services:

- Usage
- Quality
- Cost
- Purpose
- Maintenance
- Others?

7. SAMPLE OF LEARNER GUIDE

5.0 Provide accurate product or service information and serve as a knowledgeable resource for the customers

Providing accurate product or service information is important for giving good customer service. Wrong product information lead to wrong purchase of goods by customer as the goods do not fulfill customer needs.

5.1 What are your company products and services? What types of product / service information do your customer seek?

Salespeople who are well informed about their products and services receive several benefits:

- You will enjoy your job more
- You will gain confidence
- You can organise your sales presentation
- You can overcome resistance
- You may earn a promotion



What must you know?



If you get into the taxi, and the taxi driver does not know his way around. How would you feel?

Your role is like the taxi driver, you have the responsibility to assist your customer to make the right decision.

8. SAMPLE OF ASSESSMENT GUIDE

Competency Unit: Maintain Personal Presentation

Competence Code: RE— SO -555 E

1. Purpose & Context of Assessment

This assessment session serves to confirm the competency of the candidate for the Module of Sell Products and Services.

2. Competency Standards

The assessor is to assess the participant against all the 3 Competency Elements (CE) and Performance Criteria (PC) outlined in the module (refer to Evidence Gathering Plan for more details) as follows:

CE 1: Maintain Personal Grooming

CE2: Maintain Personal Hygiene Determine

CE 3: Apply Retail Etiquette in Dealing with Customers

3. Set-up Specification

The assessment is to be conducted in separate room or quiet place away from noise and eavesdroppers. It should be free from distraction and disturbances.

4. Assessment Process

- i. The assessment for each candidate should not last more than 20 min: 15 min for the 2 role plays and 5 min for oral interview.
- ii. Prior to the start of the assessment, the assessor is to brief and provide the candidates with a copy of the “Instruction to Candidates”.

5. Assessment Outcome

- i. The assessor is to use the Assessment Checklist to record the results of the two assessment activities: (1) Role Play, and (2) Oral Interview Questions. For each Competency Element, enter a “C” for “Competent” where the candidate has demonstrated competence in the specific assessment activity; and “NYC for “Not Yet Competent”.

When the results have been recorded for all the Competency Elements in the Unit, the assessor and the candidate must show their acceptance of the final assessment outcome by writing their name and signing at the indicated locations

<p>CE3, PC1</p> <p>Knowledge of the organisation’s products and services are applied when dealing with customers</p>	<p>1.1a Product’s features and benefits; and services described when selling a product to customer or attending to enquiries.</p>			
---	---	--	--	--

<p>CE3, PC1</p> <p>Product features and benefits are highlighted and explained to customer using appropriate communication skills and organisation procedure</p>	<p>1.2a Product’s FBU – Features, benefits and unique selling points (if any) clearly explained to customer in accordance to organizational procedure e.g. explain FBU while demonstrating or showing product, do not use technical jargon with customers who are not familiar with product.</p>			
	<p>1.3a Communication skills applied when explaining product features, benefits and unique selling points e.g. maintain eye contact, check for customer’s interest</p>			

Certificate in Retail Operations

Competency Category: Sales & Customer Service

Competency Unit: Maintain Personal Presentation

Reference Number: RE-- SO -555 E

FINAL ASSESSMENT OUTCOME

Organization: _____ Date: _____

This candidate has been assessed as

COMPETENT

NOT YET COMPETENT

Assessor Name: _____

Assessor Signature: _____

Candidate Name: _____

Candidate NRIC: _____

Candidate Signature: _____

(By signing, the candidate is agreeing to accept the assessment outcome.)

Comments:

3.3 Show evidence of ethical, legal and organisational requirements

<u>Evidence</u>	<u>Requirements</u>
Ethical	<ul style="list-style-type: none"> ▪ No culturally or religious bias in Learner’s Guide ▪ Learner’s Guide is an “original” piece of work without plagiarism of other’s developer’s effort ▪ Planned intervention through establishing learning contract on respect o religion, culture with learners
Legal	<ul style="list-style-type: none"> ▪ Intellectual property rights are respected by written permission ▪ Inclusion of SIRS copyright on Learner’s Guide remains the property of SIRS as shown in footer of learner’s guide ▪ Version control number of Learner guide, slides as required by WDA under memorandum of understanding between WDA and SIRS
Organisational	<ul style="list-style-type: none"> ▪ Organisation requirements are met by referencing of organisation practices in learner’s guide and class discussion ▪ Finalised copy of learner’s guide was reviewed by oragnisation (meeting) prior to printing

3.4 Explain how you would secure the confirmation of the stakeholder on the design of your course materials

<u>Stakeholders</u>	<u>Confirmation of Stakeholders on design of course materials</u>
Learner's	<ul style="list-style-type: none"> ▪ Conduct interview, pre training survey with learners on learning needs. <u>Input relevant data / comments from analysis of survey during design of course materials</u>
Trainer	<ul style="list-style-type: none"> ▪ Held meeting (<u>recorded minutes</u>) with designated trainer for alignment of design contents with trainer suitability by reviewing defined areas of coverage and objectives
Subject Matter Expert (SME)	<ul style="list-style-type: none"> ▪ Hold meeting (<u>recorded minutes</u>) with SME for confirmation of depth, relevancy, technicalities of course contents (inclusive of client contextualization requirements)
Organisation HR Manager	<ul style="list-style-type: none"> ▪ Hold meeting(<u>recorded minutes</u>) and <u>signed letter of agreement</u> with HR Manager on area of contextualization (inclusive of feasibility), confirm datelines, milestones of design phase
Supervisors / Managers of Learner's	<ul style="list-style-type: none"> ▪ Hold meeting (<u>recorded minutes</u>) with <u>confirmation via letter/ email</u> for understanding of SOP, code of practices, learner's profiles for it's relevancy during course materials design
Programme Manager	<ul style="list-style-type: none"> ▪ Discussion (<u>recorded minutes</u>) for resource, time allocation and final approval for course materials design

LGA 3:

Part 2

3.5 Describe the different learning strategies for different learning styles

Learning style is the method of acquiring data that is particular to an individual which permits an individual to learn best. An appropriate learning strategy will ease the “change” of data into retained knowledge, skills, abilities (KSA). Learners may have one or more preferred learning styles.

Here, we shall review the theory of Perceptual Biases and the corresponding learning strategies for enhancement of learning as shown below:

Table of Learning Styles with the Appropriate Learning Strategies

<u>Dunn VAK Model</u>	<u>Learning Strategies</u>
<u>Visual (V)</u> <ul style="list-style-type: none">• Think in pictures• Need to observe teacher’s body language, facial expression to fully understand lesson	<u>Direct Instruction</u> <ul style="list-style-type: none">➤ Demonstration: Usage of video, role-play➤ Reading Guide: Utilise diagrams, illustrations, pictures
<u>Auditory(A)</u> <ul style="list-style-type: none">• Learn by talking through and listening• Affected by tone of voice, pitch speed and other nuances of trainer	<u>Indirect / Interactive Instruction</u> <ul style="list-style-type: none">➤ Discussion: Implement mini discussion for allowing auditory learner to talk through key learning points➤ Debate : Allowing learner to listen to what others are talking about training contents

<u>Kinesthetic (K)</u>	<u>Experiential Learning</u>
<ul style="list-style-type: none"> • Learn by active exploration, eg usage of psychomotor activities • Linkage of lesson to real life experience 	<ul style="list-style-type: none"> ➤ Stimulations, Games, Role play : Enabling active exploration by learners

3.6 Describe how different adult learning preferences and styles impact learning design and delivery

Kolb's Learning Styles	Impact on Design	Impact on Delivery
<p><u>Accommodators</u></p> <p>Feel and Do</p> <p>People who are "hands-on" and prefer to work in teams</p>	<p>Design centered on concrete experimentation with concrete experience by:</p> <ul style="list-style-type: none"> ▪ Design training contents that are relevant to the learner work experience based on Keller ARCS mode ▪ Training manuals need to include problem solving exercise that is based on work environment ▪ Learning activities should based on group functioning with conclusive outcomes i.e "end products" 	<p>Usage of:</p> <ul style="list-style-type: none"> ▪ Stimulations ▪ Role Play ▪ Experiments ▪ Problem Solving

Kolb's Learning Styles	Impact on Design	Impact on Delivery
<p><u>Divergers</u></p> <p>Feel and Watch</p> <p>People who like to gather information, work in groups and receive personal feedback</p>	<p>Design centered on concrete experience and reflective observation by:</p> <ul style="list-style-type: none"> ▪ Learners Guide should possess detailed information on subject matter ▪ Individual exercise such as written assignment with scoring format, feedback contents be incorporated when designing training contents. 	<p>Usage of:</p> <ul style="list-style-type: none"> ▪ Brainstorming ▪ Group Discussions ▪ Mini Lectures ▪ Problem Solving Exercises
<p><u>Assimilators</u></p> <p>Think and Watch</p> <p>People who prefer a concise, logical approach with clear explanations</p>	<p>Design centered on abstract concepts and reflective observation by:</p> <ul style="list-style-type: none"> ▪ In-depth information of subject matter in Learner Guide ▪ Sequential linkage of training contents in clear logical manner. ▪ Include space for reflection of knowledge / theories being taught 	<p>Usage of :</p> <ul style="list-style-type: none"> ■ Mini Lectures ■ Case Studies ■ Detailed Learner Manual

Kolb's Learning Styles	Impact on Design	Impact on Delivery
<p><u>Convergers</u></p> <p>Think and Watch</p> <p>People who like to solve problems and find solutions to practical issues</p>	<p>Design centered on active experimentation and abstract concepts by:</p> <ul style="list-style-type: none"> ▪ Contents that are relevant to the learner work experience with practical applications ▪ Training manuals need to include problem solving exercise that is based on work environment ▪ Learning activities should factor in experimentation of "new approaches" to concepts being taught 	<p>Usage of:</p> <ul style="list-style-type: none"> ■ Case Studies ■ Group Discussions ■ Self Study ■ Experiments

3.7 Describe what are the techniques used to diagnose individual adult learner's Needs

A) Questioning:

Open ended questions for eliciting information

Probing questions for determining learner's level of understanding

Reflective questioning for learner to review knowledge gained and application to his experiences

B) Surveys

Questionnaire surveys for assisting curriculum developer in aligning relevancy of training contents to target audience needs, validation of learning outcomes

Interviews for information gathering i.e. level of participants readiness and barriers for learning

C) Personal Reflection

Learning Journals / Evaluation forms for reflection on training contents, delivery methods as a data source for measuring validity of training to learner’s needs

3.8 What are the training strategies to meet the needs of culturally diverse learners needs

Learner’s Culture Needs	Training Strategies
Traditions	Professional conduct by trainer for alignment to “perceived “respect hold by participants e.g. the traditional role of teacher as a role model and teaching as a noble task
Religions & Social Norms	Awareness of participants religious practices e.g. avoidance of heavy physical activities during “fasting” period to cater for Muslim participants
Verbal & Non verbal Expressions	Take time to understand participant communication practices e.g. shaking of head by Indian personnel represent positive signal Awareness of participant’s level of proficiency in the language median used during training e.g. usage of local dialects in a class with foreign trainees

LGA 4:

Part 1

From LGA 1, 2 and 3 you will have developed each of the following:

Choose any one of the following and as part of the evaluation process

- ❖ **Topic Specification Table (TST) or A Lesson Plan or A set of Presentation Slides or A Sample Learner's Guide**

Evaluation Process For: Learner's Guide

4.1 Describe the overall approach you would use

Evaluation measures the impact and effectiveness of the training session and serves to confirm whether the identified training needs have been met.

The approach for evaluation of the sample learner's guide lies in:

- a) Establish appropriate criteria for evaluating the learning materials (see 4.2)
- b) Gathering feedback on learning materials
 - Identify stakeholders
 - Identify measurement methods e.g. interviews, focus group, survey
- c) Analyse feedback on the learning materials
 - Summarise scoring of each criteria (quantitative and qualitative factors)
 - Identify areas of improvement
- d) Recommend improvements to enhance the learning materials based on analysis of evaluation
 - Stakeholders of areas for improvement
 - Resource / cost estimation of improvement
 - Schedule of improvement

4.2 List the criteria(s) you would use

Criteria(s)	Learner's Guide Quality Indicator
<ul style="list-style-type: none"> • Content 	<ul style="list-style-type: none"> • Right amount of information • Relevancy and Rationality of information • Detailed explanation on technicalities of subject matter e.g. jargon • Appropriate contextualization (organization) requirements in Learner's Guide
<ul style="list-style-type: none"> • Navigation / Tone 	<ul style="list-style-type: none"> • Topics are introduce in sequential, logical order • Ease of navigation by learners i.e. illustrations, usage of icons or labels Consistent layout style, User friendly
<ul style="list-style-type: none"> • Interactivity 	<ul style="list-style-type: none"> • Learning activities, exercises are used appropriatelyL
<ul style="list-style-type: none"> • Motivational Components 	<ul style="list-style-type: none"> • Materials engage learners in a number of different ways i.e. it cater to the various learning style e.g. case studies for Converggers type • Appropriate consideration / application of learning theories

4.3 List the people you will need to consult

Stake Holders for Consultation
<ul style="list-style-type: none">• Learners
<ul style="list-style-type: none">• Trainer
<ul style="list-style-type: none">• Course Developer
<ul style="list-style-type: none">• Subject Matter Expert
<ul style="list-style-type: none">• Supervisor / Managers of Learner's
<ul style="list-style-type: none">• HR Manager

4.4 Develop one of the tools you would use

The tool selected will be based on a survey questionnaire with rating scale and comments lines for drawing out quantitative and qualitative insight of learners as shown below:

Survey Questionnaire on MPP Learner's Guide

Please complete this form to assist in the Continuous Improvement Review of the Singapore Workforce Skills Qualifications (WSQ) Learner's Guide for Maintain Personal Presentation

Training Information

Training Provider Singapore Institute of Retail Studies (SIRS)

Training Program Maintain Personal Presentation (MPP)

Training Date(s) 05/08/08 to 08/08/08

Personal Information

Participant Name

Company Name

Current Designation

Sponsorship (Full/Partial) Self (State)_____ Company Others

Attending this Program is Self Initiated Company initiated

Section 1: For each statement below, please choose the response that best represents your opinion.

Strongly Agree		Agree		Disagree	Strongly Disagree
6	5	4	3	2	1

In my opinion...

6 5 4 3 2 1

- 1. Did the contents of the learner's guide meet your expectation?
- 2. The contents of the learner's guide relevant to my current of future job?
- 3. The information in the learner's guide sufficient for gaining knowledge of topic?
- 4. Is the information in the learner's guide presented in logical and sequential order?
- 5. Does the learner's guide have enough depth on subject area?
- 6. Do you find it easy to navigate through the learner's guide?
- 7. Does the learner's layout support easy reading?
- 8. Does the learner guide motivate you in learning?
- .9. Overall, I am satisfied with the training program.

Please provide areas of **Coverage** that may be lacking in the learner's guide?

(1)

What will be the major barriers of the learner's guide for your learning?

(2)

What will be your suggestions for improving the learner's guide?

(1)

(2)

(3)

4.5 **Identity areas for improvement and explain how you derive your conclusion**

The identification of areas of improvement originates from an analysis of the data drawn from the evaluation exercise as show below:.

There are 2 approaches in evaluating the data:

- a) Quantitative: Summarise the scoring of each criterion from the evaluation form and review through the least satisfied items.
- b) Qualitative: Classify the written comments and look out for related pointers that surfaced consistently

Course: Apply Retail Etiquette in dealing with Customers

Date: 05/08/08 to 08/08/08

Location: Singapore Institute of Retail Studies (SIRS)

Number of Participants: 16 pax

Number of Returned Forms: 16

Learner Guide Developer: Adrian Chow

Summary Results on the following aspects of Learner's Guide

Course Rating Criteria:

Strongly Agree	Agree	Disagree	Strongly Disagree
6	5	4	3
		2	1

Did the contents of the learner's guide meet your expectation?	<u>3.5</u>
The contents of the learner's guide relevant to my current of future job?	<u>3.0</u>
The information in the learner's guide sufficient for gaining knowledge of topic?	<u>2.0</u>
Is the information in the learner's guide presented in logical and sequential order?	<u>3.8</u>
Does the learner's guide have enough depth on subject area?	<u>2.0</u>
Do you find it easy to navigate through the learner's guide?	<u>3.8</u>
Does the learner's layout support easy reading?	<u>2.0</u>
Does the learner guide motivate you in learning?	<u>3.8</u>
Overall, I am satisfied with the training program.	<u>3.5</u>

Summary of other comments about the learner’s guide:

- Lack of depth in topics
- Difficult to read as font size too small
- Not enough pictures
- Not enough space for writing answers
- Not enough linkage to my organisation practices

Identify areas of improvement

Findings	Areas for Improvement
<ul style="list-style-type: none"> • Lack of depth of topics 	<ul style="list-style-type: none"> • Include more information on topic areas by additional handouts or indicate avenue for information gathering i.e. website, academic books
<ul style="list-style-type: none"> • Not enough linkage to organization practices 	<ul style="list-style-type: none"> • Include more examples that is related to learner’s work environment through class discussions or “inputs” from organization sources i.e. learner’s supervisor / manager
<ul style="list-style-type: none"> • Difficult to read • Lack of space for writing • Insufficient illustration • 	<ul style="list-style-type: none"> • Increase font size tor easier reading • Insert blank spaces in learner’s guide for writing relative to class discussion on topic • Develop more visual illustration in guide

LGA 4:

Part 2

4.6 Describe what are the professional roles, responsibilities and moral obligations of a curriculum developer and trainer

Professional Roles, Responsibilities, Moral Obligations of Curriculum Developer and Trainer

Curriculum Developer / Trainer Role, Responsibilities, Moral Obligations

- **Role Model**

Demonstrate high level of knowledge / professionalism in training manuals and delivery

Creating a harmonious / fair learning environment by encouraging learning by mistake, collaborative delivery of training contents

Provision for learner's emotional and safety needs

Curriculum developer to maintain relevancy of training contents to changes in industry environment

- **Teacher / Facilitator / Coach / Administrator**

Utilise appropriate MOI for enhancing transfer of learning to participants

Perform role of mentor, coach to support trainees aspiration of reaching peak performance

Curriculum developer to adopt "open mindset" environment towards feedback of training contents via trainees and trainers

4.7 As a professional curriculum developer or trainer, what are some strategies and decision making practices to deal with commonly encountered ethical issues and dilemmas

Curriculum Developer / Trainer Strategies / Practices for Handling Ethical Issues / Dilemmas

Ethical Issues / Dilemmas	Strategies / Practices
<ul style="list-style-type: none"> • Learner – Trainer Relationship • Training Design / Delivery • Evaluating learner performance • Copyright Issues 	<p>Establish <u>learning contract</u> on trainer & learner roles and responsibilities. State clearly the objectives and expected outcomes of the training programme.</p> <p>Maintain professionalism / moral and ethical stance in dealing with trainees, avoid over familiarity, emotional dealings and external fraternizing. <u>Take immediate interventions</u> e.g. reporting, counseling should incident occur.</p> <p>Avoid “gender / cultural / religious sensitive” issues in developing / delivery of training contents. Develop learning contracts e.g. Barred mentions of religious issues during group discussion</p> <p>Curriculum developer / Trainer must show transparency, honesty and fairness by abiding principles of assessment i.e. validity, reliability, flexibility, fairness in developing / performing Assessment contents. State clearly purpose / objectives of assessment.</p> <p>Seek written permission for materials that are classify as intellectual property, for example cartoons, video</p>

SUPPLEMENTARY ANSWERS FOR LGA1, LGA2, LGA3, LGA4

<u>LGA 1</u>	<u>Supplementary Answers</u>

<u>LGA 2</u>	<u>Supplementary Answers</u>

<u>LGA 3</u>	<u>Supplementary Answers</u>

<u>LGA 4</u>	<u>Supplementary Answers</u>

Final Assessment (FA)

Part 2

CU4A

3.1 Establish rapport with learners through appropriate communication and interpersonal skills

Establish Rapport with Learner’s Checklist

Ref	Evidence	YES	NO
1.	Respect learners by treating them as adults rather than students, Respect their experience, religion, culture, physical , language needs, avoid “taboo” areas		
2.	Use appropriate tone, pitch of voice for clarity of message. Constantly check learner’s understanding through listening and questioning		
3.	Adopt “open” climate by encouraging learner’s participation, be approachable and supportive		
4.	Understand and support individual learning style and ability		
5.	Seek feedback of participants on training issues e.g. pace of lesson , lighting conditions and incorporate feedbacks for enhancement of learning		
6.	Give friendly greeting with smile, firm handshakes, maintain eye contact with learners. Be mindful of individual personal space		

3.2 Use introductory activities to build a positive learning environment among Learners

Introductory activities are critical in establishing a positive learning environment as it set the “positive climate” by relieving anxiety and leaving a good impression on the learner which will motivate and arouse his keenness in participating actively in the learning.

The usage of an ice-breaker activity will allow the learners to warm up with the trainer and among themselves. The ice breaker for MPP module is as follows:

Three in Common Game Ice Breaker

- Break the group into 3's. The objective is for each group to find 3 things they have in common, but not normal things like age, sex or hair color. It must be three uncommon things. After letting the groups' converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

3.3 Identify and reduce barriers to learning

Ref	Barriers to Learning	Resolving of Identified Barriers
Institutional	<ul style="list-style-type: none"> • Poor lighting, unreliable training equipment e.g. constant breakdown of projector • Low comfort level e.g. aircon too high / low. Inappropriate room size 	<ul style="list-style-type: none"> • Prepare contingency plan • Constant check of learner's comfort level and take appropriate solutions to resolve areas of discomfort
Situational	<ul style="list-style-type: none"> • Lack of concentration or drowsy • Special Needs of trainees eg. Medical condition or Pregnancy • Cultural e.g. fasting observation 	<ul style="list-style-type: none"> • Insert appropriate breaks for freshening or energizers or more participative learning • Observant of participants special needs e.g. less strenuous activities for catering to pregnant learner • Present important segments of lesson prior to "break of fast" by Muslim learner or schedule phases of lesson to cater for Muslim learner

<p>Psychosocial</p>	<ul style="list-style-type: none">• Poor self esteem / confidence level• Poor language / numeracy skills• Low motivation level	<ul style="list-style-type: none">• Allocate simple tasks for boosting confidence level. Provide supportive learning environment• Use simple communication technique. Constantly check on their level of understanding• Give constant encouragement. Link subject content to relevant aspect of learner's life experience
----------------------------	--	---

3.4 Manage disruptive learner behaviours effectively

Ref	Types of disruptive behaviours	Management of disruptive behaviours
1.	Eating, ringing and answering of mobiles, chit chatting	Go through “learning contract” and agreed penalties with learners at start of modules. Hold them accountable for agreement
2.	Sleeping behaviours by learner	Check on medical condition or reasons for fatigue. Ask learner to refresh himself or involve him in discussion for maintaining his level of concentration
3.	Argumentative learner	Do not confront learner, open out his arguments to rest of participants for their viewpoint
4.	Over active learner who constantly interrupt lessons with questions	Set ground rules for question setting of learners Or inform disruptive learner to list down questions which will be answered by trainer during break or end of training session

3.5 Manage cultural sensitivities appropriately

Ref	Types of cultural sensitiveness	Management of cultural sensitiveness
1.	Religions e.g Muslim fasting period	<ul style="list-style-type: none"> • Present important segments of lesson prior to “beak of fast” by Muslim learner or schedule phases of lesson to cater for Muslim learner
2.	Values: Respect of age, teacher and student relationship	<ul style="list-style-type: none"> • Treat learners with respect. Do not derogate learners age by treating them as “youngster” i.e. directive style of teaching • Maintain professionalism by avoidance of emotional ties with learners •
3.	Social Norms e.g. Notion of “left hand perceived as unclean” of Muslim learners.	<ul style="list-style-type: none"> • Take note of norms when dealing with learners e.g. passing material with right hand for Muslim learners

4.	Foreign Learners	<ul style="list-style-type: none"> • Research on foreign learners cultural values prior to lesson with aid of learner’s profile for minimizing disrespect of their culture.
----	------------------	--

4.1 Communicate clearly to learners the learning outcomes of the training programme

Communicate clearly to learners the learning outcomes of the program	TRAINER CHECKLIST
	Provide Overview of training programme
	Inform learners of phases of programme
	Inform learners of MOI e.g. class discussion, role play , case study
	Informs learners on objectives of the program
	Inform learners on learning outcomes / relevancy & WIIFM
	Elaborate on role of learners through learning contract
	Explain scope, method and means of results for Assessment
	Explain Appeal Process for evidence

4.3 Conduct case study effectively to enable learners to apply the skills that they have been taught

Conducting case study effectively includes the following tasks as show below:

- a) Explaining case study to learners, intended outcomes, method of discussion
- b) Conducting debrief on case study, suggested answers versus learner's answers / observation
- c) Summarising the learning outcomes of case study

CASE STUDY 1 – BLUR SALESMAN



Jack Wong is a Retail Assistant in Circuit City, a company that retail popular brands of Mobile phones. Jack has been working in the company for 2 years and relies on “sales talk” and aggressive selling for pressuring customers to buy products from him.

Jack aspires to close a sale as soon as possible for maximizing his chance of serving another customer. He does not believe in explaining a phone features and benefits to customer and often brush aside customer request for more information with the phrase: “If you don’t know any functions of this phone, you may read the instruction manual or call the respective agent of the phone”.

One day, a customer named Mr Tan came to the shop to purchase a Mobile phone with camera for business usage. Mr Tan work in the construction industry and often need to take pictures of construction works in progress for MMS to his customers.

Jack served Mr Tan and pressures him into buying a phone with 3 Megapixels capability and ensures him that the picture quality will be perfect. Mr Tan was not able to seek more information on different phones models as Jack informed him: “All phones features about the same, Megapixels is only a term used by manufacturer, no different in quality “I sell phones for many years, believe me.”

The next day, an angry Mr Tan came back to the shop and demanded to see the Store Manager. Mr Tan told the Manager: “My customer complaint about the quality of the pictures that have been MMS over to him which is very FUZZY when printed out”. “You should have used a phone with at least 5 Megapixels for taking outdoor photos, especially when we need to print out copies of the photos.

Mr Tan the comment “Your staff, Jack Wong is a **REAL BLUR SALESMAN** who does not know about the features and benefits of the phone he is selling, I want a refund of my money.”

CASE STUDY 1

ACTIVITY

1. Read the Case Study
2. Discuss within your group
3. Present to the Class

THE BLUR SALESMAN



CASE STUDY DISCUSSION

Q1. What are the mistakes being committed by Jack Wong?

Q2. What should Jack Wong have done for preventing these mistakes?

Q3. What technique will be most appropriate for presenting information of the phone to Mr Tan?



CASE STUDY 1 QUESTIONS

In your respective groups, discuss and one representative of the group to present the answers to the questions listed below. The answers will be based on the context of the **Case Study: BLUR SALESMAN**.

Q1. What are the mistakes being committed by Jack Wong?

Q2. What should Jack Wong have done for preventing these mistakes?

Q3. What technique will be most appropriate for presenting information of the phone to Mr Tan?

Trainers Notes for Case Study 1:

Suggested Answers:

Q1 Poor service attitude

Did not use correct questioning and listening techniques

Did not check on customer requirements

Poor product knowledge

Sold wrong product to customer

Q2 Ask open questions for determining customer needs

Listening skills for understanding customer requirements

Explain features and benefits of phones to customers

Test phone for customer

Q3 Explain Features and Benefits of the phone

Explain what the phone can do (**Feature**) and what it's useful about the phone

Benefit):

Example: 5 Megapixels phone for taking pictures (**Feature** - what the phone can do)
May be used to take pictures without carrying a normal camera (**Benefit** – convenient as less equipment to carry)

CASE STUDY

Learning Outcomes

- **Importance of Customer Service**
- **Importance of Communication Skills**
- **Importance of Product Knowledge**
- **Importance of Features and Benefits**



4.4 Conduct role play effectively to enable learners to apply the skills that they have been taught

Conducting role play effectively include

- a) Setting up environment for it: e.g. room, props appropriate
- b) Providing learners with relevant materials e.g. script, instruction
- c) Briefing on objectives, instruction, Fair observation, debriefing and reinforcing learning outcome as follows:

ROLE PLAY OBJECTIVES

ROLE PLAY OBJECTIVES



This role play activity is to allow you to demonstrate the Performance Criteria: Provide accurate product or service information to customers

There will be 2 people playing the roles: One person performing the role of the Customer, the other person performing the role of a Salesperson.

Upon completion of the performance, you will then switch role with your partner

ROLE PLAY 1 OBJECTIVES:

Provide accurate product or service information to customers

ROLE PLAY 1 BRIEF:

This role play activity is to allow you to demonstrate the Performance Criteria: Provide accurate product or service information to customers

There will be 2 people playing the roles: One person performing the role of the Customer, the other person performing the role of a Salesperson. Upon completion of the performance, you will then switch role with your partner

ROLE PLAY SYNOPSIS

Refer to the Role Play 1 Script

Assessment Criteria

Fulfillment of Performance Criteria: Provide accurate product or service information to customers

You are required to provide accurate product / service information to the customer for enabling him / her to make an effective buying decision



ROLE PLAY 1 SCRIPT

You are a Retail Assistant in Circuit City, a company that retail popular brands of Mobile phones. Your main job responsibilities lies in generating sales for the company by providing customer service to patrons of the shop you are operating in. This is done through answering customer enquires on the phones sold by the company.

You are station at the phone display counter when you observe a customer approaching you. The customer attention is focused on the phones on display; you approach the customer and offered your assistance. The customer reply:

“I am interested in this model of phone. Can you tell me more about it?”

You are required to provide accurate product / service information to the customer for enabling him / her to make an effective buying decision.

Trainers Notes for Role Play 1:

In the role play, the participants are to demonstrate the requirements of the

Performance Criteria: Provide accurate product or service information to customers

You need to tick off the corresponding Yes or No boxes as per the list below:

1.	Greet the customer and make him / her feel welcome	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
2.	Observe customer's verbal and non-verbal clues for understanding their expectations and needs	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3.	Demonstrate listening skills for determining customer requirements	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
4.	Use appropriate open and closed questioning techniques	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
5.	Product's Features & Benefits clearly explained to customer	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
6.	Demonstrate product features to customers	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
7.	Answered customer objections or doubts in a professional manner	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

8.	Informed customer of any sales of promotional activities related to product or service	YES <input type="checkbox"/>	NO <input type="checkbox"/>
9.	Advise customer on appropriate payment procedures	YES <input type="checkbox"/>	NO <input type="checkbox"/>
10.	Assist customer on payment processing	YES <input type="checkbox"/>	NO <input type="checkbox"/>
11.	Thanks customer for purchase or enquiries	YES <input type="checkbox"/>	NO <input type="checkbox"/>
12.	Send off customer as per organization requirements	YES <input type="checkbox"/>	NO <input type="checkbox"/>

ROLE PLAY FEEDBACK

- **Areas of performance – Good / Bad**
- **Learning Outcomes**
- **Transfer of Learning to Work Environment**
- **Questions ?????**



4.5 Facilitate group discussion effectively to provide learners the opportunity to apply and share the knowledge relevant to the training programme

Effective facilitation of group discussion such as case study requires interaction from the participants. The facilitator guides a process for the group to reach the learning objectives by:

- a) Keep group focused on task, process, remain objective
- b) Adapts to various learning styles of participants
- c) Encourage participants by supportive behaviours allocating sufficient time for Q&A segment
- d) Gender, religious, culturally sensitive
- e) Respect others viewpoint, give direction to group should they “veer off course”

4.6 Reinforce learning outcomes at appropriate times

Reinforcement of learning outcomes may be conducted during various phases of the training sessions: For example:

- a) End of Case Study: Discussing key learning points of case study (**based on case study 1 mentioned in question 4.3**) as below:
- b) At end of topic, trainer should recap on importance of accurate product information to customer on company image, service level, sales output. Following this, the reinforcement of Features & Benefits technique of providing information to customers.

CASE STUDY

Learning Outcomes

- **Importance of Customer Service**
- **Importance of Communication Skills**
- **Importance of Product Knowledge**
- **Importance of Features and Benefits**



4.7 Manage time effectively to ensure learning outcomes are met

Some techniques of managing time effectively during conduct of case study:

- a) Using the lesson plan as a guide for timing the various phases of the case study session:

Ref	Case Study Activities	Timing Minutes
1..	Outlining case study objectives, process i.e. group or individual discussion, assessment and presentation methods.	5
2.	Reading, Group discussion , answering posed questions, develop presentation requirements	30
3.	Class discussion on appropriate answers. Trainer facilitation on learning outcomes, clarifications	25

Appoint timekeeper, schedule “offline training topic” during tea or lunch break for minimizing “time killers”

5.1 **Assess learner’s progress using appropriate methods**

The methods to assess learner’s progress during case study session consist of:

- a) Observing verbal , non-verbal cues from trainees during briefing, debriefing of case study such as nodding of head, writing of trainer’s verbal comments, asking questions or comments
- b) Active participation during group discussion
- c) Quality of answers to stipulated questions
- d) Ability to contribute during presentation by other groups i.e. comments, debates

5.2 **Provide timely feedback on learner’s progress**

Feedback is an important element for enabling a learner to measure his/ her own performance to the learning objectives. For the feedback on the role play conducted, the approaches adopted will be:

- a) Utilising SMART principles for quantitative / qualitative measurements
- b) Impersonal approach i.e. at the areas of observation rather at the person
- c) Concise and sequential i.e. follow the checklist for full coverage (**question 4.4 Trainers Notes for Role Play 1**)
- d) Use level of language that will be understood by participant
- e) Provide opportunity for participant to state or reason their case or stance
- f) Link feedback session to learning outcomes., transferring to work environment

ROLE PLAY FEEDBACK

- **Areas of performance – Good / Bad**
- **Learning Outcomes**
- **Transfer of Learning to Work Environment**
- **Questions ?????**



5.3 Make adjustments to training programme in response to learner’s progress

During case study facilitation, events may go awry, for example, incoherent mutterings by foreign participants due to poor command of local language. Some possible adjustments to facilitating case study based on scenario are as follows:

Ref	Trainer’s Progress	Adjustments / Interventions
1.	Confused, blank staring during class discussion on case study	Check on learner’s understanding by questioning / listening techniques Use simpler, slower pace of voice , language
2.	Incomplete answers due to “rushed job”	Allocate extra time for completion of work Check on learner’s progress in discussion and answering of case study questions
3.	Arguments in group during case study discussion or little progress in discussion or answering of questions	Resolve issues by enforcing established “ground rules” Provide encouragement or insight into answering questions

5.4 Review with learner's opportunities to transfer learning to the workplace

For reviewing learner's opportunities to transfer learning based on Role play exercise the approaches adopted are as follows:

- a) Tie / Link learning outcomes to workplace environment
- b) Discussion with participant during feedback session on relevancy, validation of exercise to work environment i.e. job description, job specification, KPI
- c) Questioning and asking for examples of practical applications

An example of review approaches is show below based on Role play exercise

(Question 4.4 Role Play 1)

Ref	Approaches	Outcomes
1.	Question and Answers	<ul style="list-style-type: none"> • How does demonstrating the ability of using Features and Benefits assist you in the workplace? <p><u>Answer:</u></p> <ul style="list-style-type: none"> • By using Features and Benefits in my work environment, I can select the appropriate products or services that matches customer’s requirements, thus fulfilling may sales objective
2.	Discussion	<ul style="list-style-type: none"> • Let’s discuss the relevancy of questioning and listening skills within your job scope. <p><u>Discussion Coverage:</u></p> <ul style="list-style-type: none"> • The importance of listening skills in determining customer’s actual response to recommended products by learner’s • Using good questioning techniques i.e. probing, open, close better understand customer requirements, ability and willingness to buy. This will assist me in converting more “actual buying “ from prospective customers which will give me higher sales success, thus fulfilling my job role and tasks.

SUPPLEMENTARY ANSWERS FOR FINAL ASSESSMENT

<u>FINAL ASSESSMENT</u>	<u>Supplementary Answers</u>

--	--