

**Learning Guide Assessment 1****Pre Assessment Checklist****Competency Unit: Interact with Customer (RE-SCS-102C-0)****Competency Element: Deliver Service to Customers**

<b>Reference</b>	<b>Objectives</b>	<b>Yes (Y)</b>	<b>No (N)</b>	<b>Remarks</b>
1.1	Confirm details of assessment plan with relevant stakeholders			
A	Identification of key stakeholders involved <ul style="list-style-type: none"> <li>• Singapore Institute of Retail Studies (SIRS)</li> <li>• Customers (Cold Storage, Espirit, Cheers etc)</li> <li>• Managers, Line Supervisors, Store Supervisors, Quality Service Managers for each of the Stakeholder companies</li> <li>• WDA(Workforce Development Authority) where necessary</li> </ul>			
B	Identify target audience <ul style="list-style-type: none"> <li>• Get candidates' profile</li> <li>• Get the industry they come from</li> <li>• Get the level of candidates- supervisors, retail assistants, etc</li> <li>• Special Needs eg. Pregnant candidates etc</li> </ul>			

ACTA CU6

<p>C</p> <p>D</p> <p>E</p>	<ul style="list-style-type: none"> <li>• Language Needs eg. Mandarin speakers</li> </ul> <p>Organisation Requirements</p> <ul style="list-style-type: none"> <li>• Stakeholders (organisation) SOP</li> <li>• Organisation Profiling &amp; Practices eg jargons, customer types</li> </ul> <p>Industry Requirements</p> <ul style="list-style-type: none"> <li>• WSQ Framework</li> <li>• WDA Regulations</li> <li>• GEMS (Go Extra Mile for Service)</li> </ul> <p>Legal Requirements</p> <ul style="list-style-type: none"> <li>• Fair Trading Act</li> <li>• Workplace Safety &amp; Health Act</li> </ul>			
<p>1.2</p> <p>A</p> <p>B</p> <p>C</p>	<p>Ensure resources stipulated in the assessment plan are available, safe and in proper working conditions</p> <p>Assessment Room</p> <ul style="list-style-type: none"> <li>• Chairs / Tables / Light</li> <li>• Aircon</li> </ul> <p>Assessment Instruments</p> <ul style="list-style-type: none"> <li>• Merchandise as per candidate organisation</li> <li>• POS machine</li> <li>• Retail Display Fixtures</li> </ul> <p>Assessment Programme</p> <ul style="list-style-type: none"> <li>• Role-play script</li> <li>• Observation Checklist</li> <li>• Assessor Brief</li> </ul>			

ACTA CU6

	<ul style="list-style-type: none"> <li>• Candidate Brief</li> <li>• Assessment Result Form</li> </ul>			
1.3	<p>Ensure the set up of assessment site is in accordance with assessment plan and workplace safety and health guidelines</p> <p>A</p> <p>Assessment Room</p> <ul style="list-style-type: none"> <li>• Identify seating arrangement</li> <li>• Identify role-play arrangement</li> </ul> <p>B</p> <p>Safety Information</p> <ul style="list-style-type: none"> <li>• Exit and evacuation point</li> <li>• Safety precautions pertaining to assessment venue</li> <li>• Locations of safety equipment(s)</li> <li>• Safety briefing script for assessor</li> </ul>			
1.4	<p>Ensure the assessment tools required for assessment are available for use</p> <p>A</p> <ul style="list-style-type: none"> <li>• Role-play scripts</li> <li>• Observation Checklist</li> <li>• Assessor Brief</li> <li>• Candidate Brief</li> <li>• Assessment Result Form</li> <li>• Appeal form</li> </ul>			

## **Learning Guide Assessment 2A**

**Competency Unit: Interact with Customer (RE-SCS-102C-0)**

**Competency Element: Deliver Service to Customers**

### **Briefing Checklist for Adrian Chow (Assessor)**

Description	Yes	No	Remarks
Self introduction by Assessor			
Put candidate at ease by communicating : <ul style="list-style-type: none"> <li>• Clearly, focused, concise language for candidate understanding</li> <li>• Maintained pleasant tone of voice</li> <li>• Adopt appropriate pace</li> <li>• Use appropriate verbal / non verbal avenues for seeking candidate understanding of topics</li> <li>• Adopt appropriate listening, eye contact / questioning techniques</li> <li>• Recapitulation of topics covered for candidate</li> </ul>			
Check candidate NRIC against record			
Clarify candidate special needs (if any) eg. translation, physical & mental fitness for assessment			
Explain to candidate health, safety procedures eg fire exit route, equipment			
Explain to candidate : <ul style="list-style-type: none"> <li>• Competency Unit, CE, PCs under assessment</li> <li>• Purpose of assessment : awarding</li> </ul>			

ACTA CU6

<p>qualification in module under Certificate in Retail Operations (WSQ)</p> <ul style="list-style-type: none"> <li>Context of assessment: Stimulated retail environment of candidate organisation Candidate has knowledge of merchandise used during assessment Type of equipment eg, display fixtures</li> <li>Requirements from industry: GEMS (Going Extra Mile for Service)</li> </ul>			
<p>Explain to candidate:</p> <ul style="list-style-type: none"> <li>Need for assessment behaviour eg silencing of mobile phones, answering of questions without prompting</li> <li>Methodology of assessment, eg role play, oral questioning</li> <li>Timing / Duration of assessment</li> <li>Phases of assessment</li> <li>Types of evidence to be identified during assessment</li> </ul>			
<p>Assessor briefing on assessment outcome:</p> <ul style="list-style-type: none"> <li>Results of PCs under assessment</li> <li>Area of non attainment</li> <li>Area of good performance</li> <li>Suggestions for improvement</li> <li>Rationale(s) for awarding C or NYC</li> </ul>			
<p>Appeal procedures / process</p> <ul style="list-style-type: none"> <li>For NYC scenario</li> <li>Rights of candidate</li> <li>Appeal form</li> <li>\$30 administrative charge as per organisation procedure</li> <li>Date / Correspondence for reassessment</li> </ul>			
<p>Check / Answer candidate need for clarifications on assessment processes / procedures using appropriate measures :</p> <ul style="list-style-type: none"> <li>Assessment processes / contents</li> </ul>			

ACTA CU6

• Appeal procedures			
Request candidate to acknowledge and signed on briefing form.			

Assessor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

I have understood and agree to the above:

Candidate's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

NRIC: \_\_\_\_\_

## **Learning Guide Assessment 2B**

Review of an assessment plan and related assessment processes. What can go wrong in an assessment plan?

Findings are presented to following stakeholders:

- SIRS programs / assessment managers
- Customer organisation :HR manager / training manager / retail manager
- WDA

### **1. Non attendance by candidates**

- Forget about assessment
- Emergency
- Work commitments

Solutions: Assessment centre to inform candidate one day in advance of time / venue of assessment

### **2. Malfunction of equipment / resources**

- Technical reasons
- Power failure
- Poor maintenance

Solutions: Contact listing of technical help / person  
Assessor to check facilities, resources prior to assessment  
Contingency equipment / rooms

### **3. Dispute between assessor / candidate**

- Personalities clash, aggressiveness, abusive by candidates
- Results of assessment eg perceived unfairness by candidate

Solutions: Review / Mediation by assessment manager or party as per organisational procedure

#### **4. Over run of assessment**

- Over look tracking of time
- Inexperienced assessor

Solutions: Assessment centre to inform candidate one day in advance of time / venue of assessment

#### **5. Safety / Health issues**

- Outbreak of fire / tremors
- Injuries of candidate eg. trip, fall
- Fainting, epilepsy of candidate

Solutions: Ensure availability of safety / first aid equipment  
Procedures for fire/ emergency occurrence

#### **6. Language differences between Assessor and candidate**

- Candidate may not be fluent in English and has difficulty communicating and this may not be known to the assessor

Solutions: Assessor to check if candidate can go on with the assessment in English and if candidate cannot, to ask help from the assessment manager and if necessary to stop assessment and let the assessment manager arrange for another session with interpreter

#### **7. Some of the language used in the assessment is too difficult for the level of the candidates being assessed**

- Usage of jargon eg POS, VM (visual merchandising) might not be understood by candidates

Solutions: There should be explanation of all retail jargons in course contents

#### **8. Non retail experience / background of candidates**

- The candidates for assessment may not have retail experience / background
- Difficulty in understanding role play requirements

Solutions: Feedback to program managers to take into account of non retail participants when reviewing course contents



**MAINTAIN PERSONAL PRESENTATION – 8 HOURS**Trainer's Guide**DAY ONE**

<b>Time</b>	<b>Topic</b>	<b>Remarks</b>
9:00 am	<u>Opening</u> <ul style="list-style-type: none"> <li>- Trainer will introduce him or herself as well as the learning outcomes of the programme</li> <li>- Self Introduction of participants</li> <li>- Participants to work in groups to list their expectations of the course and what they think Maintain Personal Presentation entails.</li> </ul>	Pg 2 of Learner's Guide  Flip chart paper and markers
9:30 am	<u>Introduction</u> <ul style="list-style-type: none"> <li>- Trainer provides an overview of Personal Presentation and asks participants to comment on the graphics used in the PPT</li> </ul>	Pg 3 & 4 of Learner's Guide  PPT Slide 2 & 3
9:40 am	<u>Self Image/First Impression</u> <ul style="list-style-type: none"> <li>- Trainer explains Self Image/First Impression and stresses that we will never have a second chance to create a first impression.</li> <li>- The Envelope Exercise</li> </ul> <p>Participants will be given a white envelope each and some slips of paper. Participants will first beautify the envelopes by drawing anything they like, such as flowers, birds or simply add colours to it. After that, participants will write on each slip of paper a word that tells others about themselves. It could be "easy-going", "dreamy" or "hardworking". It could also be something they are interested in, such as "tennis", "disco-dancing" or "karaoke". Write as many as they wish. When they have finished, they will place the slips of paper inside envelope</p>	Pg 6 & 7 of Learner's Guide  PPT Slide 4 to 8  Required: Envelopes/Colour Pencils

	<p><u>Learning Outcomes:</u></p> <p>You will discover that what people see is your beautified envelope, in this case, outer qualities, ie clothing, appearance which you can do something about. What they don't see are the slips of paper, in this case, your inner qualities, ie, your personality and character.</p>	
<b>Time</b>	<b>Topic</b>	<b>Remarks</b>
<p>10:10 am</p>	<p><u>First Impressions Counts!</u></p> <ul style="list-style-type: none"> <li>- Trainer will go through work sheet with participants.</li> </ul> <p><u>Grooming</u></p> <ul style="list-style-type: none"> <li>- HAIR                             <ul style="list-style-type: none"> <li>• Tied up</li> <li>• Not covering eyes and face</li> <li>• Neatly combed</li> <li>• Male – neat haircut</li> </ul> </li> <li>- NAILS                             <ul style="list-style-type: none"> <li>• Trimmed &amp; clean</li> <li>• Light colour</li> <li>• Non fanciful</li> </ul> </li> <li>- MAKE-UP                             <ul style="list-style-type: none"> <li>• Must put on</li> <li>• Light make-up</li> </ul> </li> <li>- HYGIENE/PERFUME                             <ul style="list-style-type: none"> <li>• No body odour</li> <li>• No strong perfume</li> <li>• Daily personal hygiene</li> </ul> </li> </ul> <p><u>Dressing</u></p> <ul style="list-style-type: none"> <li>- UNIFORM                             <ul style="list-style-type: none"> <li>• Full uniform</li> <li>• Ironed &amp; neat</li> </ul> </li> <li>- SHOES                             <ul style="list-style-type: none"> <li>• As approved by company</li> <li>• Clean</li> </ul> </li> </ul>	<p>Pg 10 of Learner's Guide</p> <p>PPT Slide 9 to 14</p>

ACTA CU6

	<ul style="list-style-type: none"> <li>- ACCESSORIES               <ul style="list-style-type: none"> <li>• Minimum use</li> <li>• As approved by company</li> </ul> </li> <li>- NAME TAGS               <ul style="list-style-type: none"> <li>• Put on at all times</li> <li>• According to company's guidelines</li> </ul> </li> </ul>	
10.45 am	Tea Break	Remarks
11:00 am	<p><u>Learning Points discussion</u></p> <p>Trainer to ask participants to work in groups and list the learning points for nails, hair, skin, hygiene, uniform, shoes, accessories and make up.</p> <p>Participants will first draw a face and the body. Then using arrow, will list down all the learning points in a diagram format.</p>	Flip Chart Paper and markers
11:20 am	<p><u>Self-Talk</u></p> <ul style="list-style-type: none"> <li>- Trainers go through with participants some negative self talk and how to convert them into positive ones</li> </ul>	Pg 12 of Learner's Guide
11:30 am	<p><u>Non-Verbal Communication</u></p> <ul style="list-style-type: none"> <li>- Trainer to explain what is non-verbal communication</li> <li>- Trainer to conduct open discussion on the body language the PPT graphics present</li> <li>- Trainer to go through PPT on Body Language</li> <li>- Trainer to ask a participant to come up and demonstrate some of the body language listed in workbook.</li> </ul>	<p>Pg 13 &amp; 14 of Learner's Guide</p> <p>PPT Slide 15 to 24</p>
11:50 am	<p><u>Let's Watch a Video</u></p> <ul style="list-style-type: none"> <li>- Trainer to show video: Non-Verbal Communication for</li> </ul>	Video can be borrowed from NYP Library. (20 minutes)

ACTA CU6

	<p>Frontline/Sales Staff</p> <ul style="list-style-type: none"> <li>- Trainer to conduct post video review (Refer to video teaching aids)</li> <li>- Open Discussion</li> </ul>	
12:20 pm	<p>Activity:</p> <p>Select two participants to come to the front of the class. Ask them to stand about 3 metres apart. Get one of them to say “Clean up your room!” to the other. Keep moving towards the other participant while repeat this. See the reaction of the other participant.</p> <p>Then repeat the activity. This time, the first participant will say “You’re really great!” to the other. See the reaction of the other participant.</p> <p>Compare and discuss both reactions. Reinforce the importance of body language as part of the communication process.</p>	
12:30 pm	<p><u>Open Discussion Forum</u></p> <ul style="list-style-type: none"> <li>- <u>It’s All About You!</u></li> <li>- Trainer to guide participants through the work sheet and conduct an open discussion forum</li> </ul>	Pg 15 & 16 of Learner’s Guide
1:00 pm	Lunch Break	
<b>Time</b>	<b>Topic</b>	<b>Remarks</b>
2:00 pm	<p><u>Let’s Watch A Video</u></p> <ul style="list-style-type: none"> <li>- - Trainer to show video: <u>Impression Counts &amp; So Do You!</u></li> <li>- Trainer to conduct post video review (Refer to video teaching aids)</li> </ul> <p><u>Learning Points:</u></p> <ul style="list-style-type: none"> <li>- The importance of</li> <li>- Grooming and Dressing</li> <li>- Clothing Coordination</li> </ul>	<p>Video can be borrowed from NYP Library. (20 minutes)</p> <p>PPT Sides 30 to 36</p>

ACTA CU6

	<ul style="list-style-type: none"> <li>- Appropriate Accessories</li> <li>- Personal Hygiene</li> </ul>	
2:30 pm	<p>Let's Watch an extract from a Movie</p> <ul style="list-style-type: none"> <li>- Trainer to show an extract from the movie: Working Girl. Brief the participants and ask them to look out for Griffith's transformation in the movie</li> <li>- Trainer to use the example of Melanie Griffith's character in the movie to explain why we need to project the right image and how to achieve that.</li> <li>- Learner to list down the things they can do to create a new image</li> </ul>	<p>Working Girl – Melanie Griffith (20 minutes)</p> <p>Learner Guide Pg 1 and 2</p>
2:45 pm	<p><u>Communication &amp; Presentation Skills</u></p> <ul style="list-style-type: none"> <li>- Trainer to go through the different aspects of communication to participants</li> <li>- Trainer to explain why we experience anxiety when we are with people and how we can cope with it.</li> <li>- Trainer to go through communicating issues for Customers, Colleagues and Management</li> <li>- Trainer to read the following to participants: (Participants are to listen without taking down any notes)</li> </ul> <p>“You are invited to a dinner party at my place tonight. The menu will include sweet &amp; sour fish, curry chicken, lamp chops, stir fried vegetables, salted vegetable &amp; duck soup and seafood fried rice. For dessert, there will be green tea ice cream, water melon, papaya, banana, durian and jackfruit. My address is 150 Ang Mo Kio Ave 5, near the Yio Chu Kang MRT Station. See you at 7 pm.”</p>	<p>PPT Slide 48 to 64</p>

ACTA CU6

	<ul style="list-style-type: none"> <li>- Trainer will ask participants what they can remember. Emphasis the importance of developing good listening skills as part of the effective communication process</li> <li>- Trainer to go through the importance of having good listening skills as part of the communication process</li> <li>- Trainer to provide an overview on good business etiquette</li> <li>- Trainer to go through tips on how to do interact with customers who are Americans, British, Japanese and Chinese</li> </ul> <p>Brief the participants on assessment later.</p>	<p>PPT Slide 65 to 79</p> <p>PPT Slide 80 to 89</p>
3:30 pm	Tea Break	
3.45 pm	<p><u>Maintain Personal Hygiene</u> Trainer to go through the following:</p> <ul style="list-style-type: none"> <li>- Personal Hygiene</li> <li>- Your Body's Health</li> <li>- Your Food</li> <li>- Personal space</li> <li>- Work Space</li> <li>- Summary</li> </ul> <p>Trainer to explain the role of diet, exercise, sleep and relaxation in one's life</p>	<p>PPT Slide 96 to 106</p> <p>PPT Slide 107 to 114</p>
4:00 pm	<p><u>Special Issues for Service Staff</u> Trainer to go through the following special issues</p> <ul style="list-style-type: none"> <li>- Occupational Health &amp; Safety Regulations of Singapore</li> <li>- Consumer Protection (Fair Trading) Act 2003</li> <li>- Emergency Situations</li> </ul> <p>Appropriate Behaviour at the Workplace</p>	PPT Slide 125 to 130
4:20 pm	Assessment	

ACTA CU6

6.00 pm	<u>End of Training</u>	
---------	------------------------	--