



**Publishers:** The Wholesale and Retail Sector Education and Training Authority

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The Wholesale and Retail Sector Education and Training Authority

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15 OCTOBER 2003

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## Key of icons used in text

**NB**



**Example**



**Definition**



**Activity**



Dear Learner

We welcome you to our workshop/learnership or as a distance learning candidate.

Congratulations on choosing to upgrade your skills. We believe that this is one of many workshops/distance courses that will develop and improve your skills.

Over the past couple of years and months, South Africa has made a significant shift from the old dispensation in education (where learners used to be bombarded with theory and very little practical work) to an outcomes-based education model (based on competency rather than on theory). The aim of the shift is to make the South African labour force more productive and show them how to apply the knowledge that they have gained from training programmes.

The programme you are about to start is outcomes-based and in line with the outcomes as stipulated in the applicable unit standard. The assessment is also in line with the assessment criteria as stipulated in the unit standard. Once you have been declared competent on the outcomes of this unit standard, you will receive **credits** towards a nationally recognised qualification.

On page vi-viii please see the cluster of unit standards that make up a qualification as well as a possible career path (page ix) for your future development. The significance of this is that in the past when you attended workshops or completed distance courses similar to this, it was usually seen as induction and did not count towards any form of qualification. As this qualification is based on the outcomes of a unit standard that is registered on the NQF, you will receive credits towards a formal qualification. Should you attend follow-up workshops/distance courses based on the unit standards, as on pages vi-viii, you will eventually end up with a recognised qualification which you can utilise in the greater South African labour market and which is also nationally recognised.

You will be assessed formatively and summatively. The formative assessment will be conducted as you work through the manual and the summative assessment at the end of the workshop/distance course. Assessment can also be defined as the method that is used to determine whether you have mastered the skills that you will be taught during this workshop/distance course. Assessment usually consists of two components, namely, instructional learning (as conducted during this workshop/distance course) and the workplace assessment - to determine your practical skills.

The purpose of the workplace guide will be to assess whether you can apply what you have learned.

Another added advantage to the new dispensation is the fact that recognition of prior learning is also considered and can count towards achieving credits to skills programmes, which in turn leads towards a qualification. Life experience, work experience and previous courses attended can be taken into consideration for recognition of prior learning purposes; should it relate to the specific skills programme or qualification that you are working towards. This is merely a brief introduction to the new dispensation and barely covers what one can learn about this.

We hope that this makes you as excited as it does us and it is a real privilege for us to be able to facilitate and assess you on the outcomes of the unit standards that we are about to start.

Please feel free to communicate any questions to your facilitator or to our customer service/information department.

Friendly regards

National Certificate in Retail and Wholesale Processes

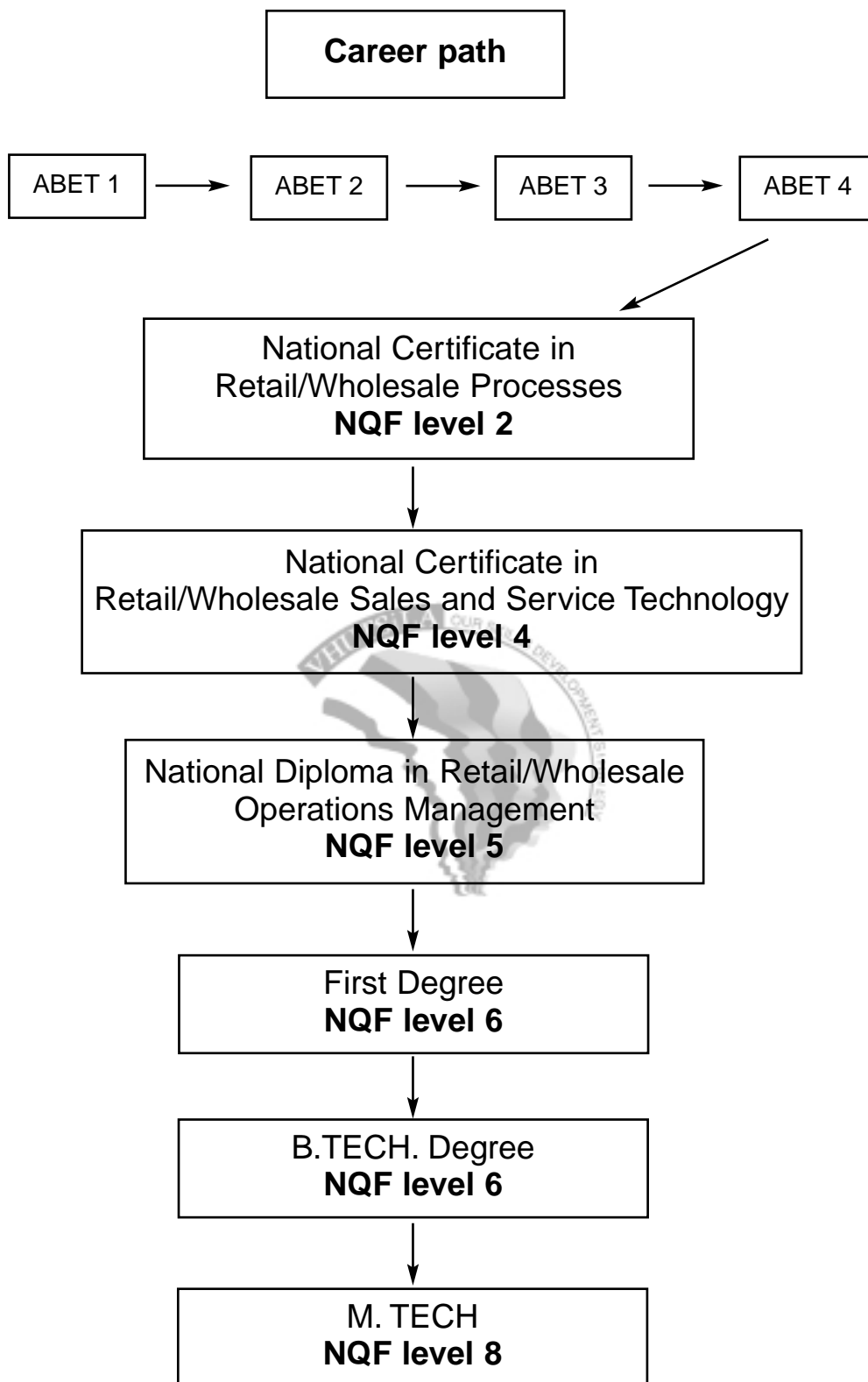
Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>Performing basic business calculations in retail &amp; wholesale practices <b>Credits:</b> 6 RW/F/CALC/2</li> <li>Compiling verbal and written communications in retail &amp; wholesale practices <b>Credits:</b> 20 RW/F/COMM/2</li> <li>Using computer technology in retail &amp; wholesale practices <b>Credits:</b> 10 RW/F/COMP/2</li> </ul>	<ul style="list-style-type: none"> <li>Handling stock <b>Credits:</b> 16 RW/C/STOCK/2</li> <li>Attending to customers <b>Credits:</b> 20 RW/C/SERVE/2</li> <li>Displaying and marking merchandise <b>Credits:</b> 8 RW/C/DISP/2</li> <li>Applying safety, security and housekeeping <b>Credits:</b> 12 RW/C/SAFE/2</li> <li>Understanding industry, structures, terms and concepts <b>Credits:</b> 8 RW/C/IND/2</li> <li>Promoting merchandise <b>Credits:</b> 16 RW/C/PROM/2</li> <li>Processing retail/wholesale documents <b>Credits:</b> 12 RW/C/ADMIN/2</li> <li>Handling cash <b>Credits:</b> 12 RW/C/CASH/2</li> <li>Processing credit transactions (optional) <b>Credits:</b> 8 RW/C/CREDIT/2</li> </ul>	<ul style="list-style-type: none"> <li>Applying furniture and appliance in retail &amp; wholesale practices <b>Credits:</b> 20 RW/E/FURN/2</li> <li>Applying CFTA in retail &amp; wholesale practices <b>Credits:</b> 20 RW/E/CFTA/2</li> <li>Applying food handling in retail &amp; wholesale practices <b>Credits:</b> 20 RW/E/FOOD/2</li> <li>Applying speciality merchandise in retail &amp; wholesale practices <b>Credits:</b> 20 RW/E/CONS/2</li> </ul>

### National Certificate in Retail and Wholesale Sales and Service Technology

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Compiling and delivering presentations and persuasive written communications to enhance retail &amp; wholesale practices <b>Credits: 20</b> RW/F/COMM/4</li> <li>• Interpreting financial reports in retail &amp; wholesale practices <b>Credits: 10</b> RW/F/REP/4</li> <li>• Generating electronic data to enhance retail &amp; wholesale practices <b>Credits: 6</b> RW/F/COMP/4</li> </ul>	<ul style="list-style-type: none"> <li>• Processing stock <b>Credits: 12</b> RW/C/STOCK/4</li> <li>• Providing customer service <b>Credits: 16</b> RW/C/SERVE/4</li> <li>• Monitoring cash systems in retail &amp; wholesale <b>Credits: 12</b> RW/C/CASH/4</li> <li>• Co-ordinating promotional activities <b>Credits: 16</b> RW/C/RPOM/4</li> <li>• Monitoring flow of retail &amp; wholesale documents <b>Credits: 12</b> RW/C/ADMIN/4</li> <li>• Monitoring credit in retail &amp; wholesale (optional) <b>Credits: 20</b> RW/C/CREDIT/4</li> <li>• Selling goods and services (optional) <b>Credits: 16</b> RW/C/PROD/4</li> <li>• Buying merchandise (optional) <b>Credits: 20</b> RW/C/MERCH/4</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing furniture and appliance in retail &amp; wholesale practices <b>Credits: 20</b> RW/E/FURN/4</li> <li>• Implementing CFTA in retail &amp; wholesale practices <b>Credits: 20</b> RW/E/CFTA/4</li> <li>• Implementing food handling in retail &amp; wholesale practices <b>Credits: 20</b> RW/E/FOOD/4</li> <li>• Implementing speciality merchandise in retail &amp; wholesale products practices <b>Credits: 20</b> RW/E/CONS/4</li> </ul>

National Certificate in Wholesale and Retail Operations Management  
(Level 5)

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>Influencing stakeholders of a retail &amp; wholesale business <b>Credits:</b> 15      <b>Level:</b> 5 RW/F/COMM/5</li> </ul>	<ul style="list-style-type: none"> <li>Understanding industry, structures, terms and concepts <b>Credits:</b> 8      <b>Level:</b> 2 RW/C/IND/2</li> <li>Displaying and marking merchandise <b>Credits:</b> 8      <b>Level:</b> 2 RW/C/DISP/2</li> <li>Processing stock <b>Credits:</b> 12      <b>Level:</b> 4 RW/C/STOCK/4</li> <li>Managing the operations of retail/wholesale business <b>Credits:</b> 25      <b>Level:</b> 5 RW/C/OPS/5</li> <li>Managing the cash in a retail/wholesale business <b>Credits:</b> 20      <b>Level:</b> 5 RW/C/CASH/5</li> <li>Managing and leading people in a retail/wholesale business <b>Credits:</b> 25      <b>Level:</b> 5 RW/C/PEOP/5</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinating promotional activities <b>Credits:</b> 16      <b>Level:</b> 4 RW/C/PROD/4</li> <li>Selling goods and services <b>Credits:</b> 16      <b>Level:</b> 4 RW/C/PROD/4</li> </ul>







# Individual pre-course assessment checklist

# A1

# Individual pre-course assessment checklist

Please remove pages A2-A4 from your manual and complete them. Hand them in to your facilitator **or** if you are a distance learning candidate remove and file in your portfolio of evidence under the section **“INDIRECT EVIDENCE”**.

Date: .....

Name: .....

Company .....

Tel: ..... Fax: .....

E-mail: .....

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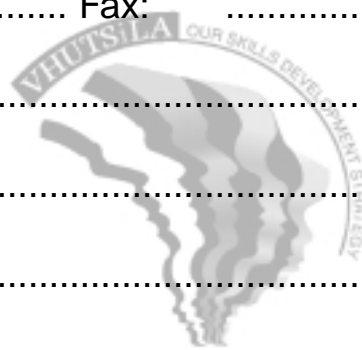
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# Pre-course assessment

Name: \_\_\_\_\_

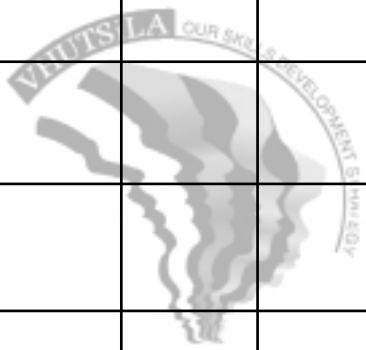
ID no: \_\_\_\_\_

Unit standard: Displaying and marking merchandise

Unit standard no.: RW/C/DISP/2

Competency	Please tick one of the following					Comments on how competence was achieved	Do you require assistance to comply with unit standard?	
	No skill	Some skill	Average skill	Above-average skill	Expert skills		Yes	No
I know that displaying and marking merchandise correctly is very important and can motivate my answer.								
I know and can explain where and how the marking of merchandise is managed for my company.								
I can explain how the incorrect marking and displaying of merchandise can affect the customer and customers' service.								
I know why it is important to display all merchandise.								
I understand and can explain why the same technique and method of merchandising cannot be used for all merchandise.								

Competency	Please tick one of the following					Do you require assistance to comply with unit standard?	
	No skill	Some skill	Average skill	Above-average skill	Expert skills	Yes	No
I can list the techniques and methods used by my company for displaying merchandise.							
I can list the techniques and methods used by my company for marking merchandise.							
I understand and can explain what good housekeeping means and why it is important.							
I know and can explain why it is important to focus on the safety of displays at all times.							





**Unit standard**

**A2**

Unit standard number	RW/C/DISP/2
Unit standard level	NQF 2
Credit value	12
Field	Services
Subfield	Retail and Wholesale
Issue date	1 June 1999
Review date	31 May 2001

■ **Learning assumed to be in place**

- Numeracy skills at the equivalent of ABET level 4

■ **Specific outcomes**

**The demonstrated ability to make decisions and consider options when:**

- displaying merchandise, using a range of techniques for arranging merchandise on display units in retail/wholesale outlets
- marking merchandise, using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets
- performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets

■ **Assessment criteria**

**The ability to produce all of the following types of evidence:**

- Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets

- Describe housekeeping procedures for maintaining merchandise displays
- Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner
- Demonstrate techniques for marking prices on merchandise and display units

(The evidence must be judged by a registered retail assessor, both in-store and at the training centre.)

#### ■ **Range statement**

- techniques for arranging merchandise, including adjusting shelves, customer accessibility, displaying price tags, discount coupons, promotional signs
- techniques for marking merchandise, including bar coding, product labelling
- housekeeping activities, including cleaning/dusting display areas, adjusting shelving, replenishing merchandise, checking for damaged merchandise

#### ■ **Notes (1): Embedded knowledge**

##### **The demonstrated understanding of:**

- organisational procedures for arranging merchandise on display units in retail/wholesale outlets
- organisational housekeeping standards for maintaining merchandise displays

- packing and presentation techniques for arranging different categories of merchandise on display units
- techniques and equipment for marking prices on products and display units
- techniques for arranging merchandise on display units

■ **Notes (1): Critical cross-field and development outcomes**

**The ability to:**

- identify and solve problems when arranging merchandise displays so that display unit shelves are adjusted and packed to ensure accessibility of merchandise to customers while maintaining safety of customers moving around in the immediate vicinity
- work effectively with members of the community when delivering customer service so that the special needs of customers are attended to in a helpful and pleasant manner
- organise and manage oneself and one's activities when displaying different categories of merchandise so that sufficient thought is given as to how the displays can be arranged for customer accessibility
- organise and evaluate information when marking prices on products and display units so that correct prices are displayed for merchandise



# Displaying and marking merchandise

# B



Module

1

# Introduction

	Page
Specific outcomes .....	1
Learning outcomes.....	2
1. Introduction to Displaying Merchandise.....	3
2. Introduction to Marking Merchandise .....	4
3. The Process of Marking and Displaying.....	5



### Specific outcomes

**At the end of this module the learner would have the demonstrated ability to make decisions and consider options when:**

- Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets



Learning outcome

**At the end of this module the learner would be able to:**

- discuss the importance of displaying and marking merchandise as well as understanding the language commonly used in the retail / wholesale sector.
- discuss the processes of displaying and marking used by his or her company.



Assessment criteria

**The ability to describe the:**

- importance of displaying and marking merchandise.
- processes regarding displaying and marking of merchandise used by the learner's company.

# 1. Introduction to Displaying Merchandise

**If a customer cannot see merchandise they cannot buy it!**

This unit standard will look at the importance of displays and at different methods of displaying merchandise. It is important to remember that different stores and companies use displays differently and use different techniques or methods.

This unit standard will look at general guidelines, but it is important for you as the learner to use this in conjunction with the guidelines of your company.

1. What methods of merchandising does your company use to display merchandise?

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Notes

**NB**



**Activity**



Notes

## 2. Introduction to Marking Merchandise

Have you experienced the frustration of standing in a queue behind somebody at the point of sale and everything comes to a halt because the sales assistant must first find somebody to go and find out what the price of the article is? Or even worse, the sales assistant has to lock his or her machine to go and find the price on his or her own because there is nobody else to ask?

This emphasises the importance of accurate pricing of every item. Most customers see it as good customer service. Often if an item is not marked and the customer is in a hurry, the customer would opt to rather leave the item than wait for the price. The result of this is a lost sale, something no retailer can afford.

We will look at different ways and methods of marking merchandise. Once again these guidelines must be read in conjunction with what your company does. All merchandise must be marked in accordance with company rules and regulations.

### Activity



1. What methods and techniques does your company use to mark merchandise?

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Notes

**In discussing this unit standard we will focus on the following:**

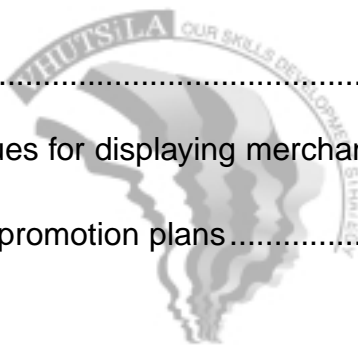
- Different techniques and methods for arranging merchandise
- Marking merchandise
- Housekeeping and the presenting of merchandise
- The customer and merchandise

Let us start with different techniques for arranging merchandise.



# Different Techniques for Arranging Merchandise

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Learning outcomes.....	8
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2. Different techniques for displaying merchandise .....	9
3. Store layout and promotion plans.....	20



## Specific outcomes

**At the end of this module the learner would have the demonstrated ability to make decisions and consider options when:**

- Displaying merchandise using a range of techniques for arranging merchandise on display units in retail/wholesale outlets



### Learning outcomes

**At the end of this module the learner would understand and have the ability to demonstrate:**

- Organisational procedures for arranging merchandise on display units in retail/wholesale outlets.
- Packing and presentation techniques for arranging different categories of merchandise on display units.
- Techniques for arranging merchandise on display units.



### Assessment criteria

**At the end of this module the learner would be able to:**

- Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets.
- Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner.

## 1. Introduction

The way in which merchandise is displayed could be the biggest selling tool a company can have. The objective is to attract the customer’s attention to both regular merchandise as well as merchandise on promotion.

Displaying merchandise in an attractive way could motivate customers to buy items even if they do not need it. It could also motivate customers to buy more than they need.

## 2. Different techniques for displaying merchandise

There are many different techniques and methods for displaying merchandise. Some are more appropriate to certain merchandise than others. Before we discuss some of the examples, look at what techniques are used in your own company.

Make a list of different types of merchandise carried in your store and then identify the display techniques used.

Merchandise	Displays

Notes

### Activity





**Activity**



2. What other methods or techniques could be used for displaying the merchandise?

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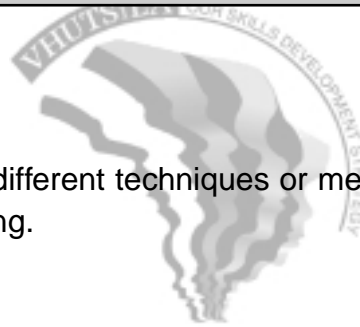
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Let us briefly look at different techniques or methods that can be used for merchandising.

■ **Rails**

Rails are commonly used for clothing and items that can be hung. Rails can have different shapes and sizes. Some can be adjusted according to height and can be loose-standing or fixed to walls. Rails make it easy to merchandise items together and can be moved to create a specific “look and feel” according to the floor layout plan.

■ **Shelves**

Shelves are also commonly used and can be used in more instances than rails. Shelves can be used in almost any store, from the green grocer, butchery, to supermarkets and hardware stores.

Shelves can normally be adjusted to fit the merchandise. It is important that shelves are adjusted to the correct height in terms of the merchandise but also in terms of customer reach. It is very frustrating if things are stacked on shelves that are too high for customers to reach. The depth of shelves must also be practical, if they are too deep, customers cannot reach the back, which means that they cannot buy the items without assistance. Not all customers want to ask for assistance and they might just decide not to buy anything.

Empty shelves are wasted space. It is important to keep them merchandised to maximum capacity. This means regular replenishing. If you are out of stock it is important to re-merchandise the existing stock or to pack something else in that specific place.

The best level for merchandising is at “eye-level”. This means that customers must be able to see the merchandise as they walk past the shelves. Obviously not all items can be merchandised at eye-level and it is therefore important to decide what items are merchandised at what levels. Refer to your company guidelines with regard to this.

#### ■ **Bins and baskets**

Bins and baskets are often used for special promotions and to attract customer attention. The advantage of this is that the bins and baskets can be placed in strategic positions and do not have to be part of the permanent displays.

#### ■ **Gondolas**

Gondolas are units created for merchandising and normally provide the space for combined merchandising, for example hanging space as well as shelving. Gondolas are usually on wheels and can be moved around.

Different Techniques for Arranging Merchandise

## Notes

## Notes

**■ Tables**

Tables can be used to display merchandise on a permanent or temporary basis. Tables can be used almost anywhere for any merchandise. Merchandise is visible to customers. Tables can also be used when merchandise is demonstrated. One negative aspect of tables is that they are less structured and it is therefore sometimes more difficult to keep tidy and stock losses can occur more easily.

**■ Serving Merchandise**

Customer service is important throughout, but in some instances products will be served directly to the customer. Here we think of items from the deli, butchery and bakery. It is often because hygiene plays an important role or where products need to be cut for example in butcheries and delis. We can also find that cosmetics and items such as watches and fine jewellery are locked away or behind a counter and that a sales assistant will serve the customer. Here the main factor would be security of high value and priced items.

**■ Demonstrations**

The demonstration of products can be very important. We will often find that the manufacturers or distributors use demonstrations to enhance sales, especially with a new product. Another item that the manufacturers or distributors want customers to “experience” are fragrances. In order to ensure that this happens “spray girls” will be appointed. Their role would be to introduce the customer to the fragrance.

Tastings are another form of demonstration. If a customer tastes the product and likes it, it will enhance the chances of them buying it.

### ■ Merchandise at the Point of Sale

Buying on impulse makes up a very important aspect of sales. We find that stores would encourage this with items displayed at the point of sale. Think what kind of merchandise you would normally find there; it is often small items such as sweets, cold drinks, razor blades and sometimes items on specials.

### ■ Other techniques to encourage sales

Other techniques often used to encourage sales include the use of public address systems to make the customers aware of specific products and often of specials.

The public address system can also be used to play pre-recorded messages. This is often used around special occasions such as Christmas, Valentine's Day and back to school promotions. This creates an awareness of products that relate to the specific occasion and motivates customers to buy them.

Gift vouchers or coupons can be used to enhance sales. Discount coupons will encourage customers to buy a specific product and we often see that with items such as toiletries and processed food. The special offer can be a discount or event or buy two items for the price of one. Customer loyalty programmes are also used to enhance sales, for example customers who participate in the loyalty programmes such as "club cards" where a customer can buy two items for the price of one or earn double points.

### ■ Windows

Windows and window displays are very powerful and important. Like any other display areas they offer you the opportunity to introduce the merchandise to the customer. The difference here is that you can do it even before the customer has entered the store and it could be the display in the window that entices the customer into the store to buy.

Different Techniques for Arranging Merchandise

Notes





2. If you were given the opportunity to change the way in which merchandise is displayed in your store, what changes would you make?

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## Activity



### Display techniques must ensure:

- **Visibility**

Merchandise and the display thereof means nothing if the customer cannot see it. Visibility can be enhanced by the products themselves, the height of the shelves and the store layout. Promotional material such as posters and speaker cards can assist in drawing the customer's attention to the merchandise.

Different Techniques for Arranging Merchandise

Notes

- **Accessibility**

A customer cannot buy something that they cannot get to. This relates to the height of shelves and rails but also to products behind counters and in locked cupboards. In these cases it is important that a sales assistant is always at hand to help the customer. If not, you might lose the sale.

- **The display must be striking, attractive and innovative**

If we use the same displays or even types of displays, it can become boring and customers might not even notice it anymore. The whole idea of displays is to attract the customer and to make him/her aware of the product with additional sales in mind.

NB



Creativity and innovation is important.

Activity



1. Take a current display in your store and evaluate it. What recommendations would you suggest to make it more striking and attractive? Use your creativity.

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### Activity



- **Displays must be appropriate**

Products determine the possibilities for displays. One can, for example, stack cans and toilet paper but you cannot do it with fine glassware or fresh produce. The display must also be appropriate to the store. Some stores have more space than others; one cannot, for example, place the displays in the aisles in such a way that it blocks the pathway.

Different Techniques for Arranging Merchandise



## ■ Aspects to keep in mind when displaying merchandise

There are many aspects to keep in mind when displaying merchandise. They include the following:

### • The type of product

You would not display a second hand Toyota together with a brand new Porsche. In the same way you will not display fresh fish with canned foods or fresh produce with clothes. The type of product will determine where you display it as well how you will display it.

### • The price of the merchandise

Price plays a very important part in the sale of any product. In displaying merchandise, price categories will sometimes be displayed together. If you merchandise cheap jewellery with very expensive fine jewellery, it might have a negative effect on the image of the merchandise. This will be determined by the decision and guidelines of your company in terms of merchandising. We will talk more about ensuring that all items are clearly marked in module three.

### • Quantity

Always ensure that you have enough stock on the floor. What is enough stock? Every company would determine this for themselves. For some companies eight items might be all they received whilst others might see eight as the minimum to display. Obviously the items themselves would play a role here. What is important is that the shelves or other display areas must be full. Empty shelves create the impression of being “out of stock” and customers could see this as negative.

Notes



### ■ Display Units

Which display units are used by your company and which are available?

These are important questions to ask and answer and must be taken into consideration with the planning of displays and promotions.

### ■ Supplier Criteria

In some cases a specific display area is assigned or designated to specific products. There is an agreement between the supplier and the retailer / wholesaler as to the space available to them. Some suppliers will have their own rules as to how their products should be merchandised and might even have their own merchandisers that would see to the merchandising and display of the products. It is important that all replenishment must take place in accordance with their rules and guidelines. It is furthermore important not to use that allocated space for other products or suppliers. It would be the responsibility of the store to ensure that there are enough products.

### ■ Store Policy

The displaying of merchandise must always be according to store and company policy. Where will you find out what this is?

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Notes



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**Activity**





**Activity**



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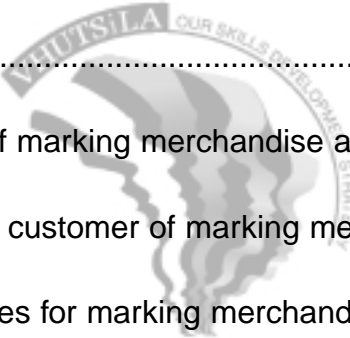
# Marking Merchandise

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### Specific outcomes

**At the end of this module the learner would have the demonstrated ability to make decisions and consider options when:**

- Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets



Unit standard no: RW/C/DISP/2

**25**

Learning outcome

**At the end of this module the learner would know:**

- The importance of marking merchandise accurately
- The benefit to the customer of marking merchandise
- Different techniques for marking merchandise



Assessment criteria

**At the end of this module the learner would be able to:**

- Demonstrate techniques for marking prices on merchandise and display units

## 1. Introduction

Price and pricing of merchandise is very important to the customer and the retailer/wholesaler and in this module we will discuss why and what techniques could be used to mark items.

## 2. The importance of marking merchandise accurately

It should not be necessary for any customer to ask a sales assistant to tell him/her what the price of an item is. In other words, every item should be marked. This is true for large items such as furniture as well as small items such as canned foods.

Why is it important to mark items? The main reason is to ensure good customer service. We all know the frustration of not knowing the price of an item and delaying a queue or being behind somebody where they first have to find the price.

What is even more important than having the price for every item is that every item should be marked accurately. Prices are sometimes changed due to promotions and must be changed back to the original price once the promotion is over. Customers expect to pay the price they see and it can create unnecessary unpleasantness if the customer expects to pay one price and is asked another.

Where shelves are marked instead of individual items it is important that the merchandise is in line with the prices on the shelves in order for customers to see the price clearly. It is therefore a good idea to give an indication of the product or a product code on the shelf.

Where items are marked using barcodes, it is important to ensure that the barcoded price that is read at the point of sale is the same as indicated on the shelf or even on the item itself.

**Consistency in pricing is very important.**

Notes

**NB**



**27**

Notes

### 3. The benefit to the customer of marking merchandise

Many customers, if not most, are price sensitive, in other words they look at prices of items before they actually buy them. If merchandise is clearly marked the customer can look at the price of the item and decide whether they can afford it or not. The customer can be more relaxed in their shopping experience without having to ask about the price all the time.

There are some larger items such as motor vehicles that might not always have the prices displayed and it is then important that a sales assistant is available to help them and answer their questions on the price and other features and benefits.

Ensuring that all items are clearly and accurately marked is good customer service.



### 4. Different techniques for marking merchandise

There are many different techniques for marking merchandise.

#### Activity



1. Where and how is merchandise in your store marked?

Is it the same for all merchandise? If not, what is the difference between marking some items as opposed to others?

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## Activity



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Let us look at a few techniques of marking and pricing merchandise.

### ■ Price stickers using a meto gun

Meto guns are used to put prices on merchandise. The price is normally in the form of a sticker and can be changed as required. These stickers should be stuck on the merchandise in visible areas. Stickers do not always work on merchandise that gets wet because they can fall off due to the moisture.

### ■ Barcodes

Barcodes are becoming the most generally used way of pricing items. The manufacturer applies the barcode directly to the item or the packaging and the price linked to that item is programmed into the computer. The price can be read by scanning the barcode. It is easier to adjust prices because the price does not have to be changed on every item. It is, however, important that the price is clearly visible to the customer on the shelf.

Marking Merchandise

## Notes

### ■ Write prices on the items

Prices can be written onto items by hand but this is not recommended. The reason is that it is too easy for anybody to change the price. If this is done, it is recommended that a signature accompanies the price or that all sales assistants at the point of sales are aware of the real price.

### ■ Prices on the product labels

If customers buy clothes or furniture or many different products, they will almost automatically look at the product label to see what the price is. In some instance there would be a separate label, a specific price label, sometimes referred to as a Kimble.

### ■ Prices indicated on shelves

We often find that prices are indicated on the shelves where the products are merchandised. The benefit is that not all individual products need to be marked. However, the pricing on the shelf must be clear and products must be merchandised correctly.

### ■ Pricing of rails

Items of the same price are sometimes merchandised on a rail and the price can be indicated for the whole rail. What is important here is that only the relevant merchandise should be on that rail, which means that the merchandising and re-merchandising should be attended to continuously.

## ■ Price Points

This is similar to marking items per rail. Price points are areas where all merchandise are priced at the same price. These can be merchandised on rails, shelves, bins, tables and so on. Once again it is important to ensure that the correct merchandise is merchandised at the price points. Price points are often used during promotions.

The prices at price points are usually indicated above the price point or on the display fixtures and fittings used. Speaker cards are often used.

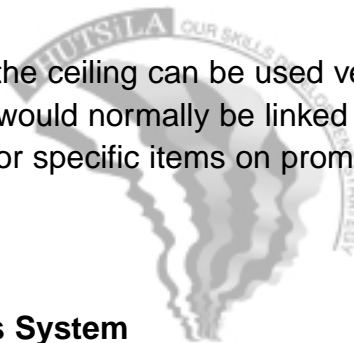
## ■ Mobiles

Mobiles hanging from the ceiling can be used very effectively to indicate prices. These would normally be linked to special promotions in general or specific items on promotion.

## ■ Public Address System

The public address system can be used to make customers aware of prices on specific items. This would be used for promoting items and can also be used at the end of the trading day to sell fresh produce at discount prices.

Notes



## Notes

### ■ When and where are items marked?

There is no one answer to this question and it can even differ for different products. The supplier marks certain products before they get to the store. Others are marked in the store and other products such as fresh produce and items from the deli, are marked after they are weighed for the customer.

Where barcodes are used, the barcode is attached to the product often as part of the manufacturing or packaging process and the information is captured on the computer before the products are displayed on the floor.

There are, however, products that are marked as they are unpacked and in doing so it is important to ensure that it is done in a manner that does not disturb the buying customer.

### ■ Where should items not be marked?

There are certain areas which are better used for the pricing of merchandise. Pricing should always be clearly visible to the customer. But at the same time there are areas where merchandise should not be marked. They include the following:

- **On the instructions** – customers often want to read the instructions before they buy the item
- **On the barcode** – if the barcode is covered with a sticker, the scanner cannot read the price
- **On lids or caps** – this is especially true for products such as cosmetics. Experience has shown that customers will change the caps or lids to pay the cheaper price for a more expensive product.





# Housekeeping and Presenting Merchandise

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2. The importance of good housekeeping .....	37



### Specific outcomes

**At the end of this module the learner would have the demonstrated ability to make decisions and consider options when:**

- Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets



## Notes

## Learning outcomes

**At the end of this section you will be able to discuss:**

- The importance of good housekeeping
- Housekeeping activities
- Housekeeping standards
- Housekeeping and safety

## Assessment criteria

**The ability to produce the following types of evidence:**

- Describe housekeeping procedures for maintaining merchandise displays

**1. Introduction**

What is housekeeping? Housekeeping refers to the maintenance and tidiness of display areas. We will look at general guidelines but it is very important that this is read together with company specific guidelines.

## 2. The importance of good housekeeping

It is your responsibility to make every customer's shopping experience a positive one.

Good housekeeping can contribute to achieving this objective. It means that shelves and display areas must be clean and tidy, that there must be enough products on the floor and that the aisles are not cluttered with unnecessary items.

Housekeeping ensures that it is easy for customers to find the products they are looking for, in other words, that the store layout is easy to understand.

### ■ Aspects to keep in mind to ensure good housekeeping

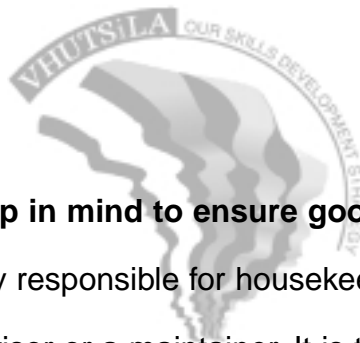
- Make somebody responsible for housekeeping

This could be a supervisor or a maintainer. It is this person's responsibility to know what the company guidelines are and to implement them. This person must have the responsibility and authority to make decisions regarding housekeeping and must know who the people are that can assist him or her in housekeeping.

### • Cleaning Staff

The cleaning staff play a vital role in housekeeping. Their responsibility is to ensure that the store is clean, but also to ensure that spills are cleaned up immediately. Cleaning is not something that is done once a day, but must be attended to throughout the day.

NB



## Notes

- **Clean rails and display areas**

Do you know the feeling of walking out of a store with dirty hands? If your rails, shelves and other display areas are not clean, it has a negative effect on the image of the store and can also damage the products.

It is also important to ensure that the “behind the scenes” areas are clean. It does not help that only the areas that the customers see are clean and tidy. Clean and tidy work areas make it easier to work.

- **Quantity**

It is important to ensure that the shelves, rails and other display areas are stocked to their full capacity. Empty display areas cannot sell merchandise. Display areas must be filled and re-merchandised on a regular basis.

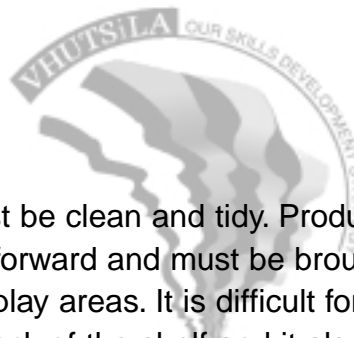
- **Quality**

Shelves and rails must be clean and tidy. Products must be merchandised facing forward and must be brought to the front of the shelves and other display areas. It is difficult for the customer to get something from the back of the shelf and it also creates the impression of insufficient stock. Clothing must be steamed or ironed before it is merchandised on the floor. Floors must be clear of boxes and trolleys. This can be a safety hazard. Customers must enjoy their shopping experience.

- **Discipline**

Store guidelines will indicate the discipline required, but the following can be general guidelines:

- The same items or groups of items should be merchandised together.







Module

5


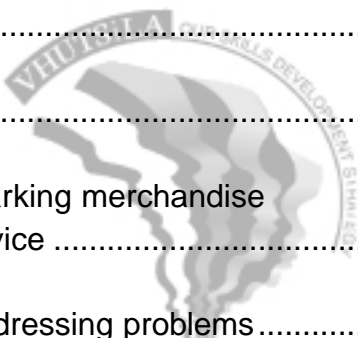
# The Customer and Merchandise, Merchandising and Display

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1. Introduction .....	43
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3. Displaying and marking merchandise and customer service .....	43
4. Identifying and addressing problems.....	44
5. Attending to special need of customers .....	44

### Specific outcomes

**At the end of this module the learner would have the demonstrated ability to make decisions and consider options when:**

- Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets



Unit standard no: RW/C/DISP/2

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Learning outcome

**At the end of this module the learner would be able to discuss the customer and merchandise referring to the following:**

- Displaying and marking merchandise and customer service
- Identifying and addressing problems regarding displaying and marking merchandise
- Attending to special needs of customers
- The importance of tidy work areas
- Ensuring the safety of the customer
- Removing damaged or "old" merchandise



Critical cross-field and development outcomes

**The ability to:**

- Work effectively with members of the community when delivering customer service so that the special needs of customers are attended to in a helpful and pleasant manner.

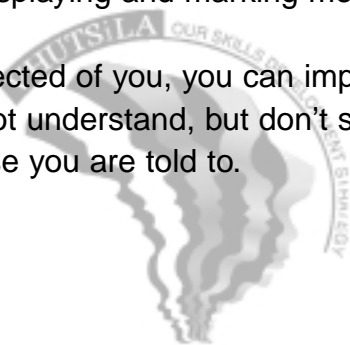
## 1. Introduction

"The customer is King" and the "Customer pays your salary" are words we hear quite often, in fact so often that we might not even pay attention anymore. The fact is, it is true. Everything we do must be with the customer in mind, also displaying and marking merchandise. Let us look at this a bit closer.

## 2. The foundation

The foundation for good customer service when discussing marking and displaying merchandise is knowledge. Knowledge of products, the store layout, staff, customers and most importantly the company guidelines in terms of displaying and marking merchandise.

If you know what is expected of you, you can implement it. Do not be afraid to ask if you do not understand, but don't simply do things in parrot fashion or because you are told to.



## 3. Displaying and marking merchandise and customer service

Displaying and marking merchandise is a direct service to the customer. If products are marked clearly and accurately it assists customers in their shopping and even budget control. It makes their shopping experience less frustrating because they do not have to ask the prices. As far as displaying the merchandise is concerned, they can see it clearly and can also compare it with other products.

## Notes

#### 4. Identifying and addressing problems

Everything does not always go the way we want it to. The most important aspect is to identify problems and to address them. These could relate to keeping display areas tidy and stocked as well as removing wrong merchandise and re-merchandising it. It could also include dealing with unhappy customers who might not be able to find what they want or are unhappy about prices. For example when prices have been adjusted downwards for special promotions and re-adjusted at the end of the promotional period.

Problems could also include low stock levels or stock that does not sell as well as expected.

#### 5. Attending to special needs of customers

Every customer who walks into your store does so for a reason. He might need a specific item or he might just want to “browse”. Our objective is that every customer who enters the store should purchase something before they walk out. In order to achieve this, staff need to be aware of customer needs.

Customers often have special requests. The right answer is simply to say “let me find out if I can find the item for you” and not “Sorry, we don’t have any more in stock”.

Shelves, rails and display areas are often quite high to accommodate the merchandise. This, however, creates problems for children, short people and people in wheelchairs. The staff need to be aware of this and offer to assist customers. Wouldn’t it be wonderful if the store could have a staff member available to move through the store with a person in a wheelchair to assist them in their shopping?

### ■ Ensure tidy display areas

Setting up and dismantling displays takes time and effort from all involved. We can become so involved in this that we do not focus on the area around us. It is important that display areas are tidy during the erection or dismantling at any given time.

Tidy display areas make it much easier for customers to shop, and also for maintenance. It is easier to keep an area tidy than having to clean it up.

### ■ Ensure safety

A high tower of merchandise might look wonderful, but is it safe? Safety must be one of the primary concerns at all times. All display areas, fixtures and fittings must be safe and sturdy. Keep the customers in mind when the planning is done.

### ■ Remove “damaged” or “old” merchandise

Many of our products have “sell-by-dates”. It is important to honour those and to ensure that stock is displayed to sell the products according to sell-by-dates. If you are selling fresh produce it is important to take old products off the shelves.

In terms of any other product, staff must ensure that there are no broken items on the shelves, for example, toys taken out of their boxes or any other item used for demonstration purposes.

Notes

**Activity**



1. What would you recommend to ensure that displaying and marking merchandise contributes to the best customer service?

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2. What problems have you experienced or could you experience in terms of displaying and marking merchandise and how would you handle them?

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# Individual post-course assessment checklist

# C1

# Individual post-course assessment checklist

Please remove pages C2-C4 from your manual and complete them. Hand them in to your facilitator **or** if you are a distance learning candidate remove and file in your portfolio of evidence under the section **“INDIRECT EVIDENCE”**.

Date: .....

Name: .....

Company .....

Tel: ..... Fax: .....

E-mail: .....

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# Post-course assessment

Name: \_\_\_\_\_

ID no: \_\_\_\_\_

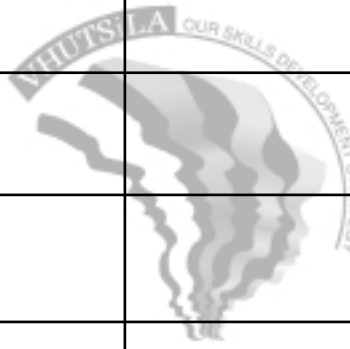
Unit standard: Displaying and marking merchandise

Unit standard no.: RW/C/DISP/2

Competency	Please tick one of the following					Comments on how competence was achieved	Do you require assistance to comply with unit standard?	
	No skill	Some skill	Average skill	Above-average skill	Expert skills		Yes	No
I know that displaying and marking merchandise correctly is very important and can motivate my answer.								
I know and can explain where and how the marking of merchandise is managed for my company.								
I can explain how the incorrect marking and displaying of merchandise can affect the customer and customers' service.								
I know why it is important to display all merchandise.								
I understand and can explain why the same technique and method of merchandising cannot be used for all merchandise.								



Competency	Please tick one of the following					Do you require assistance to comply with unit standard?	
	No skill	Some skill	Average skill	Above-average skill	Expert skills	Yes	No
I can list the techniques and methods used by my company for displaying merchandise.							
I can list the techniques and methods used by my company for marking merchandise.							
I understand and can explain what good housekeeping means and why it is important.							
I know and can explain why it is important to focus on the safety of displays at all times.							





**Course evaluation**

**C2**



# Displaying and marking merchandise

**Date:** .....

**Venue:** .....  
(if applicable)

**Presenter:** .....  
(if applicable)

**Co-presenter:** .....  
(if applicable)

We would appreciate your objective evaluation of the course



Please evaluate by using the following scale

Excellent = 3

Acceptable = 2

Unacceptable = 1

**Presenter/s**

To be completed by learners who attended a workshop on the content

1. How do you rate the presenter/s in terms of the following

**Evaluation**

- a) Style of presentation?
- b) Pace?
- c) Knowledge of subject?
- d) Obtaining participation?
- e) Clarity?
- f) Facilitation skills?


■ General comments on the presenter/s:

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**Training methodology**

2. How do you rate the training and visual aids in terms of the following:

- a) Manuals and handouts? (all learners to complete)
- b) Transparencies/powerpoint slides


To be completed by learners who attended a workshop on the content

■ General comments on training methodology:

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3. Would you say that the course content is applicable?

Yes
No

■ If your answer is no, explain why.

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**Value added**

4. Rate your overall satisfaction

Excellent	=	3	<input type="checkbox"/>
Acceptable	=	2	
Unacceptable	=	1	



■ Explain why

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## Workplace guide

# C3



Please remove pages C13-C16 from your manual

Present this workplace guide to your  
line manager in order for your  
line manager to coach you on the workplace  
component of this unit standard



## Introduction

This workplace assessment guide must be seen as a guide for workplace assessors and coaches responsible for learners participating in the learning programme "Displaying and marking merchandise" as practised in retail and wholesale outlets.

## Purpose

The purpose of the guide is to indicate to workplace assessors and coaches those practical skills to be developed and demonstrated by learners in the workplace in order to meet the requirements of the specific outcomes as described in unit standard RW/C/DISP/2.

## Requirements

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks/responsibilities that will expose them to the specific outcomes and skills.

Workplace assessors and coaches must assess competence in the workplace by looking for convincing proof of competence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard. The following assessment methods may be used singularly or in combination to conduct the workplace assessment:

- portfolio of evidence
- documentary evidence provided by learners
- authenticated testimonials from third parties.

**Workplace assessors and coaches must also ensure that the workplace:**

- is conducive to fair and objective assessments
- enables the learner to apply and demonstrate skills and knowledge
- allows the learner to feel comfortable to learn and be assessed
- provide the learners with all the necessary resources and opportunities to complete the assessment
- is supportive of the learning interventions.



# Workplace guide

Unit standard: Displaying and marking merchandise

Unit standard no.: RW/C/DISP/2

Month 1 -2			Notional hours
Specific outcomes	Content overview	Workplace experience	
<ul style="list-style-type: none"> <li>Displaying merchandise, using a range of techniques for arranging merchandise on display units in retail/wholesale outlets</li> <li>Marking merchandise, using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets</li> <li>Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets</li> </ul>	<p><b>Module 1: Introduction</b> At the end of this module the learner should understand the importance of displaying and marking of merchandise</p> <p><b>Module 2: Different techniques for arranging merchandise</b> At the end of this module the learner should be able to discuss a variety of techniques for arranging merchandise. Some examples are:</p> <ul style="list-style-type: none"> <li>rails</li> <li>shelves</li> <li>bins</li> <li>baskets</li> <li>tables</li> <li>at points of sale</li> <li>arranged according to colour, styles, etc.</li> </ul> <p><b>Module 3: Marking merchandise</b> At the end of this module the learner should know:</p> <ul style="list-style-type: none"> <li>The importance of marking merchandise accurately</li> </ul>	<ul style="list-style-type: none"> <li>Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets</li> <li>Describe housekeeping procedures for maintaining merchandise displays</li> <li>Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner</li> <li>Demonstrate techniques for marking prices on merchandise and display units</li> </ul>	70



Specific outcomes	Content overview	Workplace experience	Notional hours
	<ul style="list-style-type: none"> <li>• The benefit to the customer of marking merchandise</li> <li>• Different techniques for marking merchandise, for example, using meto guns, bar codes, writing the prices, price tickets, etc.</li> </ul> <p><b>Module 4: Housekeeping and presenting merchandise</b> At the end of this module the learner should be able to discuss:</p> <ul style="list-style-type: none"> <li>• The importance of good housekeeping</li> <li>• Housekeeping activities</li> <li>• Housekeeping standards</li> <li>• Housekeeping and safety</li> </ul> <p><b>Module 5: The customer and merchandise</b> At the end of this module the learner should be able to discuss the customer and merchandise, referring to the following:</p> <ul style="list-style-type: none"> <li>• Displaying and marking activities and customer service</li> <li>• Identifying and addressing problems regarding displaying and marking merchandise</li> <li>• Attending to special needs of customers, for example, customers in wheelchairs, or customers with special requests</li> <li>• The importance of tidy display areas</li> <li>• Ensuring the safety of the customer</li> <li>• Removing damaged or old merchandise</li> </ul>		70