

**RETAIL CHAIN STORE MANAGER**

**Aligned with Qualification 103150 Retail Chain Store Manager**

**WORKBOOK**

**WORKBOOK**

**Module 1**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-01, Concept and principles of retail operations management

NQF Level 5, Credits 4

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| **Line manager name & surname** |  |

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| A close up of a sign  Description automatically generated | **Activity 1 (KM01 IAC0101):**  Complete the comparison diagram by listing the characteristics of wholesale and retail. |

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| A close up of a sign  Description automatically generated | **Activity 2 (KM01 IAC0102):**  Draw a mindmap that summarises the trends in the changing consumer market.  **NOTE: A mindmap has a branch for each key point and sub-branches for sub-points:**  **Basic mind-map structure of: A centre node and branches that ...**  **nmnm** |

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| A close up of a sign  Description automatically generated | **Activity 3 (KM01 IAC0102)**  Explain your own shopping patterns.  Work with a partner and share information on your shopping patterns. |

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| A picture containing plate, window  Description automatically generated | **Activity 4 (KM01 0102):**  Work in groups and discuss the following.  4.1 What characteristics have you observed relating to the majority of consumers shopping at the outlet where you are employed?  4.2 What shopping patterns have you observed? |

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| A close up of a sign  Description automatically generated | **Activity 5 (KM01 IAC0103):**  Work in groups.  Give examples of stores that fall into each of the sub-sectors.   |  |  | | --- | --- | | Furniture |  | | Clothing, footwear and textiles |  | | Food |  | | Speciality |  | | Fuel stations |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 6 (KM01 IAC0106):**  Work in groups.  Discuss and list “green retailing” measures that are in place at the stores where you are employed. |

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| A close up of a sign  Description automatically generated | **Activity 7 (KM01 IAC0201):**  Consider the definitions of stakeholders given above.  Draw a diagram similar to the following.    Use a branch for each word or phrase that describes an aspect of a stakeholder. Add as many branches as you need. |

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| A close up of a sign  Description automatically generated | **Activity 8 (KM01 IAC0202):**  List the stakeholders relevant to the store where you are employed and describe their interests in the store. |

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| A picture containing plate, window  Description automatically generated | **Activity 9 (KM01 IAC0203):**  Work in groups. Prepare a diagram on a poster that demonstrates the manager’s responsibility for building stakeholder relationships. |

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| A picture containing plate, window  Description automatically generated | **Activity 10 Case study (KM01 IAC0401):**  Work in groups.  Consider the following facts and calculate the cost (wages):  10.1 Casual cashier in City of Tshwane works 6 hours per day, 5 days a week, during normal working hours. The employer employs more than 5 employees. Calculate weekly wage.  10.2 Merchandiser works in Bela Bela, 8 hours per day 5 days of the week. The employer employs more than 5 employees. Calculate weekly wage.  10.3 Full-time cashier works in Johannesburg 8 hours a day, 5 days a week which may include Sundays as a normal working day. Last week the cashier worked 5 hours on Sunday. Sunday is a normal working day for this cashier. The employer employs 4 employees. Calculate wage for the week. |

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| A close up of a sign  Description automatically generated | **Activity 11 (KM01 IAC0404):**  List two groups of employees in your store. For each group, list the stationery/equipment you need to get ready for when a new employee in this group commences work at your store.  Tick (✔) the information you need to explain to checkout operators (cashiers) during their induction at your store.   |  |  | | --- | --- | | Employment conditions | * Leave entitlements * Who they should notify of sick leave or absences * Time recording procedures * Work times, tea and lunch breaks * Pay arrangements * Taxation and other deductions | | Health and safety | * Communication processes in the event of emergencies * Workplace health and safety hazards * Hazard reporting * Procedure for reporting incidents or accidents * Evacuation procedure * Location and meaning of safety signs * Location of first aid station * Workers compensation claims | | Security | * Access * Personal belongings * Cash | | Work environment | * Parking * Eating facilities * Locker and change rooms * Phone calls and message collection system * Toilet facilities * Work station, tools, machinery and equipment used for the job | | Training and development | * Formal training * On-the-job training | |

**WORKBOOK**

**Module 2**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-02, Concepts and principles of communication in retail

NQF Level 4, Credits 4

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| A close up of a sign  Description automatically generated | **Activity 12:**   * 1. Give examples of relationships you need to build in your own role.   2. Give examples on topics on which you need to obtain feedback from the employees that report to you. |

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| A close up of a sign  Description automatically generated | **Activity 13 (KM02 IAC0101):**  Describe a workplace situation where communication went wrong. Explain the consequences of the ineffective communication (what happened that should not have happened, or what should have happened that did not happen).   |  |  |  | | --- | --- | --- | | **Situation in which communication went wrong** | **What went wrong** | **Consequences** | |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 14 (KM02 IAC0101):**  Draw a spider diagram on which you list the characteristics that define communication. |

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| A close up of a sign  Description automatically generated | **Activity 15:**  Consider that you will have to write a procedure for an aspect of operations management. Identify the purpose of writing the procedure, the objective(s) you want to achieve and the information needs of the stakeholders (that is, what information must the stakeholders get to be able to effectively follow the procedure).   |  |  |  |  | | --- | --- | --- | --- | | **PURPOSE** | **OBJECTIVE(S)** | **AUDIENCE** | **INFORMATION NEEDS** | |  |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 16 (KM02 IAC0103):**  Give examples of situations when the types of communication are required in your role as retail chain store manager.   |  |  |  | | --- | --- | --- | | **TYPE OF COMMUNICATION** | **SITUATIONS IN YOUR ROLE** | **PURPOSE (WHY MUST THE COMMUNICATION TAKE PLACE?)** | | Information |  |  | | Persuasion |  |  | | Dialogue |  |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 17 (KM 02 IAC0104):**  Read the scenario then answer the questions.  *Scenario:*  Petty wanted to go through the complete budget of the sales, marketing and the operations team. She passed on this information to Joe at his workstation around which lots of other employees were shouting, the base phone was constantly ringing and the photocopier machine was making a terrible noise.  At the end of the day, Joe submitted the report but the budget for the operations team was missing in the report. Joe actually had heard only about sales and marketing department and thus skipped the report of the operations team.  Petty fired Joe and even stopped his appraisal. Unwanted distractions, noise, chit chats of the other employees etc played the culprit and poor Joe missed out on his promotion.  *Questions:*  17.1 What caused the misunderstanding or communication barrier?  17.2 How could this have been prevented or overcome? |

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| A close up of a sign  Description automatically generated | **Activity 18 (KM02 IAC0105):**  Draw a diagram that shows how the lines of communication apply to your own role as retail chain store manager. Give examples of the types of information that is transferred. |

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| A close up of a sign  Description automatically generated | **Activity 19 (KM02 IAC0106):**  Describe your own responsibility for internal communication. Give examples of what you should communicate, to whom, for what purpose and at what time intervals. |

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| A close up of a sign  Description automatically generated | **Activity 20 (KM02 IAC0106):**  Discuss your own responsibility for external communication. Give examples of what you should communicate, to whom, for what purpose and at what time intervals. |

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| A picture containing plate, window  Description automatically generated | **Activity 21 (KM02 IAC0204):**  Work in groups.  lease complete the activity in your workbook.  21.1 Give 3 examples of situations where poor business correspondence or reports was experienced.  21.2 Describe what the consequences were (inside and/or outside the organisation).  21.3 From your responses to the above, formulate a list of consequences of poor business correspondence. |

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| A picture containing plate, window  Description automatically generated | **Activity 22 (KM02 IAC0201):**  Work in groups.  22.1 From what you have learned about the consequences of poor business correspondence and reports, prepare a set of guidelines for (i) sound business correspondence and (ii) effective reports.  22.2 After you have generated your own ideas, read this section and list the principles that your group did not identify above. |

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| A close up of a sign  Description automatically generated | **Activity 23 (KM02 IAC0201):**  Draw a mindmap to summarise the principles of sound business correspondence. |

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| A close up of a sign  Description automatically generated | **Activity 24 (KMO2 IAC0202):**  Conduct a self-assessment on your e-mail writing skills.   |  |  |  |  | | --- | --- | --- | --- | |  | **Yes** | **Maybe** | **No** | | My emails are concise and to the point |  |  |  | | I use proper spelling, grammar and punctuation |  |  |  | | I do not attach unnecessary files |  |  |  | | I use proper structure and layout |  |  |  | | I do not overuse the High Priority button |  |  |  | | I do not write in CAPITALS |  |  |  | | I keep the message thread |  |  |  | | I read e-mails before I send them |  |  |  | | I do not request delivery and read receipts – I ask for confirmation of receipt |  |  |  | | I use a subject in the subject line that is meaningful to me and the recipient |  |  |  | | I avoid long sentences |  |  |  | | I am courteous in my emails |  |  |  | | I review emails for clarity |  |  |  | | ***Areas for improvement:*** | | | | |

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| A close up of a sign  Description automatically generated | **Activity 25 (KM02 IAC0205):**  Draw a diagram that summarises the principles of report writing. Then use a table and describe the principles in bullet format (not full sentences). |

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| A picture containing plate, window  Description automatically generated | **Activity 26 (PM01-PS02 PA0202):**  Divide into groups of 4 to 6. Appoint one person as chairperson and one as minute taker.  Conduct a 10-minute meeting, based on the following agenda. The minute taker should make notes of the meeting. After the meeting, check whether the minute taker’s record is correct and complete enough for actions to be followed up.   |  | | --- | | **AGENDA**  **SOCIAL COMMITTEE PLANNING OF A HOLIDAY PICNIC**  Date: \_\_\_\_\_  Time: \_\_\_\_\_  Venue : Training room   1. Opening. 2. Theme for the picnic – suggestions to be made and one theme to be selected 3. Venue for the event – suggestions to me made; advantages and disadvantages to be considered and a venue decided on. 4. Actions – who will do what and by when. 5. Date of follow-up meeting. | |

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| A close up of a sign  Description automatically generated | **Activity 27 (KM02 IAC0401):**  Draw a diagram that summarises the principles of verbal communication with staff. |

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| A close up of a sign  Description automatically generated | **Activity 28 (KM02 IAC0403):**  28.1 What feedback do you have to give to your managers?  28.2 What are the organisational policies and procedures relating to feedback to senior management for which you are responsible?  28.3 Draw a mindmap to explain the principles of communication with senior managers. |

**WORKBOOK**

**Module 3**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-03, Concepts and principles of leading teams in a retail store environment

NQF Level 5, Credits 7

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| A picture containing plate, window  Description automatically generated | **Activity 29:**  Discuss in small groups the types of forecasting the retail chain store manager needs to do in order to plan effectively.  On a flipchart, draw two columns. In the first column, write down the planning that needs to be done, based on forecasting. In the second column, write down what must be forecast. |

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| A picture containing plate, window  Description automatically generated | **Activity 30(KM03 IAC0102):**  Discuss in small groups. Make notes in your workbook.  On a flipchart, list the types of schedules the retail chain store manager needs to prepare. Next to each type of schedule, list the types of tools that are used in your stores for scheduling (templates, software, etc.) |

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| A picture containing plate, window  Description automatically generated | **Activity 31 (KM03 IAC0104):**  Discuss in small groups.  Identify two work situations where leadership was not effective. Describe the consequences that were experienced as a result of the ineffective leadership (what negative effects did it have on the team?). |

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| A picture containing plate, window  Description automatically generated | **Activity 32 (KM03 IAC0104):**  Please complete the activity in your workbook.  Discuss in small groups how you think you can promote teamwork and collaboration in your team as a retail chain store manager.  Use a flip chart and present your ideas to the group. |

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| A close up of a sign  Description automatically generated | **Activity 33 (KM03 IAC0104):**  Do you need to implement measures to increase the effectiveness of your team? Mark the areas that are not currently in place in your store with an X, to help you identify areas that you need to attend to so that your team can become more effective.  **Clear roles and responsibilities**   * Organisation structure is clear to all employees in the store * Every employee in the store has a written job description * Every employee in the store knows what their accountabilities are (the results expected from them) * Every employee in the store has the competencies required for their jobs * Every employee in the store has the tools and equipment to work effectively and efficiently * There are sufficient resources in the store for the team to achieve targets   **Positive relationships**   * There is mutual trust and respect among all employees * Employees support the manager, the manager supports all employees and employees support each other * There is inclusion of all employees * I listen effectively to my employees * I provide timely feedback, positive and developmental * I am Ok with disagreement when employees differ from me   **Clear procedures** are in place for:   * Solving problems and making decisions * Communicating * Managing conflict * Performing the various tasks in the store * Planning * Meetings * Evaluating performance   **Strong leadership**   * I have personal credibility among my employees * I have a clear focus on strategy * My team is clear on expectations of them * Communication with my team is clear * I involve my team in decision making * I focus on people and team development |

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| A close up of a sign  Description automatically generated | **Activity 34 (KM03 IAC0105):**   |  |  | | --- | --- | | **Step** | **Example** | | Establish targets | Example of a target for my store | | Observe actual performance | How do you observe or evaluate actual performance against the target? | | Determine deviations | What will indicate to you that there is a deviance (actual performance not meeting the target)? | | Take corrective action | What steps can you take for corrective action? | |

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| A close up of a sign  Description automatically generated | **Activity 35 (KM03 IAC0205):**  Working in groups, use the lists below and identify the leadership theory (in your Learner’s Guide)   |  |  | | --- | --- | | **Elements of the leadership theory** | **Matching leadership theory** | | Leaders should adapt their style to the level of development of followers, based on how competent and motivated the followers are to perform required tasks.  There are four leadership styles and these styles suggest that leaders should put greater or less focus on the task or the relationship between the leader and the follower, depending on the development level of the follower(s). |  | | The three main leadership styles are autocratic leadership, democratic leadershipo and laissez faire |  | | Leaders transform followers in three ways:   * Increasing their awareness of the importance and value of their tasks. * Getting them to focus first on team or organisational goals. * Addressing their higher-order needs – as suggested by Maslow in his model of the hierarchy of needs |  | | People are born with inherited traits and that great leaders are people who have the right combination of traits such as expertise, dominance, self-confidence , integrity and honesty |  | | Leaders facilitate personal growth in employees and develop people to bring out the best in them.  They devote themselves to serving the needs of members of the team so they focus on meeting the needs of the people whom they lead. |  | | Leaders are concerned for people and for the work to be done. The amount of focus on (1) people and on (2) the work to be done, determines where on the grid a leadership style is plotted. |  | | Leaders help people finding purpose and meaning in their life through pursuit of the vision.  They communicate clear and high standards and expectations from those around them.  They engage employees in creative thinking. |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 36 (KM03 IAC0205):**  Work in groups of 3 or 4. Read the information about the managerial grid.  Share your experiences about leadership styles on the managerial grid: think about managers you know who represent the different styles and tell the rest of your group the effect that the style had on the team (do not mention names of organisations or people).   |  |  |  | | --- | --- | --- | | **Style** | **Leadership practice (behaviour)** | **Effect on the team** | | Country club leadership |  |  | | Produce or perish leadership (authoritarian) |  |  | | Impoverished leadership |  |  | | Middle-of-the-road leadership |  |  | | Team leadership |  |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 37 (KM03 IAC0205):**  Work in groups.  Consider the paragraph about servant leadership. Explain – with examples - how the servant leader can apply the four aspects of emphasis in servant leadership to serve the needs of the followers. |
|  | Greenleaf (1977) argued that servant-leaders put the needs and interests of others above their own. They make a deliberate choice to serve others. However, this should not be associated with a low self-concept or low self-esteem. A strong self-image, moral conviction, and emotional stability are factors that drive leaders to make this choice. The servant-leader seeks to make sure that other people’s highest-priority needs are being served. Servant leaders seek to transform their followers to “…grow healthier, wiser, freer, more autonomous and to become servant leaders themselves.” |
|  | |  |  | | --- | --- | | Service to others |  | | Holistic approach to work |  | | Promoting a sense of community |  | | Sharing of power of decision making |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 38 (KM03 IAC0205):**  Work in groups.  List the behaviour that is characteristic for each stage of development that the leader can utilise to decide what type of situational leadership style to apply in order to meet the team needs. |
|  | |  |  | | --- | --- | | Developmental level 1 |  | | Developmental level 2 |  | | Developmental level 3 |  | | Developmental level 4 |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 39 (KM03 IAC0205):**  Work in groups.  Identify what a leader in the workplace can do to contribute to the fulfilment of personal needs of team members, based on Maslow’s hierarchy of needs.   |  |  | | --- | --- | | Physiological needs |  | | Security needs |  | | Love and belonging needs |  | | Esteem needs |  | | Self-actualising needs |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 40 (KM03 IAC0205):**  Work in groups.  Share stories about examples of visionary leaders. Make notes so that you will be able to explain visionary leadership with examples. |

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| A picture containing plate, window  Description automatically generated | **Activity 41 (KM03 IAC0205):**  Work in groups.  Read through the case studies individually then work together on answering the questions. |
|  | **Case 1**  The car manufacturing company was in a crisis and needed turnaround fast for it to survive. The board brought in a new CEO, Patrick with a reputation as a turnaround manager to help them revive their failing automobile business. At the time, the car manufacturer was on the verge of bankruptcy and was losing money on larger model cars. As soon as Patrick stepped into office as CEO, he began rebuilding the business by restructuring levels, removing workers, and selling off portions of the corporation that were losing money. He made the tough decisions that should have been executed years before. The company was saved, at least in the short-term.  From the start, though, Patrick created a reign of terror, bullying and demeaning his management team, literally roaring his displeasure at the slightest misstep. The company’s top managers were decimated by his erratic firings of people and also by defections. The managers reporting directly to him were frightened by his tendency to blame the bearer of bad news and stopped bringing him any news at all. Morale was at an all-time low – a fact reflected in another downturn in the business after the short-term recovery.  **Case 2**  Tom was the national marketing manager at a failing pizza chain. The company’s poor performance troubled the senior managers, but they were at a loss for what to do. Every Monday during the weekly management meeting they review the previous week’s sales. They were almost dumbstruck by the threat of bankruptcy and could not come up with plans to fix the problem. To Tom, the approach did not make sense. “We are always trying to figure out why our sales were down last week. We have the whole company looking backward instead of figuring out what we have to do tomorrow.”  One Monday Tom saw an opportunity to change people’s way of thinking when the meeting started again with the stale argument: the company had to increase return on investments and drive up value for shareholders. Tom did not believe that any outlet manager would be motivated or inspired by that statement to do better than a good-enough job. He made a passionate plea for his colleagues to think from the customer’s perspective. “Customers want convenience”, he said. “That’s why they buy pizzas at the outlets. The company was not merely in the food business; it was in the business of distributing high-quality, convenient-to-get pizza. That should drive everything the company did.”  **Case 3**  Joe Torre, the heart and soul of the New York Yankees. During the 1999 World Series, Torre tended ably to the psyches of his players as they endured the emotional pressure cooker of a pennant race. All season long, he made a special point to praise Scott Brosius, whose father had died during the season, for staying committed even as he mourned. At the celebration party after the team’s final game, Torre specifically sought out right fielder Paul O’Neill. Although he had received the news of his father‘s death that morning, O’Neill chose to play in the decisive game – and he burst into tears the moment it ended. Torre made a point of acknowledging O’Neill’s personal struggle, calling him a “warrior.” Torre also used the spotlight of the victory celebration to praise two players whose return the following year was threatened by contract disputes. In doing so, he sent a clear message to the team and to the club’s owner that he valued the players immensely – too much to lose them.  **Case 4**  Sister Mary ran a private school system in a large metropolitan area. One of the schools – the only private school in an impoverished neighborhood – had been losing money for years, and the archdiocese could no longer afford to keep it open. When Sister Mary eventually got the order to shut it down, she didn’t just lock the doors. She called a meeting of all the teachers and staff at the school and explained to them the details of the financial crisis – the first time anyone working at the school had been included in the business side of the institution. She asked for their ideas on ways to keep the school open and on how to handle the closing, should it come to that. Sister Mary spent much of her time at the meeting just listening.  She did the same at later meetings for school parents and for the community and during a successive series of meetings for the school’s teachers and staff. After two months of meetings, the consensus was clear: the school would have to close. A plan was made to transfer students to other schools in the system.  **Case 5**  Take the case of Sam, an electronic engineer in Research & Development at a large electronic communications company. Sam’s superb technical expertise made him a mentor: he was the one everyone turned to when they needed help. Soon he was promoted to head of a team developing a new concept. The other engineers on the team were as competent and self-motivated as Sam; his was a model of how to do first-class development work under tremendous pressure of deadlines, pitching in when needed. His team completed its task in record time.  Then Sam was given another challenging assignment: He was put in charge of Research & Development for the entire international company. As his tasks expanded and he had to articulate a vision, coordinate projects, delegate responsibility, and help develop others, Sam began to slip - not trusting that his team members were as capable as he was, he became a micromanager, obsessed with details and taking over for others when their performance did not meet his high expectations. Instead of trusting them to improve with guidance and development, Sam found himself working nights and weekends. Finally, his own boss suggested, to his relief, that he return to his old job as head of a product development team.  **Case 6**  A product unit at a global computer company had seen sales plummet from twice as much as its competitors to only half as much. So Lawrence, the president of the manufacturing division, decided to close the unit and reassign its people and products. Upon hearing the news, James, the head of the doomed unit, decided to go over his boss’s head and plead his case to the CEO.  What did Lawrence do? Instead of blowing up at James, he sat down with his rebellious direct report and talked over not just the decision to close the division but also James’s future. He explained to James how moving to another division would help him develop new skills. It would make him a better leader and teach him more about the company’s business. Lawrence acted more like a counselor than a traditional boss. He listened to James’s concerns and hopes, and he shared his own. He said he believed James had grown stale in his current job; it was, after all, the only place he’d worked in the company. He predicted that James would blossom in a new role.  The conversation then took a practical turn. James had not yet had his meeting with the CEO – the one he had impetuously demanded when he heard of his division’s closing. Knowing this, and also knowing that the CEO unwaveringly supported the closing, Lawrence took the time to coach James on how to present his case in that meeting. “You don’t get an audience with the CEO very often,” he noted, “let’s make sure you impress him with your thoughtfulness.” He advised James not to plead his personal case but to focus on the business unit: “If he thinks you’re in there for your own glory, he’ll throw you out faster than you walked through the door.” And he urged him to put his ideas in writing; the CEO always appreciated that.  (Sourced and adapted from Goleman)  41.1 Identify the leadership style practiced by each leader  Case1:  Case 2:  Case3:  Case4:  Case 5:  Case 6:  42.2 Which of the leaders would you like to work with and why?  42.3 Which leadership style is the most effective? – Motivate your answer  42.4 Which leadership style would say, “People come first”?  42.5 Which style would you use the least and why? |

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| A picture containing plate, window  Description automatically generated | **Activity 43 (KM03 IAC0205):**  Work on your own.  Identify the leadership style that would currently be the most appropriate for your team by considering the leadership theories – use ***either*** the 6 styles summarised by Goleman ***or*** the four stages of development as defined in Situational Leadership (Blanchard & Hersey).   |  |  |  | | --- | --- | --- | | **6 styles as summarised by Goleman as springing from emotional intelligence**  Use this checklist to determine the needs of your team. Tick if a statement is very true to your team | | | | **1** | Team needs new vision or direction because of organisational needs |  | | Many new, untrained staff members in team who do not know which tasks to perform or which procedures to follow |  | | Your power as manager is being challenged by staff or there is misuse of authority by the team members |  | | **2** | The organisation/team is in a crisis and turnaround is needed |  | | Disciplinary action needs to be taken in general |  | | **3** | Your major drive at the moment is to build team harmony, increase morale, improve communication or repair broken trust |  | | **4** | There is a need for generating fresh ide in order to achieve the team’s objectives |  | | Team is competent and needs little guidance |  | | **5** | The team’s performance needs to improve through coaching |  |   **Appropriate leadership style to use:**   * If the dominant needs are in group 1 above – authoritative * If your dominant needs are in group 2 above – coercive * If your dominant needs are in group 3 above – affiliative * If your dominant needs are in group 4 above – democratic / participative * If your dominant needs are in group 5 above – coaching |

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| A close up of a sign  Description automatically generated | **Activity 44 (KM03 IAC0104):**  Individual written activity  Below are some symptoms that might indicate poor motivation in your team. Tick those that are apparent in your team.   |  |  |  |  | | --- | --- | --- | --- | | **SYMPTOMS** | **INDICATE WITH A (√)** | **SYMPTOMS** | **INDICATE WITH A (√)** | | Low productivity |  | Inflexible attitude to change |  | | Interpersonal conflict within the team |  | Bad relations with other sections |  | | Lack of cooperation between team members |  | High level of absenteeism |  | | Negative talk |  | Poor timekeeping |  | | Poor quality of work |  | High staff turnover |  | | High training costs but few results |  | Poor management/labour relations |  | | Poor team morale |  | Customer/client complaints |  | | Other: |  | Other: |  | |

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| A close up of a sign  Description automatically generated | **Activity 45 (KM03 IAC0301):**  Imagine yourself and your life 5 years from now. Answer the following questions to help you formulate your vision.   * “I can see myself …” * What is the purpose of your job? * How is your day structured? * What is your workplace like? What do you do there? * How much time do you spend with friends and family? * What makes you feel accomplished at the end of the day? * What gives you energy moving forward and what drains your energy? |

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| A close up of a sign  Description automatically generated | **Activity 46 (KM03 IAC0301):**  List the goals (steps) needed to achieve your vision, for each goal, write down a realistic timeframe. |

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| A close up of a sign  Description automatically generated | **Activity 47 (KM03 IAC0301):**  Use the bullet points above and fill in the strengths quadrant of the SWOT analysis form. |

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| A close up of a sign  Description automatically generated | **Activity 48 (KM03 IAC0301):**  Use the bullet points above and fill in the weaknesses quadrant of the SWOT analysis form. |

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| A close up of a sign  Description automatically generated | **Activity 49 (KM03 IAC0301):**  Use the bullet points above and fill in the opportunities quadrant of the SWOT analysis form. |

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| A close up of a sign  Description automatically generated | **Activity 50 (KM03 IAC0301):**  Use the bullet points above and fill in the threats quadrant of the SWOT analysis form. |

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| A close up of a sign  Description automatically generated | **Activity 51 (KM03 IAC0601):**  Identify the differences within your own work unit.   |  |  | | --- | --- | | Backgrounds |  | | Culture |  | | Beliefs |  | | Values |  | | Race |  | | Sex |  | | Language |  | | Education |  | |

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| A close up of a sign  Description automatically generated | **Activity 52 (KM03 IAC0702):**   * + 1. How many employees are there at the store that you are employed?     2. If one person leaves during the year, what is the staff turnover? (=1/number of employees x 100)     3. If it takes 1 day of your time to recruit a new employee to replace the one that has left, what does it cost the store (your salary for 1 day)     4. How many days does it take to induct the new person (for example, a checkout operator) and conduct practical on-the-job training?     5. What is the salary per day of the person responsible for inducting the new checkout operator?     6. What is the cost of inducting and training the new employee (D+E)     7. Does the checkout operator need to attend any company-specific training courses? If so, how many days?     8. What is the cost of attending company-specific training courses for cashiers (number of days the person needs to attend x salary of the person per day)     9. Do you need to hire a casual employee for the days that the new employee attends company-specific training? If so, what is the cost? (Cost of casual per day x number of days)     10. What is the cost of staff turnover per checkout operator at the store where you are employed? (C+F+H+I) |

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| A close up of a sign  Description automatically generated | **Activity 53 (KM03 IAC0704):**  Who handles what? Explain your own role and that of the Store Support Centre for recruitment, selection and placement. Give examples. The table below will help you answer the question.   |  |  |  |  | | --- | --- | --- | --- | |  | **Chain store manager**  **(✔)** | **Store Support Centre**  **(✔)** | **Describe what you do/How you do it** | | Planning what categories of staff are needed in the store |  |  |  | | Planning how many permanent/full-time employees are needed in each category |  |  |  | | Planning how many casual staff members are required in the store and when |  |  |  | | Recruitment |  |  |  | | Selection |  |  |  | | Placement |  |  |  | | Scheduling |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 54 (KM03 IAC0705):**  Who handles what? Explain your own role and that of the Store Support Centre for training and development. Give examples. The table below will help you answer the question.   |  |  |  |  | | --- | --- | --- | --- | |  | **Chain store manager**  **(✔)** | **Store Support Centre**  **(✔)** | **Describe what you do/How you do it** | | Induction to the organization |  |  |  | | Induction to the store |  |  |  | | On-the-job training |  |  |  | | Coaching for performance improvement |  |  |  | | Training and coaching for future positions |  |  |  | | Formal training and development courses |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 55 (KM03 IAC0704):**  Explain your own role and that of the Store Support Centre for Human Resources administration. Give examples of what tasks each performs. The table below will help you answer the question.   |  |  | | --- | --- | | **HUMAN RESOURCES ADMINISTRATION** | | | Tasks performed by the Store Support Centre | Tasks performed by the chain store manager | |  |  | |

**WORKBOOK**

**Module 4**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

Managing service standards of a retail chain store

NQF Level 5, Credits 2

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| A close up of a sign  Description automatically generated | **Activity 56 (KM04 IA0102):**  Watch the video *Customer services versus customer experience* *(https://www.youtube.com/watch?v=bL\_D-qyva0c).*  56.1 How would you summarise the difference between customer service and customer experience?  56.2 List three businesses you go back to, over and over. Indicate why you go back to them.   |  |  |  | | --- | --- | --- | | **I go back to …** |  | **The reasons I go back:** | |  |  | * Fast: Provide products and services in a short turnaround time * Cheap: Provide products and services at a competitive price * Quality: Provide product and services of good quality * Luxury: Provide luxury product and services * User friendly: The products and services are easy to use * Customer service: Provide good service if I have queries, complaints or need information * Customer experience: The experience from beginning to end is WOW | |  |  | * Fast: Provide products and services in a short turnaround time * Cheap: Provide products and services at a competitive price * Quality: Provide product and services of good quality * Luxury: Provide luxury product and services * User friendly: The products and services are easy to use * Customer service: Provide good service if I have queries, complaints or need information * Customer experience: The experience from beginning to end is WOW | |  |  | * Fast: Provide products and services in a short turnaround time * Cheap: Provide products and services at a competitive price * Quality: Provide product and services of good quality * Luxury: Provide luxury product and services * User friendly: The products and services are easy to use * Customer service: Provide good service if I have queries, complaints or need information * Customer experience: The experience from beginning to end is WOW |   56.3 What reason did the majority of people in this session give for going back to the same stores? |

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| A close up of a sign  Description automatically generated | **Activity 57 (KM04 IAC0102):**  Watch the video about Nordstrom customer service.  57.1 Have you ever experienced service similar as that to the example of return of tyres?  57.2 What is the best customer service experience you have had? Do you compare later customer service experiences against that?  57.3 Does your experience confirm Disney’s view that the competition is anyone the customer compares you with?  57.4 The five tips for customer service given, based on Nordstrom in the video, are:   * Define good customer service. * Use good judgment in all customer situations. * Hire the right people. * Empower employees. * The devil is in the detail. * Be better than the competition.   The customer service policy and procedures of the retail chain by whom you are employed, may not provide for doing something as extreme as the example of refunding tyres not bought at a store in the chain. Your store can, however, within the guidelines in the chain policies and procedures, adopt some of the tips to use customer service at the store as a competitive edge. Give examples of what can be done at your store to increase customer service as competitive strategy.  57.4.1 Define good customer service.  57.4.2 Use good judgment in all customer situations.  57.4.3 Hire the right people.  57.4.4 Empower employees.  57.4.5 The devil is in the detail.  57.4.6 Be better than the competition. |

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| A close up of a sign  Description automatically generated | **Activity 58 (KM04 IAC0103):**  58.1 Draw a diagram that explains the concept and purpose of customer service principles.  58.2 List the customer service principles of the organisation where you are employed. |

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| A close up of a sign  Description automatically generated | **Activity 59 (KM04 IAC0104):**  List the areas (functions) in your store. Describe the interaction with or the task that can impact on customer service.   |  |  | | --- | --- | | **Area (function)** | **Interaction with or the task that can impact on customer service** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 60 (KM04 IAC0103):**  60.1 Draw a mindmap that summarises the concept of customer service standards.  60.2 List the customer service standards applied at the store where you are employed. |

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| A close up of a sign  Description automatically generated | **Activity 61 (KM04 IAC0103):**  Rate your store against the dimensions of the SERVQUAL model.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | **Always** | **Some-times** | **Never** | | Reliability – the ability to perform the promised service reliably and accurately | Customer service promises are met |  |  |  | | Equipment is in working order |  |  |  | | Stock is available |  |  |  | | No errors (e.g. transactions, prices, stock levels, etc.) |  |  |  | | Things are done right the first time |  |  |  | | Assurance – The knowledge and courtesy of employees and their ability to convey trust and confidence | Trust and confidence:   * Believable * Honest * Confidential |  |  |  | | Knowledge and courtesy:   * Competent staff * Can answer questions with authority * Friendly * Polite * Respectful |  |  |  | | Tangibility – The appearance of physical facilities, equipment, personnel and communication materials | “Look and feel”   * Clean * Easy to understand (marketing materials, instructions, policies) * Well-organised store * Easy to find product categories |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Appearance of staff:   * Neat * Well groomed * No inappropriate mannerisms |  |  |  | | Empathy – The provision of caring, individualised attention to customers | Caring:   * Listening * Understanding * Approachable * Easy to reach * Easy to do business with * Minimise customer effort and hassles * Available at the convenience of the customer * Customer’s best interests at heart |  |  |  | | Individualised:   * Individual attention to customers * Service designed to meet customer needs |  |  |  | | Responsiveness – the willingness to help customers and to provide prompt service with flexibility and adaptability to meet customer needs | Customers are acknowledged promptly |  |  |  | | No waiting times |  |  |  | | Quick action or response |  |  |  | | Short cycle time |  |  |  | | Individual attention to customers |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 62 (KM04 IAC0105):**  62.1 Think about and describe first impressions that you had on two occasions when you entered a wholesale or retail store. How did you feel when you formed those first impressions?  62.2 What do you understand under the term “Moments of Truth”? |

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| A close up of a sign  Description automatically generated | **Activity 63 (KM04 IAC0105):**  Draw a customer journey map for your store. Identify all the possible (direct and indirect) Moments of Truth. |

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| A close up of a sign  Description automatically generated | **Activity 64 (KM04 IAC0103):**  64.1 List all the cleaning tasks that should be done in the store where you are employed. Use a table with four columns, or four sheets of paper to list and organise the items in each column or on each sheet by frequency (hourly, daily, weekly, monthly)  (Insert a separate page)  64.2 Create a cleaning calendar (schedule).  (Insert a separate page)  64.3 Prepare a checklist that you can use for monitoring cleaning tasks and cleanliness standards. The checklist should make provision for date and time of inspection, an evaluation (meets standard/does not meet standard) and comments for corrective action to be taken, together with the name of the person who should take the corrective action and time for completion.  (Insert a separate page) |

**WORKBOOK**

**Module 5**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-05, Concepts and principles of stock control in a retail chain store

NQF Level 5, Credits 3

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|  | **Activity 65 (KM05 IAC0102)**  Calculate the stock turn for Donny’s Furniture.  Beginning inventory was R2,200,000  Ending inventory was R2,300,000  Sales R7,776,000  Purchases R5,109,000 |

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|  | **Activity 66 (KM05 IAC0102)**  Calculate the days cover.  Over a month, SuperStore sells 3,000 x 5kg bags of Sunny Day maize meal in a month (30 days).  During stock take today, there were 550 bags on the shelves and 100 bags in the stockroom.  The store is expecting 200 bags in 2 days.  The next delivery will be in 10 days.  66.1 How many 5kg bags of Sunny Day maize meal is needed to have sufficient until the next delivery in 10 days?  66.2 Will the store have sufficient stock until the next delivery? |

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|  | **Activity 67 (KM05 IAC0102)**  Sales of packets of bolts during the past 4 weeks were as follows:  Week 1: 2,105  Week 2: 2,400  Week 3: 2,380  Week 4: 2,600  Current stock on hand: 5,260  Calculate Weeks of Supply. |

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| A close up of a sign  Description automatically generated | **Activity 68 (KM05 IAC0102)**  Which categories and products in your store have long lead times for which you can implement weeks of cover calculations for improved replenishment? |

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|  | **Activity 69 (KM05 IAC0203; PM05)**  Use the information discussed on principles of stock counts to prepare a checklist that you can use to ensure that the physical stock counting process at your store meets best practice principles, contributing to accuracy of data and integrity of the counting process.  Typical format for a checklist:   |  |  |  | | --- | --- | --- | | Principle | Met (Yes/No) | Action to take for improvement | |  |  |  | |  |  |  | |

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|  | **Activity 70 (KM05 IAC0203; PM05)**  Use the information discussed on the key elements of the stock count procedure and prepare a checklist that you can use to monitor a physical stock count at the store you manage.  Typical format for a checklist:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Step | Responsibility allocated to | Target date | Met (Yes/No) | Action to take | |  |  |  |  |  | |  |  |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 71 (KM05 IAC0204; PM05)**  Use the information discussed on the key elements of the stock receiving procedure and logging in goods received. Prepare a checklist that you can use to monitor receiving and logging in of goods received at the store you manage.  Typical format for a checklist:   |  |  |  | | --- | --- | --- | | Step | Met (Yes/No) | Action to take | |  |  |  | |  |  |  | |

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|  | **Activity 72 (KM05 IAC0205; PM05)**  Use the information discussed on managing stock in the stockroom and prepare a checklist that you can use to monitor the stockroom at the store you manage.  Typical format for a checklist:   |  |  |  | | --- | --- | --- | | Principle | Met (Yes/No) | Action to take | |  |  |  | |  |  |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 73 (KM05 IAC0206; PM05)**  Work in groups.  73.1 Discuss examples where the principles of managing stock in the sales areas were not practiced. Give two examples for each principle. Recommend corrective actions.  73.2 Prepare a checklist for managing stock in the sales area. Divide your checklist into the four responsibilities, namely:   * Satisfactory shopping experience * Marking and merchandising * Protecting stock form losses and damages * Positive impression * Recording of transactions   (Insert a separate page) |

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| A picture containing plate, window  Description automatically generated | **Activity 74 (KM05 IAC0206; PM05)**  Work in groups.  The chain store manager needs to develop a schedule to monitor the procedures for managing stock. At what times or intervals will you monitor the stock management procedures (using your checklists):   * Stock count * Stock receiving * Stock room * Marking and merchandising * Recording of sales |

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| A close up of a sign  Description automatically generated | **Activity 75 (KM05 IAC0301; PM05)**  75.1 Calculate the economic order quantity (EOQ), given the following:  Demand 2200 per annum  Order cost (S) R100 per delivery  Cost of product R500  Holding cost R10  75.2 Calculate the order cycle time |

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| A close up of a sign  Description automatically generated | **Activity 76 (KM05 IAC0401)**  Draw a diagram that shows the main categories in the product mix at the store where you are a manager. |

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| A close up of a sign  Description automatically generated | **Activity 77 (KM05 IAC0402)**  Explain how the principles of category management are applied at the store you manage.   |  |  | | --- | --- | | Categories should be divided and arranged as per the *consumers’ needs* |  | | Category management should be based on *differentiation* and uniqueness |  | | Category management should *drive multiple item purchases* at the same time |  | | Category management should be *based on the basis of product response*, space and profitability. |  | | *Planogram discipline* should be maintained |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 78 (KM05 IAC0402)**  Work in groups.  Jones Grocery has decided to allocate a destination role to the ice cream category in their stores. They have made this decision based on the following criteria:   * Ice cream’s presence in large purchases indicates that it is often considered as part of a planned purchase by large households. Therefore, if households are planning to visit the ice cream category as part of their regular shopping trips, Jones Grocery believes that by making ice cream a destination category, the chain can better cater to these shoppers and increase loyalty overall. * Heavy buyers of ice cream are heavy buyers of other target categories. One of Jones Grocery's strategies was “to target category-heavy buyers and Millennials," so making the ice cream category a destination aisle supports this strategic pillar, they thought. * One of the other strategies was to "build trust through transparency." Ice cream has high “clean label” penetration (healthier ingredients used nowadays), particularly in the premium and super-premium brands. * Ice cream is a staple of many family celebration occasions that makes it a strong category. * Jones Groceries aligned internally. The executive management team required that the corporate strategic imperatives be considered as a foundation for the category management plan. Therefore, the internal alignment will follow the 5 corporate strategic imperatives outlined below, with the aim of exploring how each of these imperatives may be relevant to the category management plan execution.   + Building shopper trust through transparency   + Re-enforcing the value of health and wellness   + Targeting category-heavy buyers and Millennials   + Leveraging your shopper’s specific, multi-category “need states”   + Utilizing the most advanced data and analytics solutions   Question: What strategies can Jones Grocery implement for a destination role for ice cream? |

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|  | **Activity 79 (KM05 IAC0403)**  79.1 In your opinion, what is the brand image of the store you manage?  79.2 How does the brand image influence the product mix and range for the store you manage? Give examples.  79.3 Describe the target market for the store you manage.  79.4 How does the target market for the store you manage influence product mix? |

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|  | **Activity 80 (KM05 IAC0404)**  From what you have learned in this chapter, identify and explain two ways in which you as chain store manager can influence the product mix and range for the store. |

**WORKBOOK**

**Module 6**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-01, Concept and principles of implementing   
promotional activities in a retail chain store

NQF Level 5, Credits 3

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| **Company** |  |
| **Learner name & surname** |  |
| **Learner ID number** |  |
| **Learner signature** |  |
| **Line manager name & surname** |  |

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| A close up of a sign  Description automatically generated | **Activity 81 (KM06 IAC0101)**  Give examples of how the 4 Ps are applied in the retail chain your store belongs to:  81.1 Product  81.2 Price  81.3 Place  81.4 Promotion |

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| A close up of a sign  Description automatically generated | **Activity 82(KM06 -IAC0101)**  What is the target market for the store that you manage? |

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| A close up of a sign  Description automatically generated | **Activity 83 (KM06 IAC0105)**  Give examples of the types of promotion used at the store you manage. |

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| A picture containing plate, window  Description automatically generated | **Activity 84 (KM06 IAC0104**  Work in groups.  How would you explain the principles of sales management to a new chain store manager? Give examples. |

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| A close up of a sign  Description automatically generated | **Activity 85 (KM06 IAC0105)**  Give examples of principles of display used at the store you manage and describe the effect on customers that the store wants to achieve with applying the principle. |

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| A close up of a sign  Description automatically generated | **Activity 86 (KM06 IAC0201)**  From the definitions given in your learner guide, combine the components of the definitions and write your own explanation of what visual merchandising is. |

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| A picture containing plate, window  Description automatically generated | **Activity 87 (KM-06 IAC0202)**  Your group will be required to make a presentation on two visual displays to the rest of the group.  Recall some examples of visual displays you have seen in stores.  What product was on display? What was striking about the display? What effect did the display have on you? Did you buy the product? |

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| A close up of a sign  Description automatically generated | **Activity 88 (KM06 IAC 0203)**  88.1 Identify four of the principles of visual merchandising that are applied in the store you manage. For each, describe the principle and explain with the examples form your store how the principle is applied.  88.2 Which items in the store you manage are complementary and can be cross merchandised? |

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| A picture containing plate, window  Description automatically generated | **Activity 89 (KM06 IAC0302)**  Prepare checklists that a chain store manager can use to evaluate whether labels, tickets and signage meet the generally accepted methods for display. Use the information that was discussed. Examples:   * Does it meet the generally accepted purpose? * Is it clearly visible? * Does it draw attention?   The checklists should have columns for (i) the requirement, (ii) an explanation of how it is used, (iii) evaluation of whether it meets the generally accepted standards and (iv) an explanation of why the evaluation is Yes/No.  You should prepare a checklist for each of the following:   * Price labels and tags * Shelf labels and tags * Prices on rails or price points * Promotional signage * Directional, departmental and category signage   (Insert separate pages) |

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| A close up of a sign  Description automatically generated | **Activity 90 (KM06 IAC0301; IAC0302)**  (Out-of-class project)  Make copies of each of the checklists that you prepared in class. You will need 4 copies for price labels and tags, 2 for promotional signage and 2 for directional, departmental and category signage.  In the store that you manage, find two examples and take pictures of each of the following types of tickets and signage. For each, complete the checklists that you prepared in class.   * Price labels and tags * Shelf labels or prices on rails or price points * Promotional signage * Directional, departmental and category signage   (Insert separate pages) |

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| A close up of a sign  Description automatically generated | **Activity 91 (KM06 IAC0401)**  91.1 Make a list of and describe the promotional activities that are (i) centralised and (ii) de-centralised at the retail chain where you are employed.  91.2 Can you explain or motivate why these activities are centralised and de-centralised? |

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| A picture containing plate, window  Description automatically generated | **Activity 92 (KM06 IAC0403)**  Work in groups.  Discuss examples of situations at your stores where there was conflict between fixed store layout and promotional displays.  From the examples coming from your group, prepare a list of possible conflicts.  Use your list with examples to make a presentation to the rest of the group. |

**WORKBOOK**

**Module 7**

**Retail Chain Store Manager**

Aligned with

Qualification 142103001 Retail chain store manager

142103001-KM-01, Concept and principles of improving the   
financial performance of a retail chain store

NQF Level 5, Credits 3

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| **Company** |  |
| **Learner name & surname** |  |
| **Learner ID number** |  |
| **Learner signature** |  |
| **Line manager name & surname** |  |

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| A close up of a sign  Description automatically generated | **Activity 93 (KM07 IAC0104)**  List the reports used at the store you manage, divide them into daily, weekly, monthly and annually. For each, explain how you use the report to manage the financial aspects of the store. |

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| A close up of a sign  Description automatically generated | **Activity 94 (KM07 IAC0202; PM08)**  94.1 Calculate the following for the month, using the given information:   * Total revenue * Cost of goods sold * Total expenses * Net profit before tax   94.2 Calculate the net profit **ratio**   |  |  | | --- | --- | | Revenue |  | | Sales | 250,000.00 | | Other income | 5,000.00 | | **Total revenue** |  | |  |  | | **Cost of goods sold** |  | | Opening inventory | 40,000.00 | | Add purchases | 100,000.00 | | Add freight in and customs duty | 10,000.00 | | Less closing inventory | 60,000.00 | | **Cost of goods sold** |  | |  |  | | **Operating expenses** |  | | Advertising | 5,000.00 | | Public relations | 2,000.00 | | Website development & marketing | 7,5000.00 | | Depreciation | 10,000.00 | | Electricity | 1,500.00 | | Insurance | 1,000.00 | | Rent | 30,000.00 | | Wages & salaries | 46,500.00 | | Bad debts | 1,500.00 | | **Total expenses** |  | | **Net profit (before taxes)** |  | |  |  | |

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| A picture containing plate, window  Description automatically generated | **Activity 95 (KM07 IAC0204)**  Work in groups.  Please complete the activity in your workbook but also prepare a poster to use to summarise to the rest of the group.  Brainstorm and discuss examples of how you can control costs for:   * Advertising * Materials * Donations * Wages * Office supplies |

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| A close up of a sign  Description automatically generated | **Activity 96 (KM07 IAC0301)**  An electronic chain store lost 6 USB flash disks during the last 30 days. The cost price is R180.00 each. These items are sold at R240.00 each.  Calculate the cost of the shrinkage. |

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| A close up of a sign  Description automatically generated | **Activity 97 (KM07 IAC0304, IAC0305, IAC0306)**  Find the relevant procedures used in your retail chain. Draw a diagram or cartoon that shows the key methods for each of the following. (If no procedures are available, find procedures or guidelines on the Internet.)  97.1 Methods for detecting shoplifting  97.2 Methods for preventing shoplifting  97.3 Methods for preventing employee theft  97.4 Methods for preventing (i) damages and expiries; (ii) vendor fraud; and (iii) administrative errors |

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| A close up of a sign  Description automatically generated | **Activity 98 (PM9)**  Use one of the following procedures used at the store where you are employed and prepare a risk checklist for the procedure:   * Opening and closing of the store * Cash handling and control * Stock control * Preventing stock losses * Receiving and dispatch * Robbery and/or unauthorised entry to the store   (Insert separate pages) |

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| A close up of a sign  Description automatically generated | **Activity 99**  Use one of the reports that are regularly generated in or for your store.  99.1 List the factors that are compared (for example, the actual performance against the targets). Then list the risks related to the activities on which the reports are generated and prepare a risk checklist to use in future.  99.2 Work with a partner and brainstorm possible causes of the problem (discrepancies between desired and actual performance). Record the possible causes on a cause-and-effect diagram. |

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| A picture containing plate, window  Description automatically generated | **Activity 100 (KM07 IAC0401; IAC0403; IAC0404)**  Work in groups.  Read the case scenario then answer the questions.  **Scenario:**  A large hardware retail chain was fined R50,000 and the court ruled that the customer be paid R100,000 compensation for medical costs after an elderly customer had tripped and fell over a metal grid that was in the building materials yard. The customer broke a leg and due to complications was hospitalised for an extended period. The customer’s medical aid did not cover all costs.  When management carried out an assessment of health and safety risks and an analysis of known incidents, they identified tripping in the yard was amongst their most significant safety issues.  **Questions:**  100.1 Which principles of risk management were not followed before the incident?  100.2 If you did a risk analysis, what would your assessment be of the risk of injury in these circumstances?  100.3 If you were appointed to mentor the store manager on the risk assessment process, how would you explain the risk management process to him? Write a brief summary (in bullet form) of what you would tell him.  100.4 What risk treatment/control strategies would you recommend to the manager? |

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| A close up of a sign  Description automatically generated | **Activity 101 (KM07 IAC0402; IAC0403; IAC0404)**  101.1 Identify an area of risk as discussed by KMPG that is relevant to the store you manage. Prepare a checklist that you can use to conduct risk analysis and then determine risk control treatments/control measures.  101.2 Work with a partner and take turns. Analyse the risk, using your checklist.  101.3 Evaluate the risk in terms of probability and severity.  101.4 Suggest risk treatment/control measures.  (Insert separate pages) |

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| A close up of a sign  Description automatically generated | **Activity 102 (KM07 IAC0502)**  Explain how each of the principles of asset control and management are practiced at the store you manage. |

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| A picture containing plate, window  Description automatically generated | **Activity 103 (KM07 IAC0504; PM09)**  Work in groups.  Design a form for completing for scheduled, contracted cleaning or repair of assets.  (Insert separate pages) |

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| A picture containing plate, window  Description automatically generated | **Activity 104 (KM07 IAC0504; PM09)**  Work in groups.  Design a form for completing for unscheduled cleaning or repair of assets not covered by a maintenance contract. (Insert separate pages) |

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| A close up of a sign  Description automatically generated | **Activity 105 (PM06)**  As part of the practical training for this programme, you will be required to define (describe) the target market for your store.   * What do you already know about your main group of customers in terms of biographical data (age range, gender, occupation, education)? * What do you know about their lifestyle (career, entertainment, hobbies, sport, etc.) * When do they shop? * What have you observed about what products they buy (Product categories and product mix)? * What problems do your store’s products solve for them? * Are the products easily accessible to them? * Are they led through the store by the positioning of different products, or are all the products that interest them in one place? * Are there add-on categories and products that could interest them that your store does not currently stock? * Are your merchandising displays set up with this target group in mind? Why do you say “Yes” or “No”? |

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| A close up of a sign  Description automatically generated | **Activity 106 (PM06)**  106.1 From activity 105, have you identified product categories or products that should be added to the product nix of the store you manage?  106.2 What changes will you need to propose to store layout? |