

**RETAIL SUPERVISOR**

**Aligned with Curriculum 522201000 (Qual 99573)**

**WORKBOOK**

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| **Learner signature** |  |
| **Line manager name & surname** |  |

Aligned with

Qualification 522301000 Retail supervisor (Qual 99669)

522201000-KM-01, Concepts and principles of supervising, NQF Level 4, Credits 10

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| A close up of a sign  Description automatically generated | **Activity 1 (KM01-KT01 IAC0108)**  Set a SMART goal for one of your tasks |

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| A close up of a sign  Description automatically generated | **Activity 2 (KM-01-IAC0102)**  **(Enhancement activity – not for assessment purposes. The purpose of this activity is to assist the supervisor with understanding his or her dominant leadership style and to be able to adapt the style to the needs of the team.)**  **Identify your current dominant leadership style**  Identify your current dominant leadership style. Be as honest as you can be – that is the best way of identifying areas for personal growth so that you can be an effective leader.  Consider the statements and decide which group of statements is the most true about the manner in which you are currently leading your team. |

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| A close up of a sign  Description automatically generated | **Activity 3 (KM-01-IAC0102)**  **(Enhancement activity for self-development – not for assessment purposes. The purpose of this activity is to help the supervisor understand and identify the most appropriate leadership style for different situations.)**  Work individually. Identify the leadership style that would currently be the most appropriate for your team by considering the leadership theory of Goleman. |

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| A picture containing plate, window  Description automatically generated | **Group activity 4 (KM-01-KT01 IAC0103)**  In small groups, discuss and give examples of ethical decisions made by supervisors. |

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| A picture containing plate, window  Description automatically generated | **Group activity 5 (KM-01-KT01 IAC0109)**  Reverse the following problem, then brainstorm ideas on the reversed problem. Next, use the brainstormed ideas to suggest solutions to the problem.  Problem: We are not meeting our monthly sales targets. |

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| A picture containing plate, window  Description automatically generated | **Group activity 6 (KM-01-KT01 IAC0109)**  Indicate which problem-solving technique would be the most appropriate for the following situations:   |  |  | | --- | --- | | **Team is not meeting sales targets** |  | | **Conflict within the team** |  | | **Team member not meeting performance standards** |  | | **Large number of customer complaints** |  | | **Evaluating the feasibility and workability of a possible solution you have identified for reducing stock loss in the store** |  | |

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| A close up of a sign  Description automatically generated | **Activity 7 (KM-01-IAC0202)**  Reflect on the communication that takes place (or should take place) at the company where you are employed. Identify situations where you would apply each of the communication purpose models. This will help the learner understand the principle of communication namely that different models of communication are appropriate to different situations.   | **COMMUNICATION PURPOSE MODEL** | **APPLICATION SITUATIONS** | | --- | --- | | **Persuasion model** |  | | **Motivation model** |  | | **Information model** |  | | **Relationship building model** |  | |

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| A close up of a sign  Description automatically generated | **Activity 8**  Consider that you must write a procedure for one of the tasks falling under your supervision.  Identify the purpose of writing the procedure, the objective(s) you want to achieve and the information needs of the team members (that is, what information must the team members 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 9 (KM-01-KT02 IAC0202)**  Draw your own diagram (for example, a mind map) to help you explain the principles of communication to a partner. |

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| A close up of a sign  Description automatically generated | **Activity 10 (KM01-KT02 IAC0201; IAC0203)**  Consider communication tasks that you are responsible for. Identify the purpose, target audience, information needs, communication channel and appropriate mediums.   | **Task** | **Purpose/ Objectives** | **Audience** | **Information needs** | **Communication channel** | **Appropriate medium** | **Appropriate tone** | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 11 (KM-01-IAC0301)**  Assess the current the level of motivation of your team, based on the indicators of motivation.   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Element of teamwork or indicator of motivation** | **Attitude or behaviour** | **Rating 1= lowest 10 = highest** | | | | | | | | | | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | | **Productivity** | Efficient use of time and other resources |  |  |  |  |  |  |  |  |  |  | | **Commitment to goals** | Team members focus on work priorities |  |  |  |  |  |  |  |  |  |  | | Start tasks promptly and get them done on time |  |  |  |  |  |  |  |  |  |  | | Persevere under difficult situations |  |  |  |  |  |  |  |  |  |  | | Taking personal responsibility and not blaming others or circumstances for problems |  |  |  |  |  |  |  |  |  |  | | Effort to achieve goals and objectives |  |  |  |  |  |  |  |  |  |  | | **Perseverance** | Keeping on putting in effort until the objective is achieved |  |  |  |  |  |  |  |  |  |  | | **Acceptance of responsibility** | Taking responsibility for results (good or bad) and not blaming others or circumstances when things are not easy or when they do not achieve the objectives |  |  |  |  |  |  |  |  |  |  | | **Positive relationships** | Inclusive of all team members |  |  |  |  |  |  |  |  |  |  | | Support for each other |  |  |  |  |  |  |  |  |  |  | | Respect |  |  |  |  |  |  |  |  |  |  | | Positive team spirit |  |  |  |  |  |  |  |  |  |  | | Dealing effectively with differences and conflict |  |  |  |  |  |  |  |  |  |  | | **Collaboration** | Collaboration to complete own tasks |  |  |  |  |  |  |  |  |  |  | | Collaboration with others to promote team effectiveness |  |  |  |  |  |  |  |  |  |  |   How motivated does your team seem to be? |

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| A picture containing plate, window  Description automatically generated | **Group activity 12 (KM-01-KT04 IAC0403)**  The facilitator will show a video on chairing meetings (from YouTube at this link *https://www.youtube.com/watch?v=oPhKhTI0Lss*).  Watch the video then prepare a poster that provides guidelines for supervisors on how to chair meetings effectively to ensure involvement of all attendees. |

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| A picture containing plate, window  Description automatically generated | **Group activity 13 (KM-01-KT04 IAC0401; KM-01-KT04 IAC0402; KM-01-KT04 IAC0403; KM-01-KT04 IAC0406)**  Work in groups of 4 to 6. Choose a chairperson to chair a meeting for discussing a logo and T-shirts for your department’s soccer team before the annual company’s annual sport event.  13.1 What type of meeting is this and what are the characteristics of such a type of meeting? (IAC0401).  13.2 As a group, list and explain the steps that the chairman should follow to prepare for the meeting. (IAC0402)   * 1. Draw a diagram to explain how the chairman could ensure involvement of all attendees. (IAC0403)   2. Select a chairperson and allow him or her a couple of minutes to prepare and then start the meeting, with meeting duration 10 minutes. Also select a person to take notes with a view to preparing minutes of the meeting.   13.5 The chairperson should now conduct the meeting. All participants will practice techniques for summarising and paraphrasing. After the chairperson has started the meeting, the person sitting next to the speaker “echoes back” what he or she heard and understood. After paraphrasing, the person should check for accuracy with the speaker by asking “Is that what you said?” If it is accurate, the original speaker confirms. If not, the person can clarify what he or she meant. When the message is understood, the next person can then speak, and the process is repeated before another person speaks.  13.6 After the meeting, review the meeting: (IAC0406)   * Were the purpose and objectives of the meeting clear? * Was the opening of the meeting effective? * Was participation of all encouraged? * Was time managed effectively? * Was there any conflict, and, if so, was it managed effectively? * Were the notes taken sufficient to write minutes? |

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| A picture containing plate, window  Description automatically generated | **Group activity 14 (KM-01-KT05 IAC0503)**  Read the following scenario, then answer the questions.  “I remember when I started my first job. I was assigned a particular task and as an excited new professional, I performed it as indicated. However, my boss told me to change the work I had just finished to a different format, because what I had done wasn’t going to work. I wondered why he didn’t just assign the task correctly from the beginning, but I was new, so I performed the task again, to the best of my abilities and in record time. When I presented it to him a second time, he still didn’t like it.  Well… let’s say I was getting a little confused. Although I was somewhat afraid to question him, I asked, “What is it you are looking for? What is the end result you are expecting?” He smiled and explained to me exactly what he wanted. Trying not to sound too inexperienced, I asked, “Why do you need that?” He started to explain more about where the company was, and where it was going strategically. He also explained the goals and objectives of the project I was supporting with my task. Suddenly, I saw the light, and was able to connect the dots! I understood the direction in which we were heading, and felt I was part of the project. I knew that the task I was performing, as insignificant as it seemed, was going to benefit the organization in the end.” x  14.1 What are possible consequences if the supervisor or manager does not inform team members about the goals and objectives of the team and the company?  14.2 Give guidelines to a new supervisor on why it is important to set and communicate goals. |

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| A picture containing plate, window  Description automatically generated | **Group activity 15 (KM01-KT05 IAC0502)**  Discuss the factors to be considered when scheduling staff. Explain each with an example.   * 1. Projection of how many people will be required to ensure efficient customer service at different times of business.   2. Balance in staff scheduled for a shift to ensure all skills for efficient operation are available at all times.   3. Need for additional staff for special circumstances, such as during sales.   4. Balance in scheduling staff for overtime – to meet legal requirements and to limit cost attached to overtime.   5. Leave, sick leave, etc. |

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| A close up of a sign  Description automatically generated | **Activity 16 (KM-01-IAC0504)**  **NOTE: This activity also assists you with preparing for delegating tasks to your team, as required for PM-01-PS04)**  16.1 Make a list of tasks that you could or should delegate. For each task, indicate the person to whom it can be delegated (with the necessary knowledge and skills) as well as the authority that you should delegate with the responsibility.   |  |  |  | | --- | --- | --- | | **Task that can be delegated** | **Person** | **Authority to delegate with the task** | |  |  |  |   16.2 Use what you have learned on planning and preparing for meetings as well as on the steps for effective delegating to plan and prepare for a meeting to delegate a task to a team member (refer back to the section on delegation):  Purpose and objectives of the meeting:  Sequence of steps you will follow during the meeting:  Documents to prepare for the meeting: |

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| A close up of a sign  Description automatically generated | **Activity 17 (KM-01-IAC0504)**  **(This activity may be done as homework. It will assist you in preparing for PM01-PS04)**  17.1 Keep a time diary for the next week. Record the way you spend your time (every half hour) in the box shown below.  Completion of the time diary is important because you will use the information listed here for completing your practical component of the programme.  Keep the diary in real time - complete each space immediately after the time it is completed. If you wait until lunch or the end of the day, your records will most probably not be accurate.  If your working hours differ, amend the time sheet accordingly.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | | 09:00-09:30 |  |  |  |  |  | | 09:30-10:00 |  |  |  |  |  | | 10:00-10:30 |  |  |  |  |  | | 10:30-11:00 |  |  |  |  |  | | 11:00-11:30 |  |  |  |  |  | | 11:30-12:00 |  |  |  |  |  | | 12:00-12:30 |  |  |  |  |  | | 12:30-13:00 |  |  |  |  |  | | 13:00-13:30 |  |  |  |  |  | | 13:30-14:00 |  |  |  |  |  | | 14:00-14:30 |  |  |  |  |  | | 14:30-15:00 |  |  |  |  |  | | 15:30-16:00 |  |  |  |  |  | | 16:00-16:30 |  |  |  |  |  | | 16:30-17:00 |  |  |  |  |  |   17.2 ***ONLY after the week***, list the technical work you performed, the manage-ment work you performed, and the time spent on each.   |  |  |  |  | | --- | --- | --- | --- | | **Type of technical work performed** | **Time spent of performing that technical work** | **Management work performed** | **Time spent on management work** | |  |  |  |  |   17.3 What percentage of time did you spend on technical work?  17.4 What percentage of time did you spend on management work?  ***Keep this information for completing your practical training assignments.*** |

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| A picture containing plate, window  Description automatically generated | **Activity 18 (KM-01-KT07 IAC0602; IAC0602; IAC0603)**  Read the scenario.  The clothing manufacturing industry has a heavy carbon footprint on the environment.  Research has shown that in the average household, nearly a third of clothes (worth over R20 000 per household, R30 billion in total) haven’t been worn in the last year. A local branch of an international service organisation set out to highlight this issue and raise funds for a local home for mentally disabled adults. They are asking the public to donate their unwanted clothes to support the charity based in their community in exchange for other free clothing items. The organisation hopes to promote sustainable clothing behaviour through this initiative.  For this project, they need to do the following within the next four weeks, before the event they are planning:   * Install a shipping container on the premises of the charity from Monday to Friday for two weeks to take in donations in exchange for tokens for the Swap Shop event on the second Saturday. * An amount of R10 will be payable for every item handed in and the person will be given 1 token for each item they bring in with the R20 payment. Each token will equal one item that they may select at the Swap Shop. * To promote the collections and the Swap Shop event, a press release needs to be issued and posters must be designed, printed and posted on lamp poles in the streets of the small village. * A large banner will be needed (to be displayed over the entrance to the charity) on the date of the Swap Shop event (at which any member of the public will be able to purchase items from the shop for the price of R20 per item). * The Swap Shop will be set up on the lawn under the large shade trees in the garden of the charity. * Volunteers must be recruited to help sort the donated clothing and control the issue of items in exchange for tokens. Someone will also be needed to take in cash from people buying items.   18.1 Prepare an action plan for organising and managing the project.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **SMART OBJECTIVE TO BE ACHIEVED: R10 000 RAISED** | | | | | | | | | **Action** | **Who must do** | **Start date and end date** | **Budget (if relevant)** | **Standard** | **Monitoring method** | **Achieved Yes/No** | **Comment** | |  |  |  |  |  |  |  |  |   18.2 What types of contingency plans might be needed?  18.3 Explain the principles and method(s) of monitoring the action plan to ensure success, given the facts in the scenario. |

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| A close up of a sign  Description automatically generated | **Activity 19 (KM-01-IAC0505). This activity will assist you in preparing for the practical activities required for PM-01-PS01)**  19.1 Prepare an action plan for any topic already covered in this programme, for which you have identified the need for preparing a plan for improvement. Use the format suggested under the discussion of action plans.   * 1. Indicate what will be monitored.   2. Indicate when/how often monitoring should take place.   3. Indicate what methods you will use to monitor progress with carrying out the action plan and for the success of the activities (that is, meeting standards). |

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| A picture containing window, plate, drawing  Description automatically generated | **Group activity 20 (KM-01-IAC0702)**  You will be required to submit evidence of conflict that you resolved as part of your workplace experience modules. Activities 20 and 21 will help you prepare by practicing conflict resolution methods and techniques.   * *Help me out!* (This will help you think about possible solutions for conflict before you do the role play.)   *Purpose:* To draw attention to the number of conflicts experienced by delegates in one week and use others in the group to come up with reasonable solutions for each conflict.   1. Start working ***individually***. Use the table and record two conflicts that you have been involved in. 2. Record the “trigger words” or actions that made you feel you had to defend yourself. Allocate 10 minutes for this part.  |  |  |  |  | | --- | --- | --- | --- | | **Subject of the conflict** | **People involved** | **What happened?** | **Trigger word or action** | | Example:  Tidying up the store | J & B | J accused B of being untidy when assisting customers by saying: “You always leave a pile of clothes around when assisting customers. | Always | |  |  |  |  |  1. Now ***work in small groups of 3 or 4***. One person in the group must read to his/her group the first conflict situation they listed. The person on that person’s left should then suggest a solution to resolve the conflict. 2. The person who suggested a resolution, then calls out his/her conflict situation and the person to the left suggests a solution, and so on, until the group is done. 3. ***Individually,*** consider and answer the following questions:  * How did recalling the conflict make you feel? * Could you have handled that particular situation differently? * How helpful were the suggestions you received from your small group members? * Could you use the new suggestions to resolve similar conflicts or prevent them from happening? |

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| A picture containing window, plate, drawing  Description automatically generated | **Group Activity 21 (KM-01-IAC0702)**  You will be participating in a role play in small groups.  The roles to be played are:   * Supervisor (as mediator to resolve conflict) (Annexure B - included at the end of this Module) * Bob (Annexure C – included at the end of this Module) * Cathy (Annexure D - included at the end of this Module) * Observer (Annexure E - included at the end of this Module)   Hand the role instructions for Bob, Cathy, the supervisor and the observer to every small group. |

**WORKBOOK**

**Module 2**

**Retail Supervisor**

Aligned with

Qualification 522301000 Retail supervisor

522201000-KM-02, Concepts and principles of monitoring and improving performance, NQF Level 4, Credits 4

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| A picture containing plate, window  Description automatically generated | **Activity 22 (KM-02-IAC0101)**  Work in small groups and identify more activities and appropriate performance standards for a customer service assistant. |
|  | |  |  |  | | --- | --- | --- | | **Position** | Customer service assistant | | | **Key objective** | Answer customer queries and resolve customer complaints | | | **Activity** | | **Performance standards** | | **Answer the telephone** | | **Quality:** Telephone manner is pleasant and courteous.  **Time:** Employee does not leave callers on hold for longer than 30 seconds without acknowledging they are still waiting | |  | |  | |

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| A close up of a sign  Description automatically generated | **Activity 23 (KM-02-IAC0101)**  For one of your team members, identify performance standards.  Use the format of the example given above, for now. You may use the company’s format when doing your practical assignments.   |  |  |  | | --- | --- | --- | | **Position** |  | | | **Key objective** |  | | | **Activity** | | **Performance standards** | |  | |  | |

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| A picture containing plate, window  Description automatically generated | **Group activity 24 (KM-02-IAC0104)**  Work in pairs. Each person writes down a positive performance or behaviour recently observed in their team.  Discuss ways in which the positive behaviour or performance could be reinforced. Be specific.  Share your recommendations with the large group. |

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| A picture containing plate, window  Description automatically generated | **Group activity 25 (KM-02 IAC0201)**  Read the case studies below and answer the questions.  25.1 You observed an employee stealing a 1kg box of powdered milk. She has eight years’ service with a clean record.  What type of corrective action would be appropriate? Motivate your answer.  25.2 You are the supervisor of 8 floor assistants. It has recently come to your attention that one of your team members has got into the habit of arriving late for work.  What type of corrective action would be appropriate? Motivate your answer.  25.3 Mandy is one of the cashiers in your team. It is a standard that all cashiers should be well groomed at all times. On noticing one morning that her nails were in need of a manicure, she removed a bottle of nail polish from the shelves, went to the staff room, used some nail polish remover from her handbag and applied one coat of nail polish to her nails. She then returned the nail polish to the shelves. The company has suffered severe losses the last year for stock shrinkage and has warned staff about the matter.  What type of corrective action is appropriate? Motivate your answer. |

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| A picture containing plate, window  Description automatically generated | **Group activity 26**  Read the case studies below and answer the questions.  26.1 In terms of company rules, employees must clock out when they go on lunch and clock in when they return. This rule, was, however, not rigidly enforced by management for a couple of months. Staff have been abusing the lack of supervision and the supervisor has had enough of late coming after lunch. On Monday, two employees returned back late from lunch and the supervisor noticed that they had not signed out or in. Will disciplinary action with a written warning be appropriate? Motivate your answer.  26.2 Jonathan, one of the merchandisers in your team, was caught by security removing waste products worth R500 in his possession. The company’s code of conduct states that it is a serious offence for staff members to remove waste products and that summary dismissal is the punishment for such transgressions. In the six years that Jonathan has been employed, he has a clean record.  Can Jonathan be dismissed without a disciplinary hearing? Explain why you say “yes” or “no”. |

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| A picture containing plate, window  Description automatically generated | **Group activity 27 (KM-02 IAC0302; PM-02-PS02)**  You are working with other supervisors to prepare for receiving a new team member into the company. Decide on what position the new team member will fill, for example, checkout operator, salesperson, merchandiser, receiving clerk, dispatch clerk.  27.1 Make a list of documents that the new team member requires and give an indication of where each document can be sourced.  27.2 Make a list of the resources, stock and/or stationery required by the new team member.  27.3 Make a list of the policies, procedures and processes that the new team member needs to be trained on. |

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| A close up of a sign  Description automatically generated | **Activity 28 (KM-02 IAC0302; PM-02-PS02)**  28.1 Draw a map to plan a systematic tour of the workplace.  28.2 Role-play with two other learners introducing a new member to a team (give some background about the new employee’s experience and expertise).  Make notes of what you would cover. |

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| A picture containing plate, window  Description automatically generated | **Group activity 29 (KM-02 IAC0302, IAC0304, PM-02 PS02)**  Read the case study and answer the questions.  **Scenario:**  Anita was so excited when she started her new job three weeks ago. It has been her dream to work at this prominent retailer for years. During her interview, she expressed her career goals and was promised that if she performs well, she would soon be appointed as a team leader in the children’s clothing department. That would be an advance in her career from being a checkout operator to a team leader on the floor. But now she is questioning whether it was a good career move after all.  On her first day, her computer at the newly added checkout point had not arrived. Her chair was broken, and her supervisor had the day off. She has barely spoken to the supervisor, Jackie, since and is still waiting for her job description to know what the performance standards are against which her performance will be evaluated, especially because of the probation period.  She had been allocated a buddy – Simon, another checkout operator – to help her ease into the job, but the checkout operators are usually so busy she does not have the opportunity to ask questions and be shown some of the functions of the POS system. As a result, she often makes mistakes with less-used functions of the system and must then call the supervisor to override and correct the error. During such times, it is not appropriate that the supervisor shows her how to do it in front of the customer who is being served.  Anita she is becoming increasingly isolated, demotivated and unhappy.  Similarly, Jackie is unimpressed. Anita was such a bright, capable candidate at interview – a real go-getter – but she's like a different person: confused and withdrawn. After a costly recruitment campaign, he feels somewhat cheated.  **Questions:**  **29.1** What elements of an effective induction are missing in this case? List and describe them.  **29.2** How would you have prepared for an effective induction, considering Anita’s background and expectations, within the required elements of an effective induction?  **29.3** Why is it important to integrate on-the-job training into induction? How would that have helped prevent the current situation? |

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| A picture containing plate, window  Description automatically generated | **Group activity 30 (KM-02-IAC0402)**  30.1 What method of training will you use to correct a team member who regularly takes longer lunch times?  30.2 You observe a checkout operator talking to the packer at the supermarket POS while recording customer transactions. At times, the checkout operator holds up an item that must be scanned, and stops scanning, in the excitement of talking to the packer. What training method will you use to correct this staff member?  30.3 You have observed on several occasions that when Betty, a newly-appointed checkout operator, finds that a product’s barcode does not scan properly, she stops scanning products and waits for Charles, who works at the pay point next to her, completes serving a customer and then asks him to help her. What training method will you use in this case? |

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| A picture containing plate, window  Description automatically generated | **Group activity 31 (KM02-IAC0402)**  List three situations where you need to train a team member, then discuss the method of training that would be most suitable for each situation. |

**WORKBOOK**

**Module 3**

**Retail Supervisor**

Aligned with

Qualification 522301000 Retail supervisor

522201000-KM-03, Concepts and principles for the implementation and maintenance of retail or wholesale operations, NQF Level 4, Credits 3

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| **Learner signature** |  |
| **Line manager name & surname** |  |

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| A picture containing plate, window  Description automatically generated | **Group activity 32 (KM03-IAC0103; KM-03-IAC0104)**  Read the scenarios and answer the questions.  32.1 The convenience store at Xpress Fuels stocks a wide variety of convenience groceries, sweets, savoury snacks, chips, cold drinks, and cigarettes. The fastest movers in the store are cold drinks, chocolate bars, chips, and cold drinks. These items are replenished on the shelves and in the fridges when the 10:00 – 18:00 shift comes on duty, that is just after the morning peak time and before the lunch-hour rush. However, these items often need to be replenished on the shelves more than once a day. Since the manager is very busy and often in meetings with suppliers, the key to the storeroom, which is located right next to the Point-of-Sales area, is in control of the shift team leader on duty. This person’s responsibilities include supervising customer service in the store as well as on the forecourt. It requires the team leader to move around between the convenience store and the forecourt. When the team leader is outside and the display unit for a particular brand of cigarettes becomes empty, the checkout operators are allowed to enter the storeroom and take a carton of cigarettes for replenishing the display unit. They are not required to sign the stock out of the storeroom, due to high pressure serving customers at the Point-of-Sales areas.  The team leader is responsible for checking stock that is being delivered against invoices. When the store and forecourt are too busy to do the check immediately,  The manager makes use of stock-on-hand reports that highlight low stock levels to place orders with the suppliers. He ordered sufficient stock of cigarettes from Capital Tobacco two days ago.  During the evening shift, the team leader approaches the manager, reporting that all stock of a specific brand of cigarettes is sold out. The manager checks the stock system on the POS software and notes that there should be 13 cartons of 10 packets in the store. The manager accompanies the team leader to the storeroom, to check if the stock has not been displaced in the storeroom, but they find nothing. The conclusion is that the 13 cartons of that brand of cigarettes have been lost. They do a spot stock count on all cigarettes and find shrinkage of 22 more cartons of different brands.  32.1.1 What are the possible causes of the shrinkage?  32.1.2 Make recommendations to minimise the losses. |

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| A close up of a sign  Description automatically generated | **Activity 33 (KM03 IAC0204)**  33.1 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)  33.2 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.  33.3 Read the scenario and then answer the questions.  Ntombi is a supervisor in the groceries section of a chain store. One of her duties is to supervise housekeeping in the store. This includes the storeroom. Housekeeping procedures and checklists are available for her team to follow. One of the procedures describes organising the storeroom and rotating stock, to ensure that perishable stock is moved out of the storeroom on the basis of First-In-First-Out. Last week, the store was very busy when new stock arrived and Zama had to move the stock to the storeroom. He was in a hurry to fill shelves that were becoming empty in the store, so he placed some of the boxes right next to the door in the storeroom, and two large boxes outside in the passage, because they were too heavy to move in without getting hold of the lifting equipment. Ntombi noticed it the next day, but ignored it, because she knew the store was busy the previous day. When Mary, the cleaner, reported that she could not clean the storeroom, because there were boxes next to the door that prevented her getting into the storeroom, Ntombi said it was okay, she can clean the storeroom again next week, because it was not very dirty.  *Questions:*  33.3.1 Did Ntombi do the right thing, in view of the circumstances? Explain why you say “yes” or “no”.  33.3.2 Which of the reasons for housekeeping were not followed? What could the consequences be?  33.3.3 What recommendations can you make to Ntombi, to help her? |

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| A close up of a sign  Description automatically generated | **Activity 34 (KM03 IAC0202; IAC0203)**  34.1 Visit a store. Make a mental note of your first observations (first impressions) and record your main observations after your visit.  34.2 Describe the impact that the first impressions had on your image of the store.  34.3 Did you observe any situations that could lead to losses? |

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| A close up of a sign  Description automatically generated | **Activity 35 (KM03 IAC0303)**  Use the information on supervising safety to prepare checklists for safety inspections, prepare a checklist for aspects to check on a daily basis and a checklist for weekly inspections.  You may use the following as guideline for a format.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Frequency if safety inspection:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | **Date of inspection** | |  | | | | | | **Person(s) conducting the inspection** | |  | | | | | | **Area** | **What to check** | | **Hazard observed (Y/N)** | **Description of hazard if present** | **Action to take** | **Who must take action** | |  |  | |  |  |  |  | |  |  | |  |  |  |  | |  |  | |  |  |  |  | |

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| A close up of a sign  Description automatically generated | **Activity 36 (KM-04 IAC0105; PM-04-PS02)**  Read the scenarios and answer the questions.  36.1 A customer’s e-mail to the store manager: “I popped into your store on Friday around noon, to find an appliance suitable for squeezing juice out of oranges. There seemed to be several products that met my requirements. The prices were acceptable, but I needed some assistance before I could make my final choice. However, your assistants were nowhere to be seen. Eventually, I managed to attract the attention of a lady wearing a store name badge. She promised to find someone knowledgeable to help me. After 30 minutes, I walked out of your store. I was your customer, until I found superior service at a store a couple of blocks away.”  36.1.1 What customer service standard was not met?  36.1.2 Recommend actions to improve customer service.  36.2 A customer told her friend while enjoying coffee in a coffee shop: “I was in a long queue in ABC Supermarket. Two assistants were happily chatting behind the counter, attaching labels to products. A frustrated man demanded service. One of the assistants assisted him, but she clearly begrudged the customer for interrupting her. When the man left, she said to her colleague that customers can be so rude/Can you imagine that? As if we need them – there are many supermarkets in our area and I will definitely not go there again.  36.2.1 What customer service standard(s) was/were not met?  36.2.2 Recommend actions to improve customer service. |

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| A close up of a sign  Description automatically generated | **Activity 37 (KM-04 IAC0201)**  Explain how the National Credit Act and the Consumer Protection Act impact on the work performed by your team. |