**RETAIL SUPERVISOR**

**Aligned with Qualification 99573 Curriculum 522201000 Retail Supervisor**

**ASSESSMENT GUIDE**

**A person holding a piece of paper

Description automatically generated with medium confidence**

**This Assessment Guide must be stored securely.**

**It should only be made available to Facilitators, Assessors and Moderators   
for this programme.**

**Under no circumstances should it be made available — in any format whatsoever —   
to learners or other unauthorised persons.**

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| 1 About this Assessment Guide |

* 1. The purpose of this guide is to provide the Assessor with guidelines on the assessment of the knowledge component and practical component.
  2. This Assessment guide must be read and used in conjunction with the Facilitator’s guide (containing model answers/guidelines for formative activities), as well as the Assessment strategy policy and process of the Training provider.
  3. This Assessment guide is for the ***confidential*** use by Assessors.

1.5 This document contains the following:

* Assessment Plan and Preparation
* Model answers for knowledge tests
* Assessment Review

1.6 Portfolio checklist

Please refer to the Portfolio guide – a Portfolio checklist is included that must be completed by the learner and checked by the assessor as a quality assurance tool.

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| 2 Assessment principles |

The Assessor should ensure that the principles of assessment are applied in all assessments conducted.

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| **No.** | **Principles** | **Description** |
| 1. | Fair | The method chosen to assess the achievements must be fair and must not present any barriers that are not related to the evidence. |
| 2. | Systematic | The assessment must be planned and recorded to ensure that the assessment is fair. |
| 3. | Appropriate | The method of assessment is suited for the performance being assessed. |
| 4. | Manageable | The methods used must be accessible, cost-effective and must not interfere with the learning. |
| 5. | Time efficient | Ensure that the assessment does not interfere with the normal daily activities or productivity of the candidate. |
| 6. | Open | The candidate must contribute to the planning and collecting of evidence. The candidate must understand the assessment process and the criteria used. |
| 7. | Consistent | The same assessor must make the same judgement under the same or similar circumstances. |

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| 3 Qualification document and curriculum |

## 3.1 Qualification

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| --- | --- | --- | --- | --- | --- |
| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | | |
| 99573 | Occupational Certificate: Retail Supervisor | | | | |
| **ORIGINATOR** | | | | | |
| Development Quality Partner - W&RSETA | | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | | |
| - | | | OQSF - Occupational Qualifications Sub- framework | | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | | |
| Occupational  Certificate | Field 11 - Services | | Wholesale and Retail | | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 100 | Not Applicable | | NQF Level 04 | Regular-ELOAC |
|  |  |  | |  |  |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Registered | | SAQA 06120/18 | | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | | |
| 2024-06-30 | | 2027-06-30 | | | |

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

**Purpose**:

The purpose of this qualification is to equip a learner with knowledge and skills to operate as a Retail Supervisor.

A qualified learner will be able to:

* Supervise retail and wholesale staff.
* Supervise the implementation and maintenance of retail or wholesale operations.
* Analyse causes of customer complaints and to resolve them in a manner that promotes customer loyalty.

**Rationale:**

The Occupational Certificate: Retail Supervisor is designed to provide learners with fundamental knowledge of retail supervision. A Retail Supervisor oversees controls and co-ordinates the work performance of a team in a specific area in a wholesale and retail outlet. The Wholesale and Retail industry is known for employing people at the lower levels such as Level 2 and 3 and promoting people from within. The target learners are therefore primarily people who are already employed in the industry but are being allowed progression opportunities. The appointment of a Retail Supervisor is usually characterised by choosing the best person in a job and promoting them to supervisor. These people have a major impact on the organisation's ability to provide the correct level of customer service and to operate with productive teams who minimise losses to the organisation and contribute meaningfully to the success of the organisation by leading their teams through good supervision. Retail supervisors supervise within a number of varying contexts and require knowledge of both supervisory skills as well as job skills. The major problem is that there is a huge difference between execution of responsibilities and supervising others in the execution of their responsibilities. The wholesale and retail sector has identified the positions of Retail Supervisor to be a scarce skill and many of the characteristics of retail supervision as critical skills.

**LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

**Recognition of Prior Learning (RPL):**

RPL for access to the external Integrated Summative Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

**Entry Requirements:**

* NQF Level 4 with Mathematical Literacy and Communication.

**RECOGNISE PREVIOUS LEARNING?**

Y

**QUALIFICATION RULES**

This qualification consists of Compulsory Knowledge, Practical Skill and Work Experience modules NQF Level 4 totalling 100 Credits:

**Knowledge Modules:**

* 522201000-KM-01, Concepts and principles of supervising Wholesale or Retail staff, NQF Level 4, 10 Credits.
* 522201000-KM-02, Concepts and principles of monitoring and improving performance, NQF   
  Level 4, 4 Credits.
* 522201000-KM-03, Concepts and principles for the implementation and maintenance of retail or wholesale operations, NQF Level 4, 3 Credits.
* 522201000-KM-04, Concepts and principles of enhancing customer service, NQF Level 4,   
  3 Credits.

Total number of Credits for Knowledge Modules: 20 Credits.

**Practical Skill Modules:**

* 522201000-PM-01, Supervise retail or wholesale staff, NQF Level 4, 6 Credits.
* 522201000-PM-02, Monitor and control the work performance of a team, NQF Level 4, 6 credits.
* 522201000-PM-03, Supervise operations, NQF Level 4, 4 Credits.
* 522201000-PM-04, Supervise service to internal and external retail and wholesale customers, NQF Level 4, 2 Credits.
* 522201000-PM-05, Resolve queries and complaints from internal and external retail and wholesale customers, NQF Level 4, 2 Credits.

Total number of Credits for Practical Skill Modules: 20 Credits.

**This qualification also requires the following Work Experience Modules:**

* 522201000-WM-01, Processes and procedures for supervising wholesale or retail staff, NQF Level 4, 30 Credits.
* 522201000-WM-02, Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet, NQF Level 4, 20 Credits.
* 522201000-WM-03, Processes and procedures for enhancing customer service in a wholesale or retail outlet, NQF Level 4, 10 Credits.

Total number of Credits for Work Experience Modules: 60 Credits.

**EXIT LEVEL OUTCOMES**

1. Plan and delegate a minimum of 12 tasks to 3 team members so that all tasks are completed within timeframes.
2. Monitor and improve work performance where service standards and loss control standards are not being met.
3. Analyse causes of customer complaints and to resolve them in a manner that promotes customer loyalty with organisational policies.

**ASSOCIATED ASSESSMENT CRITERIA**

**Associated Assessment Criteria for Exit Level Outcomes 1:**

* A task list is completed with all tasks recorded in order of priority.
* Tasks assigned to staff take into account timeframes.
* Tasks are assigned to staff taking into account their experience.

**Associated Assessment Criteria for Exit Level Outcomes 2:**

* The differences between the service provided and required service standards are identified.
* The behaviour causing losses to the organisation is identified.
* An action plan to improve service standards to the required standards is proposed.
* Corrective or disciplinary action to improve loss control behaviour is proposed.
* Proposals for on-the-job training/coaching are recommended where lack of knowledge/skill is identified as the cause of poor performance.

**Associated Assessment Criteria for Exit Level Outcomes 3:**

* The cause of the complaint is identified.
* A solution within given policy and procedures is proposed.
* Customer loyalty is promoted through satisfactory resolution of complaints.

**Integrated Assessment:**

**Integrated Formative Assessment:**

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated External Summative Assessment.

**Integrated Summative Assessment:**

An external integrated summative assessment, conducted through the relevant Quality Council for

Trades and Occupations (QCTO) Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the Exit Level Outcomes and Associated Assessment Criteria. The external assessment model requires that the external assessment will be conducted through a combination of written assessment and practical tasks at an accredited assessment centre.

**INTERNATIONAL COMPARABILITY**

International comparability was conducted with a qualification in the United Kingdom.

**Oxford Cambridge United Kingdom (UK):**

The Oxford Cambridge Examinations Board in the United Kingdom offers a vocational qualification in Team Leading Level 2 (National Vocational Qualifications (NVQs) Certificate (Competence). This qualification is intended for learners who have a responsibility for the work of others, as they lead a team. It is suitable for those who are entering management, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for a team, encouraging innovation, allocating and checking work. The qualification consists of three mandatory units covering the core skills needed to lead a team. Learners look at how to plan, allocate and monitor work; and gain tools and techniques to develop as a leader and get the most from their team. Then learners complete the Certificate with optional units which cover everything from communication skills to business improvement techniques.

The benefits of this qualification are as follows:

* Competence based qualification - assessed by a portfolio of evidence.
* Based on the national occupational standards for management and leadership.
* Qualification recognised in all occupations and sectors of employment.
* Competence element of the apprenticeship package.

**Conclusion:**

This qualification compares favourably with the qualification offered in the United Kingdom. They both target learners who are already employed in order to provide them with leadership skills that will equip them as they enter managerial level in retail.

**ARTICULATION OPTIONS**

This qualification allows possibilities for both horizontal and vertical articulation.

**Horizontal Articulation:**

* Further Education and Training Certificate: Generic Management: Wholesale and Retail Management, Level 4.

**Vertical Articulation:**

* National Certificate: Wholesale and Retail: Buying Planning, Level 5.
* National Certificate: Wholesale and Retail Operations Supervision, Level 5.

**Qualifying for external assessment:**

In order to qualify for the external summative assessment learners must have a copy of a completed and signed Statement of Work Experience as well as proof of successful completion of the following subjects and modules or alternative programmes where applicable including foundational learning competence.

**Additional legal or physical entry requirements:**

* None.

**Criteria for the accreditation of providers:**

Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the Quality Council for Trades and Occupations (QCTO) website.

The curriculum title and code are: 522201000: Retail Supervisor.

This qualification encompasses the following trades as recorded on the National Learners' Records

Database (NLRD):

* None.

## 3.2 Curriculum

The programme is based on QCTO Curriculum Code 522201000 Retail supervisor

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| 4 The role players in assessment and moderation |

## 4.1 Learner

Learners have the following responsibilities in terms of assessment:

* **Self-assessment.** Learners should actively participate in learning, complete formative assessment activities during the contact session and conduct self-assessment. The learner should then ask for assistance if necessary.
* **Complete the portfolio.** The portfolio guide contains guidelines for completing the portfolio. Every summative assessment question describes what you have to do. Ensure that you understand the question. Ask for assistance if you need it.
* **Receive feedback from the assessor**. The assessor will give you written feedback. If you do not understand the feedback, it is your responsibility to ask the assessor to clarify.
* **Accept or decline the assessment finding**. you receive your final assessment report, you will be asked to sign the report and to indicate whether or not you accept the assessor’s decision. If not, you have a right to lodge an appeal.
* **Evaluate the assessment process**. After completion of the assessment, you will be asked to complete a form to evaluate the assessment process. The purpose of this is to help the provider improve the assessment process.

## 4.2 Assessor

Assessors have the following responsibilities in terms of assessment:

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### 4.2.1 Formative assessment

Formative assessment activities ae competed during the contact session. They serve as regular checkpoints for the facilitator/assessor to determine whether learners are progressing as planned.

Formative assessment activities are not assessed formally, but evidence from these activities may be considered in cases where a small amount of evidence has been found lacking during the summative assessments.

### 4.2.2 Prepare the learner for assessment and reach agreement on the assessment plan

Obtain the unit standard and the assessment guide.

Ensure learners are informed of learning outcomes, assessment criteria, assessment and feedback procedure, as well as dates.

Explain to learners what valid, authentic, current and sufficient evidence is.

Determine learner readiness for assessment and ensure agreement is reached.

Inform learners of their rights relating to assessment and appeal and ensure they understand the appeal procedure.

### 4.2.3 Identify and address special needs

If a learner has indicated that he or she has special needs or is experiencing a particular barrier to learning, assessments will be adapted as required to ensure a fair, valid and reliable assessment.

Special needs and barriers may include, among others:

* Physical disabilities
* Hearing impairments
* Poor vision
* Language and communication barriers
* Psychological and emotional challenges
* Medical conditions

### 4.2.4 Prepare for the assessment

Preparing for assessment includes organising and preparing resources, people, schedules, venues, assessment instruments and documents.

Prepare yourself by determining the learning context, assessment policies and administration requirements.

Obtain the qualification document and curriculum from the QCTO web page.

Determine learner readiness for assessment and ensure agreement is reached.

### 4.2.5 Administration

Perform administrative duties when you receive documents for assessment. These duties include, but are not limited to ensuring the following:

* The assessment plan/agreement/learner preparation checklist is completed in full and the learner has signed this (can be found in the Portfolio guide that is intended for collecting all documents to be submitted to the Assessment Centre for enrolling learners for Final External Integrated Assessment).

### 4.2.6 Conduct internal summative assessment

Internal summative assessment for knowledge components takes in the form of a knowledge test.

Portfolios are typically submitted 4 to 6 weeks after the contact session. Timeframes to be decided by the accredited provider and agreed with learners in the Assessment agreement.

Evaluate the evidence based on the criteria and guidelines in the assessment guide.

Keep record of communication with learners.

### 4.2.7 Provide feedback

Provide feedback to learners in the format of the detailed assessment feedback report supplied by the provider.

Ensure feedback meets the following criteria:

* Assessment feedback and results are handled as confidential.
* Provide feedback to learners within 30 days of receiving documents for assessment.
* Provide learners who are found Not Yet Competent with the necessary advice and support.

### 4.2.8 Re-assessment

* Learners who are deemed not yet competent on a summative assessment will normally not be allowed to be re-assessed on more than two occasions.
* When learners have to undergo re-assessment, the following conditions will apply:
  + - Specific feedback will be given so that candidates can concentrate only on those areas in which they were assessed as not yet competent
    - Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
    - Only the specific outcomes that were not achieved will be re-assessed
* Candidates who are repeatedly unsuccessful should be given guidance on other possible and more suitable learning avenues.

### 4.2.9 Review of assessment

The assessor shall review the assessment in terms of:

* Process
* Evidence requirements
* Assessment method

The assessment guide typically provides the format for the assessment review.

The assessment review report is prepared for a batch of assessments and is submitted to the moderator, together with the list of assessment results, for the moderator to select portfolios for moderation.

### 4.2.10 The assessor’s role in terms of moderation

The assessor will receive a copy of the moderator’s report for the purposes of analysis and self-development.

An assessor may be requested to redo assessments at no additional remuneration if the moderator found that the assessor did not adhere to all principles of good assessment.

Assessors have a right to appeal against findings of the moderator.

## 4.3 Moderator

Moderators are expected to:

* Verify assessor registration.
* Verify that assessments are fair, valid, reliable and practicable.
* Evaluate assessment design, assessment process and assessment outcomes including documenting proof of learners’ competence status.
* Evaluate the performance of registered assessors.
* Identify areas for improvement within the assessment process.
* Identify the need for re-design of assessment tools/instruments.
* Evaluate the moderation process and identify areas for improvement.
* Provide an appeals procedure.
* Provide feedback on assessments to the relevant SETA.

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| 5 Learner rights relating to assessment |

Learners have the following rights relating to assessment:

* To be informed about the requirements for assessment, for ex ample, when and how assessment will take place; assessment activities they will be required to perform; type an amount of evidence required
* Timing of assessment to be suitable, i.e. when the learner is ready for assessment
* Fair assessment
* Feedback on assessment, including an indication of what further evidence is required if that is the case
* Re-assessment – the Training provider will provide information on re-assessment opportunities
* Guidance on further learning opportunities in the event that the learner is repeatedly found Not Yet Competent
* To be assessed in language of preference, as far as practicable, or to have an interpreter available
* To have special needs accommodated, for example, hearing, speaking or physical impairment, where possible
* The assessment to be free from barriers to a fair assessment, for example, access to venue for assessment, cost of assessment, working shifts
* Appeal against an assessment in the event of:
  + An unfair assessment
  + An invalid assessment, i.e. the assessment did not assess what was supposed to be assessed
  + Disagreement with the assessor’s judgement
  + Unethical behaviour of the assessor

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| 6 Alignment matrix with assessments |

**KNOWLEDGE MODULES**

| **KM#** | **IAC #**  **Internal Assessment criteria description** | **Learner guide Module #** | **Section # in Learner guide** | **Formative activity #** | **Internal assessment test question no.** |
| --- | --- | --- | --- | --- | --- |
| **KM01 Explain the role of the supervisor** | | | | | |
| **KM-01-KT01:** KM-01-KT01: The role of a supervisor (40%) | IAC0101 Explain the role of the supervisor in the wholesale and retail environment | 1 | 1.1 |  | Test KM-01 Q1 |
| IAC0102 Compare the different leadership styles and explain when each is appropriate | 1.5 | 2  3 | Test KM-01 Q2 |
| IAC0103 Discuss why ethics is important for a supervisor and give examples of 4 ethical dealings | 1.6 | 4 | Test KM-01 Q3 |
| IAC0104 Explain how authority can be abused and the impact this will have on a team | 1.7 |  | Test KM-01 Q4 |
| IAC0105 Explain the difference between leadership and supervision with example | 1.4 |  | Test KM-01 Q5 |
| IAC0106 Explain why continuous personal development is important for a supervisor, including 3 examples for further development | 1.3.1 |  | Test KM-01 Q6 |
|  | IAC0107 Discuss the models of decision making and its process | 1.8 |  | Test KM-01 Q7 |
| IAC0108 Explain the concept of Self Management and discuss 3 elements that impact on the wholesale and retail supervisor | 1.2 | 1 | Test KM-01 Q8 |
| IAC0109 Discuss the various problem solving theories with examples of when each is appropriate | 1.9 | 5  6 | Test KM-01 Q9 |
| IAC0110 List the legislation impacting on the supervision of the team with a brief description of what each covers including Labour Relations Act(LRA), Basic Conditions of Employment, Sectorial Determination, Workmen's Compensation Act (WCA) | 1.10 |  | Test KM-01 Q10 |
| KM-01-KT02: Concepts and Principles of Communication (10%) | IAC0201 List the different levels that a supervisor would have to communicate with |  | 2.3 | 10 | Test KM-01 Q11 |
| IAC0202 Explain the principles of communication | 2.5 | 7  8  9 | Test KM-01 Q12 |
| IAC0203 Discuss the various forms of business communication | 2.7 | 10 | Test KM-01 Q13 |
| IAC0204 Discuss how the different levels at which a supervisor communicates impacts on the style of communication | 2.3 |  | Test KM-01 Q11 |
| KM-01-KT03: Principles of Motivation (10%)  **Please refer to material developer’s feedback on curriculum – there are o appropriate ICA for KT-03** | Indicators of motivation and indicators of lack of motivation |  | 3.4  3.5 | 11 |  |
| Theories of motivation | 3.7 |  | Test KM-01 Q14 |
| Techniques for motivating a team | 1 | 3.10 |  | Test KM-01 Q16 |
| KM-01-KT04: Principles of holding operational meetings (10%) | IAC0401 Discuss 3 different types of meetings and characteristics of each | 1 | 4.1 | 13 | Test KM-01 Q17 |
| IAC0402 Explain how a supervisor will go about preparing for a meeting with the team | 4.3 | 13 | Test KM-01 Q18 |
| IAC0403 Explain the method for conducting a meeting so as to ensure involvement of all present | 4.4.3 | 12  13 | Test KM-01 Q19 |
| IAC0404 Discuss methods for managing behaviour in a team meeting | 4.4.4 |  | Test KM-01 Q20 |
| IAC0405 Explain how a supervisor should record decisions made at team meetings | 4.5 |  | Test KM-01 Q21 |
| IAC0406 Explain the process for reviewing meetings | 4.6 | 13 | Test KM-01 Q22 |
| KM-01-KT05: Principles of planning, delegation and follow up (10%) | IAC0501 Describe the principles of planning, prioritising and the use of task lists | 1 | 5.1 |  | Test KM-01 Q23 & Q24 q25 |
| IAC0502 Discuss the factors used when scheduling staff | 5.4 | 15 | Test KM-01 Q26 |
| IAC0503 Explain the importance of setting and communicating goals | 5.2 | 14 | Test KM-01 Q27 |
| IAC0504 Discuss the differences between giving instructions and delegating | 1 | 5.5.3 | 16  17 | Test KM-01 Q28 |
| IAC0505 Explain the principles of contingency planning | 1 | 5.3.3 |  | Test KM-01 Q29 |
| KM-01-KT06: Concepts and principles of monitoring action plans (10%) | IAC0601 Discuss the monitoring and evaluating of action plans to ensure success | 1 | 6.2 | 18 | Test KM-01 Q30 |
| IAC0602 Principles of monitoring action plans | 6.3 | 18  19 | Test KM-01 Q31 |
| IAC0603 Concept and principles of contingency planning | 5.3.3 | 18 | Test KM-01 Q29 |
| KM-01-KT07: Concepts and principles of handling conflicts (10%) | IAC0701 Discuss the difference between constructive and destructive conflict ion the workplace with examples | 1 | 7.4 |  | Test KM-01 Q32 |
| IAC0702 Explain how a supervisor should handle both constructive and destructive workplace conflict | 7.7 | 20  21 | Test KM-01 Q33 |
| IAC0703 Discuss the concepts of win-win and win-lose and the ongoing impact of each on team dynamics | 7.8 |  | Test KM-01 Q34 |
| **KM02 Concepts and principles of monitoring and improving performance , NQF Level 4, Credits 4** | | | | | |
| KM-02-KT01: Principles of monitoring and evaluating performance (40%) | IAC0101 Describe how a supervisor will identify the standards of performance required of a task | 2 | 1.3 | 22  23 | Test KM-02 Q1 |
| IAC0102 Explain how a supervisor will go about analysing the gaps in a team members performance | 1.5 |  | Test KM-02 Q2 |
| IAC0103 Describe the methods a supervisor will use to bridge identified gaps in a staff members performance | 1.7 |  | Test KM-02 Q3 |
| IAC0104 Discuss the principles of giving feedback with examples | 1.8 | 24 | Test KM-02 Q4 |
| IAC0105 Explain, with examples, the difference between performance standards and behaviours | 1.9 |  | Test KM-02 Q5 |
| IAC0106 Discuss the importance of reinforcing positive performance/behaviours | 1.10 |  | Test KM-02 Q6 |
| IAC0107 Discuss ways of reinforcing positive behaviour/performance | 1.11 |  | Test KM-02 Q7 |
| KM-02-KT02: Principles of correcting staff (20%) | IAC0201 Explain positive and negative corrective action by using examples |  | 2.2 | 25 | Test KM-02 Q8 |
| IAC0202 Discuss the legislation that impacts on the correcting of staff | 2.4 | 26 | Test KM-02 Q9 |
| KM-02-KT03: Concepts and importance of induction (20%) | IAC0301 Describe the impact of a well inducted new staff member on a store team | 2 | 3.2 |  | Test KM-02 Q10 |
| IAC0302 Describe the elements to cover when inducting a new team member including orientation, training and documentation | 3.4 | 27  28  29 | Test KM-02 Q11 |
| IAC0303 Discuss the advantages and disadvantages of providing a buddy/mentor | 3.7 |  | Test KM-02 Q12 |
| IAC0304 Discuss the importance of integrating on-the-job training with induction. | 3.8 | 29 | Test KM-02 Q13 |
| KM-02-KT04: Concepts and principles of on-the-job training (20%) | IAC0401 Describe the difference between training, coaching and on the job training | 2 | 4.2 |  | Test KM-02 Q14 |
| IAC0402 Describes different methods used for training in the industry | 4.3 | 30  31 | Test KM-02 Q15 |
| IAC0403 Describe the role of the supervisor in supervising training and coaching | 4.1 |  | Test KM-02 Q16 |
| IAC0404 Describe typical methods for coaching on the job | 4.5 | 30  31 | Test KM-02 Q17 |
| IAC0405 Discuss the impact of legislation covering training and development on in store training | 4.6 |  | Test KM-02 Q18 |
| **KM03 Concepts and principles for the implementation and maintenance of retail or wholesale operations, , NQF Level 4, Credits 3** | | | | | |
| KM-03-KT01: Concepts and principles of loss control supervision | IAC0101 Describe the concept of shrinkage | 3 | 1.1 |  | Test KM-03 Q1 |
| IAC0102 Explain how shrinkage affects an organisation and its staff | 1.2 |  | Test KM-03 Q2 |
| IAC0103 Discuss the concepts of loss supervision | 1.3 | 32 | Test KM-03 Q3 |
| IAC0104 Describe typical causes of loss in a wholesale and retail environment | 1.3 | 32 | Test KM-03 Q3 |
| KM-03-KT02: Concepts and principles of housekeeping supervision (33%) | IAC0201 Describe the concept of housekeeping | 3 | 2.1 |  | Test KM-03 Q4 |
| IAC0202 Explain how housekeeping impacts on the image of an organisation | 2.2 | 34 | Test KM-03 Q5 |
| IAC0203 Discuss the relationship between housekeeping and losses | 2.2 | 34 | Test KM-03 Q6 |
| IAC0204 Discuss the concepts of supervising housekeeping | 2.3 | 33  34 | Test KM-03 Q7 |
| KM-03-KT03: Concepts and principles of safety supervision (33%) | IAC0301 Explain the impact of safety legislation on the workplace | 3 | 3.1 |  | Test KM-03 Q8 |
| IAC0302 Discuss the impact of safety on the image of the organisation | 3.3 |  | Test KM-03 Q9 |
| IAC0303 Discuss the supervision of safe working procedures in a wholesale and retail operation | 3.4 | 35 | Test KM-03 Q10 |
| **KM04 Concepts and principles of enhancing customer service, , NQF Level 4, Credits 3** | | | | | |
| KM-04-KT01: Concepts and principles of supervising customer service (50%) | IAC0101 Describe the role of the supervisor in enhancing customer satisfaction | 4 | 1.3 |  | Test KM-04 Q1 |
| IAC0102 Discuss the standards of service expected by internal and external customers | 1.4 |  | Test KM-04 Q2 |
| IAC0103 Describe methodologies used to measure customer satisfaction | 1.5 |  | Test KM-04 Q3 |
| IAC0104 Discuss the strategies used for enhancing customer loyalty | 1.6 |  | Test KM-04 Q4 |
| IAC0105 Discuss the principles and concepts of supervising customer service | 1.7 | 36 | Test KM-04 Q5 |
| KM-04-KT02: Concepts and principles for resolving customer queries and complaints (50%) | IAC0201 Explain how The Consumer Protection Act and National Credit Act impact on the rights of consumers | 4 | 2.1 | 37 | Test KM-04 Q6 |
| IAC0202 Discuss the impact of accurate and inaccurate information when handling customer queries | 2.2 |  | Test KM-04 Q7 |
| IAC0203 Describe different options for a supervisor when resolving customer complaints | 2.3 |  | Test KM-04 Q8 |
| IAC0204 Describe how to escalate customer queries in a manner that enhances customer | 2.4 |  | Test KM-04 Q9 |

**PRACTICAL MODULES**

| **PM#** | **PM description** | **IAC #**  **Internal Assessment criteria description** | **AK # and description** | **Learner guide Module #** | **Section # in Learner guide** | **Practical activity or Case study # in practical training workbook** |
| --- | --- | --- | --- | --- | --- | --- |
| **PM-01-PS01** | **Supervise time-keeping** | IAC0101 Situations that do not need corrective action are determined in accordance with the scenario  IAC0102 Situations that require corrective action are determined in accordance with the scenario  IAC0103 Corrective action proposed is practical and applicable to the various situations | AK0101 Matching corrective actions to varying timekeeping problems  AK0103 Applicable legislation | 2 | 1.12 | 1 |
| **PM-01-PS02:** | **Resolve conflict** | IAC0201 The cause of the conflict is identified in terms of the conflict described  IAC0202 The conflict is resolved in a manner that ensures all parties accept the resolution | AK0201 Methods for identifying the cause of conflict in conflict situations  AK0202 Techniques for resolving a conflict situation | 1 | Chapter 7 | 2 |
| **PM-01-PS03:** | **Plan a days tasks** | IAC0301 The task list includes all tasks in order of priority  IAC0302 Tasks assigned to staff take into account timeframes and their experience | AK0301 Methods for drawing up tasks lists  AK0302 Techniques for matching tasks to staff experience  AK0303 Prioritising and allocating tasks | 1 | Chapter 5 | 3 |
| **PM-01-PS04:** | **Hold a meeting and delegate tasks** | IAC0401 The plan includes the completed task list, the time of the meeting, list of expected attendees, and a list of any documentation to be handed out  IAC0402 The meeting is held in a manner that allows attendees to give input and accommodates amendments to the days plan  IAC0403 Tasks are allocates in a clear and understandable manner | AK0401 Methods for planning and preparing for operational meetings  AK0402 Techniques for participating in role plays  AK0403 Techniques for holding operational meetings  AK0404 Communication techniques | 1 | Chapter 4  Chapter 5 | ‘4 |
| **PM-02-PS01:** | **Improve the performance of team members** | IAC0102 The causes of poor performance are determined as per scenarios given  IAC0103 The causes of poor performance are determined as per scenarios given  IAC0101 Good work performance is reinforced using generally accepted business methods | AK0101 Methods of reinforcing good work performance  AK0102 Techniques for analysing case studies  AK0103 Techniques for identifying causes of poor performance  AK0104 Methods for improving poor work performance | 2 | Chapter 1  Chapter 2  Chapter 4 | 5 |
| **PM-02-PS02:** | **Prepare for inducting a new staff member** | IAC0201 The checklist details all aspects of orientation and induction as required by the policies and procedures of the organisation  IAC0202 Good and bad practices are determined as per the scenario given | AK0201 Techniques for analysing case studies  AK0202 Techniques for developing checklists  AK0203 Techniques orientating and inducting new staff | 2 | Chapter 3 | 6 |
| **PM-03-PS01:** | **Supervise loss control** | IAC0101 causes of the losses are determined as per the scenario given  IAC0102 The recommendations to minimise the losses are practical and will reduce losses in the outlet | AK0101 Techniques for analysing case studies  AK0102 Matching loss prevention actions to wholesale and retail loss causing situations | 3 | Chapter 1 | 7 |
| **PM-03-PS02:** | **Supervise housekeeping** | IAC0201 Acceptable and unacceptable housekeeping practices are determined as per the given scenario  IAC0202 The recommendations to improve housekeeping in the outlet are practical | AK0201 Techniques for analysing case studies  AK0202 Techniques to improve housekeeping in a wholesale and retail outlet | 3 | Chapter 2 | 8 |
| **PM-03-PS03:** | **Supervise health and safety** | IAC0301 Acceptable and unacceptable health and safety practices are identified as per the given scenario  IAC0302 The recommendations to improve health and safety in the outlet are practical | AK0301 Techniques for analysing case studies  AK0302 Techniques to improve health and safety practices in a wholesale and retail outlet  AK0303 Specific applicable legislation | 3 | Chapter 3 | 9 |
| **PM-04-PS01:** | **Supervise service to internal customers** | IAC0101 The service not up to standard is determined as detailed in the scenarios  IAC0102 The recommendations to improve service are practical and appropriate to the scenarios | AK0101 Techniques for analysing case studies  AK0102 Techniques for identifying gaps in service standards provided  AK0103 Techniques for closing the gap between required and actual service performance | 4 | Chapter 1 | 10 |
| **PM-04-PS02:** | **Supervise service to external customers** | IAC0201 The service not up to standard is determined as detailed in the scenarios  IAC0202 The recommendations to improve service are practical and appropriate to the situations | AK0201 Techniques for analysing case studies  AK0202 Techniques for identifying gaps in service standards provided  AK0203 Techniques for closing the gap between required and actual service performance | 4 | Chapter 1 | 11 |
| **PM-05-PS01:** | **Respond to customer queries** | IAC0101 The queries requiring escalation are identified in terms of the situations in the scenario  IAC0102 The queries requiring the supervisors response are identified in terms of the situations in scenario  IAC0103 Acceptable and unacceptable responses to customer queries are identified in terms of the situations given  IAC0104 Responses proposed are appropriate, practical and applicable to the query | AK0101 Techniques for analysing case studies  AK0102 Matching responses to various queries  AK0103 Techniques for responding to customer queries | 4 | Chapter 2 | 12 |
| **PM-05-PS02:** | **Resolve customer complaints** | IAC0201 The supervisor listens and responds to the customer in a manner that diffuses emotions  IAC0202 The complaint is resolves in a practical and appropriate manner | AK0201 Techniques for calming angry customers  AK0202 Problem solving techniques |  |  | 13 |

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| 7 Assessment preparation |

## 7.1 Candidates

7.1.1 Candidates are prepared during the delivery of the Learning Programme’s contact time.

7.1.2 Learners sign declarations that they were prepared in their Portfolio guides.

7.1.3 The Assessor is to prepare the learner(s) for assessment by:

* Explaining
  + How feedback will be given to the learner
  + Learner review of assessment practices
  + Moderation and certification
  + Appeals procedure
* Agreeing the assessment plan – time-frame
* Confirming readiness of learners for assessment, completing and signing the form

***Learner preparation and assessment plan***

* Providing contact details of Assessor to learners in the event that they need to contact the Assessor about difficulties in terms of meeting the agreed dates.

## 7.2 Assessor

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme name** | 99573 Occupational Certificate: Retail Supervisor | | | | | | | |
| **Level** | 4 | | | **Credits** | | | 100 credits | |
| **PURPOSE AND APPROACH** | | | | | | | | |
| **Purpose of Assessment** | The purpose of this assessment is to determine knowledge and practical competence of the learner. | | | | | | | |
| **Assessment Approach** | Knowledge components: Knowledge tests  Practical components: Practical guide and log | | | | | | | |
| **ASSESSOR PREPARATION** | | | | | | | | |
| **Organisational assessment and moderation policies and procedures available to Assessor (Yes/No)** | | | | | |  | | |
| **Qualification document obtained from SAQA/QCTO web page (Yes/No)** | | | | | |  | | |
| **Curriculum document obtained from QCTO web page (Yes/No)** | | | | | |  | | |
| **Special Assessment Requirements** |  | | | | | | | |
| **Special needs of candidates** | (Special needs related to the candidate(s) to be recorded here) | | | | | | | |
| **Assessor has received the model answers for tests** | | | Yes/No | | Comments | | | |
| **Assessor has reviewed curriculum, assessment strategy and instruments (including the Assessment design and plan matrix)** | | | Yes/No | |  | | | |
| **Name and surname of assessor** | |  | | | | | | |
| **Signature of assessor** | |  | | | | | **Date** |  |

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| 8 Feedback to learners |

Assessors must be registered to assess against the qualification and have industry experience as described in the curriculum.

Assessments are to be conducted in accordance with this Assessment Guide.

Written feedback to be given to learners and employers in the format of the Assessment Feedback Report included in this Assessment Guide.

Learners must receive feedback within 1 month of handing in their Portfolio guides.

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| 9 Evidence principles |

‘Good’ evidence is, as per the SAQA requirements:

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| --- | --- | --- |
| **No.** | **Principles** | **Description** |
| 1. | Valid | The assessment must be valid in the sense that it must fit the purpose. |
| 2. | Authentic | The evidence that the candidate submits must be conducted by the candidate him/herself, in a real-life work environment, or acceptably simulated environment to the satisfaction of the assessor, and must bear the signature of the candidate parties involved. |
| 3. | Current | The evidence that is gathered must be a current and applicable. |
| 4. | Sufficient | The evidence must cover all the criteria that have been established and the performance of the candidate must be at the required standard. Thus, there must be sufficient to have enough evidence. |

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| 10 Recording and administration of assessment results |

The method of recording assessment and feedback is in the Assessment Feedback Form, which is included in the Learner assessment guide and in this Assessment guide.

Evidence of remediation required, re-submission and re-assessment must be indicated in the columns provided and feedback on re-assessment provided, as in the Assessment Feedback Form.

A list of final assessment findings must be submitted to the Training Provider.

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| 11 Recognition of prior learning |

Recognition of prior learning may be given according to the Training provider’s procedure for unit standards previously completed by learners.

The provider shall provide requirements for recognition of prior learning.

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| 12 Evidence guide for formative assessment activities |

Model answers/guidelines for assessment of formative activities are provided in the ***Facilitator guide***, at the positions where activities should be completed during the facilitation process.

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| 13 Model answers for knowledge tests |

## 13.1 MODEL ANSWERS – KNOWLEDGE TEST – KM01

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| --- | --- |
| **KNOWLEDGE ASSESSMENT**  **MODEL ANSWERS** | |
| **Qualification** | **Retail supervisor**  Aligned with Curriculum 523101000  **KNOWLEDGE MODULE KM01** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total possible marks** | 290 | **Minimum marks required** | 203 (70%) |

|  |  |  |  |
| --- | --- | --- | --- |
| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
|  | 1. Explain the role of the supervisor in wholesale and retail. Break your answer down into the four functions of management and list 4 tasks under each function. | Answers should include the functions represented in the diagramme: | 20 |
| **KM-01 IAC0102** | 1. Compare 3 leadership styles by listing them, describing their main features and indicating when each style is appropriate. | Answers should include 3 of the following styles:   | **Leadership style and its approach** | **Characteristics** | **When it is effective** | | --- | --- | --- | | **Authoritative (autocratic)**  Approach: “Come with me…” | * The supervisor retains as much power and decision-making authority as possible. * Does not consult staff, nor are they allowed to give any input into decisions. * Staff expected to obey orders without receiving any explanations. * Structured set of rewards and punishments. | * It works best when the company is adrift, and the authoritative leader is there to chart a new vision or direction. * When new, untrained staff members do not know which tasks to perform or which procedures to follow. * When staff members do not respond to any other leadership style. * When there is limited time in which to make a decision. * When a supervisor’s power is challenged by the staff. | | **Coercive**  Approach: “Do as I tell you.” | * The coercive style leader often creates a reign of terror, bullying and demeaning his team members. * The leader literally roars with displeasure at the slightest problem. | In a crisis, to kick-start a turnaround, or with problem employees. | | **Affiliative**  Approach: People first | * The affiliative leader builds relationships and creates a sense of belonging. * The leader tries to create harmony and build strong emotional bonds. * Leader gives people the freedom to innovate. * Provides positive feedback that is motivating. * The affiliative leader pays attention to the feelings of his/her people. | This style works well in general.  It is particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust. | | **Democratic**  Approach: “What do you think?” | * The democratic leader allows people a say in decisions that affect their objectives and how they do their work. * The leader builds trust, respect and commitment by spending time getting people’s buy-in. * Allows staff to establish goals. * Recognises and encourages achievement. | * This style works best for generating fresh ideas for executing the vision. * It is useful when the leader is uncertain about direction and needs guidance. | | **Coaching**  Approach: “Try this …” | * Develops people for the future. * This style is used the ***least*** often, since leaders say they don’t have the time to help people grow. | This style is most effective when people want to be coached and want to improve performance. | | **Pacesetting**  Approach: “Do as I do, now!”  “Shape up or ship out.” | * The leader sets high expectations. * Can be obsessive about doing things faster and better and expect that of everyone else. * These leaders have no problem jumping right in and taking over if they think the pace of progress is too slow. * Pacesetting leaders are also quick to identify individuals that are not keeping pace with their expectations.  Poor performers are asked to rise to the occasion, and if they do not, then they are quickly replaced. * Pacesetters don't give employees a lot of positive feedback; they simply don't have the time. | When business results must be achieved quickly in the short-term. | | 15 |
| **KM-01 IAC0103** | 1. Discuss why ethics is important for a supervisor. Give 2 examples of ethical behaviour by supervisors. | Use the following as guideline on the discussion, and accept appropriate examples:  Supervisors lead their teams and represent the business – they are the face of the business: for team members, the community, and customers - and therefore they should always behave in an ethical manner, aligned with the code of ethics of the business.  Ethical decision making can help the supervisor maintain an honest, supportive, and fair workplace culture, but it is also necessary to ensure the company does not get into legal trouble or face major losses due to unethical behaviours such as dishonesty or stealing. | 5 |
| **KM-01 IAC0104** | 1. Give 3 examples of how authority can be abused by a supervisor explain and the impact on the team. | Use the following as guideline and accept appropriate examples:  **Examples of abuse of authority by a supervisor:**   * Constantly reminding employees that they can be fired or replaced. * Giving negative feedback on performance in front of team members with the intention to humiliate a team member. * Forcing an employee to work overtime multiple times a week as punishment. * Withholding critical information from an employee that he/she needs to know. * Enforcing company policies and rules on team members without following them. * Playing favourites with members of their team and isolating themselves from those they don’t like. * Withholding information that team members need and telling them “I will tell you when you need to know.”   **Impact of abuse of authority on the team:**   * Unreasonable behaviours that are aimed at intimidating, degrading, humiliating, or undermining team members is bullying and breaks trust. Yet, trust is required for employee engagement and employee engagement drives productivity and innovation. So, when a supervisor abuses his or her authority, the supervisor loses the team’s trust. * When there is a lack of trust, team members will not commit to achieving the objectives for the team. That means that you as supervisor will not achieve what is expected of you. Team members will likely be working the bare minimum and planning to get out. They will not innovate by looking for better ways to do things. Smart team members will bide their time until they leave. | 5 |
| **KM-01 IAC0105** | 1. Explain the differences between leadership and supervision. | Use the following as guideline and accept appropriate examples.   |  |  | | --- | --- | | **Supervising** | **Leading** | | The supervisor works within a structure and should comply with company policies and procedures. | The leader does not necessarily function in a formal structure. | | The supervisor has formal authority vested in position in the company – he or she makes decisions, gives instructions, and can demand delivery according to agreed performance standards. | The leader does not have any formal authority over the followers - people follow the leader because their needs are being met and they “see” a worthy cause to follow. | | The supervisor is accountable for the results of the team and is responsible for reporting on the performance of the team to higher levels of management. | The leader is not accountable for the results of the followers and does not have to report to anybody on the performance of the team. | | 6 |
| **KM-01 IAC0106** | 1. Explain why continuous personal development is important for a supervisor. Give 3 examples of further development that could assist a supervisor. | Use the following as guideline and accept appropriate examples.   * It has been proven that those who learn, grow and change continuously across their careers are the most successful. Whatever skills you have now are unlikely to be enough in the future. Acquiring new skills is the best insurance you can get for an uncertain future. * It is also important to develop your skills continuously, so that your performance improves continuously, and you are helping the company be successful in achieving its goals and objectives.   Examples may include: | 5 |
| **KM-01 IAC0107** | 1. List and describe the two main models of decision making | * **Spontaneous decisions.** They are based on intuition rather than an analysis of facts and a choice among alternative actions. They are often what we call *hunches,* or they can be based on repeated decisions in the past under similar circumstances, leading us to argue “We have always done it that way.” * **Rational decisions.** These are reasoned conclusions we make based on a systematic analysis of facts and weighing up alternatives. | 4 |
| **KM-01 IAC0108** | 1. Explain the concept of self-management and discuss 3 elements that impact on the wholesale and retail supervisor | Use the following as guideline. Learners should discuss the concept (3 marks) and discuss 3 elements (12 marks – 4 per element listed and discussed).  ***Self-management*** is defined as “the ability to manage one's own work and time. It includes the skills of self-organisation, self-direction, self-motivation, and self-monitoring. It is not just about being able to do things as an individual, but also about having the ability to collaborate with others effectively.”  The ***key principle of self-management*** is that supervisors need to be able to manage themselves before they can manage others.  **Elements:**   |  |  | | --- | --- | | **Goal alignment** | ***Setting goals*** means to decide what must be achieved, by when and according to what standards.  Goal alignment consists of three main skills:   * Goal setting. * Goal communication. * Goal tracking.   The supervisor should not only set goals for the team to meet but should also set goals for managing him- or herself.  Examples:   * To increase annual sales revenue by 30% year over the financial year. * To decrease customer complaints about customer service by 15% during the first quarter January to March 202x. | | **Time management** | Time management is when you control how you use your time.  This requires you to prioritise important tasks first and then managing your to-do-list.  A leader who has good time management skills can manage their time effectively to help him or her stay engaged, stay on top of his or her own work and empower the team to do the same.  To be successful in your job, you need to manage the way in which you use your time. But this is not about managing your time – you cannot control time, but you can control how you use your time. Time management is all about managing priorities so that you spend the available time on the priorities for your job.  The first step in managing the way you use your time to work towards success in your job, your long-term career and your personal goals, is to look at everything that you think is expected of you and to sift through those activities. This helps you get the big picture. You do this by identifying the goals for your job and your personal goals and then evaluating all activities against these so that you can setpriorities. | | **Attitude** | “Attitude is the way you view your life – your experiences, your environment, your opportunities, your choices and your responses.”  Attitude determines our behaviours – what we say and do, and how we do it.  A positive attitude is essential for every supervisor. You cannot motivate a team if your own attitude is not positive | | **Self-motivation** | Self-motivation is the supervisor’s ability to be motivated from within.  Self-motivation comes mostly from a sense of achievement – your internal reward for achieving the outcomes required in your job.  Motivation is an inner drive. Peak-performing people have learned the skill of focusing their attention on the positive while avoiding the traps of negative thoughts.  Work is a self-fulfilling prophecy, positive or negative. An inner drive for excellence motivates you to always be the best you can be.  When you constantly focus on negative thoughts, you set yourself up for a downward spiral. Your thoughts create negative thoughts. Constant negative thoughts create negative feelings and attitudes, which, in turn, do not motivate you to perform well. If you are really committed to success and peak performance, you must motivate yourself from within. | | **Adaptability** | Being adaptable means that you have the confidence and ability to cope when changes arise.  For example, imagine a new project comes up that is a higher priority than the one you have been working on for the last couple of weeks.  Instead of becoming stressed or frustrated, you can adapt to this change and move forward with openness. | | **Personal development** | Personal development is especially important for supervisors as leaders. In order to build your team’s competence, you first need to build your own.  This means taking the time to attend workshops, take courses, and connect with industry experts to develop your management skills. | | 15 |
| **KM-01 IAC0109** | 1. Discuss 4 problem solving theories with examples of when each is appropriate. | Use the following as guideline (4 marks per technique, including te name of the technique) De Bono’s six thinking hats.Edward de Bono, a creativity expert, developed the six thinking hats technique for getting and evaluating problem-solving ideas. Team members take part in finding solutions to a problem. The members take on different roles, represented by one of the six coloured hats.The six thinking hats technique helps people look at important decisions from a number of different points of view. This helps them make better decisions.The six coloured hats represent different thinking approaches, as defined in Table 6. These approaches can help to evaluate the usefulness of ideas for solving the problem.  * **SWOT analysis.**   + Strengths and weaknesses are factors within the business or team, while opportunities and threats are factors outside of the business or team.   + With the results of the SWOT analysis, you can create strategies for improvement of the team. Build on strengths. Evaluate how you can strengthen weaknesses and eliminate threats. * **Drill down.** * Drill down is a technique for problem solving where you break complex problems down into smaller parts, which you then break into smaller parts again. * To start, write down the problem that you are facing in big letters at the top of the page. Try to sum up the problem in just a word or a short phrase. * Next, you break down the problem into three to five smaller issues that make up the big problem. * Once you have those points in place, work your way down another level to highlight the next level of problems that you need to address.   + This process is continued until you cannot drill down any further. Once you have reached what you consider to be the bottom of your chart, you can start identifying solutions.   + Problem reversal.   + Problem reversal is a technique where you turn the problem on its head, that is, you reverse it to help you think differently in order to find a solution.   + For example, if the problem at a retail store is *How do we improve customer satisfaction? y*ou may reverse the problem statement to *How do we upset customers?* The answers to the last question will help you to see what you should not do. This, in turn, will help you to decide what to do you want to improve customer satisfaction. * **Five why’s.**   + The five why’s technique involves a questioning process designed to drill down into the details of a problem or a solution and peel away the layers of symptoms.     - Write down the specific problem.     - Ask “Why did the problem happen?” Write the answer down below or next to the problem.     - If the answer does not identify the root cause of the problem, ask “Why” again.     - Go back to step 3 until the problem's root cause is identified.  |  |  | | --- | --- | | **PROBLEM-SOLVING TECHNIQUE** | **WHEN IT IS APPROPRIATE** | | **De Bono’s Six Thinking Hats** | To evaluate ideas and decide if they are workable to solve a problem. | | **Problem solving shoes** | Problem solving shoes is a technique that is useful when it will help you see the problem from a different view in order to solve it. | | **SWOT** | SWOT is a technique for solving a problem such as developing a business strategy by studying your team’s strengths, weaknesses, opportunities, and strengths.  SWOT gives you a fresh perspective on what your team does best and where you have the greatest potential to grow the team. | | **Drill down** | This technique is useful when you must solve a complex problem with many factors that contribute to the problem. | | **Problem reversal** | To analyse a problem and get ideas for solutions. | | **Five why’s** | This technique can be used when we want to push a team investigating a problem to delve into more details of the root causes. | | 16 |
| **KM-01 IAC1010** | 1. Describe briefly what each of the following employment laws cover:  * Basic Conditions of Employment Act * Labour Relations Act * Employment Equity Act * Sectoral Determination for Wholesale and Retail * Compensation for Occupational Injuries and Diseases Act * Unemployment Insurance Act * Occupational Health and Safety Act | Use the following as guideline. (3 marks per Act)   |  |  | | --- | --- | | **Labour Relations Act** | The Labour Relations Act promotes fairness in the workplace and regulates relationships between employers and employees.  The Act also:   * Regulates the organisational rights of trade unions. * Promotes and facilitates collective bargaining at the workplace and at sectoral level. * Regulates the right to strike and the recourse to lockout in conformity with the Constitution. * Promotes employee participation in decision-making through the establishment of workplace forums; * Provides simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration was established), and through independent alternative dispute resolution services accredited for that purpose. * Provides Codes of Good Practice for procedures relating to grievances and disciplinary processes as well as dismissals based on conduct or on poor performance. These requirements must be adhered to by all employers. | | **Basic Conditions of Employment Act** | The purpose of the Basic Conditions of Employment Act is to give effect to the right to fair labour practices, as referred to in Section 23 (1) of the Constitution, by establishing and providing for the regulation of basic conditions of employment.  The Act regulates aspects such as:   * Number of hours regular work * Number of hours overtime work * Pay for overtime work * Leave * Family responsibility leave * Maternity leave * Calculation of remuneration (salaries, wages and overtime) * Records of and information on payment of salaries, wages and overtime | | **Employment Equity Act** | The Employment Equity Act is the law that promotes equity in the workplace, ensures that all employees receive equal opportunities and that employees are treated fairly by their employers.  The law protects employees from unfair treatment and any form of discrimination. | | **Health and Safety Act** | The Health and Safety Act provides for the health and safety of people at work and for the safety of persons in connection with the use of plant and machinery; the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work.  It prescribes the requirements for health and safety officers, inspections and investigating and reporting on any health and safety incidents. | | **Compensation for Occupational Injuries and Diseases Act (COIDA)** | The purpose of COIDA is to provide compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees arising out of and in the course of their employment, or for death resulting from such injuries or diseases; and to provide for matters connected therewith.  It is compulsory for all employers to investigate and report to the Commissioner all injuries on duty and illnesses caused by working circumstances. | | **Unemployment Insurance Fund Act** | The Unemployment Insurance Fund (**UIF**) gives short-term relief to workers when they become unemployed or are unable to work because of maternity, adoption leave, or illness.  It also provides relief to the dependants of a deceased contributor.  The Act prescribes the requirements for compulsory maternity leave. | | **The Sectoral Determination for Wholesale and**  **Retail** | The Sectoral Determination for the wholesale and retail sector requires retail supervisors and managers to schedule staff and arrange payment in accordance with the requirements set out in the Determination.  In terms of the Sectoral Determination, **for employees who work more than 27 hours per week**:   * An employer must pay an employee at least the minimum prescribes wage as described in the Determination in Tables 1 to 6. These tables apply to different areas in the country. * An employer must pay an employee in a job category that is not listed in tables 1 to 6 of the Determination, at least the minimum wage prescribed for a job category that requires an equal level of training, skill or experience. * Tables 1, 2 and 3 apply to employers in the wholesale and retail industry in Areas A, B and C respectively. * Tables 4, 5 and 6 apply to employers in Areas A, B and C respectively who –   + Employ less than 5 employees; or   + Are in an area that fell in the former Republics of Transkei, Bophuthatswana, Venda or Ciskei. * An employee who works for less than 4 hours on any day must be paid for 4 hours work on that day.   A written agreement may provide that an **employee who works 27 hours or less per week** is employed on the following terms and conditions: The employee is paid the relevant hourly wage rate in terms of Table 1 to 6 for any ordinary hours of work worked by the employee, including ordinary hours of work performed on Sundays. | | 19 |
| **KM-01 IAC0201**  **KM-01 IAC0204** | * 1. List the different levels that a supervisor would have to communicate with and give an example for each. (6 marks)   2. Discuss how the level at which the supervisor communicates impacts the style of communication (6 marks) | 11.1     * 1. Tailor the communication to the level to which you are communicating.   For example, when you communicate **upwards** to higher levels of management:   * ***Focus on the impact, not the process.*** For example, rather than explaining how you reached the conclusion that your sales force needs to be expanded, focus on the impact more staff will have on labour costs and sales targets. * ***Look to the future, not the past.*** Management thinks into the future – from the next quarter to the next decade. Unless you are asked directly to defend a past action or say how your plan compares with something that has already been tried, stay focused on what comes next. * ***Know your numbers.*** Support your statements and predictions with quantitative information that supports your conclusions. Make sure the information you present is relevant both to the short- and long-term impact of whatever changes you are proposing. * ***Get to the point.*** Do not put your conclusion last; state it right from the beginning then spend the rest of your energy explaining why it is the right conclusion.   **When you communicate horizontally** with other supervisors, your tone will be less formal yet not too informal. It might be necessary to explain how you came to conclusions, to help them understand the background to the conclusion or decision. Make sure they know the terminology you use.  **When you communicate downward,** use a level of formality that is appropriate for the situation. For example, a discussion to correct a team member’s performance, will be more formal than a brainstorming session to generate ideas for solving a problem. | 12 |
| **KM-01 IAC0202** | 12 Explain the principles of communication | Use the following as guideline:   * **Know the purpose and objective of the communciation.** * There is an appropriate communication purpose model to use for each of these purposes, and that determines the format of the communication. * When you communicate, your purpose is not what *you* want to do; instead, it is what you want *your audience* to do as a result of your communication. The sender must know whether he or she wants to: * Persuade the audience to accept a point of view; * Motivate the audience to take action; * Inform the audience; or * Build relationships. * **Know the audience.** * Audiences are more receptive of a message and respond better to persuasive communication when they feel there is common ground, that the sender is similar to them in some way. This is achieved by addressing what is important to the audience. * The sender should, therefore, identify the characteristics of the audience and its information needs. * The following questions assist with identifying the audience and its communication needs: * *Who wants or needs the communication and why?* * *Who will read or listen to the message and what are they looking for?* * *What will or should happen as a result of the communication?* * *What is the audience going to do with the information?* * *If you can put yourself in the shoes of the audience, you will know the messages they are looking for and the best way to depart that information.* * **Consider the channel and medium.** The communicator should — in addition to the information needs of the audience — consider the channel (formal or informal) and the particular medium that would best serve the purpose of the communication. * **Communicate a little at a time**. Communicating a little at a time is all about breaking the message up into smaller pieces. This is done through proper planning, identifying the key points of the message and clearly demarcating them when communicating. * **Develop a practical way to get feedback.** Feedback helps you know whether the message was received and understood. It makes the communication a two-way process. * During the feedback stage, the sender needs to analyse whether the message has been correctly understood. If that was not the case, the sender should supply additional information or design a follow-up strategy to ensure the correct interpretation or the desired results. * The sender should encourage the receiver to provide accurate feedback. * Feedback should be obtained by asking probing questions and encouraging the audience to respond. In oral communication, the sender could ask the listener to paraphrase what was said. It is not sufficient to ask, “*Do you understand?*” and then to assume that a “*Yes*”, a nod, or a smile indicates comprehension or consent. * The sender should also observe non-verbal responses of the receiver as a means of obtaining feedback. Examples of non-verbal feedback include smiles, sighs, lack of eye contact, crossed arms, frowns, etc. | 10 |
| **KM-01 IAC0203** | 13 Discuss the following forms of business communication:   * Face-to-face/ video conferencing/ Skype/ Zoom * Telephone conversation * Public presentation * Report * Letter * Newsletter * bulletin * Electronic communication | | **MEDIUM** | **WHAT IT IS** | | --- | --- | | **Face-to-face, video conferencing and Skype** | Face-to-face communication is communication that happens in real time with faces being visible.  Face-to-face communication is essential to get the full message and feedback.  With this medium, all involved parties can not only hear what is being said, but they can see body language. This helps the audience with interpreting the message. The audience’s body language provides feedback to the sender.  Face-to-face communication is no longer limited to in-person contact. Video conferencing and Skype are also forms of face-to-face communication, even though these methods use technology to connect the participants. | | **Telephone conversation** | Oral communication making use of a telephone or mobile telephone instrument.  Telephone conversations provide a quick and easy medium for communication, but it has the disadvantage that the receiver cannot see body language to support the message received. | | **Public presentation** | Public speaking or presentation is the process and act of speaking or giving a presentation to a group of people in a structured manner intended to inform, persuade, motivate or build relationships.  Public presentations provide a medium to communicate a message to a large number of people simultaneously. It usually allows for immediate interaction between sender and receiver and, therefore, an opportunity for the sender to elaborate on anything that might not be clear to the audience.  Feedback — verbal and non-verbal — allows the sender to clarify as necessary and/or say something in another way to enhance clarity. | | **Report** | An account given of a particular matter, after thorough investigation or consideration.  The information is presented in a clearly structured format, making use of sections and headings so that the information is easy to locate and follow.  In the wholesale and retail environment, there are often fixed formats in which a supervisor should write reports to management. | | **Letter** | A typed and printed communication, which used to be sent in an envelope by post.  Nowadays, most letters are transmitted electronically because of the speed of delivery. | | **Newsletter** | A regularly distributed publication that is typically about one main topic of interest to its subscribers or stakeholders. | | **Bulletin** | The purpose of a bulletin is to inform a group of people about a specific matter.  (2 marks per medium)Some companies use a bulletin board in an area where the people wo need to be aware of a matter, will see it. | | **Electronic communication** | Electronic communication includes:   * Electronic mail (e-mail). * Mobile devices for sending text messages (i.e. SMS) – using a cell phone.   Social networks such as Facebook, LinkedIn and Twitter — can be used to promote events, communicate with customers, offer discounts and draw attention to sales and product promotions. | | 16  (2 marks per form) |
| **KM-01 IAC0301** | 14 Explain the following theories of motivation briefly:   * Maslow’s hierarchy of needs * Motivation-hygiene theory of Herzberg * Expectancy theory | Use the following as guideline:  **Maslow’s hierarchy of needs:**   * The model identifies five levels of needs, which are placed in a hierarchy with the most basic need at the bottom of the hierarchy and the most sophisticated need at the top of the hierarchy. * People move up the hierarchy one level at a time. When a need is satisfied, it loses its strength as a motivator. * As lower-level needs are satisfied, higher-level needs become motivators. * A satisfied need is not a motivator. * The most powerful need of an individual employee is the one that has not been satisfied. For example, if an employee does not have food and a shelter, his/her physiological needs are not satisfied. The employee will be motivated to get food and shelter. When he/she has enough food and shelter, the next level of needs (security) becomes the motivator.   **Motivation-hygiene theort of Herzberg**   * Herzberg argued that two different sets of factors affect motivation and work. One set of factors are those which, if they are absent, cause dissatisfaction among employees. These factors are the ***hygiene*** or ***maintenance*** factors. They serve to prevent dissatisfaction. * Proper attention to hygiene factors in the workplace will prevent dissatisfaction but does not in itself create an environment of motivation. * Hygiene factors correspond to Maslow's lower-level needs: physiological, safety, and social needs. * The other set of factors, if they are present, serves to motivate the individual team member to superior effort and performance. They are the ***motivator*** factors or ***growth*** factors. Managers must give proper attention to motivator factors in order to motivate team members to give their best performance.   **Expectancy theory**  Vroom formulated an expectancy model of motivation.  The basis of the expectancy theory is that people are influenced by the expected results of their actions. Vroom argues that employees will be motivated to improve their performance if:   * they know that they *are capable* of the desired behaviour. * they believe that satisfactory performance *will result* in the desired outcome and they *value that outcome* highly.   For example, a team member’s desire for promotion will result in a high level of performance only if the person believes there is a strong chance that promotion will take place.  Vroom’s theory suggests that people choose among alternative behaviours because they expect that specific behaviour will lead to one or more desired outcomes (e.g. recognition or new challenges) and that other behaviour will lead to undesirable outcomes.  A person’s behaviour reflects a conscious choice between alternative behaviours. The choice of behaviour is based on the expectancy of the most favourable consequences. | 15 |
| **KM-01 IAC0302** | 15 Explain the impact of diversity on motivation of a team | Research conducted by George Amissah ix concluded that employees of a diverse workforce can be motivated by a number of factors, including:   1. The employees’ desire to help the company achieve its goals. 2. The desire to gain more knowledge and skills. 3. The confidence generated by a pool of ideas, knowledge, wisdom made possible by diversity, deliberate diversity policies and the desire for extrinsic benefits.   Amissah further concluded that, on the other hand, a diverse workforce can generate some negative motivational effects such as:   * Issues with trust, communication and cooperation causing more difficult work processes and decreased performance. * Fear and threat generated by diversity, the inferiority versus superiority complex, stereotyping, ethnocentrism and prejudices etc., that are the results of bad management of diversity, also create problems of motivation.”   These findings make it clear that supervisors should manage diversity effectively, so that the team can benefit from the diversity in background, perceptions, knowledge, experience and skills. | 5 |
| **KM-01 IAC0303** | 16 List 5 techniques to motivate a team | Could include the following:   * Clearly communicate purpose and structure * Emphasise interdependence and recognise contributions * Improve productivity through effective conflict management * Use opportunities to discuss work-related issues * Provide feedback in a positive manner * Keep team members informed * Give recognition | 5 |
| **KM-01 IAC0401** | 17 Discuss the different types of meetings, indicating the purpose and the characteristics of each | Use the following as guideline:   | **TYPE OF MEETING** | **PURPOSE** | **CHARACTERISTICS** | | --- | --- | --- | | **Status update** | The purpose of status update meetings is to inform stakeholders about the progress with a project or the status of a situation such as sales performance. | With a status update meeting, the supervisor reports progress with a project to other participants attending the meeting.  Common group activities in status meetings are:   * Problem solving * Decision making * Prioritising * Task assignment.   The structure of status update meetings should remain consistent. Using the same outline for a weekly update meeting can help participants know what is expected of them and when they should be ready to contribute. | | **Information sharing** | The primary goal of information sharing meetings is for the speakers to share information with the attendees. This could be information about upcoming changes, new products and techniques, or in-depth knowledge of a subject.  Presentations, panel debates and lectures are all examples of information sharing meetings. | Information may be shared mainly by the meeting leader (such as in a presentation or lecture), or inputs may be obtained from all participants, as happens in project team meetings. Therefore, communication is mostly in one direction, though attendees may ask questions for clarification.  Visual communication tools such as slides and videos are often used. | | **Decision making** | Decision-making meetings are usually held to involve all important stakeholders in deciding the best solution to a problem or the best route to take to achieve a specified objective. | A decision-making meeting can include group processes such as:   * Information gathering and sharing * Brainstorming * Evaluating options * Ranking preferences * Voting |  |  |  |  | | --- | --- | --- | | **Problem solving** | Problem solving meetings are held to involve all important stakeholders in deciding the best solution to a problem. | The structure of the meeting usually includes:   * Defining the nature and scope of the problem * Determining priorities * Identifying opportunities and threats * Brainstorming possible solutions * Evaluating possible solutions * Agreeing on the actions to be taken and the solution to be implemented |  |  |  |  | | --- | --- | --- | | **Team building** | Sometimes, building the team is the main focus of a meeting. Such meetings are intended to have a positive impact on the engagement, performance, and satisfaction of the team. | Team building meetings are all about growing the team spirit.  They involve team activities and are usually led by a specialist in team building. | | 20  (4 marks per type of meeting) |
| **KM-01 IAC0402** | 1. Explain how a supervisor will go about planning for a meeting | **Determine the purpose and objectives of the meeting**  Objectives for the meeting must be clear and the outcomes must be appropriate to the purpose and objectives of the meeting.  **Decide who must attend**  Before planning a meeting, you should take note of the criteria for effective meetings, so that you follow the principles when planning your meetings. One of the criteria is attendance by people who are appropriate to the purpose of the meeting.  **Prepare agenda and relevant documents**  Most meetings cannot be successfully completed without some documents being prepared. The first important document is the agenda. Other documentation required for the meeting include:   * Minutes of the previous meeting (if applicable) * Documents containing information that participants will need to prepare for the meeting * Attendance register   **Consider what documents to attach to the agenda**  **Make physical arrangements:**   * Venue * Room set-up * Audio-visual equipment * Refreshments * Key role players | 15 |
| **KM-01 IAC0403** | 19. Explain how to conduct a meeting to ensure involvement of all who are present | Use the following as guideline:  Encouraging discussion and participation by attendees is critical to the successful implementation of decisions because people implement decisions more readily or enthusiastically if they have participated, because they have had the opportunity of being heard.  Participation can be encouraged by:   * ***Listening sincerely to all contributions.*** Show that you are listening, by nodding or asking questions. * ***Giving recognition for contributions***. Say something like “That is a valuable contribution, Mary.” Or “Thank you for raising that point, Jessica.” * ***Asking questions*** to make people think or rethink issues or get different views. * ***Putting in effort to understand different points of view*** and helping other members to understand as necessary. * ***Managing dominant participants and drawing out quieter people***. Say something like “Lucas you have explained the situation extensively. Let us hear what Jane thinks about that.” * ***Resolving any conflict*** that might arise in the meeting. | 5 |
| **KM-01 IAC0404** | 1. Discuss methods for managing behaviour in a team meeting | | **DEALING WITH DIFFICULT BEHAVIOURS IN MEETINGS** | | | | --- | --- | --- | | **TYPE OF BEHAVIOUR** | **THIS BEHAVIOUR OCCURS WHEN …** | **STRATEGIES TO DEAL WITH THE BEHAVIOUR** | | **Silence** | Members do not participate. | * Invite the member’s participation. For example, “You haven’t had a chance to share your thoughts. How do you see this?” * Highlight the importance of full participation, for example: “We need everybody’s inputs here. John, what are your thoughts?” | | **Monopolising** | A member dominates the discussion. They may repeat themselves or interrupt, or not give other members an opportunity to participate. | * Acknowledge their contribution, and then call on someone else. | | **Intimidating** | A member has a strong opinion on an issue and intimidates others and discounts their ideas. | * Acknowledge their position, emphasise that not everyone feels as they do. Explain that for the meeting to be successful, everyone must be heard. * Describe the impact of their behaviour on the meeting. For example: “When you speak so adamantly, and dismiss others’ ideas, some members may be hesitant to put forth ideas that may be critical to our success.” | | **Overly agreeable** | A member does not take a firm position and/or agrees with everyone. | * Be direct. Ask everyone to describe their personal position on the issue. | | **Negativity** | A member presents a negative or critical attitude. He or she may find fault with the process or describe the meeting as a waste of time. | * Help prevent this by ensuring the right people are invited to the meeting, that is, everyone has something to contribute to the meeting. * Get the member involved by giving him or her a role, for example, note taker, timekeeper, etc. * Refer to the ground rules. * Ask the member if there is anything that can be done to have them feel more positively about the process. | | 10 |
| **KM-01 IAC0405** | 1. Explain the principles of recording decisions made at meetings | * Minutes should be clear, concise, accurate, and free from ambiguity. * It should be a correct summary of the proceedings of the meeting. * It should state the name of the meeting with the date, time, and place. * Minutes should include the name of the chairperson and other persons who attended the meeting. * It should state separately the financial and other special terms discussed in the meeting. * The minutes must be signed by the chairman with the date and confirmed at the next meeting of the members. | 5 |
| **KM-01 IAC 0405** | 1. Explain the process for reviewing meetings, by indicating what should be considered | Use the following as guidelines:  Follow a fixed process for evaluating the effectiveness of the meeting and the efficiency. Consider aspects such as:   * Was the purpose clear? * Were only people who could make a contribution invited? * Was the venue suitable and reasonably comfortable? * Did we start and end on time? Did the meeting go according to time planned? * Was the agenda followed and were all items covered? * Was all the necessary information available? * Did we stay on topic? * Was the objective achieved? * Was a list of actions to be taken decided on, including who would be responsible for each action and by when it should be completed? * Was the discussion process effective? If not, what can you do differently the next time? | 10 |
| **KM-01 IAC0501** | 1. Describe the principles of planning:  * Contribution to objectives * Primacy of planning * Principle of tangibility * Principle of alternatives * Principle of flexibility * Principle of commitment * Principle of positive action | |  |  | | --- | --- | | **PRINCIPLE** | **EXPLANATION** | | **Contribution to objectives** | Plans are made with a view to contribute to the achievement of the company’s business goals.  Supervisors must use the process of planning to achieve the goals for their team. | | **Primacy of planning** | The process of planning is the primary function of all managers and supervisors.  Planning lays the foundation for other functions of management: It serves as a guide for organising, leading and controlling. | | **Principle of tangibility** | The more tangible a plan or objective, the more effective the effort to achieve it tends to be.  Plans that have a clear SMART objective appear to be more tangible in the sense that they are easily grasped, and therefore people will make an effort to carry out the plan. | | **Principle of alternatives** | Planning involves the development of several alternatives and then selecting the alternative that is most appropriate for achieving the goals. | | **Principle of flexibility** | Plans should be flexible, because the future is unpredictable.  Planning must provide enough room to cope with changes such as a change in customer demand, new or changed competition, government policies etc.  Flexibility allows the plans to deal with the contingencies that may develop. | | **Principle of commitment** | Plans should contain a timeframe (schedule), to communicate to people when the objectives must be completed. | | **Principle of positive action** | The probability of an event occurring tends to increase as it is applied systematically towards its realisation.  That is why plans should be broken up into small steps – as steps are being completed, it drives energy to take the next step. | | 7 |
| **KM-01 IAC0501** | 1. Explain the principles of prioritising | * **Pareto principle.** This principle states that 20% of tasks contribute to 80% of results. When planning, the supervisor should, therefore, identify the few tasks that will have the biggest impact on achieving the results for the team. For example: 80% of profits comes from 20% of products or services. To achieve sales objectives, the sales supervisor should, therefore plan to ensure those 20% of products are always available in the correct quantities, at the right time, and displayed in a manner that will contribute best to generating sales. * **Important tasks contribute more to the achievement of team objectives.** Tasks should be categorised according to the Important/Urgent matrix, and attention focussed on those tasks that are the most important and urgent. | 3 |
| **KM-01 IAC0501** | 1. Èxplain the key principle (benefit) of using task lists | Using task lists serve as a tool for ensuring tasks are completed within the planned and scheduled timeframes. | 1 |
| **KM-01 IAC0502** | 1. Discuss the factors that are typically used when scheduling staff | Use the following as guideline:  Several factors need to be considered when preparing a staff schedule. The following are some of the most important factors:   * Projection of how many people will be required to ensure efficient customer service at different times of business * Balance in staff scheduled for a shift to ensure all skills for efficient operation are available at all times * Need for additional staff for special circumstances, such as during sales * Balance in scheduling staff for overtime – to meet legal requirements and to limit cost attached to overtime * Leave, sick leave, etc. | 5 |

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| **KM-01 IAC0503** | 1. Explain why it is important to set and communicate goals | If goals are not set and communicated clearly, every team member may move in their own direction and not achieve the desired results. It is important to set SMART goals and clearly communicate them to the team, so they not only understand what is expected of them by when, but also how their work and efforts fit into the big picture. | 2 |
| **KM-01 IAC0504** | 1. Discuss the differences between giving instructions and delegating | Use the following as guideline: | 4 |
| **KM-01 IAC0505** | 1. Explain the principles of contingency planning | The principles of contingency planning are:   * **Identify risks** that can have an impact on the shop or the performance of the team or the shop. These could include natural disasters such as flooding, or serious shortage of staff or merchandise, * **Prioritise risks**. After you have identified potential risks for your team, you need to analyse how likely it is for the risk to occur, and how severe the impact can be. The risks that are more likely to occur and that can have the most severe impacts, are the risks for which contingency plans should be developed. * **Develop a contingency plan,** that is, a plan that will be carried out if the event does occur. | 3 |
| **KM-01 IAC0601** | 1. Discuss why monitoring of action plans is important to ensure success (in other words, the purpose of monitoring action plans) | Use the following as guideline:   * Monitoring is about evaluating whether the activities are progressing as intended and whether the team has achieved the objectives stated in the action plan. It is part of the controlling function of management. * Progress with implementation should be monitored to ensure successful completion of the projects or actions planned. Continuous monitoring helps the supervisor evaluate progress and achievement of the milestones and objectives. When monitoring takes place on a continuous basis, the supervisor can timeously identify delays, bottlenecks and other problems and take action to get the project or task back on track. This is important for success. If monitoring does not take place continuously, the supervisor may find out too late that the objective will not be achieved on time, or at the desired quality or quantity standards. | 3 |
| **KM-01 IAC0602** | 1. Discuss the principles of monitoring action plans | Use the following as guideline:  The following are the principles of monitoring action plans:   * **Monitoring ensures success.** Continuous monitoring helps the supervisor evaluate progress and achievement of the milestones and objectives. When monitoring takes place on a continuous basis, the supervisor can timeously identify delays, bottlenecks and other problems and take action to get the project or task back on track. This is important for success. * **Monitor results – what is achieved and if standards are met.** The supervisor should decide in advance what will be monitored, for example, completion of a step or achievement of a milestone, the quantity (for example, increased sales after a promotion), or the quality (for example, the visual impact of a special promotional display). * **Monitor at determined frequency.** This may depend on the nature and duration of the project for which the action plan was developed. Other factors that could play a role in how often monitoring should take place include the complexity of the task as well as the skills and experience of the persons responsible for implementing the action plan. * **Address problems swiftly.** The earlier problems are identified and addressed, the greater the chances of achieving the action plan on time. | 4 |
| **KM-01 IAC0701** | 1. Discuss the difference between constructive and destructive conflict in the workplace. Give examples | Use the following as guideline:   |  |  | | --- | --- | | **CONSTRUCTIVE CONFLICT** | **DESTRUCTIVE CONFLICT** | | **Conflict is constructive when it:** | **Conflict is destructive when it:** | | * Results in clarification of important problems and issues * Results in solutions to problems * Involves people in resolving issues important to them * Builds cooperation among people through learning more about each other | * Takes attention away from other important activities * Undermines morale * Undermines the self-concept of someone * Polarises people and groups, reducing co-operation * Increases or intensifies differences * Leads to irresponsible and harmful behaviour, such as fighting, name-calling | | 8 |
| **KM-01 IAC0702** | 1. Explain how a supervisor should handle both constructive and destructive conflict | Use the following as guideline:   |  |  | | --- | --- | | **Define acceptable behaviour** | Having clearly defined job descriptions so that people know what is expected of them, and a well-articulated chain of command to allow for effective communication will help avoid conflicts.  It is important to also define what constitutes acceptable behaviour to prevent conflict.  Examples:   * Creating a framework for decisioning * Using a published delegation of authority statement * Encouraging sound business practices in collaboration * Team building | | **Identify potential areas of conflict and address them head-on** | By seeking out areas of potential conflict and proactively intervening in a just and decisive fashion, the supervisor will likely prevent certain conflicts from arising.  If a conflict situation does flair up, the severity can be limited by addressing it quickly. | | **Help team members understand the WIIFM factor** | Team members should understand WIIFM (What’s in it for me?). If the supervisor team members understand how their actions will not only help others achieve their goals but will help in preventing conflict that may prevent themselves form achieving their own goals, it is highly unlikely that conflict will develop. | | **View conflict as opportunity** | Every conflict situation has the potential for a learning opportunity. Where there is disagreement and/or conflict, there is an inherent potential for growth and development of the team in terms of aspects such as communication, diversity, collaboration and teamwork.  Identify the opportunities and develop your team. | | 8 |
| **KM-01 IAC0703** | 1. Discuss the concepts of win-win and win-lose and the ongoing impact of each on team dynamics | **Win-win** outcomes occur when each side of a dispute feels they have won. Since both sides benefit from such a scenario, any resolutions to the conflict are likely to be accepted voluntarily. The odds of long-lasting successful resolution of the conflict are high. Team spirit should be improved and, as a result, productivity too.  **Win-lose** situations result when only one side perceives the outcome as positive. Thus, win-lose outcomes are less likely to be accepted voluntarily. Although one party may concede to the chosen solution, if they feel that they have lost, they will not be committed to long-term prevention of similar conflicts and conflict may only escalate over time. This will have a negative impact on the cohesiveness and performance of the team over time. | 4 |

## 13.2 MODEL ANSWERS – KNOWLEDGE TEST – KM02

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| **KNOWLEDGE ASSESSMENT**  **MODEL ANSWERS** | |
| **Qualification** | **Retail supervisor**  Aligned with Curriculum 523101000  **KNOWLEDGE MODULE KM02** |

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| --- | --- | --- | --- |
| **Total possible marks** | 116 | **Minimum marks required** | 82 (70%) |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
| **KM-02 IAC0101** | 1. Describe how a supervisor will identify the standards of performance required of a task | Steps for identifying performance standards:  Step 1: Identify or conform the purpose/key objective of the job  Step 2: Determine the key work that must be done to achieve the key objective  Step 3: Set qualitative or quantitative standards:   * Determine whether quality, quantity, cost, or time is the most important factor for measuring the results of each activity/task. At times, it may be necessary to select more than one of these. * State the standard in measurable form, and in the present tense. Start each standard with the phrase “This standard will be achieved when …” (You do not have to write down this phrase, but it helps you clarify your thinking.) | 5 |
| **KM-02 IAC0102** | 1. Explain how to analyse gaps in the team member’s performance | * The supervisor uses the agreed sources of information to compare performance against the agreed performance standards. Where the performance is not meeting the standards, there is a performance gap. * It is important to remember that performance should not only be monitored and measured to identify performance problems, but also to provide feedback to the team member on his or her positive performance. * The person doing the work must know how well the job was performed. A checkout operator can, for example, evaluate the accuracy with which he or she records transactions and handles cash by looking at the reports generated for cash-up, by realising that the cash for his or her pay point balances all the time (or almost all the time). The checkout operator does not receive the same type of information to evaluate his or her customer service. They need to know regularly, for example, once a month, that there were no complaints about their customer service, and how many compliments were received. | 3 |
| **KM-02 IAC0103** | 1. Describe the methods that can be used to bridge identified gaps in performance of staff members | Consider the possible reason for poor performance and analyse:  **Team members not understanding what is expected of them**   * The first step in analysing why a team member’s performance is not meeting the performance standards is to have a conversation with the team member and find out if the team member understands what is expected of him or her. * Ask the team member how he or she understands the task and what is expected of him or her. You may also ask what the team member thinks is preventing him or her from performing according to the performance standards. * The supervisor can use the information to evaluate whether the team member understands the performance requirements. If not, an explanation and follow-up should bridge the gap. It might be necessary to demonstrate to the team member how to do the job.   **Lack of knowledge or skills**   * After ensuring the team member understands what is expected of him or her, the next step is to investigate whether the team member has the knowledge and skills required to do the job according to the performance standards. Both knowledge and skills can be evaluated by asking questions (to evaluate knowledge) and observing the team member while performing the task where performance standards are not met. * When a team member lacks knowledge or skills, the situation should be addressed through on-the-job training and coaching.   **Lack of adequate resources**   * In most cases where a lack of adequate resources is preventing the team member from performing as expected, the issue will raised by the team member when the supervisor has a discussion with the team member. * If the team member is lacking the resources to do the job (such as time, equipment and supplies), this is generally the easiest to address, by allocating the necessary resources. Encourage the team member to discuss such situations when they occur, so that corrective action can be taken timeously.   **Lack of motivation**  Signs of lack of motivation were discussed in Module 1, Chapter 3.  Lack of motivation is often a symptom of underlying issues such as:   * Tasks are not challenging, and the team member is bored   + Expectations that are too high   + Lack of effective leadership by the supervisor   + Team member feeling a lack of appreciation, which may be in the form of money, recognition and opportunity to advance in the job   + Toxic or uninspiring workplace environment * Since lack of motivation can be caused by many factors, it is important to determine the cause of the issue. * When the team member demonstrates a lack of motivation due to not seeing the benefits of good performance, the benefits for the individual as well as the team should be explained. The supervisor should also find ways of recognising good performance to grow the self-esteem of the team member, because this may help in increasing motivation.   **Conflict**   * When the supervisor observes any of the signs, a discussion should be held with the team member to investigate and identify the facts surrounding the conflict. * The supervisor should then deal with the conflict, following the steps for conflict resolution.   **Personal problems**   * Personal issues such as health challenges, problems at home or with a relationship can have a negative impact on a team member’s job performance. Such issues cause stress, affects concentration and in some cases motivation. It is not that the person does not want to perform well, but rather that he or she has difficulty in meeting performance standards because his or her mind is elsewhere. * If the supervisor has an open and non-threatening conversation with the team member, asking what the team member thinks is preventing him or her from performing according to the performance standards, the team member will in most cases mention it if there is a personal problem that is impacting on his or her concentration and performance.   The employee may be referred to the company’s Employee Assistance Programme, or a professional that can assist with the specific type of personal problem. | 18 |

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| KM-02 IAC0104 | 1. Discuss the principles of giving feedback. Give examples | |  |  | | --- | --- | | **Feedback must be specific and descriptive** | * Specific feedback provides detailed or specific information on what the employee did well or poorly. * Feedback should be based on what is observed - both the action and the impact of the action. * General feedback - that is, feedback that is non-specific - is not very helpful for employees.  It also creates the impression that you have not thought in depth about their work. * Use “I” statements rather than “You…”   ***Examples of specific feedback:***   * *“The way you explained and demonstrated to the customer how the vacuum cleaner works was very good, because it covered all the functions of the machine.”* * *“I am happy with your determination to finish this project. I know it wasn't easy, but I knew you could do it. Your helpful attitude makes it clear that you can continue to take on new challenges and grow.”* * "I noticed that you were late to work again today." (This is less likely to provoke a defensive reaction than "You were late again today.”) | | **Feedback should be focused on the positive** | * Effective feedback highlights the positive contributions the team member makes but areas for improvement should not be ignored. * The discussion should begin with what the team member is doing well by describing the desired behaviours and actions the team member demonstrates.   ***Examples:***   * “*All the training you have done with Robert has been very helpful. You are giving him a great start to his learnership. I have taken notice of your leadership skills and will keep this in mind for future projects."* * *"Thank you for being prepared for our meetings, Tom! By coming to each meeting with well-researched and thought-out ideas, you're helping us move forward in our process. I look forward to our next meeting."* * *“Ntombi, you are so talented at staying flexible on any project, which helps everyone on the team. Keep it up, to keep on developing your merchandising skills. With the next promotion, we will focus on interpreting and adapting planograms so you can improve that skill too.”* * *“Joshua, you have impressive time management skills. You complete tasks quicker than most of the team and rarely turn in your work late. However, I would like to see you focus on the content of your weekly reports. For example, the report you sent me yesterday was missing key points. Even though you submitted it two days early, I had to take additional time to resolve those errors. I would love to see you be more thorough and deliberate by taking 15 minutes to review your work before submitting it."* | | **Feedback should be timely** | For feedback to be effective, it must be provided as soon as possible after the behaviour or action has been observed, or an area for improvement has been identified.  ***Examples:***   * *You witnessed Linda, a team leader, resolve a conflict between two of her peers, Matt and Brandon, during a team meeting. Conflict resolution skills are extremely valuable in team working environments; let her know you appreciate her stepping in to help her two colleagues find a solution as soon after you have observed that, to reinforce the behaviour.* * *“Your work on X, Y and Z were solid, valuable accomplishments this week. I know you didn’t complete every goal you set for the week, and that’s okay. But I recognise it can be discouraging, too. So let us take this opportunity to rethink your goals for next week.” (Feedback given immediately after the week, before the next week begins, to help the team member improve immediately, instead of first waiting to see how the team member does next week.)* | | **Feedback should be checked for understanding** | Before closing the feedback discussion, the supervisor should check to ensure that both parties are leaving the discussion with a fair and accurate understanding of the behaviour and actions that occurred, or the actions to be taken to improve performance.  ***Example:***  *“So let us recap on what we have agreed. How do you see yourself carrying out the action plan?”* | | **Feedback on areas for improvement should be followed up** | If the feedback discussion resulted in an action plan for a behavioural change or performance improvement, there should be regular follow-up and support for the individual making that change.  ***Example:***  *“How have you changed your approach to customers during this last week?” “What did you find easier to do?” “What is still a challenge for you?”* | | 15 |
| KM-02 IAC0105 | 1. Explain the difference between performance standards and behaviours. Give examples. | **Performance** is generally aligned to a team member’s *skills, abilities, and knowledge*. Performance standards are set for the tasks the team members must perform. Example: Resolve customer queries before close of business.  **Behaviour standards** set out *conduct* expected from team members. In addition to performance standards, team members need to be made aware of expected conduct and behaviour. These standards may form part of the team member’s job description where they relate to specific tasks, but they are generally communicated through Human Resources policy and procedure documents. such policies and procedures help to avoid situations where employees are unsure of what is considered “acceptable” behaviour within the company. | 4 | |
| KM-02 IAC0106 | 1. Discuss the importance of reinforcing positive performance/behaviours | Positive reinforcement is one of the most effective ways in which you can boost the morale and performance of your team. Teams flourish in a supportive environment. It is, therefore, important to reinforce positive performance and behaviours, to increase the desired performance and behaviours and thereby strengthen the team.  Reinforcing positive performance and behaviours has several benefits:   * Positive reinforcement clearly defines and communicates desired behaviours. * Team members whose performance is recognised are more open to learning new skills and taking on additional responsibility. * When employees receive positive reinforcement for their superior performance, their sense of self-worth increases. This confidence increases performance. * Positive recognition makes team members feel appreciated. Employees who feel valued and appreciated exhibit greater loyalty and tend to stay on. * Positive reinforcement encourages employees to work more effectively and efficiently. For example, recognition of effective time management increases productivity and efficiency. | 5 | |
| KM-02 IAC0107 | 1. Discuss ways of reinforcing positive Behaviour/performance. Refer to extrinsic and intrinsic reinforcement and give examples of best practices for reinforcement. | ***Extrinsic reinforcement*** can be given in the form of, for example, tangible benefits - pay increase, job security, performance bonus, voucher (to be used instore), gift cards, movie tickets, a free meal, or other fringe benefits such as time off or paid training. Naturally, this type of reinforcement needs to be given within the framework of the company’s policies and procedures. The challenge with giving extrinsic reinforcement is that it does not last – its positive impact does not last long.  ***Intrinsic reinforcement*** refers to something intangible such as praise and acknowledgement. This is the most powerful form of positive reinforcement, as it has many benefits, as discussed in the previous section of this Chapter. Regular, constructive feedback on team performance is vital if teams are to commit to building on their strengths, achieving their full potential and making the maximum contribution to the company.   * **Set reasonable goals -** goals that are in keeping with your team’s objectives and that are achievable (with a little stretch, in other words, that are not too easy to achieve). * **Be consistent:** This is one of the best ways to motivate your employees. Supervisors should outline which tasks or goals require positive reinforcement and be consistent about offering praise or rewards. * **Be specific about what you are reinforcing**: The team member needs to be fully aware of the specific achievement or behaviour that is being rewarded in order for the reward to have an effect. For example, if a supervisor rewards a staff member for his or her *success-driven attitude*, the actual behaviour being rewarded may be unclear to the team member. * **Share positive reinforcement with the team:** Even if you are recognising an individual team member, let other team members know about their success. This enhances the recognition for the team member but also motivates others to excel in their performance. * **Be genuine and sincere**, otherwise it’s meaningless. | 8 | |
| KM-02 IAC0201 | 1. Explain positive and negative correction by giving examples. | **Positive correction:** Positive corrective action *uses incentives to push team members toward desired behaviours*.   * Positive corrective action typically starts with a discussion between the supervisor and the team member. The supervisor highlights the team member’s strengths and contributions to the team. The discussion then involves the supervisor asking the team member about the problem. This opens up an opportunity for the supervisor and team member to brainstorm solutions together. * For example, in the event that a team member is regularly late for work, the team member might respond by stating a valid reason for his late-coming, such as having to wait until his children’s school bus picks them up before he can leave for work. In such a case, they can brainstorm ideas to help the team member and it might be possible for the supervisor to schedule the team member’s shifts to start later.   **Negative correction:**   * Negative discipline is the imposition of an unpleasant consequence. It may or may not be imposed progressively. * Progressively more serious actions are imposed. For example, a team member who is regularly late for work might first face a verbal warning and then a written warning. If the team member continues to be late, he or she may face pay docking, suspension and eventually termination of services. | 8 | |
| KM-02 IAC0202 | 1. Discuss the legislation that impacts on the correcting of staff | The Labour Relations Act (Act 66 of 1995, as amended) provides for fair treatment of all employees.  The Act provides Codes of Good Practice on several aspects of workplace relationships and managing staff, including:   * Code of Good Practice on the handling of sexual harassment cases * Code of Good Practice on HIV/AIDS * Code of Good Practice: Dismissal   The Code of Good Practice: Dismissal requires that all dismissals must be fair. The Act prescribes the procedures for disciplinary action and for dismissal.  The requirements for procedures for dismissal for poor performance are different from the requirements for procedures for dismissal for behaviour (conduct).  The ***Code of Good Practice: Dismissal*** requires that proper procedures be followed prior to dismissal. | 7 | |
| KM-02 IAC0301 | 1. Describe the impact of well inducted staff member to the store and the team | A well-inducted new team member has a positive impact on the team, because:   * It allows the new team member to settle quickly and integrate into the team straight away. * It promotes team cohesiveness when the new team member is productive soon after joining the team member. * It increases productivity of the whole team. | 3 | |
| KM-02 IAC0302 | 1. Describe the elements to cover when inducting a new team member including orientation, training and documentation | * Orientation (organisational) - showing how the employee fits into the team * Face-to-face introduction to key staff * Tour of the workplace, pointing out all important facilities * Health and safety information - this is a legal requirement * A clear outline of the job/role requirements, with performance standards * Explanation of terms and conditions of employment * Instructions on how to complete day-to-day tasks in a safe, effective and efficient manner * Introduction to company policies and procedures and other relevant documents, such as job description, code of conduct, disciplinary and grievance procedures * Details of the company's history, its products and services, its culture and values | 10 | |
| KM-02 IAC0303 | 1. Discuss the advantages and disadvantages of providing a buddy/mentor | | **ADVANTAGES OF A BUDDY SYSTEM FOR INDUCTION** | | | --- | --- | | **It reduces uncertainty and anxiousness** | * New team members may be uncomfortable asking questions for fear of appearing incompetent. * A buddy can fill in the gap by making him- or herself available for questions that the new team member may be hesitant to discuss with the supervisor. | | **It increases team cohesiveness and productivity** | * Having a buddy makes the new employee feel part of the team rather than feeling like a newbie whom every member of the team is watching. * This has a positive impact on productivity of both the new team member and the team as a whole: The team also gains confidence in the new team member and accepts him or her more quickly. The cohesivity that develops, impacts positively on team dynamics both in terms of team spirit and getting the work done. | | **It improves job satisfaction** | The same study conducted by Microsoft indicated that after their first week on the job, new hires with onboarding buddies were 23% more satisfied with their onboarding than those without. The sense of belonging plays an important role in this. |   The disadvantages of a buddy system for induction include the following:  The HR Gazette reports that the only real disadvantage to assigning an induction buddy is if the supervisor delegates too much authority and abdicates his or her responsibilities towards the new team member. Supervisors are ultimately responsible for ensuring their new team members are efficiently and effectively inducted and integrated into the team. | 10 | |
| KM-02 IAC0304 | 1. Discuss the importance of integrating on the-job training with induction | * Since the new team member needs to learn specifics about the job from the word go, it is important to integrate on-the-job training with induction. This helps establish a firm foundation for the team member to start off doing the job correctly and it emphasises the importance of being competent in performing the job. * Rather than merely showing new team members explanations or giving them worksheets, they are taught through on-the-job training how to do the job by doing it under the guidance of the supervisor or the induction buddy. | 2 | |
| KM-02-IAC0401 | 1. Describe the difference between training, coaching and on-the-job training | **Training** isthe action of teaching a person a particular skill or type of behaviour. It can take various forms, but the term is usually used for training in a classroom situation.  **Coaching** is a form of development in which an experienced person, called a coach, supports a learner in achieving specific skills by providing training and guidance.  **On-the-job training** (OJT) is training that is given to a paid employee while he or she is engaged in productive work . It provides knowledge and skills essential to full and adequate performance on the job. On-the-job training often bridges the gap between training and the workplace. Internships and apprenticeships are two forms of on-the-job training. | 3 | |
| KM-02 IAC0402 | 1. Describe the different methods used for training in the industry | **Instructor-led training:**  Instructor-led training may be conducted in-person (face-to-face) or online. The instructor leads and does most of the talking or explaining. Trainees may ask questions and are sometimes given theoretical questions to answer.  **Interactive training:**  Interactive training is highly engaging and effective. Learners absorb more information, retain it faster, and recall it for longer periods of time, because they are involved and interact with others.  **Interactive training** is not conducted on its own, but often forms part of effective group training sessions with a combination of lecturing and facilitating interactive activities.  Examples of interactive training include:   * **Roleplaying.** A facilitator manages the process of acting out different work scenarios with the learners. Roleplaying is especially effective for training on communication, customer interaction situations and dealing with conflict as it explores difficult situations in a controlled environment. * **Simulations.** Simulations set up real work scenarios for the learners. This method of training sometimes involves highly specialised simulation equipment. It is mostly appropriate for learning specialised, complex skills, such as for medicine or aviation training. As such, it is seldom used in a wholesale or retail environment. * **Game-based training.** This type of training is a training method that uses games and other interactive activities to teach learners new skills and knowledge. A more enjoyable learning experience helps learners stay motivated and engaged throughout the training process. * **Video-based training:** Video training typically covers single topics, presented in a short period. It has become popular because of the visual and auditory impact. Learners can watch the videos on their own, although a facilitator may lead a discussion afterwards, in a group context, to further enhance the training. * **E-learning**: E-learning is computer-based training that is delivered online. | 12 | |
| KM-02 IAC0403 | 1. Describe the role of the supervisor in training and coaching | The supervisor is responsible and accountable for ensuring that all team members perform at their best and according to performance standards, in order for the team to achieve its objectives.  Therefore, the supervisor has a responsibility to provide team members with training and coaching not only to best prepare themselves to meet performance standards for their current positions, but also to acquire the skills and knowledge needed for advancement. This requires identifying performance gaps, providing the appropriate method of training, and supervising that the training be provided effectively.  The supervisor, thus, has five roles in terms of training and development of team members: | 10 | |
| KM-02 IAC0404 | 1. Describe typical methods for coaching on the job | GROOW model:   * Establish the goal * Establish the reality * Explore the obstacles * Explore the options * Agree on the way forward | 6 | |
| KM-02 IAC0405 | 1. Discuss the impact of legislation covering training and development on in store training | *The Code of Good Practice: Dismissal* attached to the Labour Relations Act states that during the probation period, an employer should give an employee reasonable evaluation, instruction, training, guidance or counselling to allow the employee to render satisfactory service. It is, therefore, important that the supervisor ensures that every team member receives appropriate and sufficient induction and training during the probation period, if an employee is dismissed for poor performance, and the dismissal is referred to the CCMA for arbitration, the employer will be required to provide proof thereof. For this reason, detailed records should be kept of evaluations and training provided to the employee.  The government’s official labour relations policy, issued by the Department of Labour, states that employees have “the right to access to training and retraining. It is the worker’s right to receive training and retraining, so that he may increase his productivity and earning capacity. It is his right to be fully utilised in the work for which he has been trained.”  The Wholesale and Retail Sectoral Determination regulates the following aspects relating to training:   * No employer may hold back any payment from a worker or require a worker to pay the employer or any other person for the training of that worker. * When an employee leaves the employment of the wholesaler or retailer, the employer must give the employee a certificate of employment that includes the following information:   + The full name of the worker   + The name and address of the employer   + The date the worker started working   + The date the work ended   + A description of the work   + Any training provided | 5 | |

## 13.3 MODEL ANSWERS – KNOWLEDGE TEST – KM03

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| **KNOWLEDGE ASSESSMENT**  **MODEL ANSWERS** | |
| **Qualification** | **Retail supervisor**  Aligned with Curriculum 523101000  **KNOWLEDGE MODULE KM03** |

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| **Total possible marks** | 80 | **Minimum marks required** | 56 (70%) |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
| KM-03 IAC0101 | 1. Describe the concept of shrinkage | Shrinkage describes the loss of inventory due to circumstances such as shoplifting, vendor fraud, employee theft, and administrative error. | 2 |
| KM-03 IAC0102 | 1. Explain how shrinkage affects the organisation and its staff | |  |  | | --- | --- | | **Lost revenue** | Shrinkage amounts to lost revenue.  For most retailers, those losses account for just under 1.8% of sales. For fashion and accessories retailers, the shrinkage rate can reach as high as 2.43%. | | **Decreased purchasing capacity** | Lower revenue causes decreased purchasing capacity.  This may result in stockouts, leading, in turn, to lost selling opportunities, dissatisfied customers and loss of customers. | | **Lost profitability** | Profit margins in retail are “razor thin” because of very strong competition.  Any losses impact on profitability. | | **Lower value for shareholders** | Shrinkage is reported on financial statements which must, in the case of companies listed on the stock exchange, be published and distributed to all shareholders.  Over time, shrinkage erodes revenue and profitability, leading to lower returns for shareholders in the company.  Shrinkage and loss may also cause the company’s shares to drop in value. | | 8 |
| KM-03 IAC0103 | 1. Discuss the typical causes of loss in a wholesale and retail environment and the concepts of loss supervision:  * Preventing theft including cash * KM-02 IAC0104 * Administrative errors * Vendor fraud * Shoplifting | The following measures can be implemented to **prevent theft.**   |  |  | | --- | --- | | **Procedures for handling of cash** | * Implement secure processes for receiving and handling cash as well as cash-up procedures. * Implement and enforce procedures for refunds and returns, with appropriate authorisation measures. * Implement additional security measures such as security cameras above every point of sale pay point if such measures are necessary. * Ensure the POS system requires staff members to log on. * Assign each team member at a POS point with a unique password for logging in to the POS system. * Regularly change passwords. * Closely monitor cash totals. Be mindful of regular shortages and overages. * Monitor shift sales by checkout operator/cashier/salesperson. * Record the amount of cash in the float at the beginning and end of each day or shift. | | **Prevent theft of stock** | * Implement a buddy system. Employees who are stealing inventory often hide items in the trash to steal at the end of the day. The supervisor can prevent this by requiring employees to take out the trash in teams and frequently switching the teams to avoid co-conspirators working together. * Inspect employees’ handbags, backpacks or other bags before they leave for the day. It is a simple, but effective, way to deter theft of stock. * Probably the most theft of stock occurs in or on its way to the stockroom. Employees may steal inventory before it reaches the stockroom. * Keep the stockroom locked and only allow authorised entry. * Do rotational stock counts. By conducting smaller counts regularly, in addition to formal annual stocktakes, employee theft is discouraged. It helps with identifying patterns of stock loss. * Have cameras installed. Cameras are typically installed to cover vulnerable areas such as POS terminals, the entrance to the store, as well as delivery and loading areas. * Always replace locks if a key is lost or misplaced. * Do not allow any person other than staff in the store before or after normal trading hours. * Keep customers out of employee-only areas such as stockrooms. * Install a key control system for all business keys. * Follow store procedures for returns. Insist on proof of purchase. |   **Administrative errors**  Administrative errors can be controlled by use of a good, well-documented system containing built-in checks and balances.  The following are examples of measures that can be taken to prevent administrative errors:   * All employees (receiving clerk, salespeople, buyers, office personnel) must be properly trained on the procedures. They must understand the importance of following the proper procedures. Supervisors must follow up to see that the proper procedures are being followed. * Validate mark-up and mark-down of prices. * Ensure that merchandisers verify price changes in the system verified before applying changes. * Ensure maintenance of registers for all stock movement.   **Vendor fraud**  To prevent vendor or delivery person fraud, the following measures may be taken:   * Follow store procedures for receiving stock. * Ensure products are scanned and checked while GRN forms (goods received note) are completed. * Ensure that invoice matching is accurate against purchase order, supplier invoice and GRN and that any discrepancies are highlighted and resolved before payment. * Do not allow the delivery person to distract the receiving clerk. * Always complete the delivery check on the spot. Do not leave and return. * Only allow full time employees to accept deliveries. * Let staff carry out empty boxes or garbage. Do not allow the vendor to do this. * Credits are to be dealt with first before new delivery is brought into the store. * Do not allow the vendor to carry merchandise to the sales area until entire delivery has been checked.   **Shoplifting**  Many thieves work in groups of two or more to distract the sales staff while they steal.  Shoplifters learn to take advantage of busy stores during peak hours, or they may hit at times when employees are less alert, such as opening, closing and shift changes.  The following are important measures to prevent shoplifting:   |  |  | | --- | --- | | **Put employees on alert** | Train staff members on ways to prevent shoplifting and the signs to look for.  These include a friendly, helpful approach and lots of eye contact.  Also educate them on the costs of theft to the business, how it affects them, and the role they can play in preventing it. | | **Implement security measures** | Install security cameras.  Hire a security guard.  Put security tags on high-value items and mirrors in aisles for greater visibility.  Install security mirrors, which can serve as inexpensive yet effective tools for spotting shoplifting and other suspicious activities in “blind spots”.  Follow the store policies and procedures for returns. Require a receipt for all returns: Many shoplifters steal with the express intent of returning the merchandise to the store, the same or another branch, for a cash refund. This can be addressed by requiring a purchase receipt for all returns. | | **Check store layout and merchandise placement** | Put expensive and small items that are easily concealable in more conspicuous places or inside a locked display case.  Arrange product displays so that it is noticeable when an item is missing. | | **Secure high-risk stock** | Electronic article surveillance (EAS) is the popular method of attaching security tags to items. These systems use electromagnetic or RFID scanners to detect items from which the tags were not removed before the item leaves the store. A cashier must deactivate the tag at the point of sale. If it is not deactivated, it sets off an alarm when someone removes the product from the store.  Display high-ticket items like electronics and jewellery in a locked display case. Control access to the keys. | | **Supervise the use of fitting rooms** | Follow the store’s procedures for monitoring fitting rooms in clothing stores. | | **Train checkout operators to be alert** | Train cashiers to:   * Check the lower racks of shopping carts, watch for switched labels, look inside items that can also be used as containers for lifted items, such as toolboxes, jacket sleeves, waste baskets, etc. * Check for factory seals on boxed items. And look inside if the boxes are not sealed. * Staple receipts to the outside of packages. * Be familiar with the store prices. This can help prevent price switching. | | 30 |
| KM-03 IAC0201 | 1. Describe the concept of housekeeping | Housekeeping includes cleanliness as well as keeping all areas of the wholesale or retail space neat and orderly, maintaining all areas free from safety risks such as slip and trip hazards, and removing of waste materials such as paper, cardboard and other fire and pest hazards. It is also about keeping the store and storeroom organised to prevent accidents and to be able to manage stock to prevent stock loss due to theft and due to damage. | 8 |
| KM-03 IAC0202 | 1. Explain how housekeeping impacts on the image of an organisation | Housekeeping impacts on the image of the wholesale or retail company.  First impressions have an impact on whether customers decide to buy or to walk out.  First impressions are developed the moment customers walk through the doors of the business – and even when they see displays in the window. An overall clean and tidy store creates a comfortable atmosphere, and customers are likely to spend time browsing. An unclean or disorganised area, on the other hand, makes people feel uneasy. When people do not feel comfortable, they are likely to leave the store in a short amount of time.  Merchandising areas, fitting rooms and cash register areas all have an impact on how customers perceive the wholesale or retail business. When one place is dirty or untidy, customers may assume the rest of the store is also dirty or untidy, and this results in negative customer experiences. First impressions, therefore, contribute to or distract from customer loyalty, housekeeping is important. | 6 |
| KM-03 IAC0203 | 1. Discuss the relationship between housekeeping and losses | When a store or the storeroom is not organised well, stock losses and shrinkage can take place due to damage, perishable items that expire because they are not being rotated.  An unorganised store and storeroom also make theft easier because it is not easy to spot products that are missing. | 2 |
| KM-03 IAC0204 | 1. Discuss the concept of supervising housekeeping | * For wholesale and retail stores, maintaining a brand standard is essential for securing repeat business. Cleanliness plays a large part in shaping a brand, as well as customers’ purchasing decisions. * Providing customers with a well-kept store is especially important given today’s increasingly social culture, in which negative online reviews and word-of-mouth can adversely impact business. * Cleanliness further influences employee satisfaction and reduces the occurrence of and costs associated with slip-and-fall accidents. * The supervisor should ensure that standards of housekeeping are maintained. * The supervisor must set standards of cleanliness or ensure the standards set by management are met consistently. * Cleaning schedules must be panned, implemented and monitored. | 5 |
| KM-03 IAC0301 | 1. Explain the impact of safety legislation on the workplace | * Workers in the retail industry face as many health and safety hazards as people employed in jobs that are generally believed to be more dangerous. Retail jobs require repetitive motions, heavy lifting and long periods of standing. Store and storeroom layout and management may also pose safety hazards. * To ensure a safe work environment in the wholesale and retail sector, as well as a safe shopping experience for customers, every employee has safety duties and responsibilities, as clearly outlined in Sections 8, 13 and 14 of the Occupational Health and Safety Act (85 of 1999, as amended). * The Occupational Health and Safety Act regulates health and safety at work in South Africa. * The ***objective*** of the Occupational Health and Safety Act (OHSA) is to provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery. The Act aims to protect employees as well as other stakeholders such as customers and contractors working for the employer. | 5 |
| KM-03 IAC0302 | 1. Discuss the impact of safety on the image of the organisation. | * When people go shopping, they don’t want to be worried about being injured. Customers expect wholesale and retail outlets to have dry floors, clear paths, well-stocked shelves, and shopping aisles unobstructed by shopping carts or product movement equipment, and free of broken floor surfaces or cables on which they can trip, fall, and be injured. * When an accident happens and a customer is injured, it tends to get to the news very quickly, especially with the speed at which news can nowadays run away on social media. The public tends to side with the customer and not with the business, especially when it is a large retail chain. * A poor safety record, where there are numerous or repeated safety incidents and injuries, creates a negative image of the organisation. It creates the perception that the organisation does not care for employees and customers. This has a negative impact on the image of the business. * Ensuring a safe shopping experience is, therefore, an important responsibility of supervisors in the wholesale and retail environment. | 4 |
| KM-03-IAC0303 | 1. Discuss the supervision of safe working procedures in a wholesale and retail operation | | **MAINTAINING A HEALTHY AND SAFE RETAIL SPACE** | | | --- | --- | | **Maintain effective lighting** | * Make sure the lighting is adequate in all areas. * Replace dead lights immediately. * Always keep replacement bulbs available. | | **Prevent slipping and tripping hazards** | * Ensure all walkways are cleared of clutter and debris. * Secure electrical cords so that no one can trip on them. * Ensure that the storeroom is well-organised and that there are no tripping or slipping hazards. * Immediately post barriers and/or signs when spills take place. * Place water-resistant mats and flooring near entrances and exits leading out of the store. * Keep the floor clean and dry at all times. | | **Prevent fire hazards** | * Regularly check for fire hazards such as loose wires, improper chemical storage, and combustible materials. * Ensure that fire exits are clearly marked. * Always ensure that fire exits are not blocked. * Ensure that fire extinguishers are easy to reach, that their positions are clearly indicated with appropriate safety signs, and that they are serviced as indicated on the equipment. * Remove all waste such as boxes and used packaging to the correct waste area. * Ensure that all electrical equipment, connection points and cables are in good condition. Do not delay reporting any hazards for fast repairs. | | **Prevent accidents and injuries** | * Protect pallets and warehouse goods from heavy machinery with protective guards, railings and bollards to prevent them from falling and causing injury. * Ensure that policies and procedures are followed for aspects such as the following: * Use of ladders (for example, while setting up displays or when storing merchandise) * Use of electrical equipment (for example, steaming equipment for clothes; vacuum cleaners; electrical hand tools) * Manual lifting and handling * Handling of cleaning and other chemicals * Disposing of hazardous chemicals (where applicable) * Housekeeping and maintaining store areas and work areas * Use of forklifts (in organisations with large storerooms) * Cleaning up of breakages and spills | | **Ensure compliance to safety legislation requirements** | * Provide safety training for all employees. * Appoint a safety officer as required by the Occupational Health and Safety Act. * Conduct regular safety inspections. It is advisable to use a checklist which is completed with information such as the date of the inspection, the names of the persons conducting the inspection, and the areas and items inspected. This serves as a record of inspections, which will be required when a safety incident is investigated. | | 15 |

## 13.4 MODEL ANSWERS – KNOWLEDGE TEST – KM04

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| **KNOWLEDGE ASSESSMENT**  **MODEL ANSWERS** | |
| **Qualification** | **Retail supervisor**  Aligned with Curriculum 523101000  **KNOWLEDGE MODULE KM04** |

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| --- | --- | --- | --- |
| **Total possible marks** | 150 | **Minimum marks required** | 105 (70%) |

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| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | **MARKS** |
| KM-04 IAC0101 | 1. Describe the role of the supervisor in enhancing customer satisfaction | The retail supervisor is responsible for supervising the team, enforcing the company’s customer service policies, implementing effective service strategies, and monitoring the level of customer service. They must handle the most difficult customer service situations when team members have been unsuccessful in dealing with them.  The supervisor’s responsibilities in enhancing customer service includes the following:   | **SUPERVISOR’S RESPONSIBILITIES IN ENHANCING CUSTOMER SERVICE** | | | --- | --- | | **Policy** | * It is important to ensure that the company’s customer service standards are applied consistently. If, for example, one customer is allowed to receive a refund without a receipt and another one is only given store credit without a receipt, there is confusion about the policy. This can lead to angry customer confrontations, and it will confuse staff members as to what is acceptable and what not. Effective supervision ensures that all employees know exactly how to handle the return so that all customers are treated fairly***.*** * The supervisor should address all situations in which employees have misinterpreted policy and take steps to prevent it from happening again and to ensure consistent application of the policy. If customers get different answers on different days, they will suspect that employees do not know what they are talking about, and this will have a negative impact on the image of the store. | | **Training** | * A competent team is one of the key responsibilities of a supervisor, because staff performance affects every aspect of operations in the store. * Team members must be trained on the company’s customer service standards – what the standards are, how to apply them and why each standard is important. Quite often, when a team member does not perform a task correctly, it is because they don’t understand why it is important to do the job in a specific way. * Customer service training is not completed when a new employee has completed induction. Good customer service techniques can be forgotten, neglected, or simply not be followed due to the pressures of the job. * A good supervisor will provide refresher courses on the basics of customer service and the company’s customer service standards. Such training enables team members to consistently improve their levels of customer service. | | **Service standards** | Customer service standards assist retail companies in:   * attracting new customers via word of mouth. * building customer loyalty through positive customer service experience. * developing and sustaining organisation-wide focus on customers and quality. * differentiating their offering through innovative customer services. * improving competitiveness. * improving compliance with consumer legislation. * increasing customer retention. * increasing service efficiency. * reducing complaints and complaints handling resources and costs. * reducing marketing costs.   Retail stores, like any other customer-focused business, should set and communicate customer service standards, so that employees know what customer service behaviour is expected of them. This is not a once-off responsibility of supervisors – it should be applied continuously. | | **Team support** | * Supervisors understand how stressful it can be to work with customers all day. They also know that the best customer service is given by employees who enjoy their work and feel that they have the support and understanding of their supervisors. * Supervisors should notice and encourage exemplary customer service just as much as they notice poor customer service. Discipline and training must be balanced with encouragement. | | **Complaints** | * All customer complaints should be recorded by the person who handled the transaction, even if the complaint was resolved. * This provides the supervisor with a record of the types of complaints that are being received, and helps with identifying trends, that should be addressed through on-the-job training. * The supervisor needs to monitor and follow up on complaints, to ensure all complaints were resolved to the satisfaction of the customer. If not, further action will be required. | | 20 |
| KM-04 IAC0102 | 1. Discuss the standards of service expected by internal and external customers. Give examples. | Worldwide, both external and internal customers are expecting certain standards of customer service.  Leading authorities on service quality from the University of Texas (Parasuraman, Zheitaml and Berry) developed a questionnaire to measure the degree of satisfaction of customers. Using a questionnaire, they established that customers value the following in service quality:     |  |  | | --- | --- | | **RESPONSIVENESS** | Fast service.  Willingness to help the customer:   * Show an effort to serve. * Commit to times/dates, actions to be taken, etc. * Provide individual attention**.** | | **ASSURANCE** | Knowledge and courtesy of employees and their ability to convey trust and confidence.   * Competent * Can answer questions with authority * Friendly * Polite * Respectful | | **TANGIBLES** | “Look and Feel” of materials, physical facilities (store), display equipment as well as the appearance of personnel.   * Clean * Neat and attractive * Well organised | | **EMPATHY** | Caring, individualised attention provided by the company and its employees | | **RELIABILITY** | Ability to perform the promised service dependably and accurately.   * Promises are met. * Instructions are followed. * Equipment is in working order. * Accurate information. * Problems solved right the first time. | | 12 |
| KM-04 IAC0103 | 1. Describe the methodologies used to measure customer satisfaction. | |  |  | | --- | --- | | **Customer feedback through surveys** | Surveys are a common method of measuring the quality of customer service. Surveys can be hosted in 3 different ways:  **In-App surveys:**  Customers often tend to ignore such surveys unless they are caught in the action.  The store can initiate a post-purchase survey.  The survey should be short and precise and smoothly integrated with the application.  **E-mail surveys:**  E-mail surveys are for long-time customers who have made repeat purchases. They can be emailed a form to complete and return to the store. | | **Customer satisfaction score** | **Post-service surveys:**  The best feedback is received as soon as the interaction is over.  Customer satisfaction feedback can be initiated as soon as service is completed. An example is the feedback devices at Point-of-Sales checkout areas, usually asking the customer to press a button indicating whether they were very satisfied (smile), satisfied (neutral) or disappointed. Although these provide some information on the level of customer satisfaction, they do not provide any information regarding the reasons for customer satisfaction or dissatisfaction. | | **Feedback through face-to-face conversation** | Feedback can be obtained directly from customers through face-to-face conversations. | | 10 |
| KM-04 IAC0104 | 1. Discuss the strategies used for enhancing customer loyalty | |  |  | | --- | --- | | **Loyalty programmes** | * A customer loyalty programme is a marketing approach that recognises and rewards customers who purchase or engage with a brand on arecurring basis. * A company may allocate points or perks, and graduate customers to higher levels of loyalty (tiered loyalty programmes). * A loyalty program's main purpose is to make more money by keeping your current customers. | | **Personalised customer service** | * Personalised customer service is about delivering customised services that cater to the exact needs and wants of the customer. * It boils down to *remembering who your customers are and treating them as individuals*. It tailors experiences to a person's past interactions and leverages user data to take into account a customer’s preferences. * An example of personalised service is where a sales advisor will let a customer know that blouses in the customer’s favourite colour are available in the store. Another is Amazon's product recommendations based on a customer’s past purchases. | | **Future discount vouchers** | * Discount voucher means a voucher carrying a right to receive a price discount or rebate with for specific goods either as a percentage or as a fixed amount. For example, for every R500 purchase, the store could offer a voucher for 10% off to a future purchase. | | **Free give-ways or samples** | * Stores may hand out gifts as a way of showing that the store values the customer’s patronage. This may take many forms – from product samples to free products, or even a branded pen or other promotional item. | | **Feedback programmes or systems (including product ratings)** | * Providing feedback opportunities will make customers feel heard and as though they are more than just another number. * Many different methods are available for getting feedback, but one of the most common is the use of anonymous surveys. | | **Active social media presence** | * Social media platforms are valuable in developing a personality for the store’s brand. It helps to keep the business top of the customers’ minds. * Creative, eye-catching social media posts not only gain attention for the business, but further provide current customers with updates and also material to point to when recommending the business to other people. | | **VIP customer programmes** | * A VIP programme offers exclusive rewards to the most loyal customers of the business, giving them more reasons to spend with the brand. * The benefits of a VIP programme are reserved for top-tier customers – those who have significantly contributed value to the business, usually in the form of repeat purchases. * Membership may cost a fee or depend on specific metrics like purchases. * One common type of VIP program is a loyalty program, where dedicated customers enter different VIP tiers through a points system. Customers usually earn points through repeat purchases. For example, customers earn a point for every R100 spent. * In some cases, once customers accrue enough points to enter a new tier, they might enjoy rewards like free shipping, discounts, and early access to new products. | | **Re-engagement e-mails or messages** | * E-mails short text messages (SMS) and WhatsApp broadcast messages can all be used to re-engage customers by, for example, letting the customers know that a popular product is back in stock, or that there is a new seasonal release of a range of products. | | 18 |
| KM-04 IAC0105 | 1. Discuss the principles and concepts of supervising customer service | As with all management functions of a supervisor, customer service requires planning, organising, leading, and controlling.  **Planning**   * Planning customer service is done by setting customer service standards, which has already been discussed. * To ensure that the standards are met, the supervisor performs the controlling function of management and needs to measure performance, evaluate performance, and take corrective action. * Monitoring the moments of truth allows a supervisor to focus on improving areas responsible for negative customer experiences. Once these areas have been identified, the supervisor can take corrective action to prevent these negative moments of truth. Failing to put things right and to prevent reoccurrence says to the customer.   **Evaluating the standard of customer service**   * Policies, procedures, and customer service standards form the basis of evaluating the level of service provided by the team. * The supervisor can collect information against which to measure performance by: * Observing how team members perform their tasks in interacting with customers * Analysing complaints and compliments received from customers * Analysing the results of surveys, if any were conducted * To ensure that the team meets the expectations of internal and external customers, the supervisor must evaluate the current level of service, measure it against the expected level of service and identify areas for improvement. * Where gaps exist, the cause of the gap must be determined - why is the team not meeting the customers’ expectations, what is going wrong and where is it going wrong. Only then can an action plan be developed and implemented to improve service levels.   **Corrective action**   * Corrective action can only be taken once the supervisor has identified the reason for not meeting customer service standards. It may, for example, be that the team members do not understand what the standards are and how to meet them, or because they don’t understand why it is important and what the impact of customer service is on sales figures, or due to a lack of motivation, or that they need on-the-job training to help them develop their skills so they can meet the expected standards. * The reason for not meeting the standards will determine the corrective action to be taken. | 15 |
| KM-04 IAC0201 | 1. Explain how the Consumer Protection Act and the National Credit Act impact on the rights of consumers | **Consumer Protection Act**  The Consumer Protection Act has an impact on how retail staff handle customer complaints, because the Act provides a consumer with rights and the supplier with obligations, such as:   * A supplier may not discriminate against a consumer based on his/her race, gender and so on. * A consumer may examine goods before he or she pays. Consumers, therefore, have a right to look at products. Where there is a chance that a product may be damaged, retailers often display notices for customers to ask a sales advisor for assistance. * A supplier must show the price, label and/or trade description of the goods on his/her packaging. The content may not be misleading. * A consumer must receive a quote or breakdown of his or her financial obligations before entering into an agreement with a supplier, for example, before a credit agreement is entered into. * The terms of an agreement to supply goods or services may not be unfair, unreasonable and unjust, for example, the terms may not only favour the retailer. Such a term or agreement will not be legally binding. * A supplier may not use force or manipulate a consumer to enter into an agreement, or to pay for goods or services. * A consumer has the right to a receipt after paying for goods or services. * A consumer is entitled to a copy of any agreement between the retailer and the consumer. * A retailer must inform a consumer of, or draw his or her attention to, any assumptions of risks, acknowledgment of facts or indemnities contained in an agreement. * An agreement between a consumer and supplier may not be longer than 24 months, unless the consumer agrees to a longer period and the agreement benefits him or her financially. * A retailer may not accept money from a consumer if the retailer is not able to supply goods or services as a result of insufficient stock or incapacity to render a service. A consumer must be refunded any amount paid plus interest and compensate the consumer for all costs incurred as a result of the retailers overselling. * When a consumer buys goods or receives services from a retailer that approached him or her by mail, in person, e-mail or SMS, the consumer has the right to a cooling-off period. This means that the consumer can return the goods bought or cancel his or her order within 5 days after the date the consumer received it or ordered it, without penalty or reason. The retailer must inform the consumer of his or her right to a cooling-off period. * A consumer may choose whether or not he or she wants to receive marketing material from a retailer, for example, a consumer may opt-out from receiving marketing SMSs or telephone calls. * The representation or marketing of goods or services may not be misleading or false. * If the goods bought from a retailer are defective (not suitable for its usual purpose or for the purpose it was bought, of poor quality and bad working order, or not useable or durable), a consumer has 6 months from the date of delivery to return the goods to the supplier, at the retailer’s risk and expense. At the consumer’s choice, the retailer must fix, replace or refund the goods bought by the consumer.   **National Credit Act**  The National Credit Act (NCA) is mainly aimed at protecting the consumer.  To meet this objective, the Act affords consumers various rights, aimed at promoting equity in the credit market by providing a balance between the rights and responsibilities of credit providers and consumers.  In view of the large number of illiterate and uneducated consumers in the South African credit industry, a wide variety of consumer rights is essential to ensure a credit market that is accessible and sustainable for all South Africans.  For every right it gives a consumer, the Act places a corresponding duty on the credit provider that is party to a credit agreement with that consumer. The corresponding obligation applies not only to the credit provider, but also to the providers’ agents and employees.   | **RIGHTS OF CONSUMERS IN TERMS OF THE NATIONAL CREDIT ACT** | | | --- | --- | | **Right to apply for credit** | Section 60 provides that every adult natural person has a right to apply to a credit provider for credit.  It must be noted that section 60 provides for the right to *apply* for credit, not for credit to be *granted*.  Subject to sections 61, 62 and 66, a credit provider has a right to refuse to enter into a credit agreement with any prospective consumer on reasonable commercial grounds consistent with its customary risk-management and underwriting practices. | | **Protection against discrimination** | Section 61(1) of the National Credit Act prohibits a credit provider from unfairly discriminating directly or indirectly against a consumer on one or more grounds set out in the Constitution or the Promotion of Equality and Prevention of Unfair Discrimination Act. | | **Right to reasons for refusal of credit** | A consumer is entitled to know the reasons why the credit he applied for was refused. On request from a consumer, a credit provider must advise the consumer in writing of the dominant reason as to why the credit was refused.  Supervisors do not normally deal with and approve applications for credit, but where a customer does apply for credit, the supervisor must ensure that store procedures are followed, as they are developed to ensure compliance with the requirements of the Act. |  |  |  | | --- | --- | | **Right to information in  plain and understandable language** | A document that is required to be delivered to a consumer in terms of the Act should be in the prescribed form, if any is prescribed, for that document.  Alternatively, the document should be in plain language, if no form has been prescribed for it.  The language in the document should be such that the consumer is not required to consult an external source to clarify or interpret any part of the document. Rather, the credit provider is obliged to ensure that its documentation is understandable by the ordinary consumer of the class of persons for whom the document is intended, with average literacy skills and minimal credit experience. | | **The right to receive documents** | Consumers have the right to receive documents such as credit agreements. The supervisor must ensure that store procedures are followed, as such procedures are developed to ensure compliance with the requirements of the Act. | | 30 |
| KM-04 IAC0202 | 1. Discuss the impact of accurate and inaccurate information when handling customer complaints. Include why accurate information is important, the benefit of accurate information and the consequences of inaccurate information. | Providing accurate information to customer queries is critical. Customers want to be able to obtain information from retail employees who are knowledgeable about the products the store sells. Customers use the information they receive when they ask questions, to help them make decisions about features and benefits of products that are important to them.  ***Consequences of providing inaccurate information to customers:***   * Customers making the wrong decisions about buying products * Dissatisfied customers * Loss of potential sales * Poor service reputation of the business * Disappointed customers telling others about their poor experiences   ***Benefits of providing accurate information***:   * Satisfied customers * Development of trust in the store and its employees * Satisfied customers telling others about their good experiences * Good service reputation of the business * Repeat business and loyal customers * Increased sales and profits | 10 |
| KM-04 IAC0203 | 1. Describe the different options for a supervisor when resolving customer complaints. | | **OPTION** | **EXPLANATION** | | --- | --- | | **Exchange the product, in line with company policy** | Most retail business have a policy that a product about which a customer complains may be exchanged, with a few requirements, such as product is in original packaging that is not damaged (in some cases the product must not have been opened), within a specified number of days, and so on.  The requirements for different products may vary. For example, although a chain store may allow exchange of clothing that has not been worn, exchange of underwear is nowadays not allowed at all, for reasons of hygiene.  For security reasons, proof of purchase is typically required. | | **Offer an alternative product** | Alternative products are often offered. For example, a customer may have lost trust in a product that is faulty and might wish to rather takes something else, such as a kettle made by another manufacturer, or decide to rather take a kettle in the place of the faulty toaster that is being returned. | | **Send the product to the manufacturer for evaluation and action** | Many stores have a policy that if a product under warranty becomes faulty after the first two weeks (as an example), the product will be sent to the manufacturer or wholesale agent to evaluate the situation and confirm that the product has not been handled negligently. An example is a mini oven of which the baking tray becomes stained and unsightly after a period of use.  The store may decide to send it to the manufacturer for evaluation and making a decision as to whether they will replace it for the customer. | | **Give store credit** | Some stores do not give refunds but rather store credit, in the form of a voucher or gift card, when a product is returned after the legal “cooling off” period in terms of the Consumer Protection Act. | | **Give a refund** | Refunds are often given – and are compulsory under the Consumer Protection Act – within specified times and on condition that the product is still in perfect condition for reselling. The store is allowed to charge a small handling fee. | | 10 |
| KM-04 IAC0204 | 1. Describe how to escalate customer queries in a manner that enhances customer satisfaction | | **ACTION** | **EXPLANATION** | | --- | --- | | **Keep calm** | It might be difficult to do, but you must stay calm when handling a customer complaint.  Keep in mind that a customer complaint will highlight an area that you can improve upon. | | **Listen** | Active listening techniques should be used all the time.  Do not assume that you know what the customer wants or needs, and do not dismiss them as trivial either.  Hear the customer out and pay close attention to what the customer is saying. When frustrated, people can have difficulty expressing their concerns or what they need from you to make them happy. | | **Acknowledge the issue** | After you have heard the customer out, acknowledge the problem and repeat it back to the customer to check your understanding.  Paraphrasing what your customer has said and repeating it back to them lets them know that you listened and that you understand what the problem is.  You can say things like, “I understand this must be very frustrating for you,” or, “If I understand you correctly…” then follow up with the paraphrased rendition of the complaint. | | **Apologise and thank the customer** | Apologising for your customer’s poor experience is important. It does not necessarily mean you agree with the customer, but it helps in calming the customer down.  Thank the customer for bringing the issue to your attention. It demonstrates that you understand where they are coming from and that you are ready to resolve the problem for them. |  |  |  | | --- | --- | | **Ask questions** | Ask questions for clarification, as necessary. | | **Document the complaint** | Complaints often include hidden opportunities for improving customer service.  With the complaints documented, you can bring them up in monthly and annual meetings to seek advice on how to tackle the issue. | | **Follow up** | Follow up with the customer, to establish that the matter has been resolved to their satisfaction. | | 15 |

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| 14 Assessment guide for practical training |

All requirements for practical training are provided in the Practical guide and log.

The assessor should ensure that all practical training activities are completed and signed off by the facilitator/manager.

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| 15 Assessment feedback report |

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| Learner full names and surname |  |
| Learner ID number |  |
| Programme completed | Retail supervisor  Qual 99573 |
| Assessor full names and surname |  |
| Assessor ID number |  |

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| **Knowledge subjects** | | |
| **Number**  **Title** | **C/NYC** | **Feedback to learner** |
| KM-01-KT01: KM-01-KT01: The role of a supervisor |  |  |
| KM-01-KT02: Concepts and Principles of Communication |  |  |
| KM-01-KT03: Principles of Motivation |  |  |
| KM-01-KT04: Principles of holding operational meetings |  |  |
| KM-01-KT05: Principles of planning, delegation and follow up |  |  |
| KM-01-KT06: Concepts and principles of monitoring action plans |  |  |
| KM-01-KT07: Concepts and principles of handling conflicts |  |  |
| KM-02-KT01: Principles of monitoring and evaluating performance |  |  |
| KM-02-KT02: Principles of correcting staff |  |  |
| KM-02-KT03: Concepts and importance of induction |  |  |
| KM-02-KT04: Concepts and principles of on-the-job training |  |  |
| KM-03-KT01: Concepts and principles of loss control supervision |  |  |
| KM-03-KT02: Concepts and principles of housekeeping supervision |  |  |
| KM-03-KT03: Concepts and principles of safety supervision |  |  |
| KM-04-KT01: Concepts and principles of supervising customer service |  |  |
| KM-04-KT02: Concepts and principles for resolving customer queries and complaints |  |  |

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| **Practical skill modules** | | |
| **Number**  **Title** | **C/NYC** | **Feedback to learner** |
| 522201000-PM-01, Supervise retail or wholesale staff |  |  |
| 522201000-PM-02, Monitor and control the work performance of a team |  |  |
| 522201000-PM-03, Supervise operations |  |  |
| 522201000-PM-04, Supervise service to internal and external retail and wholesale customers |  |  |
| 522201000-PM-05, Resolve queries and complaints from internal and external retail and wholesale customers |  |  |

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| **Work experience modules** | | |
| **Number**  **Title** | **C/NYC** | **Feedback to learner** |
| 522201000-WM-01, Processes and procedures for supervising wholesale or retail staff |  |  |
| 522201000-WM-02, Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet |  |  |
| 522201000-WM-03, Processes and procedures for enhancing customer service in a wholesale or retail outlet |  |  |

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| Assessor’s overall finding (C/NYC) |  | | |
| Assessor comments | | | |
| Assessor’s signature |  | Date |  |
| Moderator full names and surname |  | | |
| Moderator ID number |  | | |
| Moderator comments | | | |
| Moderator’s signature |  | Date |  |
| Learner’s signature |  | Date |  |

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| 16 Assessor review of assessment – Report to moderator |

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| **ASSESSOR REVIEW DOCUMENT**  Please complete this review document to enable us to finalise the assessment process | | | |
| **Programme Name and ID** | Qual 99573 Retail supervisor | **Date of Review** |  |
| **Assessor** |  | **Moderator** |  |
| **Assessor Registration ID** |  | **Moderator Registration ID** |  |
| **Organisation** |  | **Organisation** |  |

Dear Moderator,

This is a review on the assessment against the qualification:

**Assessment schedule**

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| --- | --- | --- | --- |
| **Activity** | **Proposed date(s) and time** | **Actual date and time** | **Comments** |
| **Pre-assessment meeting** |  |  |  |
| **Assessment** |  |  |  |
| **Feedback to candidate and relevant parties** |  |  |  |
| **Moderation** |  |  |  |

**List of candidates**

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| **First names and surname** | **ID** | **Outcome of the assessment** |
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I used the following for the assessment:

1. Assessment plan (Alignment matrix)
2. Assessment instruments in the Learner assessment guide
3. Assessment guide (Model answers/Evidence guide) in the Assessment guide for assessor

**Review of the assessment plan**

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| **Criteria** | **Y/N** | **Comment / Action required** |
| Is there an assessment plan (alignment document) available which demonstrates alignment of instruments with the assessment instruments and tools |  |  |
| Are there sufficient questions to cover the **knowledge competence** as required by the qualification? |  |  |
| Are there sufficient checklists to cover the **practical competence** as required by the qualification? |  |  |

**Review of the assessment instruments**

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| **Criteria** | **Y/N** | **Comment / Action required** |
| Are the memoranda available for the questions? |  |  |
| Do the instruments cover all the practical skills as required? |  |  |

**Review of the assessment principles**

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| **Criteria** | **Y/N** | **Comment / Action required** |
| Are there assessment instruments for **ALL** the assessment criteria? (Principle: Sufficiency) |  |  |
| Do the assessment instruments clearly relate to the specific outcomes? (Principle: Validity) |  |  |
| Does the assessment plan indicate which assessment instruments must be used for each specific outcome? (Principle: Systematic) |  |  |
| Are the evidence requirements relevant to the qualification? (Principle: Validity) |  |  |
| Were the evidences verified to be contributable to the specific candidate? (Principle: Authenticity) Further: The evidence mirrors the candidates’ natural work and is not fabricated. |  |  |
| Does the evidence prove that the candidates can perform the outcomes at the time when the assessor declared them competent (Principle: Currency). |  |  |
| Are the assessment methods suitable for the outcomes being assessed? (Principle: Appropriateness) |  |  |
| Is the assessment instruments manageable and user friendly? (Principle: Manageability) |  |  |
| Was the assessment conducted in a fair manner? (Principle: Fairness) |  |  |

**Review of the assessment process i.e. (prepare, conduct and feedback)**

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| **Criteria** | **Y/N** | **Comment / Action required** |
| The assessment process was transparent, in that the candidates were allowed to provide input to the accumulation of evidence. |  |  |
| The assessment process was transparent in that the candidates had a clear understanding of the evidence requirements and the criteria against which the evidence would be judged. |  |  |
| The assessment process is systematic. |  |  |
| The assessor confirms being able to make the same judgements again, in similar circumstances. |  |  |
| The assessment methods are suitable for the outcomes being assessed. |  |  |
| The assessment does not present any barriers for the candidates. |  |  |
| All special needs have been catered for and considered during the assessment. |  |  |
| Evidence collected is integrated into work, i.e. it mirrors the candidate’s natural work environment and is not fabricated evidence. |  |  |
| Feedback mechanisms are appropriate and sufficient. |  |  |

**Review of the qualification**

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| Do you agree with the title of the qualification? | **Yes** | **No** | |
| If “no”, please suggest an alternative with a brief motivation for the change | | | |
| Do you agree with the purpose of the qualification? | **Yes** | | **No** |
| If “no”, please suggest an alternative with a brief motivation for the change | | | |
| Do you agree with the specific outcomes as an indication of the elements of the qualification? | **Yes** | | **No** |
| If “no”, please suggest an alternative with a brief motivation for the change | | | |
| Do you agree with the various range statements as a means to provide context and scope for the unit standard, as well as to clarify the use of terms, exclusions and inclusions? | **Yes** | | **No** |
| If “no”, please suggest an alternative with a brief motivation for the change. | | | |
| Do you agree with the assessment criteria (for each specific outcome) | **Yes** | | **No** |
| If “no”, please suggest an alternative with a brief motivation for the change | | | |

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| 17 Moderator evaluation on assessment |

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| **Moderation report on assessments** | |
| Name and surname of moderator |  |
| Registration number or ID of moderator |  |
| Qualification number and title |  |

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| **Training provider information** | | | |
| Name of provider |  | | |
| Accreditation number |  | | |
| Contact person |  | | |
| Telephone |  | Mobile number |  |
| e-mail address |  | | |

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| **ASSESSMENT INFORMATION** | |
| Assessment date/timeframe |  |
| Names of assessors |  |
| Assessor information | * Assessors have the required subject matter expertise * Assessors are registered and their scope cover the qualification/skills programme/unit standard9s) |

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| **Documentation for moderation** | | | |
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| **Sampling** | | | |
| Sample details | **Total number of portfolios** | **Sample percentage (at least 10% of assessments)** | **Sample method** |
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| **Validation of assessors and candidate allocation (manageable ratio within the timeframe)** | | | |
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| **Special needs** | | | |
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| **Planning and preparation for assessment and assessment instruments** | | | |
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| **Comments on assessments conducted – Feedback to the assessor (advice, support and guidance)** | | | |
|  | | | |
| **Signature** |  | **Date** |  |