

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
1	1	Tier 1: Personal Effectiveness Competencies				
2	1.1	Interpersonal Skills: Displaying skills to work with people.				
3	1.1.1	Use good manners				
4	1.1.2	Develop constructive and cooperative working relationships and maintain them over time				
5	1.1.3	Negotiate with others to resolve conflicts and settle disputes				
6	1.2	Integrity: Displaying accepted social and work behaviors.				
7	1.2.1	Exhibit ethical behavior				
8	1.2.2	Act fairly – treat others with honesty, fairness, and respect				
9	1.2.3	Adhere to company policy and regulations to foster trust				
10	1.2.4	Practice honesty with regard to company time and property				
11	1.2.5	Take responsibility to accomplish work goals with accepted timeframes				
12	1.3	Adaptability and Flexibility: Being open to change (positive or negative) and to considerable variety in the workplace.				
13	1.3.1	Entertain new ideas				
14	1.3.1.1	Be open to considering new ways of doing things				
15	1.3.1.2	Actively seek out and carefully considers the merits of new approaches to work				
16	1.3.1.3	Willingly embrace new approaches when appropriate and discard approaches that are no longer working				
17	1.3.2	Deal with ambiguity				
18	1.3.2.1	Take effective action when necessary without having to have all the necessary facts in hand				
19	1.3.2.2	Change gears in response to unpredictable or unexpected events				
20	1.3.2.3	Effectively change plans, goals, actions, or priorities to deal with changing situations				
21	1.4	Motivation: Demonstrating a willingness to work.				
22	1.4.1	Establish personally challenging achievement goals				
23	1.4.2	Employ personal skills to succeed				
24	1.4.3	Take initiative to increase the variety and scope of the job assigned				
25	1.4.4	Take personal responsibility for achieving organizational objectives				
26	1.4.5	Take initiative to build a customer base				
27	1.5	Willingness to Learn: Understanding the importance of learning new information for both current and future problem-solving and decision-making.				
28	1.5.1	Employ skills to promote self-development; seek feedback; modify behavior for improvement				
29	1.5.2	Keep up-to-date technically; applying new knowledge on the job				
30	1.5.3	Develop personal and professional goals; participate in training				
31	1.6	Dependability and Reliability: Displaying responsible behaviors at work.				
32	1.6.1	Maintain attendance				
33	1.6.2	Demonstrate promptness				
34	1.6.3	Be responsible in fulfilling work duties				
35	1.6.4	Comply with store policies				
36	2	Tier 2: Academic Competencies				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
37	2.1	Reading for Information: Reading and understanding: Manufacturers' information about products; store memos, procedures, policies, instructions, and emergency directives; training materials; newsletters; marketing promotions; and customer letters.				
38	2.1.1	Employ general reading skills to obtain information				
39	2.1.2	Understand written sentences in work related materials				
40	2.2	Business Writing: Using standard business English to: write messages to co-workers and customers; reports to managers and associates; and letters to customers.				
41	2.2.1	Organization and development				
42	2.2.1.1	Communicate thoughts, ideas, information, messages, and other written information, which may contain technical material, in a logical, organized, coherent, and persuasive manner				
43	2.2.1.2	Ideas are well developed with supporting information and examples				
44	2.2.2	Grammar and Language mechanics				
45	2.2.2.1	Use standard syntax and sentence structure				
46	2.2.2.2	Use correct spelling, punctuation, and capitalization; uses appropriate grammar (e.g., correct tense, subject-verb agreement, no missing words)				
47	2.2.2.3	Tone – Write in a manner appropriate for business; uses language appropriate for the target audience; uses appropriate tone and word choice (e.g., writing is professional and courteous)				
48	2.3	Mathematics: Using mathematics to calculate: markups and discounts; taxes, shipping, and other fees; conversions to other currencies or units of measure; and differences on returns and exchanges.				
49	2.3.1	Computation				
50	2.3.1.1	Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percents				
51	2.3.1.2	Calculate averages, ratios, proportions, and rates; convert decimals to fractions				
52	2.3.1.3	Convert fractions to percents				
53	2.3.2	Application				
54	2.3.2.1	Perform basic math computations accurately				
55	2.3.2.2	Translate practical problems into useful mathematical expressions				
56	2.3.2.3	Use appropriate mathematical formulas and techniques				
57	2.3.2.4	Calculate staff time needed to cover a shift, figuring in breaks and hours worked per week				
58	2.3.2.5	Calculate time to complete the timesheet				
59	2.4	Basic Computer Skills: Using information technology and related applications, including adaptive devices and software, to convey and retrieve information.				
60	2.4.1	Digital literacy				
61	2.4.1.1	Understand the basic functions and terminology related to computer hardware, software, network connectivity, information systems, and communication devices (such as laptops or computer kiosks).				
62	2.4.1.2	Use basic computer software, hardware, communication devices, and assistive technologies to perform tasks.				
63	2.4.1.3	Use common operating systems, such as Windows and MacOS, to perform basic tasks such as opening, saving, and deleting files, accessing the Internet, and sending and receiving email.				
64	2.4.1.4	Use mobile devices to perform basic tasks such as sending and receiving text messages and email, installing and using mobile applications (apps), and accessing the Internet.				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
65	2.4.1.5	Perform basic maintenance and troubleshooting, such as updating or installing new software and creating/changing password or log-in credentials.				
66	2.4.2	Using software				
67	2.4.2.1	Use word processing software to compose, organize, edit, and print documents and other business communications.				
68	2.4.2.2	Use spreadsheet software to create spreadsheets, enter, manipulate, edit, and format text and numerical data.				
69	2.4.2.3	Use presentation software to create, manipulate, edit, and present digital representations of information to an audience.				
70	2.4.2.4	Use database software to manage data.				
71	2.4.2.5	Use electronic mail (i.e., email) software to manage contacts; send and receive email; and add, open, or download file attachments.				
72	2.4.2.6	Use calendar and scheduling software to schedule appointments, meetings, and tasks for oneself and others.				
73	2.4.2.7	Use image editing software to open, manipulate, edit, and combine images.				
74	2.4.2.8	Use video editing software to open, manipulate, edit, and export video files in common video formats.				
75	2.4.2.9	Use online data storage and sharing services (i.e., the cloud) to securely store, retrieve, and share files.				
76	2.4.2.10	Use collaborative/groupware software to communicate and share information with others.				
77	2.4.2.11	Use video conferencing software to initiate or join and participate in online calls and virtual meetings.				
78	2.4.2.12	Use appropriate prompting techniques with allowable generative AI interfaces to perform work-related tasks.				
79	2.4.2.13	Use payroll and timekeeping software to clock in and out, report hours worked, and schedule leave.				
80	2.4.2.14	Create and maintain a well-organized digital file storage system.				
81	2.4.3	Communicating and interacting				
82	2.4.3.1	Communicate and collaborate effectively using software and online tools, including email, text messaging, instant messaging applications, video conferencing, collaborative software, and multimedia tools.				
83	2.4.3.2	Select and use appropriate methods and formats for personal and professional communication.				
84	2.4.3.3	Use appropriate tone and language when communicating with others electronically and through social media.				
85	2.4.3.4	Cultivate, manage, and protect one's online identity and reputation when communicating with others electronically and online.				
86	2.4.3.5	Collaborate with technical support or help desk staff to troubleshoot and resolve computer problems and other technical issues when appropriate.				
87	2.4.3.6	Follow best practices for safe online communication, including when sending or receiving sensitive or private information.				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
88	2.4.4	Using the Internet and social media				
89	2.4.4.1	Use the Internet to search for online information and interact with websites.				
90	2.4.4.2	Use the Internet and web-based tools to manage basic workplace tasks (such as, email, video conferencing, calendar management, contacts management, payroll, scheduling, and timekeeping).				
91	2.4.4.3	Understand the different types of social media, their appropriate workplace and non-workplace uses, and the impact that various social media activities can have on one's personal and professional life.				
92	2.4.4.4	Use social media for professional communication with coworkers and the public.				
93	2.4.4.5	Monitor and manage how one's online activities are tracked by websites and other service providers (i.e., one's digital footprint) including, for example, the acceptance or rejection of cookies.				
94	2.4.4.6	Evaluate the trustworthiness and reliability of online information sources, including websites, videos, and social media content.				
95	2.4.5	Cybersecurity and privacy				
96	2.4.5.1	Understand and comply with employer's privacy policy and information security guidelines, including adaptation of compliance practices when other organizations' policies may apply, such as for the handling of personally identifiable information (PII).				
97	2.4.5.2	Know and follow the organization's policies for responding to confirmed or suspected security breaches.				
98	2.4.5.3	Make decisions about how and when to share information online with due regard for the ability of other parties to identify and track online activities.				
99	2.4.5.4	Defend against potential abuses of one's own private information and private information to which one has access.				
100	2.4.5.5	Recognize and respond appropriately to suspicious or inappropriate activities or communications, such as emails with unrecognized hyperlinks or bullying behavior.				
101	2.4.5.6	Keep security software, web browser, and operating system up to date to protect against online threats.				
102	2.4.5.7	Use appropriate methods to keep one's accounts and user credentials secure and prevent unauthorized access to personal and professional computer systems and information, such as by using strong unique passwords and multifactor authentication (MFA).				
103	2.4.5.8	Refrain from using personal or sensitive information acquired online in ways that harm or threaten others.				
104	2.4.6	Digital resilience				
105	2.4.6.1	Demonstrate resilience in adapting to changing digital technology.				
106	2.4.6.2	Problem solve and navigate digital transformations.				
107	2.4.6.3	Apply digital skills across multiple device types.				
108	2.4.7	Computational literacy				
109	2.4.7.1	Use a variety of digital tools to search for, locate, access, and store data and information, including online search engines, databases, social media, and websites.				
110	2.4.7.2	Access, store, manipulate, and produce data and information using a variety of software or application systems and in a variety of formats.				
111	2.4.7.3	Identify, organize, manage, and share data and information to be accessed and used later by oneself or others.				
112	2.4.7.4	Evaluate the credibility and reliability of data and information sources, including identifying intentionally false or misleading information.				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
113	2.4.7.5	Evaluate and analyze data and information critically.				
114	2.4.7.6	Access, interpret, and utilize metadata and data usage information to improve the management and efficiency of digital resources. This includes understanding data properties, analyzing usage patterns, and making informed decisions based on this information.				
115	2.4.7.7	Recognize text, visual, and video content that may have been altered from its original version.				
116	2.4.7.8	Assess the provenance of content provided by third parties that may have been generated or modified by artificial intelligence tools.				
117	2.4.7.9	Examine thoroughly any content produced by generative AI interfaces for conformity to Federal law, organizational policies, and professional norms regarding accuracy, validity, reproducibility, or reliability of information.				
118	2.4.8	Using and creating digital content				
119	2.4.8.1	Summarize and analyze numerical data using digital tools, such as spreadsheets and data visualization applications, and appropriate mathematical and statistical methods.				
120	2.4.8.2	Produce representations and summaries of data and information in written, visual, and multimedia formats.				
121	2.4.8.3	Produce well-formatted, visually appealing documents using word processing and desktop publishing software.				
122	2.4.8.4	Prepare live or recorded multimedia presentations using presentation and multimedia software.				
123	2.4.8.5	Create social media posts and other web-based communication products using social and multimedia platforms and tools.				
124	2.4.8.6	Use features such as text-to-speech, language and translation options, font adjustments, color contrasts, and web accessibility standards to create accessible content.				
125	2.4.8.7	Find, edit, and reuse existing data, information, and media products, in whole or in part, to create new products and content.				
126	2.4.8.8	Tailor digital products and communications to the intended audience.				
127	2.4.8.9	Incorporate the principles of Universal Design for Learning to optimize teaching and learning for all people through content design.				
128	2.4.8.10	Know and follow applicable copyright law, the employer's guidelines for content use and publication, and generally accepted practices for using and crediting materials found online.				
129	2.4.8.11	Use appropriate prompting techniques to generate needed content from generative AI interfaces.				
130	2.4.8.12	Use appropriate prompting techniques to generate or debug software code using generative AI interfaces.				
131	2.4.8.13	Adhere to Federal law and organizational policies regarding appropriate uses of generative AI interfaces, including creation and distribution of AI generated content.				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
132	2.4.9	Using technology and tools to develop solutions and explore perspectives				
133	2.4.9.1	Use digital tools in innovative ways to discover patterns, trends, and anomalies in datasets.				
134	2.4.9.2	Leverage digital tools to improve efficiency, accuracy, and transparency in all aspects of one's work.				
135	2.4.9.3	Identify and describe problems and tasks in ways that are suited to using digital tools.				
136	2.4.9.4	Use visual and multimedia tools to analyze and communicate complex information.				
137	2.4.9.5	Break complex information and tasks down into simplified, generalized components that can be applied to other problems.				
138	2.4.9.6	Develop repeatable, step-by-step approaches to performing complex tasks.				
139	2.4.9.7	Seek out opportunities to explore and learn about new and emerging digital tools with appropriate caution and skepticism regarding their use.				
140	2.5	Communication: Listening and Speaking so others can understand. Communicate in spoken English well enough to be understood by supervisors, co-workers, and customers.				
141	2.5.1	Listening and Speaking				
142	2.5.1.1	Give full attention to what other people are saying, taking time to understand the points being made, ask questions as appropriate, and do not interrupt at inappropriate times				
143	2.5.1.2	Speak clearly				
144	2.5.1.3	Use correct grammar				
145	2.5.1.4	Effectively use eye-contact and non-verbal expression				
146	2.5.1.5	Present ideas in a persuasive manner				
147	2.5.1.6	Communicate with customers to enhance company image				
148	2.5.1.7	Communicate with customers whose primary language is not English				
149	2.5.1.8	Ask questions or report problems or concerns to people in authority when information or procedures are unclear or need improvement, or when feeling unsafe or threatened in the workplace				
150	2.6	Locating and Using Information: Knowing how to find information and identifying essential information (information gathering).				
151	2.6.1	Looking up and Understanding				
152	2.6.1.1	Floor Diagrams and Displays				
153	2.6.1.2	Charts and tables for different products				
154	2.6.1.3	Tracking procedures for merchandise				
155	2.6.1.4	Inventory forms				
156	2.6.1.5	Special order forms				
157	2.6.1.6	Tracking procedures for sales performance				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
158	3	Tier 3: Workplace Competencies				
159	3.1	Business Fundamentals: Knowledge of business and management principles. The knowledge and skills that enable individuals to connect what is going on in the company industry to what they sell and provide to the customer.				
160	3.1.1	Economic, Business, and Financial Principles				
161	3.1.1.1	Understand fundamental economic concepts				
162	3.1.1.2	Understand the environments in which businesses function				
163	3.1.1.3	Identify economic trends and indicators to measure economic conditions				
164	3.1.1.4	Knowledge of the industry at large				
165	3.1.1.5	Knowledge of suppliers' practice, dependability, and flexibility				
166	3.1.1.6	Knowledge of sources of information about new and/or competitors' products and services				
167	3.1.2	Business Acumen				
168	3.1.2.1	Understand and have an appreciation of what it takes for a business to be profitable				
169	3.1.2.2	Understand how one's performance can impact the success of the organization				
170	3.1.2.3	Consider the relative costs and benefits of potential actions to choose the most appropriate one				
171	3.1.3	Business Ethics				
172	3.1.3.1	Act in the best interests of the company, co-workers, community, and the environment				
173	3.1.3.2	Comply with the spirit of applicable laws as well as the letter				
174	3.1.3.3	Proper use of company property, minimizing loss and waste				
175	3.1.3.4	Maintain privacy and confidentiality of company information, as well as that of customers and co-workers				
176	3.1.4	Marketing				
177	3.1.4.1	Demonstrate an understanding of market trends, company's position in the market place, defined market segments				
178	3.1.4.2	Understand position of product/service in relation to market demand				
179	3.1.4.3	Uphold the company and product brand through building and maintaining customer relations				
180	3.2	Teamwork: Apply interpersonal skills to meet customer needs and expectations, arrange schedules, and complete work assignments.				
181	3.2.1	Work with Others				
182	3.2.1.1	Work as part of a team to achieve company goals				
183	3.2.1.2	Develop and maintain good working relationships with supervisors and co-workers				
184	3.2.1.3	Recognize behaviors and/or actions that best support co-workers and work performance				
185	3.2.1.4	Work the assigned schedule				
186	3.2.1.5	Communicate with incoming staff to facilitate shift transition				
187	3.2.1.6	Create competitive advantage				
188	3.2.1.7	Assist with training new employees				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
189	3.2.2	Influence and Negotiate				
190	3.2.2.1	Observe and coach others for improved performance				
191	3.2.2.2	Lead, Influence, motivate, and persuade others to achieve company goals				
192	3.2.2.3	Employ leadership skills to facilitate work flow				
193	3.3	Professionalism: Maintaining a professional presentation and ethical standards.				
194	3.3.1	Personal Presentation				
195	3.3.1.1	Maintain good personal appearance; dress appropriately; maintain good personal hygiene				
196	3.3.1.2	Exhibit good work habits				
197	3.3.1.3	Demonstrate self-control; Maintain composure and keep emotions in control				
198	3.3.1.4	Avoid aggressive behavior				
199	3.3.1.5	Maintain a positive attitude				
200	3.3.2	Work with people from diverse backgrounds				
201	3.3.2.1	Be flexible and open-minded when dealing with a wide range of people				
202	3.3.2.2	Listen to and consider others' viewpoints				
203	3.3.2.3	Alter opinion when it is appropriate to do so				
204	3.3.2.4	Work well and develop effective relationships with highly diverse personalities				
205	3.4	Marketing and Customer Focus: Actively looking for ways to identify market demands and meet the customer or client need.				
206	3.4.1	Know the customer				
207	3.4.1.1	Understand internal and external customers				
208	3.4.1.2	Demonstrate a desire to understand customer needs				
209	3.4.1.3	Understand customer needs				
210	3.4.1.4	Ask questions as appropriate				
211	3.4.1.5	Address customer comments, questions, concerns, and objections with direct accurate and timely responses				
212	3.4.1.6	Evaluate customer satisfaction				
213	3.5	Planning and Organizing: Plan and prioritize work to manage time effectively and accomplish assigned tasks.				
214	3.5.1	Plan				
215	3.5.1.1	Approach work in a methodical manner				
216	3.5.1.2	Plan and schedule tasks so that work is completed on time				
217	3.5.1.3	Keep track of details to ensure work is performed accurately and completely				
218	3.5.2	Prioritize				
219	3.5.2.1	Prioritize various competing tasks				
220	3.5.2.2	Perform tasks quickly and efficiently according to their urgency				
221	3.5.2.3	Find new ways of organizing work area or planning work to accomplish work more efficiently				
222	3.5.3	Multi-tasking				
223	3.5.3.1	Demonstrate the ability to perform more than one activity at a time				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
224	3.6	Problem Solving and Decision Making: Apply problem-solving and critical-thinking skills to help grow the business and/or to resolve workplace conflict.				
225	3.6.1	Identify the problem				
226	3.6.1.1	Recognize the existence of a problem				
227	3.6.1.2	Define the problem				
228	3.6.1.3	Identify potential causes of the problem				
229	3.6.2	Analyze the problem				
230	3.6.2.1	Exercise good judgment				
231	3.6.2.2	Choose an effective solution without assistance when appropriate				
232	3.6.2.3	Recall previously learned information that is relevant to the problem				
233	3.6.2.4	Generate a number of different approaches to problems				
234	3.6.2.5	Evaluate the relative merits of the various solutions				
235	3.6.3	Choose and implement a solution				
236	3.6.3.1	Decisively choose the best solution after contemplating available approaches to the problem				
237	3.6.3.2	Make difficult decisions even in highly ambiguous or ill-defined situations				
238	3.6.3.3	Develop a realistic approach for implementing the chosen solution				
239	3.6.3.4	Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned.				
240	3.6.3.5	Communicate the problem to appropriate personnel				
241	3.7	Applied Technology: Developed capacities to operate and troubleshoot electric and electronic equipment, mechanical and electrical products.				
242	3.7.1	Use electric and electronic equipment such as cash registers, printers, and lighting				
243	3.7.2	Use a telephone or other device to convey and receive information				
244	3.7.3	Operate mechanical and electrical products and displays				
245	3.7.4	Use appropriate methods and instructions to insure equipment is used safely and without damage to the equipment				
246	3.8	Health and Safety: Supporting a safe and healthy workplace.				
247	3.8.1	Maintaining a healthy and safe environment				
248	3.8.1.1	Take actions to ensure the safety of self and others, in accordance with established personal and jobsite safety practices				
249	3.8.1.2	Anticipate and prevent work-related injuries and illnesses				
250	3.8.1.3	Comply with federal, state, and local regulations, and company health and safety policies				
251	3.8.1.4	Recognize common hazards and unsafe conditions that occur at work, their risks, and appropriate controls to address them				
252	3.8.1.5	Follow organizational procedures and protocols for workplace emergencies, including safe evacuation and emergency response				
253	3.8.1.6	Maintain a sanitary and clutter-free work environment				
254	3.8.1.7	Administer first aid or CPR, if trained, and summon assistance as needed				
255	3.8.1.8	Properly handle and dispose of hazardous materials				
256	3.8.2	Safeguarding one's person				
257	3.8.2.1	Engage in safety training				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
258	3.8.2.2	Use equipment and tools safely				
259	3.8.2.3	Use appropriate personal protective equipment				
260	3.8.2.4	Recognize how workplace risks can affect one's life and one's family				
261	3.8.2.5	Understand the legal rights of workers regarding workplace safety and protection from hazards				
262	3.8.2.6	Report injuries, incidents, and workplace hazards to a supervisor as soon as safely possible				
263	3.8.2.7	Contribute to discussions of safety concerns in the workplace, making suggestions as appropriate				
264	4	Tier 4: Industry-Wide Technical Competencies: Retail Associate				
265	4.1	Sales: Initiative to build and close sales.				
266		Critical Work Functions:				
267	4.1.1	Learn about products and services				
268	4.1.2	Assess customer needs				
269	4.1.3	Build the sale				
270	4.1.4	Gain customer commitment and closes the sale				
271		Technical Content Areas:				
272	4.1.5	Knowledge of company policies and procedures				
273	4.1.6	Knowledge of principles and methods for showing, promoting, and selling products or services				
274	4.1.7	Product or service policy awareness and use				
275	4.1.8	Knowledge of complementary promotional products and services				
276	4.1.9	Demonstrate product or service demonstration techniques				
277	4.1.10	Demonstrate sales procedures and techniques				
278	4.2	Customer Service: Initiative to build a customer base and customer loyalty.				
279		Critical Work Functions:				
280	4.2.1	Initiate customer contact				
281	4.2.2	Educate the customer				
282	4.2.3	Build customer relations				
283	4.2.4	Meet customer needs and provide ongoing support				
284		Technical Content Areas:				
285	4.2.5	Knowledge of company policies and procedures				
286	4.2.6	Handling questions, problems, complaints				
287	4.2.7	Ensure customer satisfaction and commitment to product or service				
288	4.3	Merchandising and Retailing: Knowledge of company's and competing product lines and the methods to display them.				
289		Critical Work Functions:				
290	4.3.1	Maintain appearance of department/store				
291	4.3.2	Maintain stock, selling and customer service area				
292	4.3.3	Build and dismantle product presentations and display				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
293		Technical Content Areas:				
294	4.3.4	Knowledge of store or department display and promotion practices				
295	4.3.5	Knowledge of stock room organization, re-stock, and overstock practices				
296	4.3.6	Knowledge of store cleanliness policies and procedures				
297	4.4	Operations: Knowledge of the functions that support sales and service.				
298		Critical Work Functions:				
299	4.4.1	Follow safety and security procedures				
300	4.4.2	Identify and prevent loss				
301	4.4.3	Track inventory				
302	4.4.4	Follow procedures to record and track sales				
303		Technical Content Areas:				
304	4.4.5	Workplace Safety and Security				
305	4.4.5.1	Knowledge of relevant federal and state health and safety regulations (e.g. pertinent OSHA regulations)				
306	4.4.5.2	Knowledge of company health, safety and security standards for both customers and employees.				
307	4.4.5.3	Knowledge of company procedures for handling and reporting unexpected health issues, violent and threatening behavior of customers and co-workers, and other emergency situations. e.g. lost child or personal belongings, accidents, fire, etc.				
308	4.4.6	Inventory Control and Loss Prevention				
309	4.4.6.1	Knowledge of supply chain activities (receiving, distribution, inventory tracking)				
310	4.4.6.2	Inventory maintenance and control (monitor, take, transfer stock)				
311	4.4.6.3	Back room procedures				
312	4.4.6.4	Knowledge of company policies regarding what employees should do to deter and prevent unauthorized access to, use, or theft of property or resources				
313	4.4.7	Financial Reporting				
314	4.4.7.1	Cash register operation				
315	4.4.7.2	Financial aspects of day-to-day business operations				
316	4.4.7.3	Sales against goals - track sales versus established standards				
317	4.4.7.4	Use of reporting tools (daily, weekly, monthly reports)				
318	4.5	Human Resources: The practices and policies relating to employee interaction, recruitment, selection, management, and dismissal.				
319		Critical Work Functions:				
320	4.5.1	Adhere to company policies regarding time, attendance, and personal conduct				
321	4.5.2	Participate in training activities				
322	4.5.3	Coach, instruct, and mentor other employees				
323		Technical Content Areas:				
324	4.5.4	Knowledge of company policy related to time and attendance				
325	4.5.5	Knowledge of company policy related to compensation and promotion				
326	4.5.6	Knowledge of company policies related to aiding or participating in illegal or inappropriate behavior				
327	4.5.7	Knowledge of privacy laws and company standards for obtaining, using, and protecting information obtained from a customer or another employee				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
328	4	Tier 4: Industry-Wide Technical Competencies: Retail Manager				
329	4.1	Sales: The initiative and business knowledge to increase sales and revenue.				
330		Critical Work Functions:				
331	4.1.1	Communicates daily, weekly, monthly, seasonal, and annual sales and profit goals				
332	4.1.2	Schedules required staff to support daily sales and major sales events				
333	4.1.3	Informs staff about promotions and rewards programs				
334	4.1.4	Establishes selling and service goals				
335	4.1.5	Models selling and service behaviors				
336		Technical Content Areas:				
337	4.1.6	Knowledge of principles and methods for showing, promoting, and selling products or services				
338	4.1.7	Knowledge of product or service				
339	4.1.8	Use business acumen techniques for revenue generation and expense control to optimize profit				
340	4.1.9	Knowledge of complementary promotional products and services				
341	4.1.10	Product or service demonstration				
342	4.2	Customer Service: Initiative to build a customer base and customer loyalty.				
343		Critical Work Functions:				
344	4.2.1	Supports a store culture that promotes and builds customer satisfaction and loyalty				
345	4.2.2	Executes service expectations				
346	4.2.3	Reinforces priorities through regular meetings				
347	4.2.4	Interacts with customers and associates				
348	4.2.5	Resolves customer complaints				
349		Technical Content Areas:				
350	4.2.6	Knowledge of company policies and procedures				
351	4.2.7	Handling questions, problems, complaints				
352	4.2.8	Ensure customer satisfaction and commitment to product or service by understanding customer expectations and creating processes and teams that enhance customer loyalty				
353	4.3	Merchandising and Retailing: Knowledge of company's and competing product lines and the methods to display them.				
354		Critical Work Functions:				
355	4.3.1	Understands and executes merchandise receiving, staging and presentation processes according to standards				
356	4.3.2	Organizes staff, equipment, and staging area for receiving process				
357	4.3.3	Monitors staff to insure efficiency of receiving process, quality control and execution of safety procedures				
358	4.3.4	Oversees merchandise processing, price changes, transfers, return to vendor (RTVs) and damages				
359	4.3.5	Understands stock performance data				
360	4.3.6	Sets and directs the execution of visual merchandise presentations according to selling floor standards				
361	4.3.7	Ensures floor is set according to plan-o-gram standards				
362	4.3.8	Directs and executes floor recovery				
363	4.3.9	Understands pricing laws and ensures compliance				
364	4.3.10	Manages sales set up and ensures timeliness and accuracy with proper signing and pricing				
365	4.3.11	Identifies and communicates merchandise issues and selling opportunities				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
366	4.3.12	Executes seamless transition between seasonal merchandise setups				
367		Technical Content Areas:				
368	4.3.13	Knowledge of retailing and merchandising principles and terms				
369	4.3.14	Product, presentation, people – the 3 P's of retailing				
370	4.3.15	Retail landscape				
371	4.3.16	The Merchandise Plan				
372	4.3.17	The Merchandise Floor				
373	4.3.18	Employ innovation and differentiation				
374	4.4	Operations: Knowledge of the functions that support sales and service.				
375		Critical Work Functions:				
376	4.4.1	Maintain the store's physical conditions and appearance				
377	4.4.2	Ensures that the store is a comfortable and safe shopping experience				
378	4.4.3	Executes safety and security procedures to prevent accidents and respond to emergency situations				
379	4.4.4	Executes shortage programs and merchandise protection standards				
380	4.4.5	Ensures compliance with all laws, regulations, guidelines, policies and procedures				
381	4.4.6	Conducts daily, monthly, seasonal physical inventory and reconciliation.				
382	4.4.7	Develop and execute merchandise and sales plans				
383	4.4.8	Interpret profit/loss statements				
384	4.4.9	Maintain selling and non-selling expense budgets				
385		Technical Content Areas:				
386	4.4.10	Workplace Safety and Security				
387	4.4.10.1	Knowledge of relevant federal and state health and safety regulations (e.g. pertinent OSHA regulations)				
388	4.4.10.2	Safety standards				
389	4.4.10.3	Loss prevention				
390	4.4.10.4	Operation and asset protection – protecting people, product, and profit				
391	4.4.11	Inventory Control and Loss Prevention				
392	4.4.11.1	Purchasing systems				
393	4.4.11.2	Inventory control				
394	4.4.11.3	Quality and continuous improvement systems				
395	4.4.11.4	Process improvement				
396	4.4.11.5	Optimization of operations				
397	4.4.12	Financial Reporting				
398	4.4.12.1	Financial aspects of business operations, accounting, and budgeting				
399	4.4.12.2	Sales against goals; track sales versus established standards				
400	4.4.12.3	Reporting tools (daily, weekly, monthly reports): purpose and use				
401	4.4.12.4	Analysis of report data				
402	4.4.12.5	Continuous improvement practice				
403	4.5	Human Resources: The practices and policies relating to employee interaction, recruitment, selection, management, and dismissal.				
404		Critical Work Functions:				
405	4.5.1	Sources and interviews applicants for selling and support positions				

Retail Industry Competency Model

Curriculum Analysis Worksheet

Use the worksheet to identify the knowledge, skills, or abilities to include in your curriculum. Alternately, you can use the worksheet as a check sheet to indicate which competencies are not currently addressed by existing courses

Order	Code	Competencies (from model)	Course 1	Course 2	Course 3	Course 4
406	4.5.2	Selects and hires associates who best match the job requirements				
407	4.5.3	Orients, trains, and coaches associates to perform job requirements				
408	4.5.4	Sets up and uses hourly compensation process				
409	4.5.5	Observes and measures individual and team performance				
410	4.5.6	Regularly evaluates associates' performance, provides positive feedback, and addresses poor performance				
411	4.5.7	Inspires the team through effective communication				
412	4.5.8	Recognizes and rewards individual and team accomplishments and celebrates success				
413		Technical Content Areas:				
414	4.5.9	Recruitment and selection practices				
415	4.5.10	Orientation and training methods				
416	4.5.11	Technical and service training				
417	4.5.12	Maximizing performance, coaching, motivating				
418	4.5.13	Goal setting and performance appraisal				
419	4.5.14	Managing communications				
420	4.5.15	Legal knowledge in support of Federal EEO laws and regulations and relevant state and local employment laws and policies				

Employment and Training Administration
United States Department of Labor
www.doleta.gov