

Second Chance Project

Training plan

- Learning units -

1. Descriptive training modules

1.1 Recovery modules of basic skills in the local language and/or mathematics

The two modules, of 40 hours each, offer the participants the opportunity to recover and/or consolidate their expertise in the local language and/or mathematics. They are held in groups, but provide a personalization of content in order to offer each participant the opportunity to regain or consolidate what he needs to continue his education in the best way possible.

The frequency of the modules is established at the time of the initial budget based on the results of a test of basic skills in both the local language and mathematics.

Their contents are close to the needs related to the profession of the salesperson and the methodology used by trainers includes the active involvement of participants and an approach based on the situations of professional and /or daily life.

It should also be noted that the professional modules contain possibilities for consolidation and improvement of skills in the local language and mathematics.

1.2 Module 1: Business knowledge

Table 1: descriptive module 1

Module 1	Business knowledge
Hours of class study	School-Shop model: 30 hours Article model 33: 20 hours
Operative skills benchmark	Availability for clients and knowledge of the company's merchandise represent the basis for the smooth running of retail trade activity and for personal satisfaction at work. The retail assistants are able to serve and advise in accordance with customer requirements. They know the assortment and the products of their field of activity, how to present the products and the flow of goods of their point of sale. They understand the most important goods management systems in their company.
Operative objectives	<ul style="list-style-type: none"> - Trainees know the marketing chain. - Trainees know the main tasks of the single ring of a marketing chain. - Trainees understand the game of interaction between retailing and consumer. - Trainees know how to list the different services provided. - Trainees know how they can influence the company's success. - Trainees know what is necessary in order for teamwork to succeed.
Methodological skill	<ul style="list-style-type: none"> - The retail assistants recognize the interaction of their activity with the other activities of the company and behave accordingly. - The retail assistants are jointly responsible for the more simple company processes. In the case of infrequent events they shall inform the respective services.
Social and personal skills	<ul style="list-style-type: none"> - The retail assistants are able to work as a team. They know the rules in order to perform effective team work. - The retail assistants are able to adapt the language and behaviour to any kind of situation and the person's needs. They are punctual, orderly and reliable. - The retail assistants are able to withstand fatigue and perform with calmness and care the work assigned to them.
Contents	<ul style="list-style-type: none"> - Marketing chain - Provision of services - Team work
Area of qualification	Practical work
Qualification procedure	Written exam

1.3 Module 2: Consultancy – customer service

Table 2: descriptive module 2

Module 2	Consultancy – customer service
Hours of class study	School-shop model: 80 hours Article model 33: 20 hours
Operative skills benchmark	Availability for clients and knowledge of the company's merchandise represent the basis for the smooth running of retail trade activity and for personal satisfaction at work. The retail assistants are able to serve and advise in accordance with customer requirements. They know the assortment and the products of their field of activity, how to present the products and the flow of goods of their point of sale. They understand the most important goods management systems in their company.
Operative objectives	<ul style="list-style-type: none"> - The retail assistants are aware of the importance of retail customers and are able to adapt their behaviour according to customer needs and company goals. - The retail assistants know the principles of a sales pitch and they can maintain a sales pitch for the benefit of customers and the company. - The retail assistants know the course from producer to consumer and are able to explain the course of their company's goods. - The retail assistants have a basic knowledge on the management of goods and are able to apply the systems in place in their company.
Methodological skill	The retail assistants apply different methods for carrying out consultation and sales, customer satisfaction and in the interests of the company.
Social and personal skills	<ul style="list-style-type: none"> - The retail assistants are open, willing the spontaneous dialogue. They know the importance of verbal and non-verbal communication and behave accordingly. - The retail assistants are able to adapt the language and behaviour to any kind of situation and the needs of stakeholders. They are punctual, orderly and reliable. - In daily retail work, there are frequent situations of conflict. The retail assistants are aware, in similar cases, to react in a calm and measured manner.
Contents	<ul style="list-style-type: none"> - Communication - Sales pitch - Provision of services - Additional and complementary Sale - Alternative Sale - Claim of clients - Claim of suppliers - Managing customer objections - Managing courtship
Qualification procedure	On premises oral exam and written exam

1.4 Module 3: Management and merchandise display

Table 3: descriptive module 3

Module 3	Merchandise management and display
Hours of class study	School-Shop model: 80 hours Article model 33: 20 hours
Operative skills benchmark	Availability for clients and knowledge of the company's merchandise represent the basis for the smooth running of retail trade activity and for personal satisfaction at work. The retail assistants are able to serve and advise in accordance with customer requirements. They know the assortment and the products of their field of activity, how to present the products and the flow of goods of their point of sale. They understand the most important goods management systems in their company.
Operative objectives	<ul style="list-style-type: none"> - The retail assistants know the products and services offered by the company and know to apply their knowledge to promote sales. - The retail assistants know and can apply the possibilities of combining products and additional sales of the company. - The retail assistants know different forms of sales promotion and presentation of the goods and are able to explain with the help of concrete examples.
Methodological skill	The retail assistants know the correct presentation methods at their point of sale and know how to apply them effectively.
Social and personal skills	<ul style="list-style-type: none"> - The retail assistants are co-responsible for simple business processes. In the case of infrequent events, they shall inform the respective services. - The retail assistants are able to adapt the language and behaviour to any kind of situation and the needs of stakeholders. They are punctual, orderly and reliable.
Contents	<ul style="list-style-type: none"> - Goods logistics in store and warehouse - Promotion measures of goods - Types of internal exposure - Warning signs - Discounts and rebates - Displays - Sales and liquidations - Cash Management - Managing credit cards - Credit sales - Sales selection - Reservation of goods with or without deposit - Reservation with deposit - Receipts
Qualification procedure	On premises oral exam and written exam

1.5 Module 4: Payment methods

Table 4: Descriptive module 4

Module 4	Payment methods
Hours of class study	School-Shop model: 30 hours Article model 33: 15 hours
Operative skills benchmark	Availability for clients and knowledge of the company's merchandise represent the basis for the smooth running of retail trade activity and for personal satisfaction at work. The retail assistants are able to serve and advise in accordance with customer requirements. They know the assortment and the products of their field of activity, how to present the products and the flow of goods of their point of sale. They understand the most important goods management systems in their company.
Operative objectives	The retail assistants are able to explain a system of cash and a goods ordering system and apply them according to the directives. (taken from AFC).
Contents	<ul style="list-style-type: none"> - Cash Management - Managing credit cards - Credit sales - Sales selection - Reservation of goods with or without deposit - Reservation with deposit - Receipts
Qualification procedure	On premises oral exam and written exam

1.6 Modulo 5: Retail practice and specific branch knowledge

Table 5: Descriptive module 5

Module 5	Retail practice and specific branch knowledge
Hours of class study	Apprentice model: 160 hours Article model 33: 45 hours
Operative skills benchmark	The retail assistants have a sufficient knowledge of products, the range and the branch that allows them to handle products in a professional manner and respond to customer questions.
Operative objectives	<ul style="list-style-type: none"> - The retail assistants understand the affinity between the branches of the group to which they belong and acquire their basic knowledge. - The retail assistants have the specific knowledge of the branch and are able to apply it during sales. - The retail assistants know the properties and the key features of the range of the branch and they know how to apply for the benefit of customers. - The retail assistants are able to inform customers on energy standards, environmental and social factors related to the products of their company.
Contents	<ul style="list-style-type: none"> - Expand vocabulary, consider the various categories of technical language. - Know the composition of the various groups of branches. - Know the properties of the products. - Know the origin of the products, (manufacturing countries). - Know about the care and hygiene standards relating to various products.

	<ul style="list-style-type: none"> - Know the regulations on the conservation and storage of products. - Knowing the rules of disposing of packaging material.
Qualification procedure	On premises oral exam -1 hour

1.7 Module 6: Business economics

Table 6: Descriptive module 6

Module 6	Business economics
Hours of class study	Apprentice model: 100 hours Article model 33: 30 hours
Operative skills benchmark	The basic knowledge of Economics helps retail assistants understand the characteristics of the retail trade. They have basic knowledge concerning the retail trade's position in the economy and its main functions and activities.
Operative objectives	<ul style="list-style-type: none"> - The retail assistants are able to understand and describe the main tasks of the retail trade. - The retail assistants understand the main differences of the various organizational and corporate forms of the retail trade and are able to describe those of their company. - The retail assistants understand the dependence of the retail trade on economic, social and ecological changes and are able to explain the effects on their training company.
Contents	<ul style="list-style-type: none"> - Know the economic sectors and types of goods and services. - Know the rules and documents to handle incoming goods. - Know the characteristics of the various types of shops and services. - Know how to manage currency exchange, credit and debit cards. - Know how to calculate discounts and rebates. - Know the parameters for the composition of the price. - Know the procedure to calculate interest rates. - Know the inventory regulations. - Know the rules of procedure.
Qualification procedure	Written exam -1 hour

1.8 Module 7: Business math

Table 7: Descriptive module 7

Module 7	Business math
Hours of class study	Apprentice model: 50 hours Article model 33: 21 hours
Operative skills benchmark	The basic knowledge of Economics helps retail assistants understand the characteristics of the retail trade. They have basic knowledge concerning the retail trade's position in the economy and its main functions and activities.
Operative objectives	The retail trade assistants know how to apply, in working practice, basic operations and the percentage calculation; they demonstrate with numbers and money and are able to prepare a personal quotation.
Contents	<ul style="list-style-type: none"> - Learn about the interaction between retailers and consumers. - Distinguish the various types of services and the provision of services - Know the principles of verbal and nonverbal communication.

	<ul style="list-style-type: none"> - Learn about payment methods and how to practise them. - Learn about promotional measures and apply them both inside and outside the store. - Knowing how to perform various types of merchandise display. - Knowing how to hold a sales pitch by inserting additional and complementary sales. - Learn about the duties of the warehouse.
Qualification procedure	Written exam -1 hour

1.9 Module 8: Computer skills

Table 8: Descriptive module 8

Module 8	Computer skills
Hours of class study	Apprentice model: 60 hours Article model 33: 25 hours
Operative skills benchmark	The retail assistants understand the fundamental relationships between society, economy and ecology. They behave responsibly in the group and towards the environment and are familiar with the most important legal basics governing private everyday life.
Operative objectives	The retail assistants know simple computer applications and are able to use electronic systems.
Contents	Basic knowledge of the following computer programs: <ul style="list-style-type: none"> - Word, Excel, PowerPoint, Email. - Internet Explorer, the rules and dangers. - Know how to draft a letter.
Qualification procedure	Draft and print a letter - 45 minutes

1.10 Module 9: Regulations and contracts

Table 9: Descriptive module 9

Module 9	Regulations and contracts
Hours of class study	Apprentice model: 30 hours Article model 33: 25 hours
Operative skills benchmark	The retail assistants understand the fundamental relationships between society, economy and ecology. They behave responsibly in the group and towards the environment and are familiar with the most important legal basics governing private everyday life.
Operative objectives	The retail assistants are able to explain, with simple examples, easy legal topics related to individuals, families, employers, tenants, policy-holders or taxpayers.
Contents	<ul style="list-style-type: none"> - The history of insurance. - Lease agreements. - Trading agreement, apprenticeship contract. - Unemployment benefit office. - Rules and dangers of Leasing contract.

	- Rules and dangers of purchases in instalments.
Qualification procedure	Written exam – 1 hour

1.11 Module 10: Civics

Table 10: Descriptive module 10

Module 10	Civics
Hours of class study	Apprentice model: 30 hours Article model 33: 25 hours
Operative skills benchmark	The retail assistants understand the fundamental relationships between society, economy and ecology. They behave responsibly in the group and towards the environment and are familiar with the most important legal basics governing private everyday life.
Operative objectives	<ul style="list-style-type: none"> - The retail assistants are aware of key elements of the conflict between economy and ecology and are able to explain them. - The retail assistants understand the problems of a multicultural society and are able to deal respectfully with those belonging to other cultures. - The retail assistants understand the essential elements of the Swiss political system and participate in social and political life.
Contents	<ul style="list-style-type: none"> - Geographical aspect. - Political structure, political levels, the political organisation of Switzerland. - People's rights at a federal level, the election of Parliament, the Federal Assembly, the parliamentary committees. - Policymakers at federal, cantonal and municipal levels. - Direct and indirect democracy, portrait of the main political parties in Switzerland. - Taxes on the substance of individuals, direct and indirect taxes.
Qualification procedure	Working independently: (choose a theme), 20 pages, including photos. Presentation: 15 minutes

1.12 Module 11: Local national language

Table 11: Descriptive module 11

Modulo 11	Local national language
Hours of class study	Apprentice model: 190 ore Article model 33: 54 ore
Operative skills benchmark	The ability to communicate in the local national language is prerequisite for the exercise of the professional activities and personal development of retail assistants. The purpose of the training is to be able to communicate orally in the local national language properly and according to the other person and situation. The retail assistants develop the ability to understand customer questions and react appropriately. They are able to read, understand, and write simple texts.

<p>Operative objectives</p>	<ul style="list-style-type: none"> - The retail assistants are able to hold in an understandable way a conversation of a professional and personal type in the local national language. - The retail assistants know and apply the most important rules of verbal and non-verbal communication. - The retail assistants develop security and confidence in the various conversational situations. - The retail assistants understand simple texts, such as professional requirements, directions, instructions or forms of contract as well as the most important documents for the company and the branch and are able to comply with them. - The retail assistants are able to use the available reference works and texts on the internet. - The retail assistants are able to write simple texts and notes in the professional and private field.
<p>Contents</p>	<ul style="list-style-type: none"> - Understanding of a text. - Summarize and verbally explain a text. - Synonyms and antonyms. - Grammatical analysis. - Verbs. - The basic rules of verbal communication.
<p>Qualification procedure</p>	<p>Written exam – 45 minutes, oral 20 minutes</p>

2. Coaching

In training developed under the project Second Chance, Coaching is an additional service activated depending on the needs of the individual and include:

- at the time of the initial budget;
- in the course of store-school training;
- at the moment of searching for an apprenticeship place;
- in the course of training leading to the Federal certificate of practical training.

Depending on the needs of the trainees will be able to distinguish:

- **Coaching overall support**

It is designed for people that, easily, fall into drop-out situations. It is a form of coaching to support the self-esteem and sense of self-efficacy of the person in training promoting the personal objectives definition to achieve in the short term, emphasizing particularly its achievements, but also is providing strategies to overcome obstacles in its path.

This form of coaching will lead to a coaching contract which will define objectives, duration and modalities. The contract will be verified after an agreed time and may be renewed at the end of the allotted period. The maximum duration of the overall coaching during the experience in the store-school will be 1 hour per week, therefore, in total, it is approximately 20 hours.

- **Coaching specific support**

Specific accompanying coaching will be activated at particular moments of the course. Among them are:

1. the search for an apprenticeship place prior to the start of a CFC path or a job placement.
2. the inclusion in the working school for those who opt for an apprenticeship or in a company that decide to go directly into the workplace.

1. Look for an apprenticeship or work placement

This form of coaching will be carried out in collective form and will have the specific purpose of enhancing the job search strategies of the participants. It will last 21 hours, divided into 7 half-day seminars.

Below we present the possible seminar program.

Table 12: Seminar training program

	Morning	Afternoon
Monday	09:00 Introduction and presentation	13:30 Skills analysis Generic skills
	10:15 Change prospects (Introduction to change)	
Tuesday	09:00 Meeting with HR specialist or a company director	13:30 The ideal candidate: Propose oneself and impress
	10:15 Skills optimization: Theory and practice	
Wednesday	09:00 Taking stock: Explanation of the course	
	10:15 Complete ongoing work: Practical workshop	
Thursday	09:00 Personal Marketing Efficient communication	13:30 The interview
Friday	09:00 Risk! From strategy to implementation	13:30 Change prospects (ending) Conclusions and final evaluation

2. The inclusion in the vocational school for those who opt for an apprenticeship, or in the world of work.
 - Coaching for insertion in the vocational school

This support measure is for the maximum duration of a trimester to facilitate inclusion in the vocational school to those who have gained an apprenticeship. It has the specific aim of assisting the person in training in knowing the features of the vocational school, its services and staff (individual support, mediation, remedial courses) and in the organization of activities of professional study (time management, study strategies). This form of coaching will have a maximum duration of 17 hours. At its termination, any trainee that needs additional coaching measures will head to the individual support service provided by the vocational school.
 - Coaching for insertion in the world of employment

This is a support measure aimed at encouraging the person's insertion into the company by means of an extension of the provisions of general Coaching. Also in this case a coaching contract will be provided which will allow the establishment of objectives and verify their achievement. Support will include the divulgence of information on the possibilities of continuing training in the field of sales and the opportunity to achieve a qualification thanks to the measures provided for under article 33 of the Professional Training Law (LFP).