



## D2 – Common professional profiles

### WP2: Readaptation of existing professional profiles

**Authors:** Takis Lybereas (HCIA)  
Meletis Karabinis (HCIA)  
Yannis Kalyvas (HMA)  
Joan Davis (EMTEX)  
Andrés Bosch (CFE)

**Submission Date: 31-03-2013**

**Partners:** European Children's Fashion Association, Hellenic Clothing Industry Association, Hellenic Management Association, Teleregions Network – TRN, East Midlands Textile Association Limited, S2 Grupo de Innovacion en Procesos Organizativos



## CONTENTS

1. Introduction and Methodology .....	3
2. The European Fashion Sector – Human Capital .....	4
2.1. Overview .....	4
2.2. Skills in the Retail sector .....	5
2.3. The Children's Fashion Sector specifics.....	9
3. SCORE Common Professional Profiles .....	12
3.1. Overview .....	12
3.2. Sales Personnel Job Profile .....	12
3.3. Small Business Manager Job Profile .....	14
4. Analysis of Questionnaires .....	17
5. SCORE Common Profiles.....	20
6. Conclusions and Next Steps .....	31
7. Bibliography .....	32
8. Annex 1 – SCORE Questionnaire .....	34
9. Annex 2 – Respondents.....	37



## 1. Introduction and Methodology

The SCORE project aims to set up a quick and efficient process of Recognition and Validation of professional competencies for the Children's Products Retail personnel and entrepreneurs throughout Europe, which will be adopted by the labor market of the sector and will lead to the further certification of these competencies by the competent National Authorities in each country.

The second WP of the SCORE project aims at providing a common framework of two professional profiles in the children's fashion retail sector, namely the sales personnel and the small business owner. These common job profiles emerged from the analysis of the existing job profiles in the four countries that participate in the project, following a thorough study of what is the prevailing situation in the sector, as well as the analysis of a survey that was conducted by the partners.

This deliverable presents the results from both the background study performed in the four countries, as well as the survey results. The final common professional profiles will be used as input for the development of the systems of the SCORE project.

## 2. The European Fashion Sector – Human Capital

### 2.1. Overview

Over the past decades, the structure of the workforce in the European fashion industries has changed significantly. The availability of properly skilled workers has become one of the key concerns, and is likely to become even more important in the future. There are several reasons behind this situation, in particular an ageing workforce, difficulties in attracting young people to some parts of fashion manufacturing, a mismatch between education systems and the industry's needs, and low mobility of industry workers. Moreover, many companies and the associated jobs are lost because of problems with succession, transfer and takeover of businesses.

According to Euratex, the key figures for the TCL sector in 2012 are the following:

- The total employment in the TCL sector today is estimated at about 2.2 million workers, excluding the textile care.
- Italy remains by far the largest employer of the TCL sectors. Almost one in four of the workers is Italian.
- The TCL are mainly female sectors. The proportion of women would slightly diminish (we estimate the share at least 60%) but as production units the TCL are still the outsiders in the manufacturing sectors.
- TCL is an aging industry. The shift to older workers (average 5% loss in the age group up to 40 years in the period 2000-2006) seems to perpetuate.
- There are significant productivity differentials between the subsectors of TCL. Textile is more capital intensive and produces relatively higher added value, apparel and leather create relatively more jobs.
- Key figures for the textile en clothing industry
- The total EU-27 textile and clothing industry, including manmade fibres, did represent in 2010:
  - Turnover of 171,944 million Euro (+3.9%) of which: Textile & manmade fibres represent 54% and clothing 46%
  - Investment of 4,946 million Euro (+10.4%) of which: Textile & manmade fibres represent 63.3% and clothing 36.7%



- Companies: 149,262 companies (- 7.4%) of which: Textile & manmade fibres represent 30.1% and clothing 69.9%
- Employment: 1,876,481 workers (-7.5%) of which: Textile & manmade fibres represent 39.4% and clothing 60.6%
- In 2010 turnover per employee reached 91,631 Euro (+12.4%), investment per employee reached approximately 2,636 Euro (+19.4%), 2.9% of turnover was invested and the employment per company decreased by -0.1% (12.6).

## **2.2. Skills in the Retail sector**

The main challenges that the retail sector currently faces include:

- The retail sector does not have an attractive image, making it difficult to hire in this area.
- Professionals stress the lack of basic skills in the service provided to the client (communication and client relationship). Many among employers in the sectors ask for skills needs in teamwork and collective labour relations.
- There is a delay in the training provided in the retail sector compared to other sectors.
- In e-commerce training does not follow the rhythm of changes.
- Training is generally delivered to the enterprise level - SMEs that have less means are often discriminated.
- The proliferation of qualifications offered can also create confusion in the labour market.

Occupations in the commerce sector will not really experience major transformations but new skills will nevertheless add to previous, particularly in the field of new technologies

The main barriers to recruitment are as follows:

- Poor perceptions of the sector.
- Low entry level wages
- A lack of awareness of the career opportunities within the sector
- Poor industry links with education
- Attractiveness of other sectors



- Poor recruitment mechanisms for the sector
- Lack of suitable education and training opportunities

### Skills Gaps

Generic skills gaps evident in the fashion and textiles sector are as follows:

- Management skills
- Technical and practical skills
- Customer handling skills
- Oral and written communication skills
- Problem solving skills
- Numeracy and literacy skills

Businesses believe that the main causes of a lack of proficiency among employees in the fashion and textiles sector are a lack of experience of those being recently recruited, followed by a failure to train and develop staff. Various reports highlight a number of factors that influence the effectiveness of training provision:

- Availability
- Content
- Delivery mechanisms

The key barriers to accessing or providing training are identified as follows:

- Cost
- Time
- Availability of suitable training provision
- Location of suitable training provision
- Awareness of training

### Future Skills Needs

The following generic skills have been identified as being particularly important for the fashion and textiles sector in the future:

- **Supply chain management skills** are becoming more important as the fashion and textiles sector becomes a much more global industry.
- **Customer handling skills** are going to be important as suppliers move into direct supply.



- **Foreign language skills** were seen to be increasingly important for businesses if they are to successfully operate in a global market-place and communicate directly with their supply chain, plus customers.
- **IT skills** will be vital to maximising the use of the internet as a mechanism for e-commerce and associated marketing. IT skills can also help individuals in the fashion and textiles sector work quicker and more efficiently, for example through Computer Aided Design (CAD).
- **Electronic / technological skills** will be essential as technology advances in terms of management, design and production systems. These skills will also be important if the sector is to invest in 'green technology'.
- **Marketing skills** will enable businesses to more effectively build on the strength of the British brand and use ethical and sustainable trading as a key strength of their business.
- **Commercial and financial skills** will ensure that businesses are able to capitalise on the latest process and product innovations and respond to rapidly changing consumer demands in a financially sustainable way.
- **Management and leadership skills** need to improve in the sector and will become more important as competition in the fashion and textiles sector increases.

### **The Aging Work Force and its Consequences**

It is common understanding that textile/clothing/leather employees are aging. In European producer-nations, companies are gradually being hit by this ongoing demographic shock and its consequences: the disappearance of skills built from many years of experience, which can lead to the disappearance of all or part of a company's asset base. In this situation, training workers and recruiting qualified labour constitutes a major concern and becomes a priority in maintaining activities and expertise, along with job security.

### **The Problem of Attractiveness and Recruiting Difficulties**

The sector is facing a palpable paradox: after experiencing serious economic difficulties, they have lost a significant part of their work force (especially in manufacturing) over the last 30 years. Meanwhile, as the age pyramid shows, the sector has had difficulty recruiting, and struggled to attract young graduates and



those seeking advice and orientation. This situation hampers development, and even redeployment in the sector, since it can translate into non-renewable skill sets.

### **The Increasing Rarity of Ongoing and Initial Training**

Specialized training models, both ongoing and initial, have mirrored changes in work force numbers. In fact, on the one hand, companies' demand for training has fallen quantitatively, while on the other, training personnel, who are often former employees in the sector, continue to age alongside employees. All in all, following the logic of economic flux, initial training has trended downwards.

### **The Need for Better Qualifications**

Faced with the globalization of transactions, Textiles, Fashion and Clothing companies have had to transit from a manufacturing culture to a market culture; one that has occurred at varying pace for different companies. This dematerialisation of companies has allowed them (or will allow them) to boost qualifications, responsiveness and creativity. The outsourcing of production activities has led to the emergence of new, more qualified vocations, some of which now attract a younger work force. "Support" positions have developed significantly, pushing up total payroll in the sector, despite falling numbers in the work force. Thus, the issue in this sector went from being exclusively economic (manufacturing costs) to one of skills (the need for qualified labour).

### **A Changing Training Model**

Training has also changed in response to some changes in teaching practices. These practices have been significantly transformed over the last 10 years and continue to evolve due to an increasing demand to tailor training to individuals, and due to contributions from technology and an awareness of sponsors and interns of the need to consider career paths and not only training itself. Thus, educational engineering has changed, and tools have been specifically designed for the Textile-Clothing-Leather sector, in response to the progressions and observations mentioned above. Nevertheless, training is not adapted to the characteristics of the SME's. Very often, the SME's are not sufficiently informed about the training possibilities and/or they hesitate to invest time and money in training because of the temporary productivity losses.

Here is a list of the various issues identified, which could improve employability in the sector:

#### **Match Needs to Training Systems**

- better utilise tools involved in initial training, training systems, orientation, professionalization, and ongoing training;
- enable and support very small businesses more specifically;
- design year-round oversight and initiative structures;
- increase access to existing tools

#### **Offer opportunities to employees in the sector**

- secure professional development, improve transitioning, promote employee loyalty
- fight job insecurity in the industrial field
- promote technical careers

#### **Create and maintain jobs**

- diffuse tensions surrounding supply and demand of employment in the industry
- enable the evolution of jobs
- retain knowledge (databases, mentoring...)
- secure renewal from one generation to the next
- attract more youth to the TCL sector and make its careers more attractive

### **2.3. *The Children's Fashion Sector specifics***

Sales retail personnel in the children's fashion sector have to consider some additional issues related to the sector. Such are:

- **Styling** Childrenswear needs to meet a wide range of uses, from play to school to party or beach clothing. The use will often determine the choices of styling, fabric/material, construction and even colour range. There may also be different concerns according to the age of the child for whom it is intended. In considering styling it is established good practice that there are internal company discussions which cover sizing, cut, design and fashion trend, including the colour, sheerness and pattern of fabrics, and their age appropriateness.



- **Sizing and Labelling**
- **Marketing** retailers target childrenswear marketing on parents and adult family friends and relatives, never directly to children. This applies to both traditional and new media. It is perfectly appropriate to use child models in marketing material provided the following guidelines are used.
- **Customer concerns** Successful retailers seek and act on feedback from customers, whether through in-store comment, correspondence and website comments, focus groups or insight studies. Responsible retailers give clear signposts on how to raise issues (positive and negative) and respond to those comments.

Shopping habits for children's wear can be classified as those that are programmed and those that are extraordinary:

Programmed shopping:

<b>Instants</b>	<b>Mother's requirements and expectations</b>
Change of season	Wardrobe cleaning and recording of needs for maintaining good quality clothes for younger children or for giving away to friends / relatives.
Everyday clothing for school	Recording of needs at beginning of season, easy to match clothes for all times, low priced clothes, e.g. Jeans, shorts, t-shirts, college shirts, etc.
Casual clothes	Casual chic clothes of mid-high quality and price, Jeans and other daily fabrics (mainly cotton) with details (designs, stras, embroideries, etc.) – special design.
Formal clothes (for parties, social events, etc.)	
For birthday and nameday	Good quality – designer's brand (usually god-mothers cover this need)
Sales	Usually mid-high price, known brands, high quality – possibly purchases for next year.

Extraordinary shopping

<b>Instants</b>	<b>Mother's requirements and expectations</b>
Replacement of worn out clothes	Concerns mainly trainers and jeans, clothes that are worn every day by older (7+) boys

Spontaneous shopping	Special design, colours, extraordinary retail windows, something that they have been looking for long, surprise element.
Children's request	For older children, who ask for specific clothes in design and colour
Within same season due to growth	Depends on the type of clothes that need to be replaced
Shopping therapy	During a visit in a shopping mall or a main street with the family (with or without children), shopping for themselves and for their children.

As far as shopping for gifts is concerned, mothers buy clothes for other children and the main dilemma is between 'baggage' and 'content'

<b>Instants for gifts</b>	<b>Mother's requirements and expectations</b>
Obligation e.g. for an invitation to a party	Typical, economical present, something useful that all children need.
For children of relatives	Usually mid to high price, good quality clothes but also cheaper brands
Christening	Good, well-known brands – high prices
For child birth and as godmothers	Based on relationship and social status – usually between mid to high priced brands



## 3. SCORE Common Professional Profiles

### 3.1. Overview

Within SCORE there are two retail job profiles that are examined in detail:

- Sales person
- Small retail business manager / owner

Both profiles are presented in the following manner:

- Each profile is made up of Key Professional Activities
- Each Key Professional Activity is further split into Secondary Professional Activities and related Operations.
- Skills required for the profiles are split into 8 distinct categories, including one category focused on the specific issues associated with children's fashion.
- Finally, there is a short presentation of desired Personality aspects that a sales person and or a small retail business manager / owner should have.

The way the job profiles have been approached within SCORE is based on the fact that specific training modules should be set up for someone to be able to become a successful sales person and or shop owner. These modules will build on the desired skills that are necessary for each job.

The presentation below of the two Job profiles below presents the general characteristics of the two job profiles.

### 3.2. Sales Personnel Job Profile

#### General Definition

His / her role is to maximise the sales potential and profitability of the store through providing excellent levels of customer care and exceeding the customer's service



delivery expectations. Furthermore, he/she has to assist in the smooth running of the store.

**Key activities include:**

1. Sales and provision of service
2. Receipt and processing of goods
3. Concludes sales transactions
4. Closes the point of sale system or gets insight into it.

**Main Duties**

1. Greet all customers that come into store and assist them with their product selection and converting opportunities to achieve store sales targets.
2. Deal with queries and complaints either over the phone or in store and implement the appropriate action to follow up any matters raised that is timely and the most suitable resolution and leaves the consumer satisfied.
3. Actively promote and present all products using company sales techniques including advising customers on product suitability and care and use of products.
4. Process all sales transactions quickly and efficiently following the correct till procedures and ensuring the safe and accurate storage of monies.
5. Ensure high levels of merchandising by;
  - a. Maintaining clean and bright displays.
  - b. Keeping shelves well stocked and tidy
  - c. Clearly and accurately ticketing stock.
  - d. Ensuring the store is clean and tidy by carrying out housekeeping duties including dusting, sweeping and clearing rubbish as directed.
6. Place and follow up orders and special orders.
7. Participate as directed in stocktaking ensuring that all counts and paperwork are completed accurately and efficiently.
8. Liaise with the store manager with regard to awareness of current and future sales targets.
9. Ensure high levels of product knowledge by reading up on products, attending courses and visits as directed.
10. Liaise with the customer services department with any queries received through the helpline.



11. Assist as directed in receiving and sorting stock deliveries ensuring that all relevant paperwork is completed correctly.
12. Ensure security procedures are followed according to Company and Centre Management Policy.
13. Carry out from time to time and as directed, any other duties as required in addition to the above that will be both reasonable and within your capabilities.
14. Ensure that at all times you take care of your health and safety and that of others by complying with health and safety obligations, particularly by reporting promptly any defects, risks or potential hazards.

**General Skills and Specifications:**

- The person must be interested in the working field and enjoy doing the job.
- He or she should have the required knowledge of the fashion world and the related activities.
- The person must enjoying and willing to work for long hours and with the given deadlines.
- He or she should be physically fit especially if he has been entrusted with ground work.
- The person needs to have the exceptional team working skills and the ability to work in the coordination with all the departments.
- He or she should possess good communication and people skills.
- It is needed to be committed towards customer service and should cheerfully help people.
- He or she should be well-groomed and have possessed a stylish fashion sense.

**3.3. Small Business Manager Job Profile****General Definition**

- Determines the strategy of the company and leads its implementation.
- Chooses the manufactured products or the services supplied by the company, and defines the markets on which the company exercises its activity.
- Collect and manages the means of the company (humans, financials and technical).
- Manages and propels the people to reach the fixed objectives.



- Looks after the company image development.

### **Activities performed**

- Commercial and administrative management of the profit center.  
Establishment of indicators for assessing and monitoring the activity.
- Analysis of the results (volume, control margins, market shares evolution, turnover) and implementation of corrective measures.
- Prospecting, selection and monitoring of customers and distributors.
- Management of the financial, monetary, legal and commercial issues inherent in international trade and cultural specificity of the country.
- Negotiation, counseling and monitoring of key customers accounts.

### **Basic technical competences required**

- To make the decisions to assure the sale of products or services and obtain profits. To attend to competition.
- To set the budgets (in terms of turnover and margin).
- To analyze the costs and the sales. Prepare the investments plan. Negotiate the main contracts.
- To define the orientations of the human resources management policy (promotion, salaries, recruitment).
- To assure the management of the company, the organization of the different functions (social, financial, commercial, technical) and also the means, to make it successful.
- To follow regularly the dashboard of the company in the various activity fields and decide on necessary adaptations.
- To conceive the internal and external communication policy, assure the relations with the main partners (social, economic, administrative).
- To anticipate and manage all kind of conflicts.

### **Capabilities requested**

The job/ profession requires to be able to:

- Delegate powers to his(her) co-workers.
- Develop the motivation and the determination of his(her) co-workers.



- 
- Synthetize the information transmitted by his(her) co-workers.
  - Maintain a balance between the reflexion and animation functions.
  - Make rigorous proof in the analysis of the financial situation.
  - Appreciate quickly the possibilities of profitability to conclude markets.
  - Make innovative or anticipatory decisions to adapt the company to change.
  - Negotiate permanently outside (customers, banks) and inside the company (staff).
  - Take wise advises, appreciate developed arguments before deciding.
  - Use externals experts.
  - Avoid or absorb the stress and show physical resistance.

## 4. Analysis of Questionnaires

Overall, 21 questionnaires were collected. The objective of these questionnaires was for the project partners to get a closer understanding of the actual activities undertaken in children's fashion retailers. The replies were incorporated in the common professional profiles that are presented in the next paragraph.

	<b>Answers</b>
1. Work effectively in a retail team	100,00%
2. Give customers a positive impression of yourself and your organisation	100,00%
3. Contribute to monitoring and maintaining ease of shopping in a retail sales area	95,24%
4. Assemble products for display in a retail environment	95,24%
5. Demonstrate products to customers in a retail environment	95,24%
6. Help customers to choose products in a retail environment	90,48%
7. Follow guidelines for planning and preparing visual merchandising displays	90,48%
8. Assemble visual merchandising displays	90,48%
9. Knowledge about labeling and especially care-labeling	90,48%
10. Display stock to promote sales to customers in a retail environment	85,71%
11. Process payments for purchases in a retail environment	85,71%
12. Dress visual merchandising displays to attract customers	85,71%
13. Provide service to customers in a dressing room in a retail environment	85,71%
14. Place goods and materials into storage in a retail environment	80,95%
15. Deal with customer queries and complaints in a retail environment	80,95%
16. Receive goods and materials into storage in a retail environment	76,19%
17. Order and position signage and graphics for visual merchandising displays	76,19%
18. Protect and others' health and safety when working in a retail environment. Reduce security risks in a retail environment	76,19%
19. Keep stock on sale at required levels in a retail environment	71,43%



20. Check stock levels and sort out problems with stock levels in a retail environment	71,43%
21. Choose merchandise to feature in visual merchandising displays	71,43%
22. Carry out promotional campaigns in a retail environment	61,90%
23. Dismantle and store props and graphics from visual merchandising displays	57,14%
24. Cash up in a retail environment	57,14%
25. Audit stock levels and stock inventories in a retail environment	57,14%
26. Contribute to improving a retail organisation's visual merchandising policy	57,14%
27. Make props and decorate fixtures and panels for visual merchandising displays	52,38%
28. Knowledge in managing financial systems	33,33%
29. Produce staffing schedules to help a retail team achieve its targets	28,57%

Comments:

1. Some of the tasks above are controlled either automatically by the company's software and with the help of the area managers and not by the sales assistants and merchandisers.
2. Issues that could have been examined further are: customer service, team players, smart, clean, tidy and intermediate valuation.

### **About the more senior positions**

What would you add to the list above for the more senior positions such as manager, owner/manager, buyer.

The respondents mentioned the following tasks as those that should be included for more senior positions:

- Sales statistics
- Stock-inventory control
- Buying
- Financial systems
- recruitment / salaries
- e-commerce



- Training (emotional intelligence) coaching
- Management of human resources and/or psychology, capacity to organize and coordinate working groups and capacity to delegate in third people
- CMR
- Social networking e.g. facebook
- Choice of merchandise to be displayed
- Legal
- Target setting / Key Performance Indicators

**What special Health & Safety and other legislative considerations do you and your staff have to adhere to by working in children's wear retailing?**

- Knowledge of the European Health & Safety Rules for clothing manufacturing since they are applied already, eg use of trinkets that may be susceptible of being ingested by a child, use of dyes in tissues that can cause allergies, etc ... items that can be classified as hazardous by choking hazard, etc.
- Furniture and store set up complying with safety standards.
- Smoke alarm, fire escape, fire extinguisher, public liability
- European regulations - Knowledge and assistance about REACH legislation
- be aware of legislation on child safety...

<b>Thinking about e commerce</b>	
Do you have a website?	85,00%
Is this used to promote the business?	80,00%
Are you involved with on-line selling of your merchandise?	57,89%
Are you planning to offer on-line shopping for your customers?	63,64%



## 5. SCORE Common Profiles

Following the examination of background documentation, the analysis of the existing job profiles in the four participating countries and the analysis of the 21 questionnaires, the current paragraph presents in detail the common job profiles that the SCORE partners have agreed. It should be noted that overall there are 5 key professional activities allocated to the 2 retail job profiles that are examined in detail. In particular,

a. for the Sales person, there are three associated key professional activities:

- Sells the products of the store,
- Serves the customers, and
- Takes care of the proper store operation,

b. while for the Small retail business manager / owner profile, there are 2 more key professional activities:

- Manages operations, and
- Strategy setting.



KEY PROFESSIONAL ACTIVITIES	SECONDARY PROFESSIONAL ACTIVITIES	OPERATIONS
1 Sells the products of the store	1.1: Gets informed about the products that he/she sells	1.1.1: Updates his/her knowledge regarding the characteristics of the products
		1.1.2: Gets informed on competitive products
		1.1.3: Keeps updated on international trends concerning the products
	1.2: Ensures a proper communication with customers	1.2.1: Cares to be in direct contact with the customer
		1.2.2: Reads the body language of the client
		1.2.3: Maintains rules of professional conduct
		1.2.4: Informs customers about company policies
	1.3: Applies sales techniques	1.3.1: Welcomes the customer
		1.3.2: Identifies customer needs, presents the product, deals with any objections of the customer
		1.3.3: Closes the sale - greets the customer
2 Serves the customers	2.1: Provides specific information regarding the product that the customer needs	2.1.1: Informs the customer about the qualitative characteristics of the product
		2.1.2: Informs the customer about the quantitative characteristics of the product
		2.1.3: Informs the customer about offers and sales



	2.2: Deals with customer's complaints	2.2.1: Applies rules of good behaviour 2.2.2: Applies store rules 2.2.3: Takes care for the benefit of the store and customer satisfaction
	2.3: Provides after-sales support	2.3.1: Ensures the timely delivery of orders 2.3.2: Takes care of the product's service, when asked for 2.3.3 Responds to changes of goods sold
3 Takes care of the proper store operation	3.1: Checks for product shortages and ensures their ordering	3.1.1: Monitors the displays in the store and records products' deficiencies 3.1.2: Orders products 3.1.3: Receives and checks the ordered products. Is responsible for arranging the products on the shelves of the store and the warehouse.
	3.2: Opens and closes the store	3.2.1: Opens and closes the store according to time schedule and takes care of external issues 3.2.2: Ensures the cleanliness and hygiene as well as the supply of goods for the store 3.2.3 Applies EU safety rules for the store 3.2.4. Cooperates with colleagues and takes initiatives regarding the operations of the store / trains-assists colleagues
	3.3: Handles the till and ensures the updating of the company's databases	3.3.1: Opens and closes the tills 3.3.2: Manages the financial transactions 3.3.3: Ensures the proper collection of information and updates of the company's databases (manually or electronically)



4. Manages operations	4.1: People management	4.1.1. Delegate powers to his(her) co-workers.
		4.1.2. Anticipates and manages all kind of conflicts.
		4.1.3. Develops the motivation and the determination of his(her) co-workers.
		4.1.4. Synthesizes the information transmitted by his(her) co-workers.
		4.1.5. Manages and participates in training / coaching
	4.2: Products management	4.2.1. Controls stock and takes decisions to assure the sale of products.
		4.2.2. Buys products
		4.2.3. Manages the shop displays (merchadising)
	4.3: Financial Management	4.3.1. Analyzes the costs and the sales. Prepares the investments plan. Negotiates the main contracts.
		4.3.2. Monitors sales statistics
		4.3.3. Manages the store's financial systems
	4.4: Promotion / Marketing	4.4.1. Conceives the internal and external communication policy and assures the relations with the main partners (providers and customers).
		4.4.2. Manages the store's CRM
		4.4.3. Monitors e-commerce activities
		4.4.4. Monitors social networking activities



5. Strategy setting	5.1: Strategic planning and management	5.1.1: Assures the management of the company, the organization of the different functions (social, financial, commercial, technical) and also the means, to make it successful.
		5.1.2: Decides on necessary adaptations regarding all levels of company operations based on analysis of the results.
		5.1.3: Sets targets (Key Performance Indicators) and monitors them.
		5.1.4: Human Resources management (recruitment, salaries, training, rotation, etc)
		5.1.5: Management of the financial, monetary, legal and commercial issues inherent in international trade and cultural specificity of the country.
5.2: External relations	5.2: External relations	5.2.1: Negotiation, counseling and monitoring of key customers accounts.
		5.2.2: Negotiation and monitoring of key suppliers and distributors.
		5.2.3: Uses external experts when necessary.
		5.2.4: Negotiates constantly outside (customers, suppliers, banks, authorities).
5.3: Generic issues	5.3: Generic issues	5.3.1. Monitors legislation

BASIC SKILLS	RETAIL SKILLS	CUSTOMER SERVICE SKILLS
Basic IT knowledge	Knows basic product characteristics	Basic psychology Knowledge
Local language	Knowledge of similar and different products	Basic Communication skills
Arithmetic	Works effectively in a retail team	Basic rules of customer reception
Internet usage	Helps customers to choose products in a retail environment	Basic techniques for:
English language	Knowledge about labeling and especially care-labeling	- Identification of customer needs and wants
Verbal-extraverbal behavior	Knows typical packaging procedures	- Demonstrating products
Basic Communication skills	Displays stock to promote sales to customers in a retail environment	- Addressing Objections
Basic framework of rules of professional conduct	Ground rules for pricing policy (sales / discounts)	Basic guidelines for customer service
Telephone communication skills	Provides information and advise	Rules for after-sales support
	Receives and approaches clients	Basic techniques for treating 'special' customers
	Leads a sales discussion asking questions to ascertain customer needs	Support customer service improvements
	Places an order for the client	Resolves customer service problems
	Concludes sales transactions, manages the point of sale system	Gives customers a positive impression of the organisation
		Provide service to customers in a dressing room in a retail environment
		Deals with customer queries and complaints in a retail environment

STORE MANAGEMENT SKILLS	BASIC MANAGERIAL SKILLS	MARKETING SKILLS
Rules for issuing documents	Basic framework of rules of professional conduct and ethics	Awareness methods
Timetable monitoring	Basic Communication skills with suppliers	Fundamentals of information
Basic procedures for monitoring deficiencies	Rules for product classification	Carry out promotional campaigns in a retail environment
Cooperation rules with third parties (suppliers, banks, authorities, etc.)	Basic principles of ergonomics	Contribute to improving a retail organisation's visual merchandising policy
Basic rules for handling electronic equipment	Typical procedures for informing new colleagues	Conceives the internal and external communication policy, assure the relations with the main partners (social, economic, administrative).
Ground rules for completing order forms	Formal procedure for recording personal customer data	Dismantle and store props and graphics from visual merchandising displays
Basic rules for receiving, checking, storing and displaying the goods	Institutional framework regarding personal and sensitive data	Order and position signage and graphics for visual merchandising displays
Rules regarding the opening and closing of shop	Health and safety issues when working in a retail environment. Reduce security risks in a retail environment	
Health and safety framework	Keep stock on sale at required levels in a retail environment	
Cleaning procedures	Check stock levels and sort out problems with stock levels in a retail environment	
Deals with store supplies (consumables etc.)	Choose merchandise to feature in visual merchandising displays	
Knows different types of equipment used in the store	Produce staffing schedules to help a retail team achieve its targets	



Identification of basic faults and malfunctions of electronic equipment and troubleshooting		Typical procedures for informing superiors	
Institutional framework for supplies		Competition fundamentals	
Basic Accounting knowledge		Delegates powers to his(her) co-workers.	
Basic categories of accepted financial transactions		Develops the motivation and the determination of his(her) co-workers.	
Ground rules for handling the till and of program issuing electronic tax data		Synthesizes the information transmitted by his(her) co-workers.	
Basic procedures for handling financial transactions - troubleshooting		Analyses the company's financial situation.	
Typical procedures for ensuring cash		Defines the orientations of the human resources management policy (promotion, salaries, recruitment).	
Contributes to monitoring and maintaining ease of shopping in a retail sales area		Assures the day-to-day management of the company, the organization of the different functions (social, financial, commercial, technical) and also the means, to make it successful.	
Assemble products for display in a retail environment		Commercial and administrative management of the company. Establishment of indicators for assessing and monitoring the activity.	
Follow guidelines for planning and preparing visual merchandising displays		Analysis of the results (volume, control margins, market shares evolution, turnover) and implementation of corrective measures.	
Assemble visual merchandising displays			



Dress visual merchandising displays to attract customers			
Place goods and materials into storage in a retail environment			
Receive goods and materials into storage in a retail environment			
Audit stock levels and stock inventories in a retail environment			
Make props and decorate fixtures and panels for visual merchandising displays			



STRATEGIC SKILLS		SPECIALISED SKILLS
Determines the strategy of the company and leads its implementation.		Consumer protection knowledge
Chooses the manufactured products or the services supplied by the company, and defines the markets on which the company exercises its activity.		The Child as a consumer
Collect and manages the means of the company (humans, financials and technical).		Protection of chemicals:
Manages and propels the people to reach the fixed objectives.		- ISO
Looks after the company image development.		- Inflammability
Deals with all external relations (banks, suppliers, authorities, major customers)		- REACH
Monitors competition and takes corrective steps.		- RAPEX
Makes innovative or anticipatory decisions to adapt the company to change.		Care labelling instructions
Prepares and implements investments plan. Negotiates the main contracts.		Ergonomics
		Addresses the buyer (usually mothers, relatives)
		Specialist suppliers



<b>PERSONALITY</b>
Good memory
Flexible - Adaptable
Patient
Convincing
Verbal-extraverbal behavior
Speech fluency
Negotiations ability
Productive
Service oriented
Basic Communication skills
Serving many clients simultaneously
Time Management
Observant
Organisational
Responsible
Courageous
Careful
Has fashion sense
Team working
Committed
Calm under pressure



## 6. Conclusions and Next Steps

The development of a common approach to the two job profiles enables the SCORE project partners to initiate WP4 'Development of training curricula' and the software developers to proceed with the development of the Software (WP5).



## 7. Bibliography

1. Regulation (EU) No 1007/2011 of the European Parliament and of the Council of 27 September 2011 on textile fibre names and related labelling and marking of the fibre composition of textile products and repealing Council Directive 73/44/EEC and Directives 96/73/EC and 2008/121/EC of the European Parliament and of the Council
2. European Sectoral Skills Council Commerce - Implementation and first year of activities & initiatives
3. Conference of the European Sector Council on Education Training & Employment in the Textile Clothing and Leather industries: Towards a post-2012 development strategy, European Confederation of the Footwear Industry, Brussels, 12th December 2012
4. EU Skills Council Textile Clothing Leather, Final Conference Wednesday 12th December 2012
5. British Fashion Council (2010), The Value of the UK Fashion Industry, London
6. Statistics & structural data on the European leather sector (internal document), Brussels, Cotance (2012)
7. Economix Research & Consulting (2009), Skills scenarios for the textiles, wearing apparel and leather products sector in the European Union, München
8. Euratex & Danish Technological Institute (2011), In-depth assessment of the situation of the T&C sector in the EU and prospects, Brussels
9. Statistics & structural data on the European T&C-sector (internal document), Brussels, Euratex (2012)
10. European Commission (2012), European Economic Forecast - Spring 2012, Brussels
11. Emploi dans les branches Chaussure, Couture, Cuirs et Peaux, Entretien Textile, Habillement, Textile. Etat des lieux et perspectives d'évolution. Etude annuelle, Paris, FORTHAC (2011)
12. Fashion Futures 2025. Global scenarios for a sustainable industry, Forum for the Future (2009)
13. Evolution of the supply, including foresight analyses and forecasts for the sector, Osservatorio Nazionale Concia (2012)
14. Statistics on employment in the UK TCL sector, London, Skillsett (2012)
15. Sizing the Skillfast-UK Sectors and the contribution of Micro businesses, Newcastle upon Tyne, Trends Business Research (2008)
16. International Standard Classification of Occupations Structure, group definitions and correspondence tables, ISCO-08
17. Good Practices Bringing Education and Work Closer to Reduce Persistent Skills Mismatch at Sector Level. Mechanisms at National or Regional Level, between Anticipation Bodies and Education & Training Providers, A report to the European Skills Council: Textile, Clothing, Leather, by Creative Skillset
18. Joint Market Surveillance Action on Cords and Drawstrings on Children's Clothing, Supported by DG SANCO - Consumer Affairs - Technical Report, 23 March 2010, PROSAFE
19. Responsible Retailing: BRC Childrenswear Guidelines, British Retail Consortium
20. Recommendation of the European Parliament and of the Council, of 23 April 2008, on the establishment of the European Qualifications Framework for lifelong



learning, Descriptors defining levels in the European Qualifications Framework (EQF)

21. Sector Skills Assessment for the Fashion and Textiles Sector in the UK, skillset, January 2011
22. Tamkin, P, Giles, L, Campbell, M and Hillage, J (2004) Skills Pay: The Contribution of Skills to Business
23. Good Practices Bringing Education and Work Closer to Reduce Persistent Skills Mismatch at Sector Level. Mechanisms at National or Regional Level, between Anticipation Bodies and Education & Training Providers, A report to the European Skills Council: Textile, Clothing, Leather, by Creative Skillset
24. The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020, 7/12/2010
25. Overview of ESCO - a European classification of Skills, Competences and Occupations
26. New EURATEX WORKING GROUP "EDUCATION & TRAINING" First meeting on 20th February 2013, Brussels



## 8. Annex 1 – SCORE Questionnaire

### SCORE – User reactions [Product content]

#### Introduction

The SCORE project aims to set up a quick and efficient process of Recognition and Validation of professional competencies for the Children's Products Retail personnel and entrepreneurs throughout Europe.

Completing the following will help the project by contributing to the portal content to help future users. Thank you very much for your interest, and in anticipation of your help with the project.

Please click on the grey boxes; they will expand to fit your comments

#### 1. About you.

*Name*

*Organisation*

*Occupation*

*Country*

*Date of Review*

#### 2. About the Learning Package

Here is a list of tasks identified by a group of retailers that would apply to sales assistants and/or visual merchandisers. Please indicate below which you would expect to find in a children's retail organisation

*Please click appropriate boxes*

	yes	no
Work effectively in a retail team	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to monitoring and maintaining ease of shopping in a retail sales area	<input type="checkbox"/>	<input type="checkbox"/>
Receive goods and materials into storage in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Place goods and materials into storage in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Keep stock on sale at required levels in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Assemble products for display in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>



Check stock levels and sort out problems with stock levels in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Display stock to promote sales to customers in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Help customers to choose products in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Carry out promotional campaigns in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Deal with customer queries and complaints in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate products to customers in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Process payments for purchases in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Follow guidelines for planning and preparing visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Dress visual merchandising displays to attract customers	<input type="checkbox"/>	<input type="checkbox"/>
Order and position signage and graphics for visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Dismantle and store props and graphics from visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Make props and decorate fixtures and panels for visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Assemble visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Cash up in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Provide service to customers in a dressing room in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Protect and others' health and safety when working in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Reduce security risks in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Give customers a positive impression of yourself and your organisation	<input type="checkbox"/>	<input type="checkbox"/>
Audit stock levels and stock inventories in a retail environment	<input type="checkbox"/>	<input type="checkbox"/>
Choose merchandise to feature in visual merchandising displays	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to improving a retail organisation's visual merchandising policy	<input type="checkbox"/>	<input type="checkbox"/>
Produce staffing schedules to help a retail team achieve its targets	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about labeling and especially care-labeling	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge in managing financial systems	<input type="checkbox"/>	<input type="checkbox"/>

**What do you think is missing not listed in any of the above?]**

### 3. About the more senior positions

**What would you add to the list above for the more senior positions such as manager, owner/manager, buyer.**



4. **What special Health & Safety and other legislative considerations do you and your staff have to adhere to by working in children's wear retailing?**

**5. Thinking about e commerce**

	<b>Yes</b>	<b>no</b>
Do you have a website?	<input type="checkbox"/>	<input type="checkbox"/>
Is this used to promote the business?	<input type="checkbox"/>	<input type="checkbox"/>
Are you involved with on-line selling of your merchandise?	<input type="checkbox"/>	<input type="checkbox"/>
Are you planning to offer on-line shopping for your customers?	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for your help, if you would like to be involved with the progress of the project please indicate below**



## 9. Annex 2 – Respondents

Happy Feet 4 kids – Independent childrens footwear retailer.  
Footwear manufactured by several polish companies, Happy Feet buy and ship to UK.  
Owned, run and managed by Kamila Kowalczyk has no other staff or employees.  
The shop in Alfreton was established late 2012 and there are no other branches UK  
or other. Sells via website as well.  
[customerservice@happyfeet4kids.com](mailto:customerservice@happyfeet4kids.com)  
[sales@happyfeet4kids.com](mailto:sales@happyfeet4kids.com)

Kathleen's Childrenswear Nottingham Road, Ripley Derbyshire Tel: 07968845223.  
Childrenswear independent retailer, established in September 1969 by current  
owners mother.  
Staffed, ran and managed by owner, no other staff and no plans to take any on.  
Has no website but does have a facebook page and sells via Ebay, no plans for  
website.  
[Edwards145@tiscali.co.uk](mailto:Edwards145@tiscali.co.uk)

Designer Kidz – Childrenswear retailer at East Midlands Designer Outlet Mansfield.  
Not independent.  
The name/brand Designer Kidz is part of the Flyers Group. There are 9 stores  
nationwide, mostly in Discount Designer Retail Parks. Each store deals with their own  
recruitment apart from manager positions which are advertised and filled through  
head office. This store has 3 – 4 staff on duty at any time.  
[Mansfield@flyersgroup.com](mailto:Mansfield@flyersgroup.com)

Jazzy Babies, 102 Hucknall Road, Nottingham – 07962 177530  
[sadiejass@hotmail.co.uk](mailto:sadiejass@hotmail.co.uk)  
Stock babywear to 9 – 10 years  
Independent store owned, managed and staffed by owner only, no staff.  
Has no website but runs an eBay shop, buys direct from Wholesalers, some ex store  
goods. Products from worldwide manufacturers.

Balloons, 52 rectory road, west bridgford, nottingham, NG2 6BU | tel: 0115  
9455829, email: [sales@balloonsweb.co.uk](mailto:sales@balloonsweb.co.uk) <http://www.balloonsweb.co.uk/> -  
Designer Childrens and Babieswear shop and online sales. Stock ranges for 0 – 16  
years, mostly designer labels and a lot of French labels. Shop established in the 80's,  
has 4 members of staff including owner but only one on duty at any time. Buy goods  
direct from manufacturers.



Isobel and Henry, Melton Road, West Bridgford 01159 455119

[lynsey@isobelandhenry.co.uk](mailto:lynsey@isobelandhenry.co.uk)

Independent shop stocking ranges from 0 – 15 years. Mid range/everyday with some partywear

Have three staff including owner but only one in store at any time. Has been running for 2 ½ years. Owner is an accountant and has only been running for 6 months so most staff are more familiar with store and ranges etc than her so all take part in buying stock etc,, buy from manufacturers and wholesalers.

Have trading website.