

**Specification of Competency Standards**  
**for the Retail Industry**  
**Unit of Competency**

Functional Area - Customer Services

Title	Manage mystery shopper activity
Code	107132L4
Description	Manage mystery shopper activity so as to master the actual performance of customer service and improve the overall level of service to help retail business development
Level	4
Credit	6 ( For Reference Only )
Competency	<p>Performance Requirements</p> <p>1. Knowledge of mystery shoppers</p> <ul style="list-style-type: none"> <li>• Understand the corporate strategy on mystery shoppers</li> <li>• Understand the sales target and strategy of the corporate</li> <li>• Understand the main objective of setting up mystery shoppers including: <ul style="list-style-type: none"> <li>○ Improve the retail business through assessment on the quality of staff service</li> <li>○ Recognize outstanding staff of retail outlets and websites</li> <li>○ Provide information to further enhance customer service</li> </ul> </li> <li>• Understand the organization that provides mystery shopper services and the guidelines, obligation and rights of the mystery shopper program.</li> <li>• Understand the general criteria of mystery shopper program, for example: <ul style="list-style-type: none"> <li>○ Online and offline shopping environment</li> <li>○ Online and offline shopping experience</li> <li>○ Online and offline transactions to complete the process</li> </ul> </li> </ul> <p>2. Manage mystery shopper activity</p> <ul style="list-style-type: none"> <li>• With reference to the customer relationship and marketing strategy of the corporate, determine the suitability and level of participation of mystery shopper program to the corporate retail business</li> <li>• Coordinate with organizations that provide mystery shopper program to identify arrangements, including: <ul style="list-style-type: none"> <li>○ Determine the actual retail unit of the corporate</li> <li>○ Visit cycle and frequency by mystery shoppers</li> <li>○ Timetable of the mystery shopper program such as the number of years</li> </ul> </li> <li>• Manage the details of the mystery shopper program and negotiate on the assessment criteria, for example: <ul style="list-style-type: none"> <li>○ Shopping environment (offline) <ul style="list-style-type: none"> <li>▪ Staff appearance</li> <li>▪ Shop management</li> </ul> </li> <li>○ Shopping experience (online and offline) <ul style="list-style-type: none"> <li>▪ Assistance from staff</li> <li>▪ Knowledge of the sale of goods / services</li> <li>▪ Staff attitude and initiative</li> <li>▪ Commodity / service inventory and price information</li> </ul> </li> <li>○ Completing the transaction (online and offline) <ul style="list-style-type: none"> <li>▪ Cash service</li> <li>▪ Guests leave</li> <li>▪ After-sales service</li> <li>▪ Team spirit</li> </ul> </li> </ul> </li> <li>• Review the investigation report after the completion of the mystery shopper program and propose improvement measures to the senior management, for example:</li> </ul>

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	<ul style="list-style-type: none"> <li>○ The overall performance of the corporate, summary and data</li> <li>○ Comparison of performance between business and its group</li> <li>○ Comparison between the performance of the corporate and the overall retail industry</li> <li>○ Analysis of Retail Industry Trends</li> <li>○ Business trends, including the performance trends of each review criteria</li> <li>○ Recommended commendation action</li> </ul> <p>3. Exhibit professionalism</p> <ul style="list-style-type: none"> <li>● Maintain customer-centric attitude in the management of mystery shopper activities</li> <li>● Respect the mystery shopper investigation report and not to conceal or deceive the act</li> </ul>
Assessment Criteria	<p>The integrated outcome requirement of this UoC is the ability to :</p> <ul style="list-style-type: none"> <li>● Properly manage the activities of the mystery shopper activity so as to master the actual customer service performance and to improve the retail business Service Level</li> </ul>
Remark	