



Sectoral Qualifications Framework for Trade (SQFT)

SECTORAL QUALIFICATIONS FRAMEWORK FOR TRADE (SQFT)

Warsaw 2020

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1. Introduction

A fundamental condition for modern, knowledge-based socio-economic development is the continuous improvement and adaptation of employees' skills for a dynamically changing labour market. In these types of adaptation processes, the ability to adjust to new conditions through conscious learning, a unique feature of the human species, seems to be key (Fontana 1998; Illeris 2009). Currently, a growing awareness is observed of the importance of continuously developing employees' skills in the processes of economic growth. The effectiveness of the actions undertaken to raise the level of human capital in accordance with the idea of lifelong learning lies at the heart of the success of modern, highly developed societies.

Data on the Polish labour market indicate that the developing economy is struggling with a shortage of adequately qualified workers. This results in prolonged recruitment processes and a significant increase in their costs, which is seen in most industries (PARP, 2019, p. 10). This phenomenon was already noted in 2008, when more than 50% of surveyed employers conducting recruitment in their companies reported difficulties in finding employees who met their expectations for a given job position (www.infor.pl, 2018). Therefore, this is not a temporary situation and constitutes a significant problem in Poland's economy today.

The negative labour market processes currently observed indicate that traditional school and academic education is not enough to keep up with the pace of economic changes. This is why it is so important today to support employees and promote modern education, including the idea of lifewide lifelong learning (hereinafter LLL). Its main premises include, among others, an appreciation of learning in various forms and places at every stage of life; the validation of learning outcomes regardless of the way, place and time of their achievement; as well as effective investments in learning opportunities and making them universally available (Council of Ministers, 2013).

In the case of Poland, the direct expression of state policy supporting modern educational processes is the *Strategy for Responsible Development until 2020* (with a perspective to 2030) adopted by the Council of Ministers on 14 February 2017 (Monitor Polski of 2017, item 260). Its objectives include, among others, ensuring citizens with an appropriate quality of education to improve competences. The implementation of human resource development programmes is planned, which will focus on learning outcomes, i.e. the knowledge, skills and social competences desired in a given sector of the economy.

According to the premises of this 2020 Strategy, the objectives relating to human resource development are to be achieved by supporting vocational education both within the formal and non-formal education systems, which includes courses and training. In addition, so-called skills initiatives are planned, based on recognising learning outcomes achieved outside of formal education. These are competences acquired both through the already mentioned non-formal education as well as through informal learning, e.g. webinars and online guides, independent work with publications. In addition, knowledge and skills acquired through the accumulation of experience in a given field also count (Monitor Polski of 2017, item 260, pp. 200–202). Thus, it has been recognised that the education system should

be oriented towards learning outcomes and not, as has been to date, towards how they are obtained.

Currently in Poland, work is underway to adapt the existing forms of transferring and confirming knowledge and skills to the above mentioned approach. The focus of the education system on learning outcomes is in line with the qualifications structure adopted by the European Union in 2008 and included in the European Qualifications Framework (hereinafter referred to as the EQF). Its current version is described in the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning (OJ 2017/C 189/03). The EQF contains a universal structure of qualification levels, making it possible to compare them with the qualifications systems of individual EU countries. In Poland, the institutional premises of such a system are set forth in the Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws of 2018, items 2153 and 2245 as well as of 2019, items 534 and 1287) (hereinafter, the IQS Act).

One of the tools of the Integrated Qualifications System (IQS) is the Polish Qualifications Framework (PQF). "The PQF has eight levels of qualifications, like the European Qualifications Framework. Each PQF level is described by general statements¹ about the learning outcomes required for a given qualification level. In determining a qualification's PQF level, it does not matter whether its required learning outcomes are attained within a structured education system or in another way. PQF level descriptors describe the full range of qualifications' required learning outcomes in the categories of knowledge, skills and social competence. The descriptors of successive PQF levels reflect the increasing requirements in these areas." (Chłoń-Dominiczak et al., 2017, p. 4).

The IQS is an institutional foundation that facilitates the implementation of the LLL concept. The system does not create barriers for any form of education, and makes it possible to organise the various qualifications that can be attained in Poland. Until now, qualifications had been awarded in different structures, institutions and organisations on the basis of different regulations and laws, so it was difficult to organise or compare them according to uniform criteria. The IQS is especially valuable in its ability to now include in the system those qualifications operating in the free market, which in order to be included, must be described in the language of learning outcomes and guaranteed by the state (through the general principles on the inclusion and functioning of qualifications in the IQS) by following the principles of validation and quality assurance. The functioning of the IQS should therefore encourage lifelong learning and facilitate the development of competences in line with one's own interests or labour market demand.

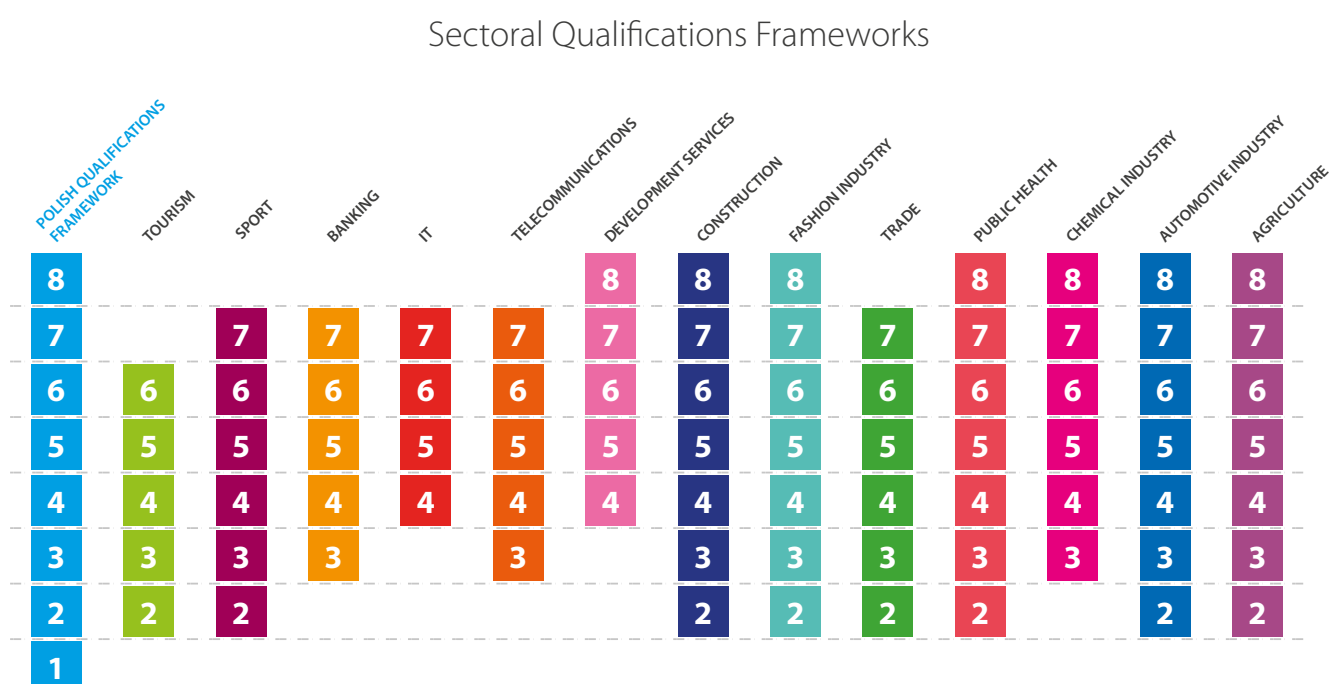
In accordance with art. 11 of the IQS Act, selected descriptors, those known as second stage PQF descriptors for vocational qualifications, can be further elaborated by developing Sectoral Qualifications Frameworks (SQF), which reflect the specificity of a given industry. The Sectoral Qualifications Framework is defined in the IQS Act as a description of the levels of qualifications functioning in a given sector or industry. SQFs are developed for those areas of activity when such a need arises. The main idea adopted in the development of sectoral frameworks

¹ Translator's note: known in English as descriptors.

is that they are created by the sector for the sector. This means that the widest possible range of stakeholders is involved in the process of developing the framework. These include economic entities, trade unions, chambers and industry organisations, representatives of higher education and vocational education and training, as well as regulatory institutions active in the sector. Developing a framework starts with discussions about the competences and qualifications in the sector and allows for an exchange of information between the sector's representatives. Industry stakeholders are therefore both the creators as well as the recipients of the solutions of the resulting sectoral framework. A team of experts from a specific industry creates a draft SQF, which is then consulted within the sector. One of the most important elements of the work on an SQF is defining the key areas of the sector's activities, known as the sectoral determinants, which present the competence areas that are important to the sector. This then helps in determining the descriptors of each SQF level. They must correspond to the PQF levels, but the components of their description should reflect the specificity of the given sector. While it is theoretically possible for a sectoral framework to cover all PQF levels, past work indicates that the number of described levels depends on the specific nature of the sector and is decided by its representatives.

By the end of October 2019, 13 proposed SQFs were developed for the following sectors: banking, IT, sport, tourism, telecommunications, construction, development services, fashion industry, trade, public health, agriculture, chemical industry and automotive industry. The number of levels of these frameworks is shown in Figure 1.

Figure 1. Levels of Sectoral Qualifications Frameworks.



Sectoral Qualifications Frameworks are included in the IQS by means of a regulation issued by the minister coordinator of the IQS (Minister of National Education). The SQF inclusion process is begun by the minister with jurisdiction over the sector, either at

his/her initiative or at the request of a Sector Skills Council or interested party, if the initial assessment of the advisability of including the Sectoral Qualifications Framework in the Integrated Qualifications System is positive (Journal of Laws of 2018, items 2153, 2245, Article 11 paragraph 2). So far, the frameworks for the sport, tourism and construction sectors have been included in the IQS. In addition, the IQS Stakeholders Council has positively assessed the inclusion of the Sectoral Qualifications Frameworks for the development services, banking and telecommunications in the Integrated Qualifications System.

To summarise, it can be stated that there are many benefits of developing an SQF, the most important of which is the fact that it is a result of dialogue among the representatives of a given industry. This allows industry representatives to develop many new and universal solutions and to improve the description and inclusion of qualifications into the IQS, as the SQF translates the language of the PQF into one specific to the industry. The SQF also makes it easier to understand how to relate PQF descriptors to a particular sector, which in turn facilitates the accurate assignment of a PQF level to a specific qualification.

Work is currently underway at the Educational Research Institute (IBE) to develop additional sectoral frameworks, including in the energy and mining sectors. It is worth noting that the concept of developing many Sectoral Qualifications Frameworks and integrating them into the system in Poland emerged as one of the first in Europe. Currently, a similar solution is being implemented in Latvia, while other countries are working on their own versions.

Information is presented here on the draft Sectoral Qualifications Framework for Trade (SQFT). It consists of several sections presenting: the context of developing the SQFT, a description of project implementation and methodology, the structure of the framework, recommendations concerning the implementation and use of the SQFT in Poland, as well as a glossary of terms used. The annex contains the SQFT level descriptors.

This publication is the result of the work on the SQFT development project performed by a consortium of *Fundacja Przedsiębiorczości* [The Entrepreneurship Foundation] and *Stowarzyszenie Forum Dialogu Gospodarczego* [Forum for Economic Dialogue Association], commissioned by the Educational Research Institute.

2. Implementation of the SQFT project

2.1. Premises and aims of the project

Trade is one of the main and most important economic activities in society. Throughout history, elements of trade, regardless of the considered era, can be found in every type of economic activity undertaken by people. It has accompanied them from the beginning. Trade has developed from the simplest forms of exchanging goods and services to the most modern and advanced forms, such as: e-commerce, discount and retail chains, modern distribution techniques, product merchandising and the storage of all types of goods.

The trade sector in Poland employs 2 million people (www.solidarnosc.org.pl, 2017). Trade permeates all sectors of the economy and links them in a network of interconnections. Its growing importance also results in the dynamic development of technologies, techniques and processes used in trade. Against this backdrop, a discrepancy is observed between current job offers and job descriptions in the labour market and the actual requirements of employers.

They obviously expect potential employees to know and apply current knowledge about products, be able to operate modern sales registers or merchandising equipment, as well as have a high work culture and an appropriate approach to the customer. However, the competences of those applying for a job in trade often do not meet these requirements, which is also the case among those who have completed formal education.

According to data from the Ministry of Family, Labour and Social Policy, in the first half of 2018, one in five registered unemployed persons was classified as being in the service and sales profession. This included 202,080 people, i.e. 20.9% of the total number of unemployed persons. At the same time, the professional group defined as service and sales employees was still in third place in 2018 in terms of the number of job offers, of which 131,126 were announced in the first half of 2018 (Ministry of Family, Labour and Social Policy, 2018).

In the first half of 2018, approximately 3,500 vacancies were reported in various types of entities involved in trade (Wittenberg, 2018, p. 7). In 2017, it was reported that a total of 100,000 workers are lacking in this sector in Poland (www.solidarnosc.org.pl, 2017). Such significant staff shortages may result from the differences between employers' requirements and employees' competences. Although this has recently begun to change, in the opinion of secondary school and university graduates, work in trade is still thought of as not providing significant opportunities for professional development or promotion (www.solidarnosc.org.pl, 2017). As a result, no new, career-oriented employees are attracted to the sector, open to expanding their competences in this field, and those already employed are much more likely to be overburdened with responsibilities than workers in similar positions in other European countries. They are reluctant to change, but also to improve their knowledge and skills, whether through independent study or training.

When there is a shortage of labour in the market, the expectations of employees increase. According to data published in 2019, as many as 24.1% of salespersons planned to change their job within the sector, and 70% were counting on a pay raise (PARP, 2019).

At the same time, trade is a sector that significantly contributes to Poland's GDP. According to Statistics Poland, it accounts for 15–17% of this index (Statistics Poland, 2017). This state of affairs is significantly influenced by the fact that more than 24% of enterprises operating in the country, which together employ about 15% of all those working in the Polish economy, are considered strictly commercial (Statistics Poland, 2017). Trade enterprises are also important investors, dynamically introducing new information and communication technologies (ICT). As a result of these investments, requirements are growing for employees to acquire new competences. The problem in acquiring them, however, in addition to the already mentioned reluctance to expand knowledge, is the lack of information. Both commercial company owners as well as their employees are unsure about which new competences are actually desired for specific positions.

According to trade experts, despite the prospect of sales automation and the transfer of certain aspects of sales to the Internet, the demand for skilled trade workers will continue to grow. This growth will be driven both by the development of retail chains and by changes in consumer purchasing preferences. Despite the widespread use of the latest technologies to automate trade, customers increasingly expect an efficient and professional service process, performed by empathic people, rather than emotionless machines.

Employers and employees of trade-related HR departments have signalled that the competences of people taking up employment in trade do not meet their expectations. Newly hired employees have serious difficulties in identifying the needs of their customers, building proper relations with them, and their preparation to organise the sales process is often insufficient (Kuczevska, 2017). In this context, as already mentioned, various types of courses and training are of particular importance, but their factual value varies, and the actual effects do not always correspond to the actual needs. This is because the training offer is often prepared without first determining the expectations of the employer. Moreover, trainers often do not provide the current knowledge, adequate to the needs of employees. As a result, such courses do not enable skills and competences to be developed that are important in contemporary trade.

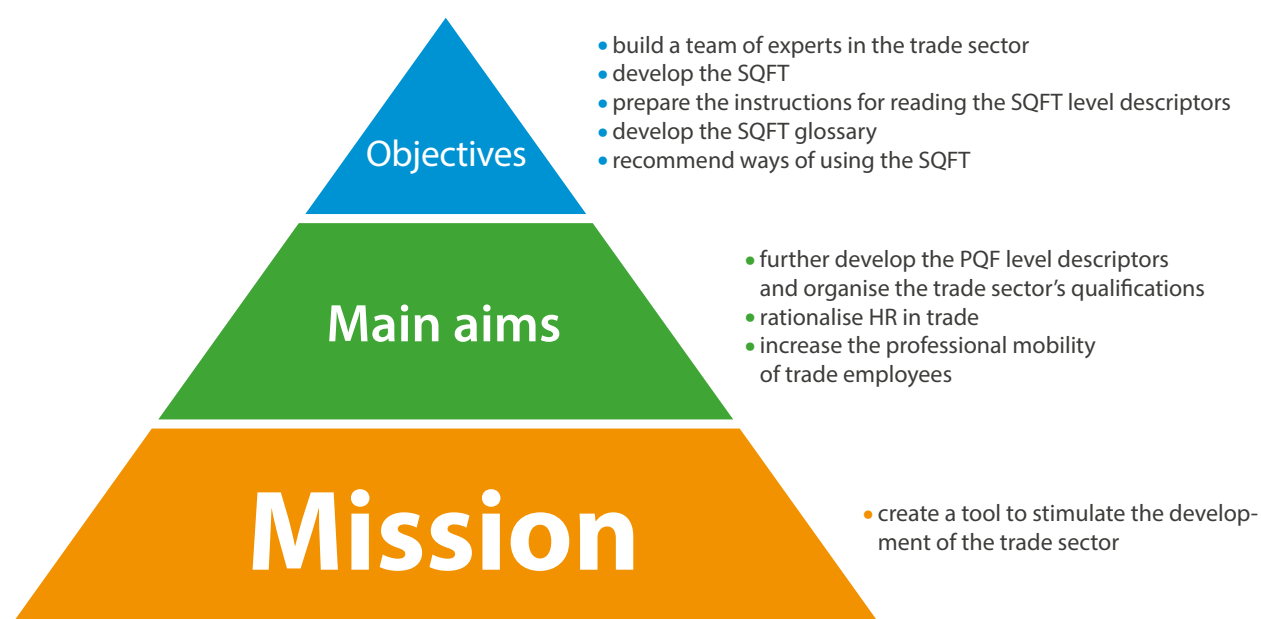
With an awareness of the above mentioned conditions of the trade sector labour market and its continuous development, it was decided that the SQFT should be created. The mission of developing the framework is to create an accessible tool to stimulate the development of the whole sector. The fundamental objective of the project was to develop the so-called third stage PQF descriptors to allow the qualifications of the trade industry to be organised and to enable users, both employees and employers, to take a more rational approach to human resource issues, professional mobility and better career planning within the sector. The detailed objectives of the project leading to the achievement of the planned results were defined as: developing the SQFT together with instructions for reading the

descriptors, producing a glossary of the terminology used, and recommending ways of using the SQFT in the future.

The aim of the SQFT was to build a tool that would clearly but flexibly determine the elements of knowledge, skills and social competences needed to perform work in the trade sector. It was also important to make it a useful tool for employers, so that they know what they can and should expect from potential employees, and also for job seekers to learn about the competences they need to become employed in trade or to be promoted.

The Sectoral Qualifications Framework for Trade can become a tool for diagnosing employer's needs and employee's skills. With a coherent and structured description of the competences typical for the trade sector (in the form of the SQFT), its participants will be able to plan the development of companies and professional careers, for example by providing appropriate training and obtaining formal confirmation of attained qualifications.

Figure 2. SQFT mission and aims.



Project team

The basic methodological premise guiding the development of a Sectoral Qualifications Framework is the phrase "by the sector for the sector". This means that no framework can be created in isolation from the community of the sector, represented by its stakeholders. The SQFT was also developed by a team whose participants have specialised and up-to-date knowledge of the trade sector and the trade processes undertaken in manufacturing and service companies. Moreover, the experts participating in the project also know how to describe qualifications, develop education and training programmes and are familiar with the premises of the PQF and IQS.

Given the need for the widest possible representation of the sector's stakeholders among the experts, efforts were made to involve representatives of trade

enterprises of different types and sizes, trade organisations and associations, trade unions, as well as vocational school teachers training future trade sector professionals and academic staff specialising in trade.

A team of experts was set up, composed of representatives of the consortium of The Entrepreneurship Foundation and the Forum for Economic Dialogue Association. Its task was to coordinate, collect and develop conclusions and proposals in cooperation with the broader community. Then, in consultation with IBE's team and in accordance with the methodology's premises, consult, formulate and present successive products and results of the work.

In order to ensure direct and continuous communication with the sector, well-known trade experts and representatives who have been working on behalf of the sector for many years were asked to join the substantive project team. Their short biographies are presented as follows:

- Prof. Urszula Kłosiewicz-Górecka – researcher, associated with the Polish Economic Institute, author of many scientific papers, articles, studies and reports on trade.
- Iwona Ciechan – PR advisor, co-organiser of trade shows and fairs, including for the trade sector.
- Dr. Andrzej Faliński – expert and commentator on trade sector issues, long-term Director-General of the Polish Organisation of Trade and Distribution, author of trade sector publications.
- Andrzej Wojciechowicz – FMCG market advisor and expert of the European Commission and NCRD in the area of the innovative economy, author of trade sector training programmes.
- Dr. Ben Sassi – consultant and trainer of trade competences, co-organiser of trade shows and fairs, including for the trade sector.
- Łukasz Krawcewicz – economic advisor, organiser of a series of conferences on identifying competences in the trade sector.

Below is a list of trade sector representatives who were involved in developing the SQFT as members of the team of experts.

Representatives of companies in the trade sector:

- Mirosław Mazuruk – President of the Management Board of Warszawskiego Rolno-Spożywczego Rynku Hurtowego SA "Bronisze" [Warsaw Agricultural and Food Wholesale Market SA "Bronisze"]
- Piotr Kondraciuk – President of the Management Board of Delikatesy Internetowe "Polski Koszyk" [The "Polish Shopping Cart" Internet Delicatessens]
- Magdalena Stalpińska – HR Officer of the Management Board of "Auchan Polska Sp. z o.o."
- Monika Janowska – trader for the "Big Trade Group"

Representatives of sectoral organisations or chambers of commerce:

- Karol Stec – Director of Projects for "Polska Organizacja Handlu i Dystrybucji" [Polish Organisation of Trade and Distribution]
- Maciej Ptaszyński – General Director of the "Polish Chamber of Trade"
- Robert Krzak – President of the Management Board of "Forum Polskiego Handlu" [The Forum of Polish Trade]

Representatives of trade sector employers' and employees' organisations:

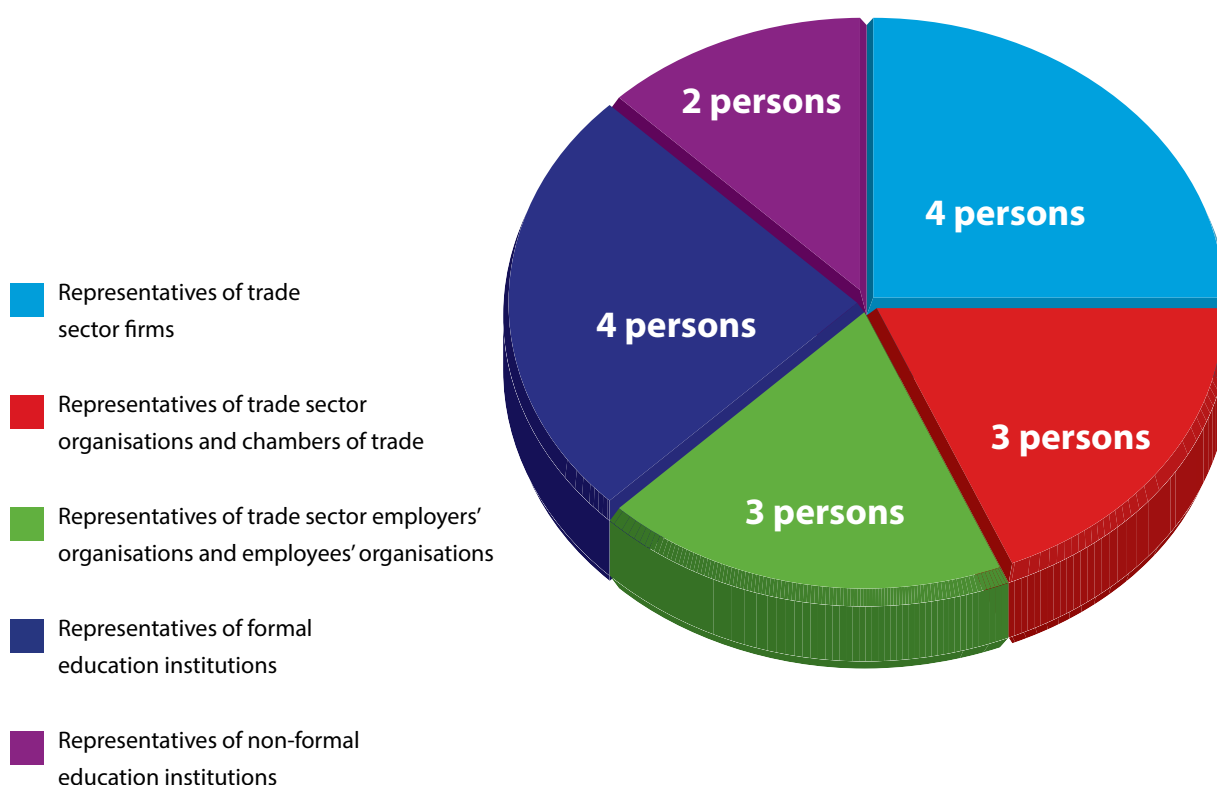
- Jarosław Wereszczyński – Advisor to the President on Trade of Pracodawcy RP [Employers of Poland]
- Ryszard Jaśkowski – President of the Krajowy Związek Rewizyjny Spółdzielni Spożyców "Społem" [National Auditing Union of the "Społem" Food Cooperative]
- Leszek Knap – Management Board member of Ogólnopolskie Porozumienie Związków Zawodowych Rolników i Organizacji Rolniczych [National Alliance of Farmers' Trade Unions and Agricultural Organisations]

Representatives of formal education institutions:

- Jarosław Uściński – Zespół Szkół Gastronomicznych im. Profesora E. Pijanowskiego w Warszawie [The Professor E. Pijanowski Food Services School Complex in Warsaw]
- Prof. Krzysztof Krygier, D.Sc. – Szkoła Główna Gospodarstwa Wiejskiego w Warszawie [Warsaw University of Life Sciences]
- Dr. Jan Czarzasty – Szkoła Główna Handlowa w Warszawie [Warsaw School of Economics]
- Prof. Stanisław Faliński, D.Sc. – Uniwersytet Przyrodniczo-Humanistyczny w Siedlcach, kierownik Zakładu Administracji Samorządowej [University of Life Sciences and Humanities in Siedlce, Head of the Department of Local Government Administration]

Representatives of institutions providing non-formal education:

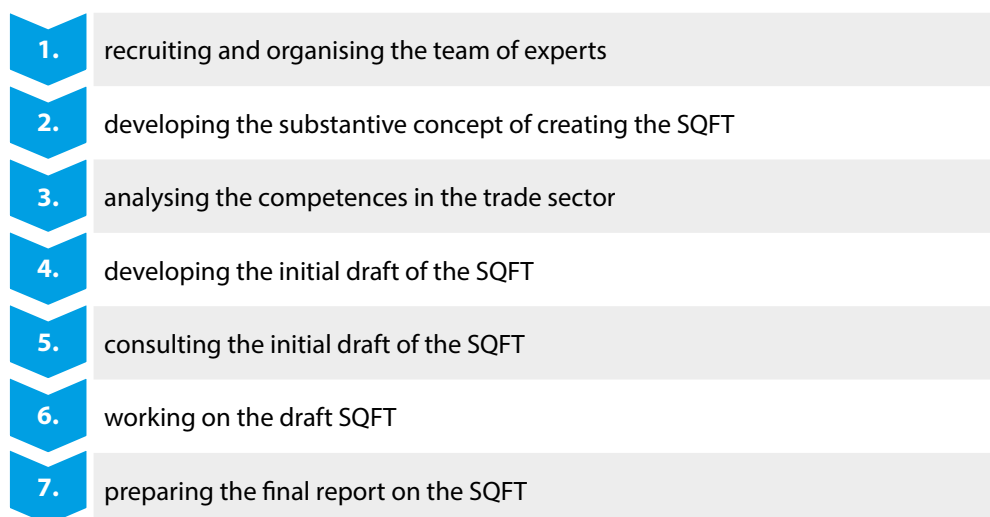
- Paweł Ochwat – President of the Management Board of Asysta Consulting Sp. z o.o.
- Michał Ludwikowski – General Director of Fundacja Polski Kongres Gospodarczy [Polish Economic Congress Foundation]

Figure 3. Members of the project's team of experts.

2.2. Stages of work on the project

Work on the Sectoral Qualifications Framework for Trade was conducted according to a planned process, consisting of the stages presented in Fig. 4.

Figure 4. Course of the work on developing the SQFT



The proposals developed in the course of the work were consulted with the expert team and the sector's stakeholders who were not part of the expert team. After introducing corrections, the products were presented to IBE's project manager for an evaluation of their methodological correctness and the next stage of work was started only after his acceptance. In the process of creating the SQFT, the following substantive products were developed:

- a definition of the trade sector was proposed, allowing us to define its scope;
- trade sector determinants were identified, allowing us to describe the global specificity of the sector;
- the representative professions of the trade sector were identified, and specific professional tasks were selected, analysed, and assigned to the previously identified trade sector determinants – thus creating the so-called trade contexts;
- key competences in the trade sector were identified for the adopted determinants;
- on the basis of the key competences distinguished in the analyses of the determinants and the professional tasks/trade processes within them, sectoral contexts and related sets of knowledge, skills and social competences were determined. These were developed in the form of detailed SQFT level descriptors referenced to PQF levels;
- the developed SQFT level descriptors were analysed in the context of their compliance with the entries of second stage PQF level descriptors.

3. Developing the SQFT

3.1. Definition of the trade sector

The purpose of creating the definition was to define the scope of the sector. It should be stressed that it was not intended to become a general definition. The definition used in the project was developed only to allow us to determine the processes taking place in the sector in terms of competences. Its purpose was to make it possible to more effectively and unequivocally identify the activities and related competences that could be considered typical of trade. The definition of the sector was thus a crucial condition for effectively working further on the SQFT.

The definition of the trade sector is the result of discussions and analyses involving its experts: representatives of companies operating in the sector, trade unions, chambers and branch organisations, representatives of sales/purchasing departments in manufacturing and service companies, vocational and higher education, as well as training institutions. The main findings and final results of the work on the form of the adopted definition in the draft are presented below.

In the course of the initial work, the starting point was the premise that the trade sector should be considered a branch of the national economy engaged in intermediating the trade of tangible, intangible goods and services, between the sphere of their production and the sphere of consumption. Such a way of defining trade, which is also present in the literature, emphasises its organisational and legal distinctiveness, specialised apparatus of trade in goods, and the professional nature of its activities (Ciechomski, 2010). At the same time, the experts confirmed that trade activities, understood in a broad sense, are present in all other areas of the economy, which makes it possible to define the trade sector as permeating others or intersecting them (having a transversal character).

A broad analysis of the literature on trade issues and discussions among experts allowed us to formulate further conclusions:

- trade in functional terms is a form of exchange realised through an intermediary trading company and formerly a merchant (Misiąg, 2002);
- trade activity is based on the act of the purchase and sale of goods, with money being the means of exchange and the exchange takes place in the market of goods intended to be exchanged for money (Sławińska et al., 2001);
- trade should not be equated with distribution as a marketing instrument, whose purpose is to deliver goods to consumers (Śmigielska, 2013);
- basic and additional functions of trade are distinguished:
 - » basic functions result from the service specificity of the retail product and its location in the distribution channel. They are performed both in relation to

buyers (creation of the conditions they desire to purchase goods) and manufacturers (providing an appropriate level of service),

- » additional functions of trade relate to its impact on the labour market and price market (Misiąg et al., 2002);
- the essence of commercial activity is to offer a product that satisfies the needs of customers, consisting of an assortment, services, place, time and conditions of purchasing goods (Bauer et al., 1966);
- trade is characterised by a strong connection with its surroundings. Sources of success and threats are found in the environment of commercial enterprises (Sławińska et al., 2001; Instytut Badań Rynku, Konsumpcji i Koniunktur – Państwowy Instytut Badawczy, 2012, 2016, 2017);
- the perception of the essence of trade has been changing over time, which is reflected in various theories of trade, such as: service, resource, transactional, relational (Stefańska, 2012; Borusiak, 2012);
- contemporary trade is the result of the changes it has undergone along with the processes of social and economic development. Currently, new directions of changes in trade are determined by new information and communication technologies and the growing requirements of buyers of commercial services (Institute for Market, Consumption and Business Cycles Research – National Research Institute, 2012, 2016, 2017).

Based on the findings listed above, the experts distinguished the most typical features of trade activities and included them in a working definition, which was further reviewed in the form of discussions and consultations. This work resulted in the adoption of the following definition of the trade sector used in the draft:

Trade is an activity consisting of the purchase of goods for further resale, performed by commercial companies and purchase and sales departments in production and service firms.

3.2. Description of key competences in trade

After agreeing to the definition, the next step in developing the SQFT was analysing the competences in trade. The method used to perform this task was the analysis of existing data: job advertisements in trade and related positions, educational programmes in trade provided by sectoral and vocational schools as well as the study programmes in trade of higher education institutions. Moreover, qualitative research was used in the form of individual in-depth interviews conducted with decision-makers of commercial firms and the purchase and sales departments of manufacturing and service companies.

The analysis of job advertisements in the trade sector and the information obtained through individual interviews with key decision makers in companies

allowed us to collect data on trade-specific professional tasks and expectations. This work established that:

- a worker in the trade sector should have the ability to combine social competences with the knowledge and skills acquired during education and/or professional career. In this way, such a person will be able to conduct commercial processes, from establishing contact with a supplier/customer, through the presentation of offers and commercial negotiations, to sales and maintaining relations with customers;
- the trade sector expects that such a person will:
 - » **know the principles of the operations of the company** which the employee represents (its legal personality, basic principles of operation, set aims, mission, strategy, market position, etc.),
 - » **know the product** being offered to customers (characteristics, uses, attributes determining its advantage over competitors' products, etc.),
 - » **know and be able to use sales techniques** (use of negotiation in purchasing and sales techniques);
 - » **have the skills of active listening required to analyse a customer's needs**, i.e. listen to the customer, analyse the content of the conversation, paraphrase statements, be able to summarise conversations, highlight the results of negotiations;
 - » **respond to a customer's concerns**, using the customer's concerns as the next step to successfully complete the transaction (a good salesperson will always remember that concerns and comments are a natural sign of the customer's interest in the product or service offered);
 - » **be able to obtain information about customers and competitors.**

The findings were then consulted with project experts. The information on the predispositions expected of those seeking to work in trade combined with the results of consultations with the experts allowed us to identify the key competences used in the trade sector. These have been distinguished and presented below.

1. Management of product purchasing

Persons who have the competences to manage product purchasing know the regulations concerning the trade of goods and understand the need to meet customer expectations. They know the market, are able to find the goods that customers expect in suppliers' offers and then order them. Employees involved in product purchasing management should comply with the relevant rules and regulations and be ready to communicate with the market and make quick decisions.

2. Analysis of market demand

The scope of competences in this area includes knowledge about market demand and the directions of its development. An employee with such competences is able to use sources of information about demand: to segment customers and analyse their behaviour and check whether suppliers and competitors are responding to tenders. The employee must be diligent and accurate in conducting analytical activities and ready to contact the community of the market.

3. Analysis of the supplier market and supply

The competences of persons who are able to analyse the supplier market and supply involves having knowledge about the industry, its suppliers and the products offered. Persons working on such tasks are able to analyse available offers of goods and services, compare them in various ways and, thanks to their contacts, search for appropriate suppliers and recommend them. Persons with such competences must be aware of the results of decisions made on the basis of their analyses and recommendations.

4. Import

Persons in the trade sector with competences in importing know foreign languages, allowing them to learn the changing specifics of legal regulations defining the operation of foreign markets and the industry's requirements on delivering goods. Such an employee is able to identify foreign assortment offers, analyse them and choose the most advantageous ones. They should be ready to take up challenges, look for new products, establish relationships with suppliers and communicate with them in an ongoing basis, as well as learn new regulations and comply with them.

5. Organising and planning product purchasing

Persons with the competences required to organise and plan product purchasing know the principles of organising the purchasing process from planning through budgeting to accepting the goods and know what decision-making problems may arise in the purchasing process. They also know which technologies and software can support their work. They can plan, in accordance with cost-efficiency principles and applicable regulations, their own activities as well as the activities of others responsible for purchasing goods. They are able to use technology, analyse non-contractual factors, as well as manage payment terms and conditions. Such employees are ready to follow the rules of professional ethics and take responsibility for the consequences of decisions made in relation to the conditions of purchasing goods.

6. Negotiations

Persons in the trade sector involved in negotiations have knowledge of the complexity of interests in trade and their own position in this structure.

They know the principles of market analysis, the sources of knowledge required for these processes and the types of negotiation strategies they can use. They also know how negotiations affect contracts and general terms and conditions of supply (hereinafter referred to as GTS), as well as payment issues and financing rules for contracts and joint projects. They are able to analyse the offered conditions, prepare different variants of compromise solutions and document them in the form of notes, recommendations, modifications of the content of legal agreements and GTS specifications. Such persons, acting in changeable and stressful conditions, are assertive but also exhibit empathy. They are ready to take actions that minimise costs and benefit the company and to follow agreements concerning the conditions of cooperation with suppliers.

7. Ordering goods and stock management

Employees who order goods and manage stock have both general theoretical knowledge about commodity science as well as the specifically ordered goods. They also know the procedures for ordering goods and their transport. They understand the factors that shape the size and structure of maintaining stock and the impact of stock management on economic performance. Such a person is able, in accordance with the principles of rational management, to control inventory, i.e.: order, accept, document the condition and receipt of goods and anticipate the risk connected with their purchase. Such employees are ready to comply with the regulations on ordering and stock management, to make decisions under changing conditions, to take responsibility for them, and to conduct inspections and adapt to their results.

8. Warehouse management; receiving inspection, inspecting delivery conditions and product quality; shipping

Persons in the trade sector performing the above activities have knowledge in the fields of commodity science, logistics and storage technologies. They know the regulations pertaining to storage and the procedure of hazards analysis and critical control points (HACCP). They also understand the principles of packaging management and know the market of transport services. They use the terminology of commodities and logistics. They are able to receive and verify the compliance of goods with GTS records and current documentation, and in the case of inconsistencies or shortcomings, they return goods to the supplier. They are also able to select and use appropriate and cost-effective transport services, technologies and IT tools. Persons performing such tasks are ready to comply with relevant regulations and instructions, to affirm the company's objectives in terms of environmental protection policy, to take responsibility for the effects of their own actions as well as those of a subordinate team of employees and to maintain assertiveness in contact with suppliers.

9. Management of the product assortment offer and sales

Employees involved in managing offers and sales understand the importance of maintaining an appropriate product assortment and its sales for the financial situation of the company. They also know the objectives and concepts of

the policies of assembling assortments and sales, the methodology of analysing these issues, and the IT technologies and tools that support it, as well as the legal regulations and rules of organising the assortment policy and sales process. Such persons are able to formulate the objectives of the assortment policy and, with the use of IT tools and technologies, analyse and plan the assortment offer, also in terms of prices. They are able to plan, organise and implement sales policies, including those relating to the safety of goods and customers. Employees who manage the assortment offer and sales are ready to learn about and further develop the company's assortment, support flexibility, creativity and the development of their own and colleagues' competences, as well as to continuously establish relationships with business partners, to comply with workplace regulations and sales regulations as well as to make decisions and work in stressful situations.

10. Export

Trade sector employees conducting export activities have knowledge about the products, customers and legal regulations, both from the perspective of the supplier and the target market, pertaining to the export of goods. Such employees know the principles of documenting such activities. They are able, in accordance with instructions and regulations, to search for potential markets for the products and services offered and to organise and conduct the export process, from producing the required documentation through delivery to receipt. Trade sector employees are ready to establish and maintain the best possible relationships in the international community, to constantly improve their knowledge of international markets and to take responsibility for export activities.

11. Merchandising

Competences in this area enable trade sector employees to know sales techniques and understand the principles of organising space for trade and to display goods, also taking into account e-commerce. They have knowledge about relevant legal regulations and theoretical principles of composition and the aesthetics of merchandising. Such employees are able to develop and execute, in accordance with regulations, the principles of merchandising, taking into account the needs of customers and the characteristics of the goods, and plan the development of commercial space. They are also able to train employees in the principles of merchandising techniques. They are ready to comply with legal principles and commercial ethics in communicating visually with customers and to constantly improve knowledge in the field of merchandising.

12. Direct sales

Employees with direct sales competences are familiar with the tools and theories of marketing and trade ethics. They understand the relationship between information on customer needs and practical service quality, customer satisfaction and company profits. They have knowledge about the goods and services offered, know customers' purchasing preferences and understand their needs for access to information. They know the rules of preparing sales documentation, regulations on consumer protection, including of their personal

data, as well as the rules of returning goods and responsibility for the damage caused by product defects. Such employees are able, in accordance with the law and with the use of marketing tools, to obtain appropriate information about customers' needs and adapt the offer to them in terms of assortment, price and availability, or to use these tools to create customers' needs corresponding to the offer. They are able to complete sales documentation, including the ones relating to returns and, acting in accordance with the principles of consumer protection, to operate devices and IT tools relevant to this work. Trade sector employees are ready to maintain constant contact with customers and appropriate relationships with business partners and team members in stressful situations. They are also ready to act to ensure a compromise in the consumer's and company's interests as well as to continuously improve their competences and promote the principles of ethics in trade.

13. Information and promotion

The competences required to perform these activities include understanding the role of the appropriate promotion and communication tools in building a commercial enterprise's relationship with its customers and meeting information needs about goods and services and their suppliers. Trade sector employees conducting information and promotional activities have knowledge about traditional and modern communication tools, including their formation and current functioning, and are aware of the need to build a brand as an identifying element in contacts with customers. They also are familiar with the legal regulations governing advertising and promotion. Such employees are able to identify types of customers and on this basis properly select and effectively use communication tools for promotion. They can also, in accordance with the law, create channels of communication using information and communication technologies (ICT) that process, collect or transmit information in electronic form. They are able to use the marketing messages of business partners, social media and public relations tools to create and promote their own brands. They are ready to act in a way that is legal and ethical for the company and will not harm the interests of the customer. In addition, they are ready to promote creativity, to direct, control and be responsible for the quality of the work of a subordinate team, and to continuously improve their skills in information and promotional activities.

14. Sales documentation and controlling

Persons with competences in this area are aware of the importance of properly documenting the sales process. They know the principles of financial analytics and management reporting, the principles of forecasting and financial modelling and International Financial Reporting Standards (IFRS). They are familiar with statistical and accounting methods and the IT technologies and tools supporting them, as well as with the applicable laws and document templates for purchases and sales. Trade sector employees performing such tasks are able, with the required diligence, to document and monitor commercial processes. They are also able to use IT technologies and tools to prepare statements and analyses of sales results and make predictions based on the interpretation of these results. They are able to prepare and present reports and minutes. Employees with such competences are ready to perform

controlling tasks reliably in compliance with regulations and to develop and implement good practices to monitor commercial processes.

3.3. Sectoral determinants

After defining and analysing the key competences in the trade sector, the next step was to identify its determinants, i.e. specific areas of competence that characterise the basic activities taking place in the sector.

In order to initially define the sectoral determinants in trade, the project team:

- used the definition of the trade sector developed for the SQFT project;
- used theoretical knowledge on trade activities (the essence and functioning of trade, the place and significance of trade in the country's economy) contained in domestic and foreign literature (monographs, reports, articles, papers);
- used the analysis of key competences in the trade sector;
- conducted an additional analysis of current job advertisements in trade, published on the website pracuj.pl. The survey identified professions representative of the trade sector, which included:
 - salesperson
 - senior salesperson
 - store manager
 - cashier-salesperson
 - sales representative
 - trade technician
 - sales specialist
 - negotiator
 - trade specialist
 - sales engineer
 - sales network development specialist
 - purchasing specialist
 - technical and commercial advisor

- manager, merchandiser

These are the professions/job positions found to have the greatest number of people working in the trade sector, and at the same time, represent the vacancies most often indicated by employers. Moreover, as follows from the analysis of key competences in the trade sector, the listed professions/job positions reflect the most typical activities in the trade sector; the knowledge and skills for these positions are most often required of the people being recruited for work in the trade sector;

- analysed the core curricula approved by the Ministry of National Education to identify professional tasks and the competences required for work in the trade sector (educational level – first stage sectoral school and vocational secondary school).

The outcome of the discussion on defining the characteristics of the trade sector was to identify its key processes. Within each of the proposed processes, two characteristic scopes of work in the sector were identified:

1. Work in the area of PURCHASING goods, whose performance is connected with specific competences.

This determinant includes tasks in the areas of:

- determining the selection and types of purchased goods,
- choosing sources and methods of purchasing,
- establishing the principles of working with suppliers,
- determining the price as well as the terms of delivery and payment.

In order to perform these activities, certain competences are required, understood as knowledge (e.g. knows and understands the assortment, knows negotiation techniques), skills (e.g. is able to assess the offer) and social competences (e.g. establishes relationships).

2. Work in the area of SALES, whose performance is connected to specific competences.

This determinant involves preparing an offer suitable from the point of view of customers, providing it in the right time and place as well as closing transactions. The following stages of the sales process can be distinguished:

- planning (preparing for the sale),
- offering the goods,
- making the sale,
- finalising the transaction.

In order to perform these activities, certain competences are required, understood as knowledge (e.g. knows the principles of selecting goods, knows sales techniques), skills (e.g. is able to display goods) and social competences (is able to establish relationships with customers).

The results of the experts' work on defining proposed sectoral determinants, i.e. PURCHASING and SALES, were verified by:

- focus group research, conducted with representatives of the trade sector, production and services;
- interviews conducted with university staff (Warsaw School of Economics, Cracow University of Economics, Wrocław University of Economics) specialising in trade sector issues;
- individual in-depth interviews with representatives of: trade enterprises with various industry profiles, wholesale and retail enterprises, small enterprises of several persons, as well as large companies operating several dozen trade outlets, independent trade companies and those operating in trade networks, on-site and e-commerce firms operating in local, regional, national and international markets;
- individual interviews with representatives of commercial departments of various sizes as well as manufacturing and service companies; individual interviews with HR department representatives of large manufacturing, commercial and service companies.

As a result of the verification, a proposal was made to extend the list of trade sector determinants to include LOGISTICS and MARKETING. The four proposed trade determinants were thus obtained:

- PURCHASING
- SALES
- LOGISTICS
- MARKETING

The resulting proposal for the four sectoral determinants was then presented to the project's team of experts for reassessment through analysis and discussion. In the course of this work, the team concluded that:

- LOGISTICS is a field of the economy wherein outsourcing is used to engage specialised logistics companies to perform service functions for manufacturing, trade and service companies. It was determined that LOGISTICS has its own goals, tasks, resources and competence requirements. The areas of activity and competence of employees specific to the logistics sector cannot be considered the same as those in the trade sector. It was concluded that they should be included in a separate sectoral framework, despite their logical connection to trade.

- **MARKETING** is a set of activities contained in the determinants agreed to earlier – in **PURCHASING** and **SALES**. During discussions, the experts concluded that it should not be distinguished as a separate determinant for the trade sector due to the use of marketing tools in purchasing and sales processes.

As a result of the analyses, consultations with experts and the two-stage verification process, the project team finally decided that **PURCHASING** and **SALES** are the determinants of the trade sector.

3.4. Sectoral contexts

In order to precisely identify the key competences within the two sectoral determinants identified in trade (**PURCHASING** and **SALES**), three sector-specific areas of professional activities were initially identified, which are performed in both determinants:

- **Area 1: Stages of activities distinguished in the processes.**

Both processes of purchasing and sales consist of stages of activities, such as planning, organising, implementing, monitoring, which are linked to key competences in the trade sector.

- **Area 2. Communication and building relationships with the community.**

Communicating and building relationships with the communities of both business partners and customers. In this context area, communication tools and message content are equally important.

- **Area 3. Development trends and innovative technologies in trade.**

This context area refers to monitoring the trends in trade (e.g. new trade formats, development of e-commerce and m-commerce, i.e. trade using mobile devices) and influencing the development of innovative technologies in trade, including market communication (e.g. advertising, social media), automation and robotisation in the trade sector.

The proposed areas of professional activities in trade were discussed by the project's expert team. The discussions aimed to distinguish more detailed elements, i.e. processes essential to trade. The main topic of the discussion was to link the components of the indicated areas of professional activities with the results of the analysis of competences in the sector and to relate the distinguished processes to the previously established sectoral determinants.

As a result of this work, significant trade processes relating to the sectoral determinants were distinguished in the indicated areas of professional activity. We called them sectoral contexts, which in the subsequent stages of work on the SQFT were to be characterized by distinguishing their relevant knowledge, skills

and social competences. The established sectoral contexts, in connection with the determinants, are presented below:

PURCHASING DETERMINANT

- DEMAND ANALYSIS
- ANALYSIS OF THE SUPPLIER MARKET AND SUPPLY
- IMPORT
- ORGANISING AND PLANNING PRODUCT PURCHASING
- NEGOTIATION
- ORDERING GOODS AND STOCK MANAGEMENT
- WAREHOUSE MANAGEMENT; RECEIVING INSPECTIONS, INSPECTING DELIVERY CONDITIONS AND PRODUCT QUALITY; SHIPPING

SALES DETERMINANT

- PRODUCT ASSORTMENT OFFER AND SALES MANAGEMENT
- EXPORT
- MERCHANDISING
- DIRECT SALES
- INFORMATION AND PROMOTION
- SALES DOCUMENTATION AND CONTROLLING

3.5. SQFT level descriptors

Having defined the sectoral contexts within the determinants, the expert team proceeded to develop detailed SQFT level descriptors based on the distinguished key competences in trade.

At this stage, we again analysed the sets of knowledge, skills and social competences relating to the given sectoral contexts, i.e. professional tasks/commercial processes performed within the distinguished determinants. This analysis took into account the key competences required for working in the trade sector and the most important competence needs indicated by its employers and employees.

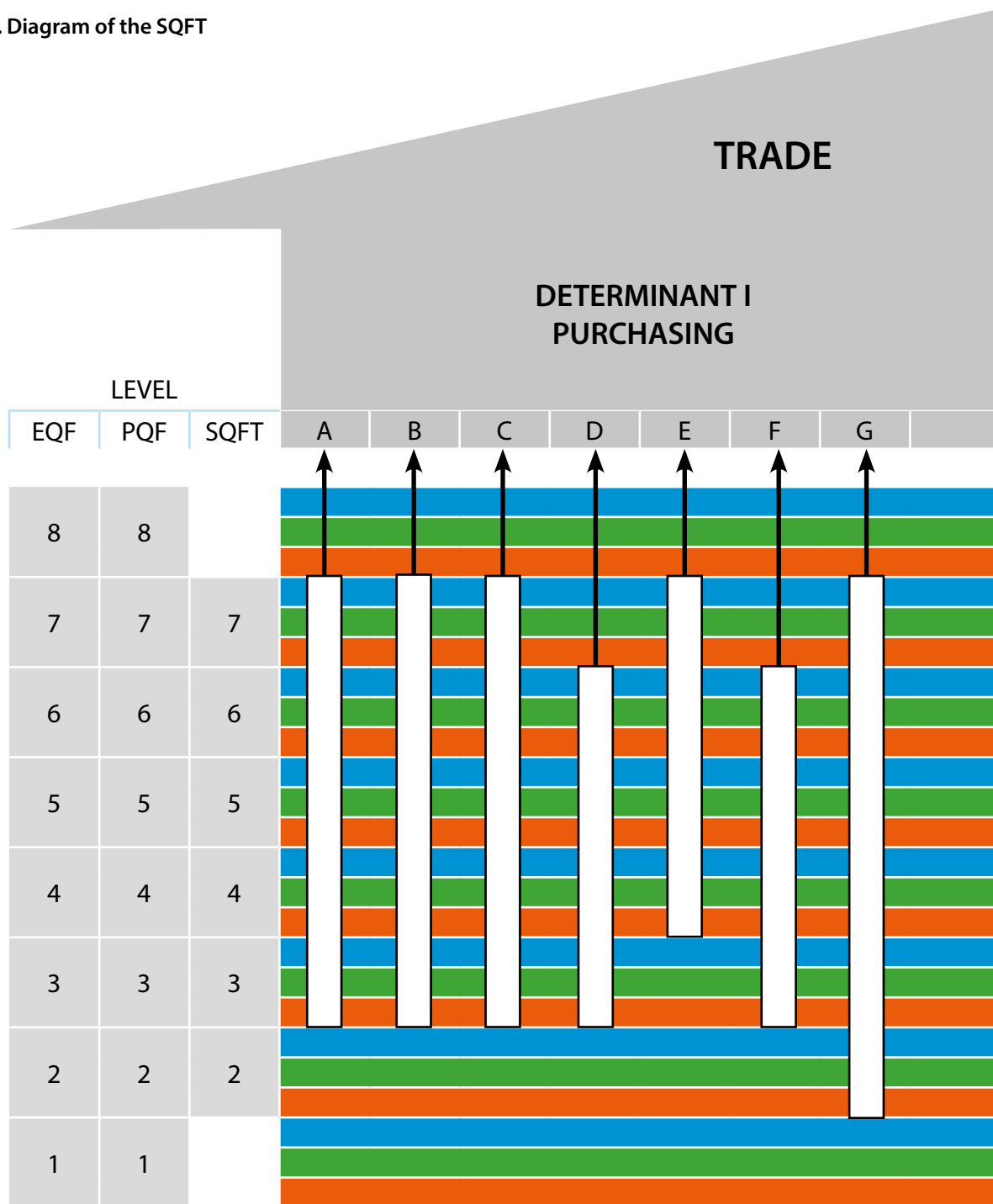
In order to determine the SQFT level descriptors, a table was used, modelled after the PQF, containing descriptions of the knowledge, skills and social competences for the specific sectoral contexts. Using such a tabular layout, the initial SQFT draft was developed.

In developing the SQFT level descriptors, we strove to::

- ensure agreement of the SQFT with the principles of the PQF;
- base the SQFT level descriptors on learning outcomes, which are described in the categories of knowledge, skills and social competences;
- arrange the entries relating to the sectoral contexts in such a way that they describe a progression of knowledge, skills and social competences;
- reference the SQFT levels to the PQF level descriptors;
- describe the scope and complexity of the learning outcomes for a given level and the relevant context, assuming that each subsequent level includes an accumulation of the learning outcomes of the previous levels;
- when transitioning to qualifications at a higher level, have the learning outcomes increase in scope and complexity in their three dimensions: knowledge, skills and social competences.

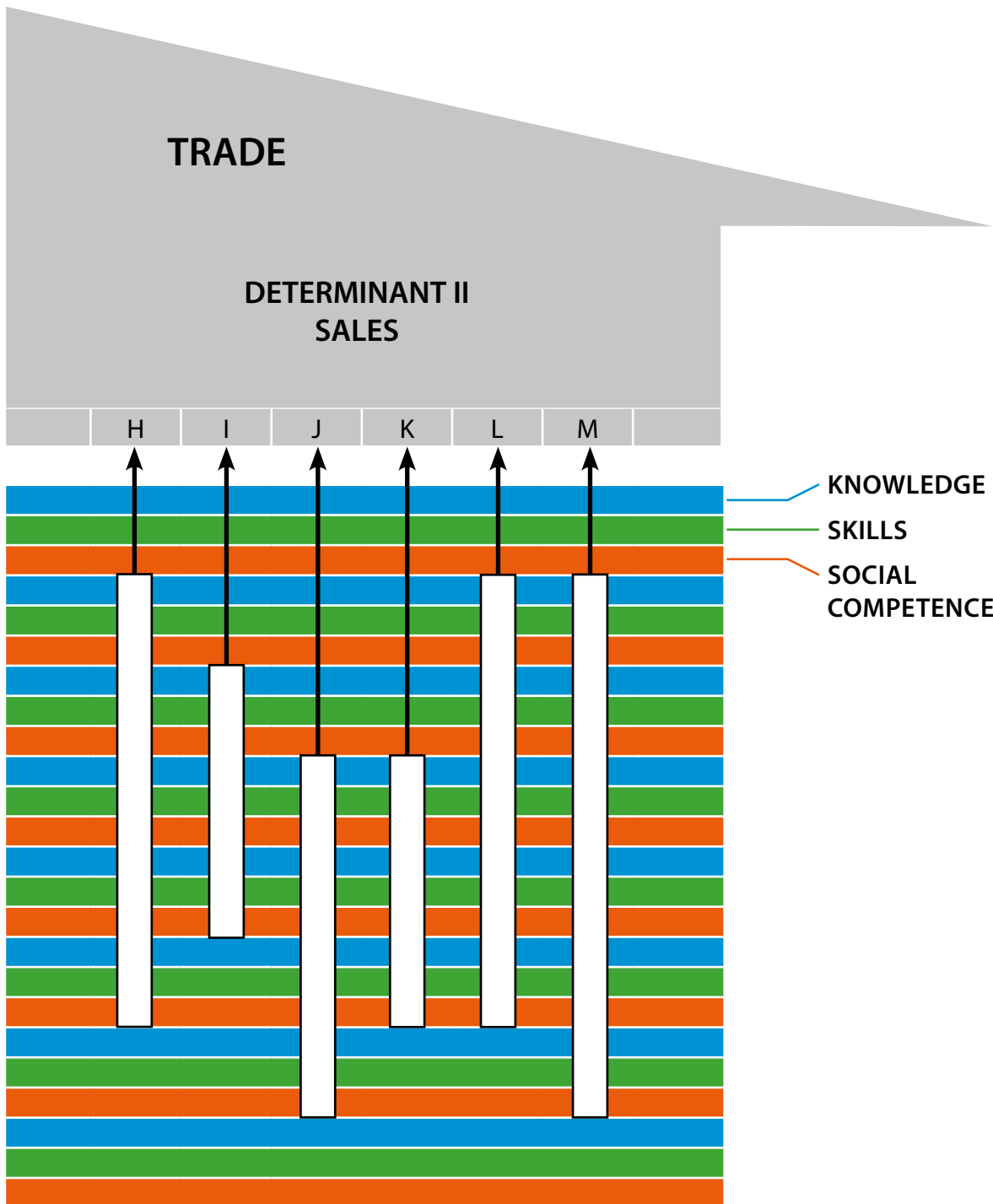
As a result of the experts' discussions, it was decided not to describe level one because no sector-specific competences were found at this level. It was also decided that the framework will not include level eight, which refers to the development of pioneering and innovative activities and uses innovative solutions developed outside the trade sector. Finally, we determined that the proposed SQFT entries in particular sectoral contexts will adopt a structure corresponding to levels 2 to 7 of the Polish Qualifications Framework. Figure 2 presents the SQFT levels in relation to EQF and PQF levels.

Figure 2. Diagram of the SQFT



EQF – EUROPEAN QUALIFICATIONS FRAMEWORK
PQF – POLISH QUALIFICATIONS FRAMEWORK
SQFT – SECTORAL QUALIFICATIONS FRAMEWORK FOR TRADE

A – DEMAND ANALYSIS
B – ANALYSIS OF THE SUPPLIER MARKET AND SUPPLY
C – IMPORT
D – ORGANISING AND PLANNING PRODUCT PURCHASING
E – NEGOTIATION



F – ORDERING GOODS AND STOCK MANAGEMENT

G – WAREHOUSE MANAGEMENT; RECEIVING INSPECTIONS, INSPECTING DELIVERY CONDITIONS AND PRODUCT QUALITY; SHIPPING

H – PRODUCT ASSORTMENT OFFER AND SALES MANAGEMENT

I – EXPORT

J – MERCHANDISING

K – DIRECT SALES

L – INFORMATION AND PROMOTION

M – SALES DOCUMENTATION AND CONTROLLING

4. Glossary of terms used in the SQFT

4.1. Terms used in developing the SQFT

The definitions below are from the publication *Słownik kluczowych pojęć związanych z krajowym systemem kwalifikacji* [Glossary of Key Terms in the National Qualifications System] (Sławiński, 2017).

Level descriptors for the Sectoral Qualifications Framework for Trade – a set of descriptions characterising the knowledge, skills and social competences required for qualifications at a given SQFT level. The Polish Qualifications Framework distinguishes eight levels, which are referenced directly to the eight levels of the European Qualifications Framework.

This term has not been defined in the IQS Act.

Learning outcomes – encompass knowledge (what a person knows and understands), skills (what a person is able to do) and social competences (the attitudes they represent, readiness to perform specific tasks and preparation to fulfil specific obligations).

In the IQS Act: “knowledge, skills and social competence attained through the learning process” (art. 2, item 4).

European Qualifications Framework (EQF) – is the reference system for national qualifications frameworks in the EU, including the Polish Qualifications Framework. It enables the indirect comparison of qualifications attained in different countries. In the EQF, the levels of the framework are defined by means of learning outcomes descriptors in the categories of knowledge, skills and personal and social competences.

The IQS Act refers to the term European Qualifications Framework once in the context of the PQF.

Competences – refer to the broadly understood ability to undertake specific activities and tasks using learning outcomes and one’s own experiences.

This term has not been defined in the IQS Act.

Social competences – one of three categories of learning outcomes. This is the ability to shape one’s own development as well as the autonomous and responsible participation in professional and social life. Social competences take into account the ethical context of one’s own behaviour.

In the IQS Act: “the ability developed during the learning process to shape one’s own development, as well as the autonomous and responsible participation in professional life and society, taking into account the ethical context of one’s own behaviour” (art. 2, item 7).

Qualification – a defined set of learning outcomes whose attainment is assessed in a validation process and formally confirmed by an authorised institution.

In the IQS Act: “a set of learning outcomes in the categories of knowledge, skills and social competence, attained through formal education, non-formal education or informal learning, in accordance with the given qualification’s requirements, whose attainment was assessed through validation and formally confirmed by an authorised awarding body” (art. 2, item 8).

Polish Qualifications Framework (PQF) – is a description of the national structure of qualification levels in the Integrated Qualifications System (IQS). The PQF describes eight distinct qualification levels in Poland, corresponding to the relevant levels of European qualifications.

In the IQS Act: “The Polish Qualifications Framework is established. The purpose of the Polish Qualifications Framework is to classify qualifications included in the Integrated Qualifications System in accordance with the specific levels of the Polish Qualifications Framework” (art. 5, para. 1).

Sectoral Qualifications Framework (SQF) – is a description of qualification levels functioning in a given sector or industry; the levels of Sectoral Qualifications Frameworks correspond to the relevant levels of the Polish Qualifications Framework.

In the IQS Act: “The descriptors of selected second stage Polish Qualifications Framework levels typical for vocational qualifications referred to in the regulations issued pursuant to art. 7 para. 4 may be further developed with the use of Sectoral Qualifications Frameworks, which take into account the specificity of a given industry or sector” (art. 11, para. 1).

Skills – is one of three categories of learning outcomes. It is the ability to perform tasks and solve problems specific to a field of learning or professional activity.

In the IQS Act: “the ability to perform tasks and solve problems specific to a field of learning or professional activity attained through a learning process” (art. 2, item 21).

Knowledge – is one of three categories of learning outcomes. It is a set of descriptions of objects and facts, principles, theories and practices, assimilated in a learning process, relating to a field of learning or professional activity (e.g. trade). The different categories of learning outcomes (knowledge, skills, social competences) cannot be treated completely separately.

In the IQS Act: “a collection of descriptions of objects and facts, principles, theories, and practices attained through a learning process relating to a field of learning or professional activity” (art. 2, item 23).

4.2. Characteristic terms in the trade sector

Economic analysis – a method of studying economic processes, based on considering the relationships between individual elements of these processes. It can be used both to study economic phenomena and processes taking place on the scale of the whole economy, in sectors, as well as phenomena and processes occurring within individual business units. The studies are based on distinguishing the component elements of economic phenomena and processes, determining the cause and effect relationships between the elements, and drawing conclusions from the assessment. The economic analysis facilitates decision making, as well as the

rationalisation of economic processes, e.g. relating to trade (Mruk, 2003; Grabarski et al., 2000; Frąckiewicz et al., 2004).

Price – a contractual amount of a certain good, usually expressed in money. It is an amount of goods that the seller is prepared to relinquish his/her rights to, while the buyer, in exchange for its transfer, is prepared to acquire the rights to the goods. Price is one of the most important criteria taken into account by customers when buying goods and an important factor influencing the profitability of sales. Price is an element which makes it possible to balance supply and demand, although it also has many other functions in business (macroeconomic price income function, microeconomic income function, accounting function, information function, price balancing, redistribution function). (Sławińska, 2008; 2013).

Franchise – a system of the sale of goods, services or technologies which is based on close and continuous cooperation between legally and financially separate and independent companies: the franchisor and its individual franchisees (Domański, 2005).

Trade – is the set of activities involving the purchase (acquisition) of goods for further resale (consumption), performed by trade enterprises and commercial departments in production and service companies (Borusiak, 2008; Cyrson et al., 2016; Czubala, 2001; Misiąg, 2006).

Quality – the sum of the features of a product or service which determine its ability to meet specific needs (Sławińska, 1998; 2002).

Product category – a clear, manageable group of products/services that consumers perceive as related and/or as substitutes in meeting their needs (Sławińska, 1998; 2002).

Purchasing – is the acquisition of products or rights by way of a (written or oral) sales contract or other contract having the equivalent effect (Sławińska, 1998; 2002).

Logistics – In trade, logistics involves shaping, regulating and controlling the process of the movement and storage of goods in the successive phases of their distribution. It is a process of managing the flow of goods, based on the comprehensive optimization on the scale of entire supply chains (Rosa et al., 2013).

Profit margin/mark-up – the difference between the selling and buying price of goods. It is the price of a commercial service understood as the delivery of a relevant assortment of goods in the right place and at the right time, with the right promotion and services accompanying the sale. The mark-up is used by the company to cover costs and make a profit (Sławińska, 1998; 2002).

Merchandising – is a set of techniques for creating a point of sales environment to ensure the optimization of the effective use of a company's material resources (primarily sales space). The aim is to achieve the highest possible turnover from a given space (Sławińska, 1998; 2002).

Supply – refers to products which are intended to be sold. These are both tangible products (consumer and production goods) and services. The main sources of supply are the production capacity of enterprises and the scale of imports (Sławińska, 1998; 2002).

Demand – is the functional relationship between the price of a product and the quantity that buyers are willing to purchase. Demand consists of willingness (determined by preferences) and economic opportunity (determined by purchasing power). Demand changes over time, and knowledge of the scale of such changes facilitates making the right decisions in a company; on the one hand, such knowledge facilitates adapting the offer to the fluctuations of demand, and on the other hand, it makes it possible to conduct activities to limit the volatility of demand (Sławińska, 1998; 2002).

Sales – the organisational, technical, legal and financial activities of providing goods or services for payment (Sławińska, 1998; 2002).

Goods – a product which is intended for sale. This term includes raw materials, consumer and production goods as well as services (Sławińska, 1998; 2002).

Sectoral determinants – descriptions of important areas of a sector, which help in developing Sectoral Qualifications Framework descriptors, e.g. for trade. Together with the definition of the sector, the determinants describe areas of activity in the sector. Sectoral determinants outline specific and key areas of competence for the trade sector. The areas characterise the sector's qualifications and distinguish them from those of other sectors. The determinants are distinguished by the specificity and importance of a given area of trade, they are representative of the all the learning outcomes included in the qualifications of the trade sector. The determinants and their contexts are an auxiliary tool for developing and using the SQFT (Sławiński, 2017).

5. Using the SQFT

5.1. Selected examples of using the SQFT

In order to facilitate the use of the SQFT, codes are used to identify specific descriptors, as follows:

K – knowledge

S – skills

C – social competences

L – level (the numbers 2–7 are used).

Symbols for the sectoral determinants:

I – PURCHASING

II – SALES

Symbols for the context of the sectoral determinants (clusters):

A – DEMAND ANALYSIS – SECTORAL CONTEXT

B – ANALYSIS OF THE SUPPLIER MARKET AND SUPPLY

C – IMPORT

D – ORGANISING AND PLANNING PRODUCT PURCHASING

E – NEGOTIATION

F – ORDERING GOODS AND STOCK MANAGEMENT

G – WAREHOUSE MANAGEMENT; RECEIVING INSPECTIONS, INSPECTING DELIVERY CONDITIONS AND PRODUCT QUALITY; SHIPPING

H – PRODUCT ASSORTMENT OFFER AND SALES MANAGEMENT

I – EXPORT

J – MERCHANDISING

K – DIRECT SALES

L – INFORMATION AND PROMOTION**M – SALES DOCUMENTATION AND CONTROLLING**

The Sectoral Qualifications Framework can be read in various ways, for example, to compare the relationships among the descriptors for:

- 1) knowledge, skills and social competence,
- 2) levels (2–7),
- 3) determinants I/II,
- 4) contexts A/B/C/D/E/F/G and H/I/J/K/L/M.

It should be noted that each of the distinguished SQFT levels (2 to 7) describes the scope and degree of complexity of the learning outcomes for the qualifications assigned to the given level. Although SQFT levels correspond to PQF levels, the learning outcomes for the SQFT levels are described (knowledge, skills, social competences) in much greater detail than the learning outcomes of the PQF level descriptors.

The contexts cover part or all of the levels of the framework, indicating its scope. If one context starts with level three and ends with level seven and another one starts with level two and ends with level six, then, in general, in reference to the PQF, the Sectoral Qualifications Framework for Trade includes levels 2–7.

The blank spaces found in certain levels of the SQFT that are highlighted in colour and not described mean that we did not confirm essential competences required to perform professional tasks at this level.

To read the table, start with the sectoral determinants (PURCHASING and SALES). They divide the table into two parts. Each part contains contexts – processes in trade. Each of the processes is described by means of knowledge, skills and social competences, which are shown in terms of context by 3 horizontal rows. The entries in each cell of a row, i.e. the components of the level description, correspond to a given qualification level adopted in the SQFT.

EXAMPLES OF DESCRIBING SQFT LEVELS:

K I E L 5 – knowledge, determinant I – PURCHASING, context – E (Negotiations) level – 5

S I F L 5 – skills, determinant I – PURCHASING, context – F (Ordering goods and stock management), level – 6

C I I M L 5 – competences, determinant II – SALES, context – M (Sales documentation and controlling), level – 5.

5.2. Proposed ways of using the SQFT in practice

The SQFT can be used in many ways:

- to develop educational programmes in the trade sector, both in formal and non-formal education, where their progression can be arranged in line with the described, horizontally increasing cluster requirements in a given context;
- to verify and validate the individual competences that actually exist in trade relating to specific work tasks or job positions;
- for HR departments to clearly define the requirements to be met for individual positions;
- to support self-learning by employees and trade adepts.

The Sectoral Qualifications Framework for Trade can be helpful at the stage of formulating the learning outcomes required for a qualification, as it directs the attention of those defining the requirements for a qualification and preparing formal or non-formal education programmes to three basic questions:

- what will persons with the given qualification know and understand?
- what will they be able to do, what kind of tasks will they be able to perform?
- what types of obligations or responsibilities will they be ready to assume?

In the trade sector, formal education programmes involving sectoral schools and higher education institutions are particularly well developed. In this area, the SQFT can help in planning career paths, selecting certified training programmes and further education of the sector's employees. In addition, the SQFT can use the HR departments of commercial companies and consulting firms in trade to formulate requirements for the recruitment of employees. It can be useful in conducting recruitment processes, employee assessment, describing job requirements, career development, job evaluation and building a remuneration system.

SQFT entries, based on the analysis of competences in the sector, allow qualifications to be mapped and facilitate the performance of further analyses, including of development trends in trade and the related demand for new qualifications. On this basis, training offers for a given qualification (or part of it) can be developed using the language of learning outcomes and the trade terminology applied in the SQFT.

Particularly noteworthy is the importance of social competences, which are so often overlooked in school curricula and courses focused only on the effects of "knows and understands" and "is able to". The SQFT complements knowledge and skills with social competences, which directly relate to the use of knowledge and the readiness to perform tasks both on one's own and in a team. Competences are usually not included in certificates and diplomas, but are an integral part of the job. SQFT entries can be read, copied and transferred to a job description or

requirements for a job candidate. Work on training programmes should take into account the specific needs of employers in the trade sector, which allow recommendations to be prepared for trainees on the further process of improving their professional qualifications based on an analysis of the SQFT level descriptors. The high utility of the presented set of competences results from the process of creating the SQFT. SQFT entries establish a unified language for the sector, through which it will be possible to predict and describe future competences. Therefore, employers in the trade sector can make greater use of the framework to hire qualified staff in a commercial company as well as for developing plans for the professional development of individual employees. The SQFT will facilitate the adaptation of the employment offer to the actual requirements of the employer, which will be described by identifying key competences based on the SQFT level descriptors.

The SQFT will streamline the search for an adequate training offer, addressed to employees, in relation to the current needs of the company in terms of competences and qualifications. It will also inspire the inclusion of new qualifications to the IQS, which are not yet formally in place and are already in demand in the labour market.

The SQFT can also be used by people actively planning their professional development. It helps employees to precisely define their place in the professional hierarchy and to identify their own competence gaps. It makes it easier to assess one's own competences and enables persons to get a good sense of the opportunities and directions of professional development, both in terms of vertical promotion and horizontal development. The SQFT level descriptors enable this to occur because they are based on sets of learning outcomes described in terms of knowledge, skills and social competences and at the same time refer to specific areas of professional activity.

In 2019, a tender was concluded by the Polish Agency for Enterprise Development for the establishment of the Sector Skills Council for Trade. Its aim is to adjust the education system to the needs of the economic system and to build the competences desired in the trade sector so that qualifications attained at schools, higher education institutions, in courses and training workshops respond to the real needs of employers. The main element of the activities leading to the implementation of these aims is the inclusion of the Sectoral Qualifications Framework for Trade in the Integrated Qualifications System and its promotion among the stakeholders of the sector. The fact that the SQFT was given such a high ranking in the activities of the Sector Skills Council for Trade is evidence of the importance of this tool for the development of the trade sector.

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Annex

SQFT Level Descriptors

SQFT LEVEL DESCRIPTORS

PURCHASING – SECTORAL DETERMINANT I

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
DEMAND ANALYSIS – SECTORAL CONTEXT A						
KNOWLEDGE	K I A L 2	K I A L 3	K I A L 4	K I A L 5	K I A L 6	K I A L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		basic concepts of customer needs analysis	basic concepts and methods of determining demand	a broad scope of information sources about demand and basic methods of analysing demand	at an advanced level, the situation in the demand market	in depth, the trends and expectations of customers
		basic information sources about demand	basic information about demand and the factors influencing demand	to a large extent, the economic and social conditions of demand and the relationships between the factors shaping demand and its volume	the dynamics and structure as well as the directions of the development of demand	the complex dependencies of demand and its conditions
		the relationship between the volume of demand for goods and the volume of sales	the basic theories and dependencies between demand and sales volume		the purchasing behaviours of consumers	advanced methods of analysing demand
			an extended scope of information sources about demand		at an advanced level, the trends and complex dependencies between the factors shaping demand and its volume	the dependencies of demand and the market situation and the current IT techniques enabling such analyses
SKILLS	S I A L 2	S I A L 3	S I A L 4	S I A L 5	S I A L 6	S I A L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		perform, in accordance with instructions, not very complex tasks of accessing information about customers' needs	perform moderately complex tasks of obtaining, monitoring and processing information about customers' needs	autonomously access information about demand	innovatively perform tasks to learn about customers' needs	formulate and perform an advanced analysis of demand
		use simple information about customers' needs and use it in moderately complex situations for ordering goods	autonomously establish contacts with customers	autonomously access the results of analyses of customers' purchasing behaviours	solve complex problems concerning the directions of the development of demand and anticipate their consequences for the company	perform consumer segmentation tasks and use the results in the purchasing process

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		formulate and understand simple statements during a conversation with a customer in a foreign language about demand analysis	provide answers to simple questions from customers in a foreign language concerning demand analysis	perform moderately complex market segmentation	perform complex market segmentation	autonomously plan demand studies and direct others in improving demand analyses
			autonomously plan one's lifelong learning in the area of demand analysis	solve moderately complex and non-routine problems concerning the identification of customers' needs	direct a team in the area of market analysis	utilise the results of analyses in practice
				use the results of analyses of the dependencies of demand on the factors determining demand	understand and formulate very complex and non-routine statements in a foreign language using specialised demand analysis terminology	understand and formulate compound and multi-faceted statements in a foreign language using specialised demand analysis terminology
				understand and formulate simple statements in a foreign language using specialised trade terminology about demand analysis	conduct training in demand analysis	create and transfer knowledge about demand analysis and communicate it in the form of articles, lectures, broadcasts, events and training sessions
				guide new employees and introduce them to issues in the field of demand analysis		
SOCIAL COMPETENCE	CIAL 2	CIAL 3	CIAL 4	CIAL 5	CIAL 6	CIAL 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		function in a team and undertake the basic actions resulting from this	take responsibility for one's work in a team and participate in assessing one's own activities and those of a small team	diligently analyse and use the information obtained about demand	promote models of responsibility for the analyses performed	abide by the principles of responsibility for the information provided and follow ethical principles when using the market information obtained
		function by taking into account the assessment of one's own activities and those of the team	diligently obtain market information	take shared responsibility for the consequences of decisions made	follow ethical principles when using the market information obtained	develop appropriate model procedures of conduct in the sector
		work under observation	communicate with the team and take responsibility for the results of its work	improve the quality of cooperation in a team	exercise diligence and accuracy in the work performed on the basis of sound market research methodologies	take responsibility for the results of issued recommendations

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
ANALYSIS OF THE SUPPLIER MARKET AND SUPPLY – SECTORAL CONTEXT B						
KNOWLEDGE	K I B L 2	K I B L 3	K I B L 4	K I B L 5	K I B L 6	K I B L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		the basic facts and concepts relating to the supplier market and the supply of goods in trade	a broader scope of the domestic and international market of suppliers and goods	a broader scope of the relationships and dependencies of the market of product suppliers	at an advanced level, the suppliers market of sought-after goods, product manufacturing processes and raw materials	in depth, the market position of individual suppliers and the goods they offer
		a broader scope of the processes associated with this	the relationships and dependencies in this market	the basic economic and legal framework and principles of cooperation with product suppliers	how to make optimal use of the components used, their properties and various technologies	the IT tools enabling forecasts of the development of the supply of particular product groups in the context of economic and social conditions
			the specifics of the market of sought-after goods	a broad scope of the properties of goods offered by specific suppliers	at an advanced level, the trends and development contexts of the market for sought-after goods and their importance in trade	
			the general norms for product quality and the safety of trade in goods	the norms of product quality and the safety of trade in goods	advanced IT tools for performing product benchmarking	
			the required documentation relating to product quality and trade in goods	the principles and IT tools for product benchmarking		
SKILLS	S I B L 2	S I B L 3	S I B L 4	S I B L 5	S I B L 6	S I B L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		search for and compare product suppliers	track the supplier market	monitor the development of the product supply market	monitor the market developments of suppliers and goods, taking into account the context in order to make appropriate recommendations of product suppliers in accordance with development trends	properly select goods suppliers, taking into account development trends; creatively present and explain the selection

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		read and understand trade offers in accordance with a specific instruction	obtain quantitative data to assess the supplier market	analyse quantitative and qualitative data about suppliers and goods to assess them and their offer	innovatively perform a quantitative and qualitative analysis of supply and interpret information obtained about suppliers	use innovative methods of analysing the supplier market and the supply, forecast changes
			perform a moderately complex analysis of obtained information about suppliers, taking into account geolocation; prepare the documentation for these tasks	perform a moderately complex comparative analysis of suppliers and goods	use advanced information and communication techniques (ICT)	maintain necessary contacts with suppliers
			conduct specialised interviews and a moderately complex quantitative analysis of product offers	make extensive use of the results of analyses in the purchasing process	conduct specialised interviews and analyse the offers of goods suppliers, correlating the qualitative properties of the goods with prices	use advanced information and communication methods (ICT) in communication
			prepare informational documentation	understand and formulate complex statements in a foreign language using specialised terminology about analyses of the supplier market and supply	assess and prepare purchase recommendations with a justification for the selection	understand and formulate compound and multi-faceted statements in a foreign language, using specialised terminology about analyses of the supplier market and supply
			maintain necessary contacts with suppliers	provide in-house, on-the-job training	understand and formulate very complex and non-routine statements in a foreign language, using specialised terminology about analyses of the supplier market and supply	lead a networked team of employees
			understand and formulate straightforward statements in a foreign language about analyses of the supplier market and supply	lead a small team under organised conditions	effectively lead the work of a team and motivate its members to undertake self-study	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
			agree on assigned tasks and one's own work with superiors and work team members		actively cooperate with the company's departments	
SOCIAL COMPETENCE	CIBL 2	CIBL 3	CIBL 4	CIBL 5	CIBL 6	CIBL 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		communicate autonomously in the supplier community in a way that ensures good cooperation	work autonomously in partnership with suppliers and comply with the rules of corporate hierarchy	follow appropriate model procedures in contacts with suppliers, including the fulfilment of obligations arising from corporate social responsibility	critically assess one's own activities and those of the team	develop and implement appropriate standard procedures of quality and culture in working with suppliers
		assume the basic responsibilities resulting from working in a team	observe a culture of cooperation with suppliers, taking into account the fulfilment of obligations resulting from social responsibility for the effects of one's own activities and those of the team	cooperate with other departments of the company, taking into account compliance with professional ethics	take responsibility for the results of decisions made on recommending suppliers	require the behaviours cited above from one's own team
		take responsibility for one's work		assess one's own activities and those of the team and take responsibility for such activities	take responsibility for the results of the team's work	take responsibility for the consequences of decisions made under high-risk conditions
					comply with the adopted principles of cooperation with suppliers, taking into account the fulfilment of obligations arising from corporate social responsibility and require this of others	develop appropriate model procedures for relations with suppliers, under highly competitive market conditions in trade
IMPORT – SECTORAL CONTEXT C						
KNOWLEDGE	KICL 2	KICL 3	KICL 4	KICL 5	KICL 6	KICL 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		the basic processes involved in importing	the properties of imported goods (qualitative and functional)	a broad scope of the legal provisions and technical requirements regulating the sale of imported goods	at an advanced level, the legal norms	in depth, the complementarity of markets

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE		the significance of imported goods for the offer	the structure of the product assortment of a given category of goods	the principles of introducing groups and categories of goods to the market	the quality and safety standards of trade in goods	the economic policy of countries in this field
		the basic legal regulations on the sale of imported goods	the sources of knowledge about the imported product, also in a foreign language	the institutions controlling imported goods and the principles of cooperating with them	the conditions of purchasing imports and the terms of their payment	the legal and economic conditions and mechanisms of shaping supply in foreign markets
		the market analysis of similar domestic products	the basic legal regulations governing imports	the determinants of competition between domestic and foreign products	the cultural and legal basis for purchasing and cooperation in international markets	principles of operating in an environment of international competition among companies and countries
			the content of foreign goods labels and certificates and their Polish equivalents	the principles of complementarity and substitutability of domestic and imported goods	the principles of competition among suppliers	market trends
			the principles of complying with safety conditions for trade in imported goods	a broad scope of the documentation of the import process	the strengths and weaknesses of suppliers	the conditions of conducting international transactions and taking financial risks
					the principles of ethics, business relations, risk, delivery and receipt	the determinants of using services and cooperation in import transactions
SKILLS	SICL 2	SICL 3	SICL 4	SICL 5	SICL 6	SICL 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		prepare the receipt of imported goods; make corrections in accordance with instructions	receive imported goods	autonomously prepare the basic documentation to import goods into the market	organise work and manage a team	analyse and report on complementary markets based on one's skills and the latest professional knowledge
		read and understand basic foreign language documentation	prepare and lead a sales organisation in accordance with principles and instructions	prepare the receipt of goods in legal and technical terms	implement innovative solutions in managing a team	develop and implement effective import processes
		resolve routine problems arising in the performance of assigned tasks	prepare the basic documentation for the import of goods in accordance with instructions, also in electronic form	lead a specialised team purchasing imported goods in trade	organise import transactions under non-routine conditions	assess foreign companies' offers in relation to planned purchases

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		communicate with superiors and the team about one's duties relating to imports	understand and formulate straightforward statements in a foreign language and conduct a conversation about imports	understand and formulate complex statements in a foreign language and conduct conversations using specialised terminology about imports	determine the conditions of the quantity, quality and assortment of deliveries	autonomously plan the improvement of employees' qualifications based on trends in knowledge about international markets
		understand and formulate simple statements in a foreign language and conduct conversations about imports	properly prepare an imported product for sale and compare it within a given category		supervise compliance with the legal and technical conditions of delivery	identify the competitive advantages of imported goods
			lead a small work team		understand and formulate very complex and non-routine statements in a foreign language and conduct a conversation using specialised terminology about imports	form specialised teams in which analytical work is combined with the planning and execution of tasks
					efficiently and effectively lead the work of a team and motivate its members to undertake self-study	work in a multicultural management structure
					actively cooperate with other departments of the company	inspire and implement promotional activities for new products
						understand and formulate compound and multi-faceted statements in a foreign language and conduct a conversation using specialised terminology about imports
SOCIAL COMPETENCE	CICL 2 IS READY TO	CICL 3 IS READY TO	CICL 4 IS READY TO	CICL 5 IS READY TO	CICL 6 IS READY TO	CICL 7 IS READY TO
		act in accordance with the regulations concerning imported goods and the instructions of superiors	assume responsibility for activities relating to the importation of goods	take on managerial duties requiring knowledge of the documentation of import processes	develop bonds within a team and promote professional ethics	integrate a team internally and build cooperative ties with other teams based on substantive leadership

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		take responsibility for the activities performed and their consequences	consciously undertake activities to lead a small team and take responsibility for the team's activities	oversee the substantive aspects of a team's work and compel its members to be responsible	motivate a team to cooperate	strengthen the principles of ethical conduct in trade
		communicate effectively with co-workers in a team	apply the principles of professional ethics within a team and in international cooperation	establish cooperation in a team with particular attention to ethical principles	critically assess one's own work and that of the team	continuously increase qualifications to improve the quality of work
					take responsibility for performed tasks	substantively verify work results
					undertake activities in a multicultural environment	critically assess oneself and the teams one supervises during the import process in a trade company
ORGANISING AND PLANNING PRODUCT PURCHASING – SECTORAL CONTEXT D						
KNOWLEDGE	KID L 2	KID L 3	KID L 4	KID L 5	KID L 6	KID L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		the basic principles of organising and planning product purchasing	extended principles of planning, organising product purchasing and budgeting	a broad scope of issues relating to planning and organising product purchasing	an advanced level of principles on financing trade contracts	
		a wider range of facts, concepts and dependencies relating to product purchasing	a wider range of tasks relating to the product purchasing process	IT tools to support the planning of product purchasing	the ways to plan product purchasing	
SKILLS			the principles of managing a small team	a broad scope of the determinants, theories, methods and dependencies between planning and company performance	methods of organising product purchasing and trends in this field	
	SID L 2	SID L 3	SID L 4	SID L 5	SID L 6	SID L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		perform tasks and solve not very complex problems in the planning of product purchasing	prepare a preliminary purchasing plan and adjust it in accordance with the context	autonomously pursue operational objectives	recognize and use current trends in organising purchases	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		perform tasks in accordance with general instructions under variable conditions	perform moderately complex tasks in organising and planning purchases	plan and organise product purchasing and follow the principles of rational purchasing	manage payment terms and conditions	
		communicate with superiors and co-workers	plan one's own professional development in trade	use software to help plan product purchasing	calculate the cost of purchases	
		formulate and understand simple statements and conduct basic conversations with customers and business partners in a foreign language about organising product purchasing	understand and formulate straightforward statements in a foreign language on a wide range of issues about organising product purchasing	understand and formulate complex statements in a foreign language and conduct conversations using specialised terminology about organising and planning purchases	conduct an analysis of non-contractual factors	
			agree on assigned tasks and one's own work with superiors and work team members		communicate with the community and justify your position	
			communicate in a way to ensure the effective functioning of a small team		coordinate the work of subordinate, independent units	
					understand and formulate very complex and non-routine statements in a foreign language and conduct a conversation using specialised terminology about organising and planning purchases	
SOCIAL COMPETENCE	CIDL 2	CIDL 3	CIDL 4	CIDL 5	CIDL 6	CIDL 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		act in accordance with accepted principles of work in trade and cooperate with suppliers	take responsibility for the activities undertaken to organise and plan product purchasing	observe professional ethics when purchasing goods	take responsibility for the consequences of purchasing decisions	
		take responsibility for the consequences of one's actions and decisions	observe the basic rules in the company's hierarchy	take economic aspects into account when purchasing goods	develop and disseminate appropriate model practices in trade	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		cooperate in a team working on planning and purchasing goods	take responsibility for implementing one's own activities and those of a subordinate team	take responsibility for the results of decisions made in relation to the conditions of product purchasing	lead a team and take responsibility for the results of its work	
				lead a small work team	make decisions in situations of increased risk and take responsibility for their results	
				assess the activities of the team one is leading and take responsibility for the results of those activities	promote the development of a subordinate purchasing team	
				organise cooperation with other teams		
NEGOTIATION – SECTORAL CONTEXT E						
KNOWLEDGE	K I E L 2	K I E L 3	K I E L 4	K I E L 5	K I E L 6	K I E L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
				a broad range of trade negotiation theories and practices	an advanced level of diverse negotiation strategies and contexts of companies in trade	in depth, various negotiation strategies and contexts of companies in trade
				principles and methods of trade negotiations	the role of negotiations in achieving success in trade	the principles of having external experts support negotiations and the complex relationship between the principles and stages of the negotiation process
				the principles governing negotiations in different business environments	principles of having external experts support negotiations	the relationship of negotiation teams with other departments in the company
				barriers to negotiation and negotiation performance models, e.g. BATNA (best alternative to a negotiated agreement)	the principles for developing and leading negotiation teams at each stage of the negotiation dialogue	in depth, the different negotiation techniques used in the trade sectors of different cultures

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE					an advanced level of different negotiation techniques used in trade and different cultures	the ways of organising the work of negotiation teams, including knowledge of ethics and corporate social responsibility (CSR), correlated to a multicultural business and social environment
SKILLS	S I E L 2	S I E L 3	S I E L 4	S I E L 5	S I E L 6	S I E L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
				set up negotiating teams	construct and implement alternative negotiation scenarios and strategies	analyse and assess multi-criteria market situations and decide on the needs and types of negotiations to be used
				identify the mini-max boundary lines (ZOPA - zone of possible agreement, BATNA, WATNA - worst alternative to a negotiated agreement, etc.)	effectively assess the time and conditions of including performance schemes, e.g. BATNA	plan all stages of negotiation activities and prepare negotiation teams
				take into account the plans of the trading company and alternative concepts of negotiation	select the composition of the negotiating team and analyse its work resources	communicate with the market environment to assess the negotiating potential of partners
				choose the negotiation method in line with the context of other business cultures	manage the company's negotiation process	organise expert support for negotiation teams
				identify barriers to negotiation and assign work in a team	determine the level of benefit for a variety of negotiation outcomes	define and approve ZOPA, compromise types, BATNA, etc.
				use routine negotiation tactics and demonstrate flexibility in their application	draw up negotiating strategies and negotiation plans	build corporate social responsibility (CSR) objectives into the company's economic strategy
				work out a negotiating compromise	prepare teams to negotiate	organise a mutual learning process

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS				understand and formulate complex statements in a foreign language and conduct conversations using specialised import terminology	motivate negotiators and build their authority	understand and formulate compound and multi-faceted statements in a foreign language and conduct conversations using specialised import terminology
					understand and formulate very complex and non-routine statements in a foreign language and conduct a conversation using specialised import terminology	
SOCIAL COMPETENCE	C I E L 2	C I E L 3	C I E L 4	C I E L 5	C I E L 6	C I E L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
				undertake negotiating tasks	share and use the principles of negotiating and follow professional ethics in the negotiating process	organise structures and establish the mechanisms for professional development in the field of negotiations
				take responsibility for preparing and leading the negotiation team	systematically increase one's qualifications	develop desirable qualities of potential negotiators, such as assertiveness, striving for compromise, respect for professionalism and professional ethics
				cooperate during the preparation and performance of negotiations, taking into account the knowledge and skills of team members	autonomously make decisions and take responsibility for planning and implementing the tasks of negotiating teams	assess one's own activities and take responsibility for the adjustments made in negotiation processes
				assess one's own activities and the work of a team		appropriately lead a team with particular emphasis on ethics and a cooperative approach to negotiations
				have a positive attitude towards learning and improving qualifications		

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
ORDERING GOODS AND STOCK MANAGEMENT – SECTORAL CONTEXT F						
KNOWLEDGE	K I F L 2	K I F L 3	K I F L 4	K I F L 5	K I F L 6	K I F L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		basic commodity science terminology	a broader scope of commodity science terminology and information characterising goods (codes, labels, trademarks and norms)	a broad scope of commodity science terminology and information characterising goods (codes, labels, trademarks and norms)	at an advanced level, commodity science terminology and information characterising goods (codes, labels, trademarks and norms)	
		information characterising goods (codes, labels, trademarks and norms)	a broader scope of knowledge about ordered goods	a broad scope of knowledge about ordered goods	the specifications of ordered goods; the principles of ordering goods	
		basic knowledge about ordered goods	routine and generally applied principles of ordering goods	a broad scope of knowledge about the principles of ordering goods	various methods of stock management and transport	
		basic principles of ordering goods	methods of stock management	selected methods of stock management and transport	at an advanced level, the types of product stock and the factors shaping the amount and structure of inventory	
		routine methods of stock management and transport	methods of transport management	a broad scope of the types of product stock and the factors shaping the amount and structure of inventory	various strategies of managing product stock	
		types of classifications of product stock and, more broadly, measures of product inventory	the types of product stock and the factors shaping the amount and structure of inventory	measures of product stock	various measures of product stock	
		elementary standards of profitability in stock management	selected measures of product stock	the significance and standards of profitability in stock management	at an advanced level, the significance and standards of profitability in stock management	
		basic IT methods and tools used to manage product stock	basic standards of profitability in stock management	a broad scope of IT methods and tools used to manage product stock	at an advanced level, the IT methods and tools used to manage product stock	
			routine and common IT methods and tools used to manage product stock			

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	S I F L 2	S I F L 3	S I F L 4	S I F L 5	S I F L 6	S I F L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
SKILLS		update knowledge on the process of ordering goods under the direction of a superior	update knowledge about goods in the process of ordering them	update and use available knowledge about goods in the process of ordering them under variable, predictable market conditions	monitor and innovatively use advanced knowledge about goods in the process of ordering them under non-routine market conditions	
		apply current solutions in the process of ordering goods and stock management in accordance with instructions	partly autonomously apply current solutions in the process of ordering goods and stock management	apply current solutions in the process of ordering goods and stock management	apply current and innovative solutions in ordering and managing stock and initiate new solutions	
		document a basic scope of the ordering and stock management process	develop and document the process of ordering goods and stock management	manage the process of documentation, ordering goods and managing stock	plan one's own work and that of a team	
		plan one's own work in the context of assigned tasks	plan one's own work and participate in planning the team's work	plan one's own work and that of a team	lead a work team that orders goods, taking into account competition among suppliers	
		control stock levels using basic methods and measures for product inventory	lead a small work team	lead a small work team that orders goods	choose and apply an appropriate stock management strategy	
		use routine information and communication technologies (ICT)	control and correct stock levels using selected, available methods and selected measures of product inventory	control inventory stock using appropriate, available methods and selected measures of product inventory	control stock levels using appropriate, advanced methods and selected measures of product inventory	
		prepare straightforward reports in the manner adopted by the company for information flow about goods	use information and communication technologies (ICT)	use information and communication technologies (ICT)	use advanced information and communication technologies (ICT)	
		understand and communicate information with supervisors and work team members about ordering goods	prepare moderately complex reports in the manner adopted by the company for information flow about ordering goods and managing stock	conduct discussions with counterparties	conduct specialised discussions with counterparties	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		understand and formulate simple statements in a foreign language about ordering goods	agree on assigned tasks and one's own work with supervisors and work team members	prepare assigned reports and quantitative analyses in the manner adopted by the trade sector company for information flow	use the principles of profitability to effectively manage human resources and goods	
			provide instruction and in-house, on-the-job training	understand and formulate complex statements in a foreign language, taking into account specialised terminology about ordering goods and stock management	understand and formulate complex and non-routine statements in a foreign language, taking into account specialised terminology about ordering goods and stock management	
			understand and formulate straightforward statements in a foreign language about ordering goods and stock management			
SOCIAL COMPETENCE	CIFL 2	CIFL 3	CIFL 4	CIFL 5	CIFL 6	CIFL 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		cooperate with the team at work	work in a team and cooperate with other persons or teams in the company	work in a team and cooperate with other persons or teams in the company	work in a team and cooperate with other persons or teams in and outside the company, observing the applicable principles in the profession on maintaining the quality of the activity being undertaken as well as the culture of cooperation and competition	
		take responsibility for assigned tasks in ordering goods and stock control	take responsibility for the implementation of assigned tasks in ordering goods and stock control	take responsibility for purchasing goods and the tasks assigned in ordering goods and stock control	take commercial risks associated with purchasing goods and make a critical assessment in drawing and complying with the conclusions of the performed stock controls	
		fairly assess the effects of one's own work	enter into a partnership dialogue with superiors	enter into a partnership dialogue with superiors	take responsibility for the consequences of the chosen stock management strategy	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		apply the required company principles of communicating with co-workers, taking into account the obligations resulting from responsibility within the team of employees	apply the principles of a culture of cooperation with co-workers, taking into account the obligations arising from social responsibility and responsibility within the team of employees	apply the principles of a culture of cooperation, taking into account the obligations arising from social responsibility and responsibility within the team of employees	replicate the principles of the culture of cooperation with counterparties, taking into account the fulfillment of obligations arising from social responsibility and responsibility within the team of employees	
				critically assess one's own work in the context of the conclusions of performed stock controls		
				apply the principle of a culture of cooperation with counterparties, taking into account the fulfillment of obligations arising from social responsibility		

WAREHOUSE MANAGEMENT; RECEIVING INSPECTION, INSPECTING DELIVERY CONDITIONS AND PRODUCT QUALITY; SHIPPING – SECTORAL CONTEXT G

	K I G L 2	K I G L 3	K I G L 4	K I G L 5	K I G L 6	K I G L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
KNOWLEDGE	the most basic concepts and routine nomenclature used in the professional activities of warehousing	a broader scope of the principles of warehouse management	routine and frequently used methods and technologies in warehousing processes	a broad scope of the methods and technologies used in warehousing processes	at an advanced level, the theoretical basis of the methods and technologies used in warehousing processes; the standards, criteria and methods for assessing goods	in depth, the theoretical aspects of the methods and technologies used in the warehousing process in conjunction with knowledge about commodity science
	basic principles of warehouse management	principles and procedures of receiving deliveries at the warehouse and taking goods from the warehouse	routine criteria and methods of assessing goods	selected criteria and methods of assessing goods	at an advanced level, commodity science and warehousing principles; the latest trends and developments in these areas	the latest trends and developments in these areas
	principles and procedures of receiving deliveries at the warehouse and taking goods from the warehouse	a broader scope of the principles of the operation and use of tools, machines and equipment to manage the internal distribution of goods in the warehouse	basic information on commodity science	a broad scope of information on commodity science	advanced criteria and complex methods of assessing goods	various criteria and complex methods of assessing goods

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE	the principles of the operation and use of tools, machines and equipment to manage the internal distribution of goods in the warehouse	a broader scope of occupational health and safety regulations, procedures and norms of the tasks performed in the warehouse	basic procedures for hazard analysis and critical control points (HACCP)	the procedures of hazard analysis and critical control points (HACCP)	the procedures of hazard analysis and critical control points (HACCP)	at an advanced level, the procedures of hazard analysis and critical control points (HACCP)
	occupational health and safety regulations, procedures and norms of the tasks performed in the warehouse	routine company criteria and methods of assessing goods	the methods and meanings of labels for goods	the methods and meanings of labels for goods	the methods and importance of product labelling	the methods and importance of product labelling
	basic conditions and techniques for warehousing goods and internal transport rules	conditions and techniques for warehousing goods and internal transport rules	routine and frequently used methods and technologies for warehouse management, including relevant regulations, rules and procedures of receiving deliveries at the warehouse and taking goods from the warehouse	a broader scope of the principles of warehouse management, including the regulations, principles and procedures of receiving deliveries at the warehouse and taking goods from the warehouse	at an advanced level, the principles of warehouse management, particularly the regulations, principles and procedures of receiving deliveries at the warehouse and taking goods from the warehouse	in depth, the principles of warehouse management, particularly in depth, the regulations, principles and procedures of receiving deliveries at the warehouse and taking goods from the warehouse
	basic principles of inventorying	basic procedures for hazard analysis and critical control points (HACCP)	applicable occupational health and safety regulations of warehouse management	the conditions and techniques for warehousing goods	at an advanced level, the conditions and techniques of warehousing goods and internal transport	at an advanced level, the conditions and techniques of warehousing goods and internal transport
		the meanings of product labels	a broader scope of the conditions and techniques for storing goods and internal transport	the importance of maintaining adequate stock levels in the warehouse	at an advanced level, the importance of maintaining adequate stock levels in the warehouse	in depth, the importance of maintaining adequate stock levels in the warehouse
		the basics of inventorying	the importance of maintaining adequate stock levels in the warehouse	a broad scope of the conditions, modern IT tools and systems	various and complex methods and technologies, modern tools, IT systems and procedures for managing the internal distribution of goods in the warehouse	in depth, the conditions, modern tools, IT systems and procedures for managing the internal distribution of goods in the warehouse
		the typical principles of packaging management	basic tools, IT systems and procedures for managing the internal distribution of goods in the warehouse	procedures for managing the internal distribution of goods in the warehouse	the inventory process to the fullest extent	at an advanced level, the importance of inventorying for warehouse management

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE		general regulations on transporting goods	a broad scope of the basics of inventorying and the principles of packaging management	a broad scope of the inventorying process	at an advanced level, the principles of packaging management	in depth, the principles of packaging management
		routine procedures of returning goods to the supplier	a broader scope of the rules on transporting goods and the procedures for returning goods to the supplier	a broad scope of the principles of packaging management	the market for transport and courier services	the market for transport and courier services
				a broad scope of the market for transport and courier services	the regulations on transporting goods	the regulations on transporting goods
				a broad scope of the regulations on transporting goods as well as the regulations and procedures for returning goods to the supplier	the regulations and procedures for returning goods to the supplier	detailed regulations and procedures for returning goods to the supplier
SKILLS	S I G L 2	S I G L 3	S I G L 4	S I G L 5	S I G L 6	S I G L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
	search, compare and assess simple information, also available in electronic form, needed to perform warehouse activities	prepare and revise in accordance with circumstances a plan to perform straightforward warehouse tasks	prepare and revise in accordance with circumstances a plan of warehousing processes	prepare an action plan for oneself and the team one is leading on warehouse management tasks, taking into account variable, predictable conditions and, as appropriate, revise the warehouse management plan	prepare a warehouse management action plan taking into account variable, not fully predictable conditions, adjust the action plan as required by circumstances	develop a strategic plan for the warehouse management team
	apply instructions relating to warehouse management	apply instructions relating to warehouse management	properly use the terminology of commodity science and warehousing	follow the developments, legal framework and local contexts relating to warehouse management	develop the rules and instructions for warehouse management in accordance with guidelines	monitor the development of warehouse management and transport as well as their international determinants and contexts
	conduct the supervised qualitative and quantitative receipt of goods in accordance with the rules of the general terms of supply (GTS)	conduct the qualitative and quantitative receipt of goods in accordance with the rules of the general terms of supply (GTS)	apply instructions relating to warehouse management	implement warehouse management principles and instructions	determine the principles of the qualitative and quantitative receipt of goods in developing the principles of the general terms of supply (GTS)	analyze and assess warehouse management in the context of development trends

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS	verify documents in accordance with general instructions	verify documents in accordance with available instructions	conduct the qualitative and quantitative receipt of goods in accordance with the principles of the general terms of supply (GTS)	conduct the qualitative and quantitative receipt of goods in accordance with the rules of the general terms of supply (GTS)	develop sets of rules for labelling and placing goods in the warehouse	develop and modify the rules and instructions of warehouse management
	assess the conformity of the delivered goods with the declared goods	assess the conformity of the delivered goods with the declared goods	verify documents, assess the quantitative conformity of the delivered goods with the declared goods	verify documents, assess the quantitative conformity of the delivered goods with the declared goods	develop the process of verifying documents and assessing the conformity of the delivered goods with the declared goods	select and operate IT tools in warehouse management, including advanced means of external and internal communication (ICT, IoT)
	apply the principles of labelling goods	follow the procedures of document flow in the process of receiving deliveries at the warehouse and taking goods from the warehouse	send labelled goods to the warehouse	select the methods, technologies and procedures for labelling goods	develop the process of conducting virtual and real warehouse management	analyse the market and indicate guidelines for finding the most advantageous transport and courier offers
	use routine workstation equipment for preparing goods for delivery	apply HACCP procedures	monitor compliance with the rules of labelling goods	develop and maintain the documentation required to receive deliveries at the warehouse and take goods from the warehouse	develop and follow document flow procedures in the processes of receiving deliveries at the warehouse and taking goods from the warehouse	set the principles for negotiating courier and transport contracts
	use allocated IT tools in warehouse management and shipping, taking into account safety requirements	apply procedures for returning goods	manage the virtual and real warehouse on the basis of available procedures and IT tools	analyse and plan inventory levels	analyse and plan warehouse inventory	correctly interpret and attribute the sources of legal regulations on warehouse management
	prepare goods to be returned to the supplier	prepare goods for shipment	develop and maintain elements of the documentation on moderately complex document flow procedures in the processes of receiving deliveries at the warehouse and taking goods from the warehouse	apply HACCP procedures	apply HACCP procedures	determine the guidelines for leading a work team

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS	organise, under supervision, one's own work and workstation	prepare the process of returning goods to the supplier	follow HACCP procedures	plan the process of inventorying a warehouse	organise the process of inventorying the warehouse	direct the work of a team taking into account the need to constantly monitor the market and apply new solutions
		use workstation equipment and allocated IT tools in warehouse management and delivery, taking into account safety requirements	inventory warehouses	implement and revise packaging management rules and procedures for returning goods	develop, implement and revise the principles of packaging management	understand and formulate compound and multi-faceted statements in a foreign language, including specialised terminology about warehouse management, receiving inspection, inspection of delivery conditions and product quality, as well as shipping
		organise the work of a small work team performing straightforward warehouse management tasks	monitor compliance with the principles of packaging management and procedures of returning goods	use IT tools in warehouse management and delivery, plan and supervise the preparation and delivery of goods	develop, implement and revise the procedures of returning goods	
			use available IT tools in warehouse management and delivery	plan and supervise the return of goods to the supplier	innovatively use IT tools in warehouse management and delivery	
			organise the preparation and delivery of goods	lead a small work team performing moderately complex warehouse management tasks under variable but predictable conditions	monitor the transport and courier offers on the market	
			organise the process of returning goods to the supplier	demonstrate the need to continuously improve qualifications	negotiate transport and courier contracts	
			lead a small work team	understand and formulate complex statements in a foreign language, taking into account specialised terminology about warehouse management, receiving inspection, inspection of delivery conditions and product quality, as well as shipping	supervise the preparation and delivery of goods	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS			provide training and on-the-job instruction taking into consideration occupational health and safety regulations		properly attribute the sources of legal regulations on warehouse management	
					supervise the process of returning goods to the supplier	
					lead a work team	
					demonstrate the need for continuously improving qualifications and applying new technological solutions	
					understand and formulate very complex and non-routine statements in a foreign language, taking into account specialised terminology about warehouse management, receiving inspection, inspection of delivery conditions and product quality, as well as shipping	
SOCIAL COMPETENCE	C I G L 2	C I G L 3	C I G L 4	C I G L 5	C I G L 6	C I G L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
	act in accordance with the instructions on warehouse management	act in accordance with the basic principles and instructions relating to warehouse management	follow the principles and instructions relating to warehouse management	promote the company's objectives and undertake activities to achieve them	promote the company's objectives and undertake activities to achieve them	affirm the company's objectives and undertake activities to achieve them
	work in a team and communicate essential information relating to the assigned tasks in warehouse management	accept the main objectives of the company in which one works	accept the objectives of the company in which one works and undertake activities aimed at achieving them	take responsibility for the effects of one's own activities and the actions of one's subordinate work team to ensure the quality of goods and effective warehouse management	take responsibility for the effects of one's own activities and the actions of one's subordinate work team to maintain the quality of goods and effective warehouse management	take responsibility for the effects of one's own activities and the actions of one's subordinate work team

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE	control one's own work and take responsibility for its results	effectively cooperate and communicate in a way that does not disrupt the adopted model of information flow	take responsibility for the effects of one's own actions and those of a small, subordinate work team to ensure the quality of goods and effective warehouse management	share knowledge and experience with employees on warehouse management	make decisions in difficult situations	promote the qualitative effectiveness of warehouse management
	maintain proper relations in the work team	take responsibility for the direct and deferred effects of the way in which assigned tasks are performed in warehouse management	take into account the social and economic impact of the way packaging is managed and take responsibility for activities associated with this	act assertively in contacts with suppliers	share knowledge and experience with employees on warehouse management	make decisions in high-risk situations
		accept proper relationships within the work team	share knowledge and experience with employees on warehouse management	use developed procedures to return goods	act assertively in contacts with suppliers	share knowledge and experience with employees on warehouse management
			act assertively in contacts with suppliers	maintain proper relationships with the work team, taking into account the public interest and ethical principles	develop procedures and make use of those already in place to return goods while maintaining a culture of cooperation	maintain proper relationships within the work team, taking into account the public interest, ethical principles and best practices
			maintain proper relationships with a supervised work team, taking into account the public interest		maintain proper relationships within the work team, taking into account the public interest, ethical principles and best practices	

SQFT LEVEL DESCRIPTORS

SALES – SECTORAL DETERMINANT II

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
PRODUCT ASSORTMENT OFFER AND SALES MANAGEMENT– SECTORAL CONTEXT H						
KNOWLEDGE	K I I H L 2	K I I H L 3	K I I H L 4	K I I H L 5	K I I H L 6	K I I H L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		a broader scope of product assortment types	a broader scope of the importance of product assortment for the financial situation of a company in trade	a broad scope of the importance of product assortment for the financial situation of a company in trade	at an advanced level, the importance of product assortment for the financial situation of a company in trade	the importance of product assortment and sales for the financial situation of a company in trade
		basic types of prices	a broader scope of the structure of a product assortment, basic types of prices	the concept and aims of product assortment policy	the concept and aims of product assortment policy	the concept and aims of product assortment policy
		the basis of product category management	routine and frequently used methods of break-even analysis and margin calculation	basic types of product assortments	various criteria for advanced product assortment development and various methods of analysing the product assortment offer	in depth, the criteria for shaping the product assortment
		routine methods, rules of conduct and techniques of work requiring direct contact with customers and sales methods	typical principles of planning the product assortment	methods of analysing the product assortment offer	theories on the types of product assortments, prices and the complex principles of determining prices and margins	various, complex types of product assortments, prices and the methods of shaping prices and margins
		a broader scope of the principles of organising sales at its various stages	the basis of product category management	types of prices and the principles of determining prices and margins	at an advanced level, the methods of break-even analysis and calculating various margins	various, complex methods of break-even analysis and calculating margins
		procedures and instructions for managing the receipt and internal distribution of goods	the routine sales process and frequently used sales methods	a broad scope of criteria for determining product assortment	at an advanced level, product category management issues	methods of planning and analysing product assortment
		basic sales regulations and requirements (quality, product safety, consumer interest, personal data protection)	typical principles of organising sales at its different stages and related documentation	methods of break-even analysis and calculating various margins	various sales methods and technologies	various, complex sales methods

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE		basic sales documents and complaint procedures	a broader scope of the conditions and procedures for managing the receipt and internal distribution of goods and the related documentation	a broad scope of product category management	at an advanced level, the sales process and principles of organising sales at its different stages	sales processes and the principles of organising sales at its different stages
		principles of the operation and use of equipment to register sales, machines and equipment used at a sales workstation	basic sales regulations and requirements (quality, product safety, consumer interest, personal data protection)	the process and methods of sales	various procedures of managing the receipt and internal distribution of goods	in depth, the conditions and procedures for managing the receipt and internal distribution of goods
		occupational health and safety regulations in the use of machines and equipment for preparing and conducting sales	routine and generally used procedures for minimising and preventing losses	organising sales at its different stages	at an advanced level, the various regulations and requirements relating to sales (quality, product safety, consumer interest)	the newest sales strategies in trade
			the principles of operating equipment to register sales, machines and equipment used in the process of preparing and conducting sales	conditions and procedures for managing the receipt and internal distribution of goods	various procedures for minimising and preventing losses	sales regulations and requirements (quality, product safety, consumer interest)
			occupational health and safety regulations in the use of machines and equipment for preparing and conducting sales	the basics of sales strategies	basic principles of industrial property rights and copyright protection in trade	the principles of industrial property rights and copyright protection in trade
				sales regulations and requirements (quality, product safety, consumer interest)		
				a broad scope of the procedures for preventing and minimising losses		
SKILLS	U II H P 2 IS ABLE TO	U II H P 3 IS ABLE TO	U II H P 4 IS ABLE TO	U II H P 5 IS ABLE TO	U II H P 6 IS ABLE TO	U II H P 7 IS ABLE TO
		identify goods within a specific product assortment	organise sales process management activities	manage a product category	formulate product assortment policy objectives	monitor the consumer market and its trends

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		present the product assortment and adapt it to the customer's needs in accordance with general instructions	follow the relevant market in different sales processes	follow the market offer for the product assortment and analyse it in the context of one's own offer	formulate the product assortment offer and adapt it to market needs in accordance with the indicated strategy	formulate product assortment policy objectives taking into account the forecast of market changes
		present prices and finalise sales transactions	maintain the documentation on sales, stock, prices and margins	select appropriate analytical programs to optimise the product assortment offer	select effective and innovative methods to analyse prices and optimise margins	define the range of products offered in relation to market needs
		accept and reimburse payments for goods in accordance with the law and the company's internal regulations on managing goods and finances	launch the sales of a product assortment	plan and recommend adjustments to the product assortment offer in response to market needs	analyse the offer using various methods of market diagnosis	determine the premises for the policy on pricing and setting margins
		apply specified sales methods and modern sales technologies	monitor the quantity and quality of goods in the sales process	analyse prices and optimise margins	use complex analytical programs to optimise the product assortment offer	develop a sales strategy taking into account market analyses
		resolve routine customer relations and sales problems under partially variable conditions in accordance with specified procedures and instructions	conduct a quantitative analysis of the product offer; correct and optimise the stock of goods using specified methods	prepare documentation of one's own work on a product assortment as well as analyse and assess personal professional competences	plan the process of product category management	modify sales methods and technologies using new knowledge
		organise one's sales workstation in accordance with instructions	apply specified sales methods and implement modern sales technologies when leading a small work team	take advantage of the opportunity to expand goods as part of product category management	develop various sales methods and adapt modern sales technologies to them	assess the activities relating to the sales process
		skillfully operate sales equipment	use existing standards and available technologies relating to the safety and theft prevention of goods	implement the methods and modern technologies of sales	diagnose activities relating to the sales process	assess the effects of the choice of strategy in terms of consumer trends
		prevent theft in accordance with instructions	take measures to prevent or minimise losses	supervise and assess activities relating to the sales process	plan the organisation of sales	indicate appropriate methods and advanced information and communication technologies (ICT)

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		perform duties in situations of stress relating to the need to meet customers' high expectations	work in a situation of stress relating to the need to meet customers' high expectations	develop and implement sales documentation	develop the basis for sales documentation	lead a team of employees implementing product assortment and sales strategies in a highly competitive trade market
			diagnose and solve problems arising in the sales process	introduce newly recruited employees to their jobs, provide them with induction training and on-the-job learning, and provide substantive support to a small team	select methods of preventing theft using technologies, including closed circuit-television (CCTV)	understand and formulate compound and multi-faceted statements and conduct a conversation in a foreign language using specialised sales terminology
			implement occupational health and safety regulations in the sales process	introduce theft prevention methods, also using closed-circuit television (CCTV) technology	implement work discipline and use it as a basis for the provision of high quality services	
			use provided internal communication techniques	take measures to prevent and minimise losses	design information flow, select and apply appropriate advanced information and communication technologies (ICT) in the process of planning and organising information flow	
			monitor information flow	select and apply selected information and communication technologies (ICT) in the process of internal and external communication	lead a work team conducting tasks in product category management and sales management	
			use a foreign language at an intermediate level	lead a small work team implementing the product assortment policy and sales tasks	autonomously plan one's lifelong learning	
				understand and formulate complex statements in a foreign language using specialised sales terminology	understand and formulate very complex and non-routine statements in a foreign language, conduct a conversation using specialised sales terminology	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE	C II H L 2	C II H L 3	C II H L 4	C II H L 5	C II H L 6	C II H L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		present an appropriate attitude in relations with customers in the process of providing sales services	apply the company's product assortment policy	promote and support employees in complying with relevant labour rules in trade	initiate the development of the company's product assortment policy	promote the flexibility and creativity of employees as important principles of working in trade
		accept customers' comments and suggestions relevant to the management of the product assortment and share this knowledge with superiors	respect a proper culture of communication in relations with co-workers and customers	maintain proper relations with counterparties	implement the principles of flexibility and creativity in trade	require and observe the principles of maintaining the quality of one's activities and the culture of cooperation and competition in trade in relations with counterparties
		undertake new solutions to improve the level of services provided	take responsibility for one's own activities and those of the work team relating to sales management	share knowledge and experiences	maintain appropriate relations with counterparties regarding the management of the product assortment offer	share knowledge and experience in the area of developing the product assortment offer and sales targets
		accept work discipline and the need to apply it as the basis for providing high quality services	share knowledge and experience with subordinate staff in sales techniques	carefully implement sales activities	share knowledge and experience with a subordinate work team	develop new sales solutions focused on improving the level of services provided
		diligently comply with occupational hygiene in trade and occupational health and safety regulations relating to sales	accept and apply new sales solutions to improve the level of provided services	promote new sales solutions to improve the level of services provided	develop new sales solutions focused on improving the level of provided services	improve one's own qualifications and those of one's subordinate employees relating to the use of modern information and communication technologies (ICT) and sales techniques in trade
		take responsibility for assigned sales tasks	promote flexibility and creativity among workers as important working principles in trade	improve qualifications relating to the use of modern information and communication technologies, analytical and sales techniques in trade, both individually and with subordinate employees	improve one's own qualifications and those of one's subordinate employees relating to the use of modern information and communication technologies (ICT) and sales techniques in trade	introduce and enforce work discipline as the basis for providing high quality services

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE			respect work discipline and the need to use it as the basis of providing high quality services	promote and respect work discipline as the basis for providing high quality services	promote the importance of ergonomics, occupational physiology and hygiene in trade	make decisions in a high risk situation and take responsibility for decisions on the choice of product assortment strategy
			comply with and enforce ergonomics, occupational physiology and hygiene in trade	recognise the need to improve one's competences	make decisions in difficult situations	
			take responsibility for performing one's own sales tasks	remain focused and composed when required to respond to the high expectations of customers	take responsibility for the results of decisions made	
			remain focused on one's work	promote and comply with regulations relating to ergonomics, occupational physiology and hygiene in sales		
				take responsibility for managing product assortment and sales		
EXPORT – SECTORAL CONTEXT I						
KNOWLEDGE	K II I L 2	K II I L 3	K II I L 4	K II I L 5	K II I L 6	K II I L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
			the geographical location of export destinations	the properties of the structure of goods and the principles of working with private labels and producer brands	at an advanced level, the complex dependencies among products and their properties	
			differences between sales in one's own distribution network and sales to final customers	the role of promotion and support in sales	the economic processes of the export market	
			the role of distributors and sellers and the links in the export supply chain	the principles and documentation of clearing export payments and volumes (directly and compensatorily)	the role of expansion and anticipating potential buyers	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE			a broader scope of the legal framework of export and required set of documents	the legal principles of preparing and delivering exports	the mechanisms of comparative advantages and the role of competition from domestic and external competitors in the export market	
			to the extent necessary, the basis of logistics and principles of maintaining product safety and quality		at an advanced level, the current legal, management and economic frameworks relating to preparing and delivering exports and the sources of improving competences in this area	
			the principles of leading a small delivery team and the principles of delivery			
SKILLS	S II IL 2	S III L 3	S II IL 4	S II IL 5	S III L 6	S II IL 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
			lead a small delivery team	organise the work of planning and preparing export deliveries	provide information on the tasks performed by the export team and other teams, report at the strategic level of the company	
			guide the team in implementing contracts, completing and supplementing accompanying documents, as well as organising and maintaining control over delivery performance	cooperate with suppliers, taking into account changing market situations and changes in legal status	prepare project drafts for pivotal and innovative decisions on exports and the internal market	
			control and document simple payments and settlements within the company and in partner companies (manufacturers, logistics, etc.)	plan and participate in supply chain management	define and exploit competitive advantages	
			in consultation with superiors, coordinate the work of a unit at home and abroad	effectively supplement advanced legal and economic knowledge and incorporate it into one's practice in trade	effectively implement pivotal decisions on export sales and market expansions	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS			understand and formulate complex statements in a foreign language using export terminology	plan and implement tasks for the export team in conjunction with other departments and business partners	plan and implement the promotion of exports	
			report to superiors	enrich the implementation of tasks by providing training to update competences and improving work on documentation	communicate the substantive justification of these activities to superiors	
				understand and formulate very complex and non-routine statements in a foreign language and conduct a conversation using specialised export terminology	understand and formulate compound and multi-faceted statements and conduct a conversation in a foreign language using specialised export terminology	
SOCIAL COMPETENCE	C II IL 2	C III IL 3	C II IL 4	C II IL 5	C III IL 6	C II IL 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
			personally present responsible behaviour and require this of co-workers	comply with the responsibilities of an export team and require this of the team	cultivate good practices in export markets	
			maintain and present a flexible attitude when taking on diverse social roles	improve leadership skills	disseminate good models of conduct for trade sector professions in contacts with foreign countries	
			cooperate and be effective and decisive in implementing export tasks	take responsibility for the results of one's activities and require this of others	reward the personal development of subordinates in acquiring new skills and improving competences	
			assess oneself and co-workers	use self-assessment and the assessment of co-workers and acknowledge its principles and criteria	integrate the team by referring to their responsibility for decisions and activities and induce employees to develop self-control	
			maintain diligence at work and strengthen the importance of discipline and hierarchy in implementing tasks	work in a multi-cultural environment	lead in an inspiring and responsible manner	

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE				integrate sales teams to better diffuse knowledge and values as well as to better implement trade activities		
MERCHANDISING – SECTORAL CONTEXT J						
KNOWLEDGE	K I I J L 2	K I I J L 3	K I I J L 4	K I I J L 5	K I I J L 6	K I I J L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
	the most basic principles of managing commercial space as well as product merchandising and informing about promotions	the basic principles of managing commercial space as well as product merchandising and informing about promotions	a broad scope of the principles of managing commercial space as well as product merchandising and informing about promotions, including the principles of developing online exposure	a broad scope of the principles of managing commercial space as well as product merchandising and informing about promotions, including the principles of developing online exposure in innovative digital technologies		
	elementary sales techniques and methods of ensuring merchandising aesthetics	basic sales techniques, the principles and methods of ensuring merchandising aesthetics	routine and often used sales techniques	a broad scope of sales techniques		
	the most basic principles of moving goods and using the equipment for this purpose	the principles of moving goods and using the standard equipment for this purpose	the principles and methods of ensuring merchandising aesthetics	selected theories and methods of ensuring merchandising aesthetics based on ethical principles		
		occupational health and safety procedures and norms relating to moving and merchandising goods	routine and generally used organisational solutions in merchandising goods, including promotions			
			the principles of moving goods and using the equipment for this purpose			
			occupational health and safety procedures and norms relating to moving and merchandising goods			

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	S I I J L 2	S I I J L 3	S I I J L 4	S I I J L 5	S I I J L 6	S I I J L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
SKILLS	search, compare and assess the simple information needed to implement a product merchandising plan, also available in electronic form	organise the work of a small team conducting product merchandising and informing about promotions, taking into account safety requirements	prepare and revise as needed commercial space development plans	develop and implement a commercial space development plan		
	use routine equipment to move goods in compliance with safety requirements	control and analyse product merchandising plans	keep the display area clean, look after entrusted property and merchandising aesthetics	develop product merchandising plans, taking into account the needs of the customer, modern trends, properties of the goods and company objectives, using properly selected modern technologies and product merchandising methods		
	maintain cleanliness and look after entrusted property and merchandising aesthetics	revise the plans in consideration of the customer's needs and properties of the goods	lead a small work team in performing merchandising tasks	use selected methods to analyse the effectiveness of the presentation in the context of sales		
		use routine equipment to move goods in compliance with safety requirements	implement innovations in product merchandising in the company	revise the merchandising – look after entrusted property and merchandising aesthetics		
		operate basic tools and follow the instructions given for keeping the store clean, look after entrusted property and merchandising aesthetics	implement the product merchandising policy in accordance with instructions	recognise the link between product merchandising and the level of customer service		
			understand and formulate straightforward statements in a foreign language about product merchandising	train employees in the principles and techniques of product merchandising		

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS				understand and formulate complex statements in a foreign language using specialised terminology about merchandising		
SOCIAL COMPETENCE	C II J L 2	C II J L 3	C II J L 4	C II J L 5	C II J L 6	C II J L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
	comply with trade ethics and social norms in accordance with available regulations and instructions	comply with trade ethics and social norms in accordance with available regulations and instructions	comply with trade ethics and social norms in visual communication with customers	comply with trade ethics and social norms in visual communication with customers		
	control the quality of one's own work using available control tools and procedures	diligently control the quality of the team's work with the use of available tools and control procedures in the area of product merchandising	implement the quality control of product merchandising to increase shopping comfort and convenience	promote ethical principles in professional trade sector activities		
	take into account the direct and deferred, easily predictable results of the way in which product merchandising and promotion are implemented	take into account the direct and deferred results of the way in which product merchandising and promotion are implemented	act in a team and act together with purchasing and sales teams	develop the conditions for creating innovative solutions for product merchandising aimed at increasing shopping comfort and convenience		
	act in a team and take responsibility for the product merchandising implemented	act in a team and take responsibility for the product merchandising and promotion implemented	promote ethical principles in a subordinate team	act autonomously and cooperate with other company departments under organised conditions		
			take responsibility for one's own work and that of a small team in implementing product merchandising and promotional activities	take responsibility for product merchandising and promotional activities		
				promote continuous learning in the trade sector		

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
DIRECT SALES – SECTORAL CONTEXT K						
KNOWLEDGE	K I I K L 2	K I I K L 3	K I I K L 4	K I I K L 5	K I I K L 6	K I I K L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		the basic principles and techniques of product presentation	the tools and equipment used in direct sales and sales equipment programming	a broad scope of trends in customer shopping preferences		
		specific properties of the offered goods	the principles of preparing sales documents, including guarantees and derivative documents	the principles of properly executed transactions, the assortment offer and types of prices used, as well as the tools for communicating with the customer, including persuasion techniques		
		a broader scope of the principles of preparing sales documents and product guarantees	persuasion techniques	pre-sale and post-sale principles of building customer relations		
			the professional ethics of the profession of salesperson	the principles of taking responsibility for damages caused by a defective product		
			the link between practical customer service (product, packaging, payment) and knowledge of the goods, personal culture and the ability to establish relationships	types of direct sales and the legal regulations governing sales		
			the customer's need for information, customer service techniques, including conflict resolution			
			the significance of product presentation			
			the principles of returning goods and responsibility for damages			

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS	S II K L 2	S II K L 3	S II K L 4	S II K L 5	S II K L 6	S II K L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		establish customer relations	use means of transport	lead a small sales team and implement assigned sales plans		
		complete routine customer needs surveys	use mobile communications devices and equipment in sales activities	investigate and handle complaints		
		effectively present an offer, linking the company's interest with the customer's preferences	effectively present the company's offer, linking the company's interest with the customer's preferences, finalize the sale	effectively use marketing tools (such as assortment offer, prices, information, promotions) and use available sales tools		
		resolve simple, routine problems under partially variable conditions	obtain key information about customers' needs	organise the delivery of goods, select the payment method and relevant documents		
		formulate and understand simple statements in a foreign language about direct sales in trade	demonstrate the advantage of the company's offer over that of its competitors	organise and lead a training process		
			adapt the service strategy to the profile and behaviour of customers	understand and formulate complex statements in a foreign language using the specialised terminology of direct sales in trade		
			establish and build customer relations			
			understand and formulate straightforward statements in a foreign language about direct sales in trade			
SOCIAL COMPETENCE	C II K L 2	C II K L 3	C II K L 4	C II K L 5	C II K L 6	C II K L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
		comply with customer service standards	provide services in a way that ensures a compromise between the interests of the customer and the company	disseminate good practices in customer services		

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		act partly autonomously as well as cooperate and assess activities relating to one's own direct sales and those of the team being performed at a basic level	maintain assertiveness in customer relations	promote ethical principles in communication with employees, customers and business partners		
		take responsibility for the results of these activities	maintain proper relations within the team and with customers and business partners	assess one's own activities and those of the team one leads		
			control the stress of serving different customers under time pressure and cope with difficult customers and one's own emotions	take responsibility for the results of these activities		
			comply with customer service standards			
			comply with the principles of the laws on competition and consumer protection			
			assess one's own activities and those of the persons under one's direction, take responsibility for the results of one's own activities and those of the team			
INFORMATION AND PROMOTION – SECTORAL CONTEXT L						
KNOWLEDGE	K I I L L 2	K I I L L 3	K I I L L 4	K I I L L 5	K I I L L 6	K I I L L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
		basic promotional tools	an extended set of basic facts, moderately complex concepts and theories on promotion and information as well as the dependencies between them	a broad scope of the specificity of the internet market and internet promotional tools	at an advanced level, the principles of linking the market strategies of business partners	in depth, the principles of developing PR and marketing strategies as well as opportunities for using them

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE		a broader scope of facts, principles and phenomena relating to information and promotion	the principles of developing internet websites and their positioning	the role of tools in promotion and communication between the company and customers	the principles and tools of building a company's image	in detail, the marketing market
			the importance of building good relations with the community in the promotional process	latest sales trends, including on the internet	the influence of social moods and trends on communication strategies	
			a broad scope of the characteristics of promoted products	the need to use modern communication methods with the customer		
				the information needs of the customer		
				promotional activities – one's own and those of one's trade partners		
				the essence and significance of brands and private labels		
SKILLS	S I I L L 2	S I I L L 3	S I I L L 4	S I I L L 5	S I I L L 6	S I I L L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
		perform simple informational and promotional tasks in accordance with instructions	make practical use of communication and promotional tools, including IT tools	identify types of customers and apply an appropriate informational and promotional strategy in trade and e-commerce	make use of the effects of public relations	prepare and implement influencing plans when purchasing and sales may have been threatened
		solve simple problems relating to basic issues of promotion and communication	solve non-routine problems involving promotion and communication, often under variable conditions	make use of trends in informational and promotional activities as well as data from information systems	innovatively perform tasks in the fields of information and promotion	make use of private labels to build a company's image, increase its competitiveness and market position
		use organised forms of education on communication and promotion	use organised forms of education and select them to develop promotional activities	perform tasks without instructions under foreseeable market conditions	develop communication channels using advanced information and communication technologies (ICT)	monitor the results of the work of a team

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS		understand and formulate simple statements in a foreign language about information and promotion in trade	understand and formulate straightforward statements in a foreign language about information and promotion in trade	solve straightforward and non-routine problems under variable conditions when implementing tasks	use the marketing message of a business partner in one's own sales policy	use relationships with the community to build the company's position in the market
				understand and formulate complex statements in a foreign language, taking into account specialised terminology about information and promotion in trade	use communication tools to build the corporate image	develop proprietary strategies to support promotion and information in the sales of goods
					implement a strategy to support the promotional sales of goods and customer information	initiate ideas, implement and assess the effects of sales development
					use relationships with the community to build the company's position in the market	autonomously plan one's own development and that of a subordinate team
					understand and formulate compound and multi-faceted statements and conduct a conversation in a foreign language using specialised terminology about information and promotion in trade	understand and formulate compound and multi-faceted statements and conduct a conversation in a foreign language using specialised terminology about information and promotion in trade
SOCIAL COMPETENCE	C I I L L 2 IS READY TO	C I I L L 3 IS READY TO	C I I L L 4 IS READY TO	C I I L L 5 IS READY TO	C I I L L 6 IS READY TO	C I I L L 7 IS READY TO
		perform informational and promotional activities and cooperate under organised conditions as instructed, under supervision	communicate with the team and cooperate with other departments	act autonomously and interact with others, lead a small team	strengthen and disseminate models of good conduct in the trade community and beyond	create and develop models of good conduct in the work environment

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		assess one's own actions and take responsibility for their results	establish and build sales contacts	comply with applicable norms, principles and regulations in communications with a customer, guaranteeing the reliability of the information provided	promote creative behaviours in the promotion of goods, including those resulting from the use of modern technologies in communications with a customer	take initiative in developing relationships with customers
			act autonomously and with others under organised conditions	consciously develop models of ethical behaviour in the processes of promoting products and the company as well as in communications with customers	critically assess activities and take responsibility for one's own work and that of the team	promote ethical principles in marketing
			assess one's own activities and those of a supervised team	take responsibility for one's own activities and those of a supervised team		lead a group and take responsibility for the results of one's own work and that of the team
			take responsibility for the results of one's own activities and those of a supervised team			promote identification with the company
SALES DOCUMENTATION AND CONTROLLING – SECTORAL CONTEXT M						
KNOWLEDGE	K I I M L 2	K I I M L 3	K I I M L 4	K I I M L 5	K I I M L 6	K I I M L 7
	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS	KNOWS AND UNDERSTANDS
	basic principles of sales documentation in direct cash and non-cash transactions	IT tools and software in the area of controlling and, more broadly, sales documentation	a broader scope of the principles of completing moderately complex sales documents	a broad scope of the legal provisions governing sales documents	at an advanced level, planning, supervision, reporting and finances, including budgeting principles	comprehensively, the structure and tasks of business units in trade
	the techniques used in documenting transactions	the principles of preparing and reporting controlling documents	the legal status in force and a broader scope of the relationship between the legal status and the documentation	the documentation on the relationship between revenues and costs	legal regulations and certifications in the trade sector	revenue generating mechanisms
			the principles of developing planning documents, particularly budgets			in depth, the premises of the strategic and operational planning of a company

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
KNOWLEDGE			a broader scope of the assessment criteria of management controlling results			the strategies of the competition and partners in the supply chain
			a broader scope of the importance of work efficiency and productivity assessment criteria			
SKILLS	S I I M L 2	S I I M L 3	S I I M L 4	S I I M L 5	S I I M L 6	S I I M L 7
	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO	IS ABLE TO
	produce, accept and control standard transaction reports and resolve routine problems associated with them as instructed and under supervision	use IT tools and software to produce and store routine documents	draw up sales documentation in accordance with the instructions of superiors and cooperate in the sales management team	assign tasks and coordinate the simple work of operational teams in documenting and reporting sales, using available IT tools	innovatively perform the tasks of documenting and reporting sales	formulate tasks and direct their execution, solving non-routine problems using new knowledge
	understand and formulate simple statements about sales documentation and controlling	solve problems with sales documentation in accordance with instructions	react in non-routine situations and obtain acceptance from superiors for proposed solutions	apply the principles and regulations relating to documentation and ensure that the team's documents and activities are properly executed	assess the situation and propose non-routine methods of individual and team action	create and manage large teams and establish ad-hoc structures
		effectively communicate with superiors and colleagues and work with them in the performance of their tasks	understand and formulate straightforward statements in a foreign language about documentation and controlling in trade	prepare and implement employee training on teamwork	propose and obtain approval for a situational action plan	acquire expert knowledge and share it with the team through training and instructing subordinates
				understand and formulate complex statements in a foreign language using specialised terminology about documentation and controlling in trade	communicate and substantiate one's position	organise and implement cooperative work and outsourcing support
					organise the work of a team and cooperation with other teams	assess and revise implemented tasks using available technical and IT resources

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SKILLS					understand and formulate very complex and non-routine statements in a foreign language using specialised terminology about documentation and controlling in trade	perform an overall assessment of the reports and statements on the functioning of a company in the trade sector
						understand and formulate compound and multi-faceted statements and conduct a conversation in a foreign language using specialised terminology about documentation and controlling in trade
SOCIAL COMPETENCE	C I I M L 2	C I I M L 3	C I I M L 4	C I I M L 5	C I I M L 6	C I I M L 7
	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO	IS READY TO
	act in accordance with social norms – apply the regulations of the trade sector company as well as the instructions, guidelines and assignments of superiors	integrate with the team	take responsibility for the course and effects of the work in operational teams	consciously combine professional and social responsibilities	strengthen professional ethical principles and build the work ethic	shape the social cohesion of the team, based on specific patterns of behaviour and an assessment of achievements
	to a limited extent, control and take responsibility for one's own actions	undertake various social roles in teams	undertake various tasks and social roles, including the role of a superior	act in accordance with legal regulations and ethical principles	create an atmosphere of autonomy and responsibility for one's own work and that of the team	develop substantive leadership and build ties among team members
	work in supervisor-coordinated teams involved in transaction documentation and controlling	accept obligations and take responsibility for the results of one's actions	assess one's own work and that of a supervised team	autonomously interpret assessments and tasks, assume leadership and organiser roles in the team	promote attitudes supporting quality and self-criticism, forming the basis for innovative and diligent performance of reporting and controlling responsibilities	flexibly cooperate with other teams
		accept assignments and understand the need to cooperate in a team		share and expand professional knowledge and skills in the area of documentation		lead a group and take responsibility for the results of the team's work

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
SOCIAL COMPETENCE		apply the principles of work discipline		take responsibility for one's work and its results		
		assess others and accept assessments of one's own activities		maintain diligence in one's assessments		

The Sectoral Qualifications Framework for Trade is a tool to support employers and employees of the trade sector in developing competences. Its aim is to improve human resources processes in companies and to help employees independently determine their career and learning pathways.

The publication presents information on the design of the Sectoral Qualifications Framework for Trade (SQFT), such as: the development context of the SQFT, how the work was conducted and the methodology used, the structure of the framework, recommendations for using the SQFT in Poland, as well as a glossary of key terms. The annex contains the SQFT level descriptors – the set of general descriptions characterising the knowledge, skills and social competences required of qualifications at a given level.

The SQFT may be used in many ways:

- to develop educational programmes in the trade sector, both in formal and non-formal education;
- to verify and validate the individual competences that actually exist in trade relating to specific work tasks or job positions;
- to enable HR departments to clearly define the requirements to be met for job positions within a company;
- to support self-learning by employees and trade adepts.

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