



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**September 1, 1998**

#### **RETAIL MANAGER**

H6S1TX TO H6S4XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses four levels in the Professional Services Occupational Group and describes work managing the selection, purchase, and sale of merchandise in a retail operation. Typical retail operations include book or convenience stores. The work performed in this occupation involves the application of principles and practices of retail merchandising and buying. Positions in these classes select, buy, price, sell, discount, and promote merchandise such as business supplies, computers, books, and sundries and interact with customers, vendors, and agency staff to assure public relations and customer satisfaction is maintained.

Included in this class series are positions responsible for managing the business activities of a retail store. Store managers apply the principles, theories, and practices of business administration and retail merchandising in developing store policies and sales objectives; planning and directing store operations associated with buying, merchandising, inventory, and customer service; developing budgets, allocating human and fiscal resources, and controlling costs and inventory; and, supervising and directing the work of staff.

**INDEX:** Sales Manager I begins on this page, Sales Manager II begins on page 3, Sales Manager III begins on page 5, and Store Manager I begins on page 6.

#### **SALES MANAGER I**

H6S1TX

#### **CONCEPT OF CLASS**

This class describes the first level of sales manager. Positions at this level are responsible for the selection, purchase, and sale of one or more product lines. Work includes selecting merchandise and vendors for the assigned product line; developing sales goals; establishing and controlling inventory levels using automated inventory management systems; meeting with vendor representatives to discuss new products, select and order merchandise, and resolve problems; calculating mark-ups and selling prices; and, overseeing buy-backs and the return of goods to suppliers.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **RETAIL MANAGER**

**September 1, 1998**

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by inventory and purchasing processes, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. Within established spending plans, budgets, and promotional plans, the sales manager determines what products and how much will be ordered. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, positions consider the time of year and merchandise sales to determine how much stock is ordered and when orders are placed. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. Positions select product sources by balancing prices against the time it takes to receive merchandise, determine the amount of merchandise ordered to maintain sufficient inventory without overstock, and determine prices for special order items.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales history, established budgets, and projected sales to determine what it means and how it fits together in order to get practical solutions in the form of a spending plan for the merchandise line. Guidelines in the form of store and department policies and procedures exist for most situations. For example, although there are guidelines for selecting merchandise and vendors, the sales manager can deviate from them after considering a number of variables including vendor performance, offered discounts, quality of products, purchase minimums, delivery dates, and vendor shipping and return policies. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. For example, the sales manager uses judgment in establishing an effective product mix, selecting quality products, and anticipating the demands of customers. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, a sales manager adjusts the product mix to meet customer demands.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions have contact with customers and vendors for the purpose of determining and meeting needs, addressing concerns, selecting and ordering merchandise, and resolving problems.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

**OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the sales assistant series or at a comparable conceptual level. Typical elements of direct

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **RETAIL MANAGER**

**September 1, 1998**

control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

## **SALES MANAGER II**

H6S2XX

### **CONCEPT OF CLASS**

This class describes the second level of sales manager. In addition to the work described by the Sales Manager I, positions at this level plan and direct the operation of a sales department with multiple product lines. Work includes planning the work flow and staffing needs; establishing operations; preparing department budgets and spending plans and monitoring and controlling spending; selecting merchandise and determining the product mix for the department; supervising support staff; and establishing and implementing the department's marketing strategies and promotional events. This class differs from the Sales Manager I on the Decision Making factor and may differ on the Complexity and Purpose of Contact factors.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional retail standards, trade practices, the agency's available technology and resources, and policies established by a higher management level, choices involve determining the process, including designing the set of operations. In managing a sales department, these positions determine the process for selecting, ordering, and promoting a variety of merchandise and establish the customer service and inventory operations to be followed by department staff. The general pattern, program, or system exists but must be individualized. For example, within store policies and sales objectives, these positions develop sales goals and promotional plans for the sales department. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established principles, trade practices, professional standards, and precedents in order to determine their relationship to the problem. For example, positions analyze sales history, market trends, sales volume, and sales projections to determine the product mix and the process for buying and promoting merchandise. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales history, established budgets, and projected sales to determine what it means and how it fits together in order to get practical solutions in the form of a spending plan for the merchandise line. Guidelines in the form of store and department policies and procedures exist for most situations. For example, although there are guidelines for selecting merchandise and vendors, the sales manager can deviate from them after considering a number of variables including vendor performance, offered discounts, quality of products, purchase minimums, delivery dates, and vendor shipping and return policies. Judgment is needed in locating and selecting the most appropriate of these guidelines which

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **RETAIL MANAGER**

**September 1, 1998**

may change for varying circumstances as the task is repeated. For example, the sales manager uses judgment in establishing an effective product mix, selecting quality products, and anticipating the demands of customers. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, a sales manager adjusts the product mix to meet customer demands.

#### **OR**

The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of store policies, trade practices, and merchandising concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, a position tailors store policies and trade practices to buying and promoting specific merchandise. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. For example, positions adapt the ordering process to outreach and non-credit programs in addition to regular on-campus academic programs. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, these positions use judgment in determining the amount of inventory the department can carry without overstock based on the nature of clientele, the demand for specific merchandise, and available fiscal resources.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. Positions have contact with customers, vendors, and agency staff for the purpose of obtaining and promoting the sale of trade book, textbook, computer, business supply, and/or sundry merchandise.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

#### **OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

## CLASS SERIES DESCRIPTION (Cont'd.)

### RETAIL MANAGER

September 1, 1998

## SALES MANAGER III

H6S3XX

### CONCEPT OF CLASS

This class describes the sales manager with supervisory responsibilities. In addition to the duties and responsibilities described by the Sales Manager II class, these positions exercise formal supervision over at least three full-time equivalent positions where the supervisory decisions made directly affect the pay, status, and tenure of others. This class differs from the Sales Manager II class on the Line/Staff Authority factor and may differ on the Complexity factor.

### FACTORS

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional retail standards, trade practices, the agency's available technology and resources, and policies established by a higher management level, choices involve determining the process, including designing the set of operations. In managing a sales department, these positions determine the process for selecting, ordering, and promoting a variety of merchandise and establish the customer service and inventory operations to be followed by department staff. The general pattern, program, or system exists but must be individualized. For example, within store policies and sales objectives, these positions develop sales goals and promotional plans for the sales department. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established principles, trade practices, professional standards, and precedents in order to determine their relationship to the problem. For example, positions analyze sales history, market trends, sales volume, and sales projections to determine the product mix and the process for buying and promoting merchandise. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of store policies, trade practices, and merchandising concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, a position tailors store policies and trade practices to buying and promoting textbook or trade book merchandise. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. For example, positions adapt the ordering process to outreach and non-credit programs in addition to regular on-campus academic programs. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, these positions use judgment in determining the amount of inventory the department can carry without overstock based on the nature of clientele, the demand for specific merchandise, and available fiscal resources.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. Positions

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **RETAIL MANAGER**

**September 1, 1998**

have contact with customers, vendors, and agency staff for the purpose of obtaining and promoting the sale of trade book, textbook, computer, business supply, and/or sundry merchandise.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **STORE MANAGER I**

H6S4XX

#### **CONCEPT OF CLASS**

This class describes the first level of store manager. Work includes planning and directing all aspects of the store's day-to-day operations; establishing staffing patterns and scheduling, training, and supervising staff; analyzing profit and loss statements and adjusting store operations and services to achieve sales objectives; ensuring that store departments function consistently and within established parameters; and, interacting with customers, vendors, and agency staff to assure public relations and customer satisfaction is maintained. Positions in this class supervise and are accountable for actions and decisions that impact the pay, status, and tenure of three or more full-time equivalent positions.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions at this level establish store policies and sales objectives, establish the annual budget request, determine organizational structure and allocate resources to departments within the store, implement fiscal and staffing actions to stay within budgets, and approve expenditures for the store and its programs. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future. For example, based on evaluation of gross store sales, the store manager may implement new programs or business ventures to increase profitability.

**Complexity** -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. For example, positions in this class plan and direct the daily operation of a bookstore program for an agency. Guidelines do not exist for most situations. For example, positions in this class use the agency's mission and programmatic resources to determine sales, profit, and marketing guidelines and objectives. In

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **RETAIL MANAGER**

**September 1, 1998**

directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how the bookstore program will be implemented. For example, a position projects the impact of increased student enrollment on the bookstore and its services and modify sales objectives, department staffing, services and systems accordingly.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. For example, positions negotiate with agency officials for additional space and location arrangements, new business ventures, expanded services, overhead costs, etc. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **DEFINITIONS**

Retail operation: a profit-making outlet for selling goods and services directly to consumers.

### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

### **CLASS SERIES HISTORY**

Revised 9/1/98 (KKF). Change class codes due to PS Consolidation study. Published proposed 3/20/98.

Revised 7/2/98 (CVC). Abolish Store Manager II (H6F5XX) as a vacant class. Published proposed 3/20/98.

Effective 5/1/94 (LLB). Adjust factors in Sales Manager II-III (H6F2-3) as part of Job Evaluation System Revision Project. Published as proposed 3/11/94.

Effective 9/1/93 (LLB). Job Evaluation System Revision project. Published as proposed 5/17/93.

**CLASS SERIES DESCRIPTION (Cont'd.)**

**RETAIL MANAGER**

**September 1, 1998**

Created 7/1/76. Sundry Department Manager (A1910X), Tradebook Department Manager (A1912X), Supplies Department Manager I-II (A1914X, A1916X), Textbook Department Manager I-III (A1918X, A1920X, A1922X), Assistant Bookstore Manager (A1924X), UCHSC Bookstore Manager (A1926X), Bookstore Manager I-V (A1928X, A1930X, A1932X, A1934X, A1936X).

**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Sales Manager I	Operational	Patterned	Detect	Indiv. Contributor or Work Leader
Sales Manager II	Process	Patterned or Formulative	Clarify	Indiv. Contributor or Work Leader
Sales Manager III	Process	Formulative	Clarify	Unit Supervisor
Store Manager I	Interpretive	Strategic	Negotiate	Unit Supervisor