



**A TECHNICAL REPORT
ON
STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)**

**Held at
ESTEEM-G SUPERMARKET**

**LOCATED AT CIYY MALL, OPPOSITE OLA-EGBON FURNITURE,
ALONG OFFA GARAGE, ILORIN, KWARA STATE**

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DEDICATION

I dedicate this technical report to the Almighty Allah, the giver of knowledge, wisdom and who is rich in mercy.

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CHAPTER ONE

INTRODUCTION

1.1 HISTORY AND MEANING OF SIWES

The student industrial works experience scheme (SIWES) is a skills development program established by the Industrial Training Fund (ITF) in 1973 to bridge the gap between theory and practice among Engineering and Technology in Institutions of Higher Learning in Nigeria. It provides for on-the-job practical experience for students as they are exposed to work methods and techniques in handling equipment and machinery that may not be available in their institution. The scheme also prepares students for work situations they are likely to meet after graduation. The ITF solely funded the scheme during its formative years. But due to the elevated rate of financial involvement, it was withdrawn from the scheme in 1978. In 1979, the Federal Government of Nigeria handed the scheme to both the National University Commission (NUC) and changed the management and implementation of SIWES fund to ITF. It was effectively taken over by ITF in July 1985 with the funding being solely borne by the Federal Government.

The Federal Government, ITF, the supervising agencies – NUC, NBTE, NCE (National Commission for Colleges of Education), Employers of Labour, and the Institutions contribute one quarter in the management of SIWES. The various responsibilities are as follows:

FEDERAL GOVERNMENT

- To provide adequate funds to the ITF through the Federal Ministry of Industries.
- To make it mandatory for all ministries, companies and parastatals to offer places of attachment for students in accordance with the provision of Decree No. 47 of 1971 as amended in 1990.

INDUSTRIAL TRAINING FUND

- Formulation of policies and guidelines on SIWES for distributions to all the SIWES participating bodies, institutions and companies involved in the scheme on a regular basis.
- Organizing programs for the students prior to their attachment, receive and process master and placement list from the institution and supervising agencies i.e. NUC, NBTE, and NCE.
- Supervise industrial attachment.
- Disburse supervisory and student students allowance at the shortest possible time.
- Provide insurance during student attachment/Training.

THE SUPERVISING AGENCIES

- Ensure the establishment and accreditation of SIWES units in institution under their jurisdiction.
- Co-ordinate the appointment of full-time SIWES unit in all the institution.
- Ensure adequate funding of a SIWES unit in all the institutions of the Federation.
- Vet and approve master and placement list of students from participating institutions and is been forwarded to ITF
- Monitor and review jobs-specification in collaboration with the Institutions towards national minimum academic standard for all the programs approved for SIWES.
- The Students Industrial Work Experience (SIWES) is a skill training program, designed to expose and prepare students of different tertiary institution to real life work/situation after graduation.

- The scheme exposes students to industrial based skills necessary for smooth transition from the classroom to the world of work. It affords students of tertiary institution the opportunity of being exposed to the needed experience in handling machinery and equipment which are not available in the education institute.

1.2 AIMS AND OBJECTIVES OF SIWES

- a. To provide an avenue for student in institution of high learning to acquire industrial skills and experience in their course of study.
- b. To prepare student for the industrial work situation they are to meet after graduation.
- c. To expose student to work method and techniques in handling equipment and machinery that may not be available in their institutions.
- d. To make the transition from school to the world of work easier and enhance student contacts for later job placement.
- e. To provide student with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practical.

1.3 BENEFITS OF SIWES TO STUDENTS

The major benefits according to students who participate sternly in industrial training are the skill and competencies they require. These include the following:

1. Opportunity for students to blend theoretical knowledge acquired in the classroom with partial hands on application of knowledge required to perform work in the industry.
2. Exposure of students to the environment in which they will eventually work thereby enabling them to see how their future professions are organized practice.

3. Provisions of an enabling environment where students can develop and enhance personal attributes such as critical thinking, creativity, initiative, resourcefulness, leadership, time management, presentation skills and interpersonal skills, among others.
4. Enabling set students appreciate work methods and gain experience in handling equipment and machinery which may not be available in their institution.
5. It provides students with an opportunity to apply their theoretical knowledge to real life situations.
6. Preparing students for employment and making the transition from school to the world of work easier after graduation.
7. Making set students appreciate the role of their professions as the creators of changes and wealth and indispensable contributors to growing the economy and national development.
8. Enhancing student's contacts with potential employers while on training.
9. Preparing students to contribute to the productivity of their employers and national development immediately after graduation.
10. It helps the students to be self independent SIWES helps students to be self independent based on the various practical they carry out on their own.

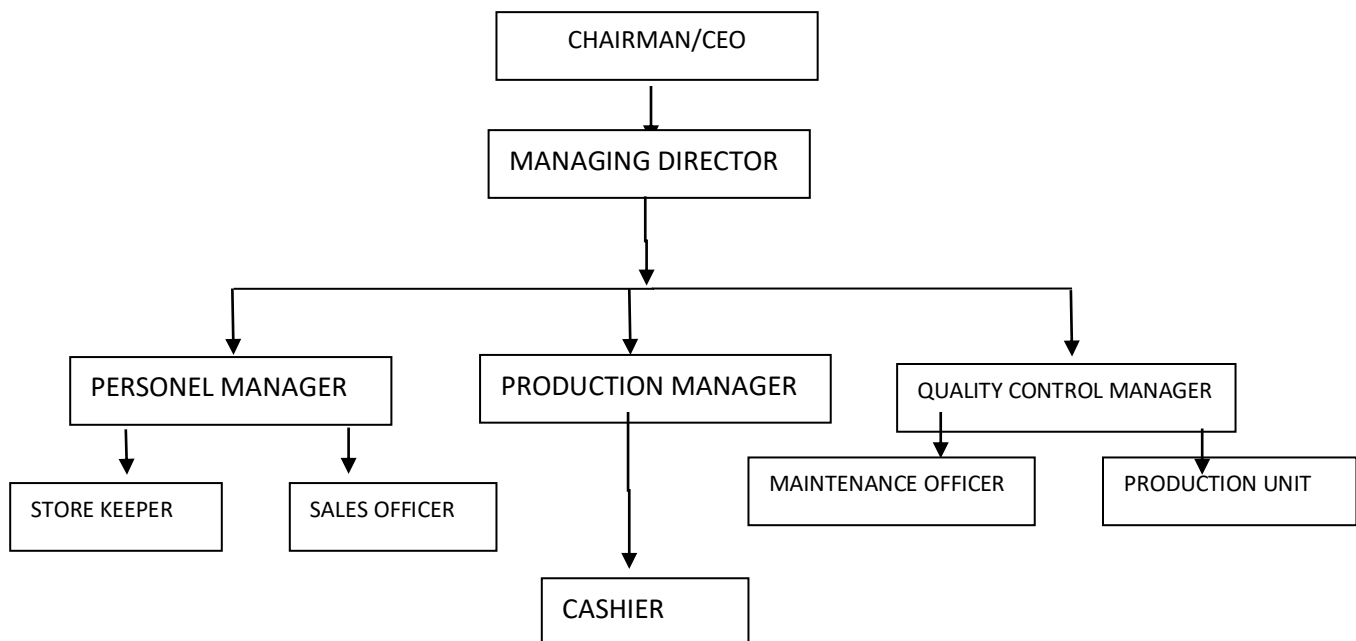
1.4 ROLE OF THE STUDENT DURING SIWES

My role as a SIWES student was to stay focused and learn from practical knowledge being impacted by my industry based supervisor and also take part in all the processes involved in production of bread as a final product. Also as a SIWES student, I am obliged to comply with the rules and regulations binding on all the workers in the industry and to take appropriate record of all training activities and other assignments during the SIWES program in my logbook.

1.5 THE LOGBOOK

Logbook is a book which is designed to assist the student to keep accurate record of their training during SIWES. It shows the department / section of the industry / company where a student has worked and the period spend in each department /section. The logbook must also be checked and signed by the supervisor.

1.6 ORGANOGRAM OF THE COMPANY



CHAPTER TWO

2.1 SUPERMARKET

A supermarket is a large retail establishment that offers a wide variety of goods, including groceries, household items, and often non-food products, organized into sections and aisles for customer convenience. Supermarkets play a significant role in modern retail, providing a one-stop shopping experience for consumers.



2.2 HISTORY AND EVOLUTION OF SUPERMARKETS

The concept of the supermarket originated in the early 20th century. Clarence Saunders opened the first self-service grocery store, Piggly Wiggly, in Memphis, Tennessee, in 1916. This revolutionary idea allowed customers to browse and select products independently, reducing the need for shop assistants and lowering costs. Over time, the supermarket model evolved, incorporating advanced inventory management, technology, and marketing strategies to cater to diverse consumer needs.

2.3 CHARACTERISTICS OF A SUPERMARKET

1. **Wide Product Range:** Supermarkets typically stock a variety of goods, including:

- Fresh produce (fruits, vegetables, meat, fish, and dairy).
- Packaged and processed foods.
- Beverages, including soft drinks, alcoholic drinks, and water.

- Personal care products like toiletries and cosmetics.
 - Household supplies such as cleaning agents and kitchenware.
2. **Self-Service Model:** Customers can browse, select items, and pay at designated checkout counters, promoting convenience and efficiency.
 3. **Organized Layout:** Products are arranged in categorized sections or aisles for easy navigation.
 4. **Competitive Pricing:** Supermarkets often leverage economies of scale to offer lower prices and frequent promotional discounts.
 5. **Technology Integration:** Use of Point of Sale (POS) systems, barcode scanners, and automated inventory management software to streamline operations.
 6. **Loyalty Programs:** Many supermarkets offer reward schemes to retain customers, providing incentives like discounts and points for purchases.

2.4 TYPES OF SUPERMARKET

1. **Conventional Supermarkets:** These are large retail stores that primarily focus on selling groceries, household goods, and personal care products.
2. **Hypermarkets:** A hypermarket is a combination of a supermarket and a department store, offering a vast range of products under one roof.
3. **Discount Supermarkets:** Focus on providing goods at lower prices by cutting operational costs and offering a limited product range.
4. **Organic/Natural Food Supermarkets:** Specialize in selling organic, natural, and eco-friendly products.
5. **Warehouse Supermarkets:** Operate on a membership basis, offering goods in bulk at discounted prices.

6. Convenience Supermarkets: Smaller supermarkets located in urban areas or near residential neighborhoods for quick and easy access.

7. Ethnic or Specialty Supermarkets: Cater to specific cultural or dietary preferences, focusing on unique food items.

8. Online Supermarkets: Digital platforms where customers can order groceries and household items for delivery or pickup.

9. Premium Supermarkets: Focus on offering high-quality, gourmet, or luxury products for an upscale market.

10. Pop-Up Supermarkets: Temporary supermarkets set up for specific events, seasons, or emergencies.

2.5 SECTION/SEGMENTS IN THE SUPERMARKET

- ❖ Fresh Produce Section
- ❖ Bakery Section
- ❖ Dairy Section
- ❖ Meat and Seafood Section
- ❖ Frozen Foods Section
- ❖ Dry and Packaged Foods Section
- ❖ Beverages Section
- ❖ Household and Cleaning Supplies Section
- ❖ Health and Beauty Section
- ❖ Baby Products Section
- ❖ Pet Supplies Section
- ❖ Seasonal/Promotional Section

- ❖ Electronics and Appliances Section
- ❖ Clothing and Accessories Section
- ❖ Stationery and Office Supplies Section
- ❖ Customer Service Desk
- ❖ Checkout Counters/Cashier Section

CHAPTER THREE

WORK CARRIED OUT DURING THE SIWES

3.1 ROLES AND RESPONSIBILITIES ASSIGNED

During my SIWES program at **Just rite super store**, I was assigned various roles and responsibilities that enabled me to gain practical experience and develop essential skills. These responsibilities included:

- **Customer Service:** Assisting customers with inquiries about products, guiding them through the store, and addressing complaints professionally to ensure customer satisfaction.
- **Stock Replenishment:** Ensuring shelves were adequately stocked with products, arranging items neatly, and removing expired or damaged goods.
- **Inventory Management:** Assisting in taking stock counts, recording stock levels, and updating inventory records regularly.
- **Sales Assistance:** Supporting the sales team by promoting special offers, answering customer questions about products, and occasionally operating the Point of Sale (POS) system.
- **Cashier Support:** Learning and occasionally operating the checkout system, processing customer transactions, and balancing cash at the end of shifts under supervision.
- **Sanitization and Maintenance:** Ensuring that assigned sections of the store were clean and presentable at all times.

3.2 DEPARTMENTS WORKED IN

To gain comprehensive exposure, I worked across various departments in the supermarket:

- **Inventory Department:** Assisted in receiving goods, verifying delivery notes, and managing warehouse stock organization.
- **Sales Department:** Engaged with customers to recommend products, upsell items, and ensure a seamless shopping experience.
- **Customer Service Desk:** Helped resolve customer complaints, processed returns and exchanges, and ensured a positive customer experience.
- **Cashier Desk:** Observed and learned cash handling procedures, operated the POS system, and processed transactions during peak hours.
- **Bakery and Fresh Foods Section:** Supported in packaging, labeling, and arranging freshly prepared items for sale.

3.3 SKILLS ACQUIRED

The training provided me with a variety of skills, both technical and interpersonal, including:

- **Customer Relations:** Developed effective communication skills to handle diverse customers, resolve conflicts, and ensure satisfaction.
- **Inventory Management:** Learned the principles of stock control, including stock-taking, tracking product shelf life, and managing warehouse operations.
- **Teamwork and Collaboration:** Worked closely with other staff members, learning how to coordinate tasks, meet goals, and maintain a positive work environment.
- **Sales Techniques:** Acquired knowledge on how to identify customer needs, recommend suitable products, and explain the benefits of various items.
- **Cash Handling:** Learned the essentials of operating a POS system, processing different forms of payment, and maintaining financial accuracy.

- **Time Management:** Balanced multiple tasks efficiently and prioritized work to meet deadlines.

3.4 TOOLS, EQUIPMENT, AND SOFTWARE USED

During my SIWES program, I became familiar with the following tools and software commonly used in the supermarket setting:

- **Point of Sale (POS) System:** Learned to process sales transactions, print receipts, and manage refunds and returns.



- **Barcode Scanner:** Used to check product prices, update inventory records, and streamline checkout processes.



- **Inventory Management Software:** Gained basic understanding of software used for stock control, tracking inventory levels, and generating reports.
- **Labeling and Pricing Machines:** Assisted in labeling products with prices and promotional tags.



- **Packaging Tools:** Used sealing machines, wrapping materials, and other tools for food packaging.



- **Communication Tools:** Utilized in-store communication devices like intercoms and two-way radios to relay messages efficiently among team members.

CHAPTER FOUR

4.1 CHALLENGES ENCOUNTERED DURING THE TRAINING

- **Adapting to a Fast-Paced Environment:** The supermarket experienced a high influx of customers, especially during peak hours, which made it challenging to keep up with demands.
- **Handling Difficult Customers:** Some customers were dissatisfied or had unrealistic expectations, making interactions stressful at times.
- **Inventory Management Issues:** Errors in stock-taking, such as discrepancies between physical stock and recorded inventory, often led to confusion and delays.
- **Technical Glitches:** Occasional malfunctions of the Point of Sale (POS) system disrupted customer transactions.
- **Limited Product Knowledge:** Initially, I struggled to familiarize myself with the wide range of products and their specifications.

4.2 PROBLEM-SOLVING STRATEGIES EMPLOYED

To overcome these challenges, I employed several strategies:

- **Time Management:** Prioritized tasks during peak hours, focusing on customer needs and collaborating with team members to divide responsibilities.
- **Customer Service Skills:** Applied active listening and patience when dealing with difficult customers, and sought assistance from supervisors when necessary.
- **Attention to Detail:** Double-checked inventory records and collaborated with colleagues to reconcile discrepancies in stock counts.
- **Technical Support:** Reported technical issues promptly to the IT team and learned basic troubleshooting techniques for the POS system.

- **Product Research:** Took initiative to study product labels, promotional materials, and inventory lists to enhance product knowledge.

4.3 CONCLUSION

My SIWES program at Esteem-G Supermarket provided a platform to bridge theoretical knowledge with practical experience. I gained insight into the daily operations of a retail business, developed essential skills in customer service, sales, and inventory management, and learned the importance of teamwork and adaptability. Despite initial challenges, I overcame them through problem-solving and a commitment to learning. The program has been instrumental in preparing me for future career opportunities.

4.4 RECOMMENDATIONS FOR FUTURE SIWES PARTICIPANTS IN SUPERMARKETS

- **Prepare to Adapt Quickly:** The retail environment is dynamic, requiring flexibility and quick learning.
- **Be Proactive:** Take the initiative to ask questions, learn about products, and contribute ideas.
- **Develop Customer Service Skills:** Cultivate patience and empathy to handle diverse customer interactions effectively.
- **Focus on Time Management:** Prioritize tasks and remain organized to handle peak periods efficiently.
- **Leverage Supervisors and Mentors:** Seek guidance and feedback from supervisors to improve performance and gain deeper insights.