

<b>Training Package</b>	Automotive Industry Retail, Service and Repair (AUR05)/Business Services (BSB01)	<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Provide information to clients</b>	
<b>Unit code</b>	<b>Unit descriptor</b>  This unit covers the skills and knowledge required to greet clients and determine their needs in accordance with the organisation's requirements.  This unit is related to BSBCM309A Recommend products and services.	<b>HSC Indicative Hours</b>  <b>15</b>
<b>BSBCM209A</b>		
<b>Competency field</b>		
Common		

### Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• Application of organisational requirements for responding to client enquiries and promoting products and services.</li> <li>• Visitors or telephone enquiries are greeted promptly and politely.</li> <li>• Correct and current information about the organisation's products and services is provided.</li> </ul>	<p><i>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</i></p> <ul style="list-style-type: none"> <li>• The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination.</li> <li>• Understanding of organisation's business values, structure, products and services.</li> <li>• Types of resources available within the organisation and how to access them.</li> <li>• Organisational policies and procedures relating to client service.</li> <li>• Organisational structure and role of the members of the organisation.</li> <li>• Techniques of oral and written communication.</li> <li>• Telephone techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and active listening skills to identify client requests.</li> <li>• Communication skills for conveying meaning clearly, concisely and coherently.</li> <li>• Client service skills in relation to giving and receiving information.</li> <li>• Problem solving skills to deal with client enquiries or complaints.</li> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.</li> </ul>

<b>Evidence Guide cont/d</b>		
<b>Context of assessment</b>	<b>Consistency of Performance</b>	<b>Resource implications</b>
<p>Competency <u>is</u> demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</p> <p>Assessment <u>must</u> take account of the endorsed assessment guidelines in the Business Services Training Package.</p> <p>Assessment of performance requirements in this unit <u>should</u> be undertaken in an actual workplace or simulated environment.</p> <p>Assessment <u>should</u> reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.</p>	<p>In order to achieve consistency of performance, evidence <u>should</u> be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.</p>	<p>The learner and trainer <u>should</u> have access to appropriate documentation and resources normally used in the workplace.</p>

### Key Competency Levels

Three levels of performance denote level of competency required to perform a task.

1. Perform      2. Administer      3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Collect, analyse and organise information	To monitor and report on client services.	Level 1
Communicate ideas and information	With clients on products and services.	Level 1
Plan and organise activities	To meet client needs.	Level 1
Work with others and in a team	In completing scheduled tasks.	Level 1
Use mathematical ideas and techniques	To respond to client enquiry.	Level 1
Solve problems	To respond to client enquiries or complaints.	Level 1
Use technology	To complete allocated tasks.	Level 1

Element	Performance Criteria	Range Statement
1 Establish contact with clients	1.1 Communication with <b>clients</b> is conducted in a professional and courteous manner according to <b>organisational requirements</b> .	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p><b>Clients</b> <i>may</i> be:</p> <ul style="list-style-type: none"> <li>• internal or external</li> <li>• other agencies</li> <li>• individual members of the organisation</li> <li>• individual members of the public.</li> </ul> <p><b>Organisational requirements</b> <i>may</i> be included in:</p> <ul style="list-style-type: none"> <li>• goals, objectives, plans, systems and processes</li> <li>• business plans</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• legal and organisation policy/guidelines and requirements</li> <li>• access and equity principles and practice</li> <li>• quality and continuous improvement processes and standards</li> <li>• job description</li> <li>• defined resource parameters.</li> </ul> <p><b>Legislation, codes and national standards</b> relevant to the workplace which <i>may</i> include:</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements and relevant industrial instruments</li> <li>• relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and</li> <li>• environmental issues, equal opportunity, industrial relations and anti discrimination</li> <li>• relevant industry codes of practice.</li> </ul>
	1.2 Personal dress and presentation is maintained in line with organisational requirements.	
	1.3 Appropriate <b>interpersonal skills</b> are used to facilitate accurate and relevant exchange of information.	<p><b>Interpersonal skills</b> <i>may</i> include:</p> <ul style="list-style-type: none"> <li>• using appropriate body language</li> <li>• summarising and paraphrasing to check understanding of client's message</li> <li>• providing an opportunity for the client to confirm their request</li> <li>• questioning to clarify and confirm the client's needs</li> <li>• listening actively to what the client is communicating.</li> </ul>
	1.4 All work reflects <b>sensitivity</b> to client's specific needs and any cultural, family and individual differences.	<p><b>Sensitivity</b> <i>may</i> include:</p> <ul style="list-style-type: none"> <li>• respect for diversity</li> <li>• understanding how other people feel.</li> </ul>

Element	Performance Criteria	Range Statement
2 Respond to client enquiry	2.1 Client <b>enquiries</b> are responded to promptly and politely and in accordance with organisational requirements.	<b>Enquiries</b> <i>may</i> be made through: <ul style="list-style-type: none"> <li>• face to face, email, fax, telephone.</li> </ul> <b>Responding to enquiries</b> <i>may</i> include: <ul style="list-style-type: none"> <li>• arranging appointments</li> <li>• information about products or services</li> <li>• general information</li> <li>• referrals to other colleagues/departments</li> <li>• clarifying or resolving problems.</li> </ul>
	2.2 Appropriate questioning and active listening are used to determine client needs.	
	2.3 Telephone calls are answered and made in accordance with organisational requirements.	
	2.4 Information relevant to client needs is provided in line with organisational requirements.	
	2.5 Enquiries outside area of responsibility/knowledge are referred to <b>nominated person/s</b> for resolution.	<b>Nominated persons</b> <i>may</i> include: <ul style="list-style-type: none"> <li>• those who have the relevant knowledge and authority to exercise the responsibility.</li> </ul>
	2.6 Additional information or follow up action is completed in line with client needs and organisational timelines.	