<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail Services (SIR07)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>Unit code</td>
<td>SIRXCOM001A</td>
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<tr>
<td>Competency field</td>
<td>Communication</td>
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<tr>
<td>Sector</td>
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<td>HSC Indicative Hours</td>
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<td>HSC Requirements and Advice</td>
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</table>

**Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

**Prerequisite units**

Nil

**Application of the unit**

This unit relates to frontline service staff and supervisors. It requires the team member to demonstrate the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

**Employability Skills**

The required outcomes described in this unit contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is packaged, will assist in identifying Employability Skill requirements.

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Context of and specific resources for assessment</th>
<th>Methods of assessment</th>
<th>Assessing Employability Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of the following is <strong>essential</strong>:</td>
<td>Assessment must ensure access to:</td>
<td>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</td>
<td>Employability Skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability Skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.</td>
</tr>
<tr>
<td>• provides a consistently welcoming environment by treating customers in a courteous and helpful manner</td>
<td>• a real or simulated work environment</td>
<td>• observation of performance in the workplace</td>
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</tr>
<tr>
<td>• uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality</td>
<td>• relevant documentation, such as:</td>
<td>• a role play</td>
<td></td>
</tr>
<tr>
<td>• interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment</td>
<td>- stock, inventory or price lists</td>
<td>• third-party reports from a supervisor</td>
<td></td>
</tr>
<tr>
<td>• accesses, comprehends and processes</td>
<td>- lay-by, credit and product return slips</td>
<td>• customer feedback</td>
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</tr>
<tr>
<td></td>
<td>- store policy and procedures manuals</td>
<td>• answers to questions about specific skills and knowledge</td>
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<tr>
<td></td>
<td>• a range of customers with different</td>
<td>• review of portfolios of evidence and third-party workplace reports of on-the-job performance</td>
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<tr>
<td></td>
<td>requirements</td>
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<tr>
<td></td>
<td>• a range of communication equipment.</td>
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<tr>
<td>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</td>
<td>Methods of assessment cont/d</td>
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</tbody>
</table>
| information accurately according to store policy and procedures  
• consistently follows routine instructions and seeks advice and assistance if required  
• participates actively and positively within a workplace team. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:  
• SIRXIND001A Work effectively in a retail environment  
• SIRXOHS001A Apply safe working practices  
• SIRXCLM001A Organise and maintain work areas  
• SIRXICT001A Operate retail technology. |
# Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

<table>
<thead>
<tr>
<th>The following skills <strong>must</strong> be assessed as part of this unit:</th>
<th>The following knowledge <strong>must</strong> be assessed as part of this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrated use of positive and inclusive language</td>
<td>• store policy and procedures in regard to:</td>
</tr>
<tr>
<td>• questioning and listening</td>
<td>- internal and external customer contact</td>
</tr>
<tr>
<td>• resolving conflict</td>
<td>- verbal and non-verbal presentation</td>
</tr>
<tr>
<td>• negotiating</td>
<td>- code of conduct</td>
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<tr>
<td>• demonstrating self esteem</td>
<td>- allocated duties and responsibilities</td>
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<tr>
<td>• literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.</td>
<td>• goods and services provided by the store</td>
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<td></td>
<td>• location of store departments</td>
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<tr>
<td></td>
<td>• functions and procedures for operating telephones and other communication equipment.</td>
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</tbody>
</table>

### HSC Requirements and Advice

- **Key Terms and Concepts**
  - access and equity
  - active listening
  - anti-discrimination
  - appropriate personnel
  - barriers to effective communication
  - colleagues
  - communication methods and equipment
  - communication process/cycle
  - completion of work tasks
  - confidentiality and tact
  - conflict
  - conflict resolution
  - constructive feedback
  - cultural diversity, differences and awareness
  - cultural groups in Australian society
  - customer service skills
  - effective service environment
  - equal employment opportunity (EEO)
  - establishing contact with customers
  - follow-up
  - greeting and farewelling customers
  - lines of reporting and communication
  - message taking
  - non-verbal communication
  - open, closed and reflective questions
  - operation of telephone system
  - personal presentation
  - preferences, needs and expectations
  - principles and benefits of quality service
  - problem solving
  - product and service range and location
  - quality customer service
  - read and interpret documentation
  - recording and reporting
  - responsibilities and allocated duties
  - retail/wholesale industry environment
  - seek assistance
<table>
<thead>
<tr>
<th>Key Terms and Concepts cont/d</th>
</tr>
</thead>
<tbody>
<tr>
<td>• teams</td>
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<tr>
<td>• teamwork</td>
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<tr>
<td>• telephone equipment</td>
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<tr>
<td>• telephone etiquette</td>
</tr>
<tr>
<td>• telephone system functions</td>
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<tr>
<td>• tolerance and respect</td>
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<tr>
<td>• types of customers</td>
</tr>
<tr>
<td>• verbal communication</td>
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<tr>
<td>• work performance</td>
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<tr>
<td>• workplace documents</td>
</tr>
<tr>
<td>• workplace/company/store policy and procedures</td>
</tr>
<tr>
<td>• written communication.</td>
</tr>
<tr>
<td>Element</td>
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<tr>
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<tr>
<td>1 Establish contact with customers</td>
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<td>Element</td>
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</table>

  - developing rapport
  - promoting suitable products and services
  - responsibilities of the workplace/company/store and staff for service
  - contribution of staff behaviour to quality customer service
  - importance of quality customer service to the retail services industries.

Brief overview of the communication process/cycle:

- sender
- receiver
- message
- feedback.

Barriers to effective communication including:

- bias and stereotyping
- lack of empathy
- negative subtext
- gender issues
- individual differences
- inconsistency
- emotions
- physical barriers, eg noise
- inattention
- pressure of time.

Types of communication:

- verbal
  - face-to-face
  - telephone/mobile phone
  - answering machine
  - paging system
- non-verbal
- written.

Effective verbal communication including:

- appropriate language
- clear voice
- audible volume
- courteous tone
- active listening
- asking questions or rephrasing to clarify or confirm understanding.
<table>
<thead>
<tr>
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<th>Range Statement</th>
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</thead>
</table>
|         |                      |                | Effective communication techniques in relation to non-verbal communication including:  
|         |                      |                | • understanding body language  
|         |                      |                | • interpreting  
|         |                      |                | - subtext  
|         |                      |                | - gestures  
|         |                      |                | • standards of dress  
|         |                      |                | • use of personal space.  
|         |                      |                | General features, benefits and working knowledge of a range of communication methods and equipment.  
|         |                      |                | Factors affecting selection of particular communication methods/equipment:  
| 1.4    | Use *questioning* and active listening to determine customer needs. | *Questioning* may involve the following communication techniques:  
|         |                      |                | • using open and inclusive language  
|         |                      |                | • speaking clearly and concisely  
|         |                      |                | • using appropriate language  
|         |                      |                | • non-verbal communication.  
|         |                      |                | Learning experiences for the HSC must address:  
|         |                      |                | Establishing customer preferences, needs and expectations through:  
|         |                      |                | • active listening  
|         |                      |                | • using open, closed and reflective questions  
|         |                      |                | • observation and recognition of non-verbal signs.  
| 1.5    | Demonstrate confidentiality and tact. | | |
| 2      | Process information | 2.1 Answer telephone according to store procedures. | Learning experiences for the HSC must address:  
|         |                      |                | Features of good telephone etiquette:  
|         |                      |                | • greeting callers  
|         |                      |                | - answering call promptly  
|         |                      |                | - using polite greeting  
|         |                      |                | - identifying the workplace/company/store  
|         |                      |                | - identify yourself using ‘This is’ and name  
|         |                      |                | - offer of assistance  
|         |                      |                | • courteous language  

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<table>
<thead>
<tr>
<th>Element</th>
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</thead>
</table>
| 2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements. |  |  | friendly tone  
clear articulation  
audible volume  
accurate relaying of messages.  
Learning experiences for the HSC must address:  
Establishing the details of the enquiry by questioning, summarising and reiterating.  
Learning experiences for the HSC must address:  
Operation of telephone system including:  
accepting external calls  
connecting internal and external calls  
transferring calls to extensions  
placing callers on hold  
paging.  
An awareness of a range of telephone equipment including:  
single and multi-line telephones  
mobile telephones  
extensions  
answering machines.  
A range of telephone system functions including:  
transfer  
redial  
recall  
group pick-up  
on-hold  
call waiting. |
| 2.3 Use telephone system functions according to instructions. |  |  |  |
| 2.4 Record and promptly pass on messages or information. | Information may include:  
- telephone  
- written  
electronic media such as email  
- verbal feedback  
- observation.  
Learning experiences for the HSC must address:  
Taking messages and sending them to the relevant person including:  
information to be obtained  
repeating main points to ensure accuracy  
system to record message (paper or electronic). |  |  |
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</thead>
</table>
|         |                      |                 | The importance of recording information that is:  
|         |                      |                 | • clear  
|         |                      |                 | • legible  
|         |                      |                 | • accurate  
|         |                      |                 | • concise  
|         |                      |                 | • appropriate in terms of industry terminology.  
| 2.5     | Inform customer of any problems and relevant action being taken. |                 | Learning experiences for the HSC must address:  
|         |                      |                 | An awareness of the benefits of following-up with customers.  
| 2.6     | Perform follow-up action as necessary. |                 |  
| 3       | Communicate with customers and colleagues from diverse backgrounds | 3.1 Value and treat with respect and sensitivity customers and colleagues from different cultural groups. | Learning experiences for the HSC must address:  
|         |                      | Colleagues may include:  
|         |                      | • management  
|         |                      | • other staff members  
|         |                      | • full-time, part-time, casual or contract staff.  
|         |                      | A basic understanding of the concepts of:  
|         |                      | • cultural diversity  
|         |                      | • cultural differences  
|         |                      | • cultural awareness.  
|         |                      | An understanding of the need for tolerance and respect in the workplace.  
|         |                      | Principles of equal employment opportunity and anti-discrimination legislation:  
|         |                      | • Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)  
|         |                      | • Anti-Discrimination Act 1977 (NSW).  
|         |                      | Reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination.  
|         |                      | Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including:  
|         |                      | • staff training  
|         |                      | • using an individual’s difference/skills  
|         |                      | • using a range of communication media and techniques  
|         |                      | • promoting cultural celebrations and celebrating differences  

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</thead>
</table>
| 3.2     | Consider cultural differences in all verbal and non-verbal communication. | Verbal and non-verbal communication may include:  
- speaking and listening  
- reading and writing  
- body language  
- facial expression. |  
- actively seeking to break down barriers  
- developing a workplace culture of empathy and tolerance.  
An awareness of access and equity principles when communicating with people from diverse backgrounds.  
Learning experiences for the HSC must address:  
An awareness of elements of cultural differences including:  
- interpersonal relations  
- festivals/celebrations  
- family structure/obligations  
- language  
- religion  
- customs  
- social values  
- work ethic  
- communication  
- product/service preference.  
General characteristics of the different cultural groups in Australian society.  
The importance of respecting individual difference arising from:  
- culture  
- race  
- language  
- gender  
- age  
- religious beliefs  
- customs/traditions.  
The importance of respecting cultural differences and adopting a sensitive approach when dealing with communication in the workplace. |
<table>
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<th>Range Statement</th>
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</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Use gestures or simple words to communicate where language barriers exist.</td>
<td>Learning experiences for the HSC must address: An awareness of a range of gestures, words and phrases that are: • clear • concise • directive • courteous • culturally sensitive.</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Obtain assistance from colleagues or supervisors when required.</td>
<td>Learning experiences for the HSC must address: How and when to seek assistance. Appropriate personnel: • colleagues • supervisors • department managers • human resources officers.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Work in a team</td>
<td></td>
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</tr>
<tr>
<td>4.1</td>
<td>Demonstrate a courteous and helpful manner at all times.</td>
<td>Learning experiences for the HSC must address: Definition of team and teamwork. Principles and characteristics of team building and effective teamwork. Types of teams in retail services workplace/company/store. An analysis of teams and their: • purpose/aims • size • goals.</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Complete allocated tasks willingly according to set timeframes.</td>
<td>Learning experiences for the HSC must address: Responsibilities and allocated duties of a range of retail services personnel.</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Actively seek or provide assistance by approaching other team members when difficulties arise.</td>
<td>Teams may include: • small work teams • store team • corporate team.</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
<td>HSC Requirements and Advice</td>
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<tr>
<td>4.4</td>
<td>Identify lines of communication with supervisors and peers according to store policy.</td>
<td>Learning experiences for the HSC must address: Understanding lines of reporting and communication with supervisor/team leader and colleagues within the workplace.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Encourage, acknowledge and act upon constructive feedback provided by other team members.</td>
<td>Learning experiences for the HSC must address: How to elicit and interpret feedback. Acknowledging work performance including: • conducting performance appraisals • evaluating performance • improving work practices.</td>
<td></td>
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<tr>
<td>4.6</td>
<td>Use questioning to minimise misunderstandings.</td>
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<tr>
<td>4.7</td>
<td>Identify and avoid signs of potential workplace conflict wherever possible.</td>
<td>Learning experiences for the HSC must address: Recognise potential for conflict through: • active listening • observing body language • reading subtext. An understanding of how the following may contribute to potential conflict: • poor customer service • variation in colleagues’ work practices/methods • cultural misunderstanding • poor communication • barriers to communication • aggressive behaviour. An understanding of conflict resolution techniques, specifically those that: • eliminate adversarial contests • manage stress • promote the concept of ‘win-win’ • allow for solutions that meet all parties’ needs • follow due process – listen, acknowledge, respond, report and follow-up.</td>
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</table>
| 4.8     | Demonstrate participation in team *problem solving*. | *Problem solving* may be affected by:  
• store policy and procedures  
• resource implications. | Learning experiences for the HSC must address:  
Team problem-solving activities including:  
• identify problem  
• consider solutions  
• action  
• follow up. |
| 5       | Read and interpret retail documents | 5.1 List and describe a range of *retail documents*. | Learning experiences for the HSC must address:  
A range of retail services documentation including:  
• cash sales docket  
• invoice  
• stock, inventory and price list  
• plan-o-gram  
• lay-by slip  
• credit slip  
• cheque verification form  
• credit note  
• order form  
• delivery documentation  
• product return slip  
• repair slip  
• stock control  
• message pad. |
|         | 5.2 Read and interpret information from a range of retail documents. |  |  |