

Training Package	Retail Services (SIR07)		HSC Requirements and Advice
Unit title	Work effectively in a retail environment		
Unit code	Competency field	Sector	HSC Indicative Hours 20
SIRXIND001A	Working in Industry	Cross-Sector	

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.
Prerequisite units	Nil
Application of the unit	This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability of efficiently prioritise and complete tasks under instruction are also required.
Employability Skills	The required outcomes described in this unit contain applicable facets of Employability Skills. The <i>Employability Skills Summary</i> 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Methods of assessment	Assessing Employability Skills
<p>Evidence of the following is <u>essential</u>:</p> <ul style="list-style-type: none"> responsibly applies store policy and procedures in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals applies store policy and procedures and legislative requirements in regard to internal and external client contact, 	<p>Assessment <u>must</u> ensure access to:</p> <ul style="list-style-type: none"> a real or simulated work environment relevant documentation, such as: <ul style="list-style-type: none"> store or sample policy and procedures in regard to workplace ethics store or sample job descriptions and organisational charts store or sample documentation regarding mission and goals for the company store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace 	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> observation of performance in the workplace a role play third party reports from a supervisor customer feedback research projects or case studies written or verbal questioning to assess knowledge and understanding 	<p>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.</p> <p>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.</p>

Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d	Context of and specific resources for assessment cont/d	Methods of assessment cont/d	
<p>especially the use of non-discriminatory language and attitudes</p> <ul style="list-style-type: none"> • knows employee's own rights and responsibilities in regards to awards and agreements • identifies and describes the role of various parties, including employer and employee associations • applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct • consistently meets store scheduling routines and uses time effectively. 	<ul style="list-style-type: none"> - awards and agreements - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination - store or sample policies on OHS. 	<ul style="list-style-type: none"> • review of portfolios of evidence and third-party workplace reports of on-the-job performance. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example this unit can be assessed with the following units:</p> <ul style="list-style-type: none"> • SIRXCOM001A Communicate in the workplace • SIRXOHS001A Apply safe working practices • SIRXCLM001A Organise and maintain work areas • SIRXICT001A Operate retail technology. 	

Required Skills and Knowledge		HSC Requirements and Advice
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> - follow routine instructions through clear and direct communication - ask questions to identify and confirm requirements - use language and concepts appropriate to cultural differences - use and interpret non-verbal communication • ability to follow store policy and procedures • maintaining personal presentation • interpersonal communication skills, including: <ul style="list-style-type: none"> - non-discriminatory verbal and non-verbal communication - listening, questioning and observation • literacy skills in reading and interpreting workplace documents. 	<p>The following knowledge <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> • store policy and procedures, in regard to: <ul style="list-style-type: none"> - workplace ethics - shift availability or non attendance - staff rosters - interpersonal conflict - dealing with grievances - personal animosity - discriminatory behaviour - harassment - staff counselling and disciplinary procedures - equal opportunity issues - part time, casual, full time work, contract employment - hygiene and self presentation • store organisational structure • structure of the retail industry • rights and responsibilities of employers and employees in retail workplace • responsibilities under an Australian apprenticeship contract of training (if applicable) • major changes affecting retail workplaces • following set routines and procedures • relevant legislation and statutory requirement, such as: <ul style="list-style-type: none"> - equal opportunity legislation - equal employment opportunity (EEO) legislation - anti-discrimination legislation - workplace relations - industry awards and agreements. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • active listening • anti-discrimination • apprenticeship and traineeship • appropriate workplace conduct • awards, agreements and contracts • basic research skills • bullying and harassment • career opportunities • career pathways and planning • code of conduct • communication • conflict • conflict resolution • costs and benefits of retailing • daily work tasks and routine • effective questioning • emerging technologies • employment patterns • equal employment opportunity (EEO) • full-time, part-time, casual and contract employment • interactions in the workplace • job role • lines of reporting • mission statement • non-discriminatory attitudes and language • obtaining, understanding and clarifying instruction • organisational culture • organisational structure • organisational values, goals and objectives • personal attributes • personal presentation and hygiene • relationship between individual and team work roles • retail industry bodies • rights and responsibilities of employees and employers

		<p>Key Terms and Concepts cont/d</p> <ul style="list-style-type: none"> • shift availability and staff rosters • sources of information • sources of work instructions and procedures • structure of the retail industry • time and task management • types of retail outlets • work duties • work ethic • workplace/company/store policy and procedures.
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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Act responsibly	1.1 Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to <i>store policy and procedures</i> .	<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording in the Performance Criteria is detailed below.</p> <p><i>Store policy and procedures</i> may relate to:</p> <ul style="list-style-type: none"> • workplace ethics • modes of communication • store hours of operation • completing work out of hours • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS. 	<p>Learning experiences for the HSC must address:</p> <p><i>NB This unit of competency requires students to research the underpinning knowledge in relation to the retail environment of at least one workplace/company/store. Students are required to work effectively within the particular retail environment.</i></p> <p><i>Ideally, this investigation could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of retail environments and the differences in practices between workplaces/companies/stores.</i></p> <p>Knowledge of workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • notification of shift availability or non-attendance • staff rosters • work duties. <p>Appropriate workplace conduct including:</p> <ul style="list-style-type: none"> • regular attendance • punctuality • maintaining orderly workspace • appropriate personal presentation standards for the industry and job role • cooperativeness • self-confidence • self-respect • acceptance of constructive criticism • willingness for self-improvement • flexibility. <p>An understanding of the difference between full-time, part-time, casual and contract employment.</p>
	1.2 Interpret staff rosters accurately.		

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	1.3 Recognise and describe <i>organisational culture</i> .	<p>Organisational culture may include:</p> <ul style="list-style-type: none"> • organisational structure, including own position and role within the structure • chain of command • workplace policy and procedures • organisational values • mission statement • workplace goals. 	<p>Learning experiences for the HSC must address:</p> <p>Define organisational culture.</p> <p>A broad knowledge of a workplace/company/store in relation to:</p> <ul style="list-style-type: none"> • mission statement • organisational values • goals and objectives • organisational structure and lines of reporting/chain of command.
2 Act in a non-discriminatory manner	2.1 Display <i>non-discriminatory attitudes</i> when interacting with <i>customers, staff or management</i> .	<p>Non-discriminatory attitudes may include:</p> <ul style="list-style-type: none"> • age • race • colour • national or ethnic origin • sex • pregnancy or marital status • disability • religion • sexual preference. <p>Customers may include:</p> <ul style="list-style-type: none"> • new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities. <p>Staff or management may:</p> <ul style="list-style-type: none"> • come from a range of social, cultural and ethnic backgrounds • have varying degrees of language and literacy levels. 	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the principles of equal employment opportunity (EEO) legislation:</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth) • <i>Equal Opportunity for Women in the Workplace Act 1999</i> (Cth). <p>A basic understanding of the principles of anti-discrimination legislation:</p> <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> (NSW) • <i>Sex Discrimination Act 1984</i> (Cth) • <i>Racial Discrimination Act 1975</i> (Cth) • <i>Disability Discrimination Act 1992</i> (Cth) • <i>Age Discrimination Act 2004</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination.</p> <p>An awareness of the different forms of bullying and harassment in the workplace including:</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. <p>An awareness of:</p> <ul style="list-style-type: none"> • workplace/company/store policy and procedures designed to prevent discrimination and harassment in the workplace

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			<ul style="list-style-type: none"> • legal ramifications of inappropriate workplace conduct • recourse in the event of inappropriate conduct <ul style="list-style-type: none"> - reporting complaints - grievance procedures - disciplinary action. <p>Interactions in the workplace with:</p> <ul style="list-style-type: none"> • customers <ul style="list-style-type: none"> - new or repeat - external and internal • staff/management • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels. <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> • poor customer service • variation in colleagues' work practices/methods • cultural misunderstanding • poor communication • barriers to communication • aggressive behaviour • personal animosity. <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • eliminate adversarial contests • promote the concept of 'win-win' • allow for solutions that meet all parties' needs • follow due process – listen, acknowledge, respond, report and follow-up.
	2.2 Use non-discriminatory language.		
3 Develop retail industry knowledge	3.1 Identify and access <i>sources of information</i> on the retail industry.	<i>Sources of information</i> may include: <ul style="list-style-type: none"> • media • reference books • libraries 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of sources for current retail industry information including:</p>

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		<ul style="list-style-type: none"> • unions • industry associations • industry publications • internet • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisors. 	<ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals/publications • media • the internet • libraries • reference books • policy and procedure manuals • personal observations and experience • industry contacts, mentors and advisors • colleagues, supervisor/team leader and/or manager • professional development opportunities • industry functions.
	<p>3.2 Obtain <i>information</i> to assist with effective work performance and career planning within the retail industry.</p>	<p><i>Information</i> may include:</p> <ul style="list-style-type: none"> • industry working conditions • employee and employer rights and responsibilities • environmental issues and requirements • industrial relations issues and major organisation • career opportunities within the industry • the work ethic required to work in the industry • industry expectations of staff • quality assurance • new products and services. 	<p>Learning experiences for the HSC must address:</p> <p>Basic research skills:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>Structure of the retail industry.</p> <p>An awareness of the costs and benefits of retailing for:</p> <ul style="list-style-type: none"> • society • the environment. <p>An awareness of the major types of retail outlets in terms of their services and methods of distribution including:</p> <ul style="list-style-type: none"> • owner-operated • chain • discount • franchise • department store • direct sell • telemarketing • speciality stores • e-commerce • hypermarket.

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			<p>An awareness of the following in relation to the retail industry:</p> <ul style="list-style-type: none"> • statistics <ul style="list-style-type: none"> - employment - income • current trends. <p>An awareness of emerging technologies relevant to the retail industry and their effect on:</p> <ul style="list-style-type: none"> • current work practices • productivity • employment • education and training • market conditions • cost effectiveness • work methods/techniques. <p>A broad knowledge of:</p> <ul style="list-style-type: none"> • employee/employer rights and responsibilities • career opportunities within the retail industry • the work ethic required to work in the retail industry. <p>An awareness of career pathways within the retail industry and the knowledge and skills required for different job roles.</p> <p>An awareness of changes in employment patterns in the retail industry.</p> <p>A basic understanding of the primary role(s) and duties/services performed by a range of personnel.</p> <p>Preparation to enter a career path in the retail industry including:</p> <ul style="list-style-type: none"> • letter • curriculum vitae • interview preparation and performance. <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills • identification of <ul style="list-style-type: none"> - knowledge and skills required for current job

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			<ul style="list-style-type: none"> - knowledge and skills gaps • learning opportunities to meet potential learning needs and fulfil career aspirations. <p>Recognition of learning as an on-going process and the need to remain current in terms of knowledge, skills and qualifications.</p> <p>An awareness of opportunities to meet learning needs including:</p> <ul style="list-style-type: none"> • on-the-job and/or off-the-job training • seminars/workshops/courses • multiskilling/job rotation in current workplace • mentoring process. <p>An understanding of the difference between:</p> <ul style="list-style-type: none"> • an apprenticeship • a traineeship. <p>Evidence of learning including:</p> <ul style="list-style-type: none"> • transcript/qualification • work diary • supervisor and/or team leader's report/evaluation/appraisal • competency record • learning portfolio.
	3.3 Identify and interpret relevant awards and agreements.		<p>Learning experiences for the HSC must address:</p> <p>A basic knowledge of retail industry employment conditions including:</p> <ul style="list-style-type: none"> • industrial award • enterprise agreement • workplace agreement • contract.
	3.4 Identify and analyse role of employee and employer associations in industrial relations system.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of current issues affecting the retail industry.</p> <p>A basic understanding of the primary role/function of key retail industry bodies including:</p>

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			<ul style="list-style-type: none"> • industry stakeholders <ul style="list-style-type: none"> - NSW WRAPS • unions/employee groups • Shop, Distributive and Allied Employees Association • employer groups • professional associations, for example: <ul style="list-style-type: none"> - Australian Retail Association - NSW Pharmacy Guild • training <ul style="list-style-type: none"> - Service Skills Australia.
4 Maintain personal presentation	4.1 Maintain personal dress and presentation in a neat and tidy manner.		<p>Learning experiences for the HSC must address:</p> <p>Personal attributes and work ethics of retail workers including:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical and responsible behaviour • honesty • work performance • taking directives • attention to detail • personal presentation and grooming • attitude • confidentiality • consistency of service • safe work practices. <p>Workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • personal dress and presentation • personal hygiene • workplace ethics • code of conduct.
	4.2 Maintain personal hygiene according to store policy and <i>legislation</i> .	<p>Legislation may include:</p> <ul style="list-style-type: none"> • federal, state or territory and local legislation • food safety • OHS. 	<p>Learning experiences for the HSC must address:</p> <p>Personal presentation, image and hygiene standards required in the workplace including:</p> <ul style="list-style-type: none"> • clean hands and nails • clean and tidy hair • attention to grooming • pleasant body odour

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			<ul style="list-style-type: none"> • good oral hygiene • correct posture • attention to personal hygiene • positive and friendly attitude • clean uniform • deportment • etiquette. <p>Dress standards, uniform care and maintenance.</p> <p>An awareness of the extent to which personal presentation standards are influenced by workplace/ company/store:</p> <ul style="list-style-type: none"> • work location • job function • OHS issues • customer expectations on personal presentation standards.
5 Follow routine instructions	5.1 Receive and act upon instructions.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the fact that workplace practices and experiences differ between workplaces/companies/ stores.</p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> • work schedule • job description • role/duty statement • roster • standard operating procedures (SOP) • Material Safety Data Sheets (MSDS) • diagrams/sketches • regulations/legislation/codes of practice • workplace/company/store guidelines, policies and procedures • Australian Standards. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face to face (supervisor to employee)

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	5.2 Use effective questioning to elicit information.		<ul style="list-style-type: none"> - telephone/mobile phone - workplace meetings • written communication <ul style="list-style-type: none"> - work plans - memos/messages - job description/statement - workplace forms - roster • non-verbal <ul style="list-style-type: none"> - signage - diagrams. <p>Learning experiences for the HSC must address:</p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>The techniques of active listening.</p> <p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consult appropriate personnel • active listening • open and closed questions. <p>Identifying roles through:</p> <ul style="list-style-type: none"> • job description • role/duty statement • manager/supervisor/team leader • experienced colleagues.
	5.3 Assess, comprehend and act upon <i>store information</i> relevant to the particular task.	<p><i>Store information</i> may:</p> <ul style="list-style-type: none"> • be written or verbal • relate to store policy and procedures, including: <ul style="list-style-type: none"> - contact with customers - job descriptions and responsibilities - interaction with other team members - interaction with supervision and management. 	<p>Learning experiences for the HSC must address:</p> <p>Completion of work tasks including:</p> <ul style="list-style-type: none"> • adhere to safety procedures (including personal protective equipment [PPE] and other dress requirements) • follow directions from supervisor • maintain personal presentation standards • adhere to workplace/company/store policies

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			<ul style="list-style-type: none"> • maintain personal work space • contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required • check that required materials and equipment are available and meet requirements of the task • seek advice/obtain information as required from <ul style="list-style-type: none"> - co-workers and supervisor/manager - suppliers - industry/regulatory bodies.
	5.4 Plan and organise <i>daily work routine</i> within the scope of the job role.	<p><i>Daily work routine</i> may include:</p> <ul style="list-style-type: none"> • interacting with customers • interacting with supervisors and other staff members • handling telephone enquiries • organising and maintaining work areas • maintaining merchandise and displays • preparing goods for delivery • observing scheduled breaks • assisting other team members • working within required timelines. 	<p>Learning experiences for the HSC must address:</p> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> • organising tasks <ul style="list-style-type: none"> - prioritising - time management to meet deadlines - negotiation • clarifying personal responsibilities • work ethics • seeking assistance where necessary • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis. <p>Planning and preparation for a range of tasks/activities applicable to daily work routines in a retail workplace/company/store.</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p> <p>An understanding of work requirements including:</p> <ul style="list-style-type: none"> • goals • objectives • priorities • specified targets or results • time frames • coordination with other work processes • roles • application of particular procedures • organisation of work materials

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			<ul style="list-style-type: none"> • roster arrangements • assisting new staff • sharing knowledge of particular tasks or work requirements.
	<p>5.5 Prioritise and complete <i>tasks</i> according to required timeframes.</p>	<p><i>Tasks</i> may be:</p> <ul style="list-style-type: none"> • routine • rostered • non-routine. 	<p>Learning experiences for the HSC must address:</p> <p>A basic knowledge of time and task management.</p> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> • prioritising • negotiating • time management • time frames • individual needs • team/group needs. <p>Features of time management including:</p> <ul style="list-style-type: none"> • consultation with others • prioritising • delegation • problem-solving • decision-making • use of diaries • negotiating • accommodation of changes to routine • minimising time wasters. <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers • clients • workplace/company/store. <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge. <p>Application of time management techniques to work activities in retail industry context.</p> <p>A range of opportunities to read, interpret and follow information/work instructions for a range of work tasks of varying degrees of difficulty.</p> <p>A basic overview of the role of employees in quality assurance.</p>