

<b>Training Package</b>	Retail Services (SIR07)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Sell products and services</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Sector</b>	<b>HSC Indicative Hours</b>  <b>15</b>
<b>SIRXSLS001A</b>	Sales	Cross-Sector	

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.
<b>Employability Skills</b>	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.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Methods of assessment</b>	<b>Assessing Employability Skills</b>
Evidence of the following is <u>essential</u> : <ul style="list-style-type: none"> <li>• applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales</li> <li>• uses questioning, listening and observation skills to determine customer requirements</li> <li>• consistently applies store policies and procedures in regard to selling products and services</li> <li>• maximises sales opportunities according to store policies and procedures</li> <li>• consistently applies industry codes of</li> </ul>	Assessment <u>must</u> ensure access to: <ul style="list-style-type: none"> <li>• a retail work environment</li> <li>• relevant documentation, such as:               <ul style="list-style-type: none"> <li>- policy and procedures manuals</li> </ul> </li> <li>• a range of customers with different requirements</li> <li>• a range of merchandise and products appropriate to the retail workplace</li> <li>• product labels and sources of product information.</li> </ul>	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> <li>• observation of the candidate in the workplace</li> <li>• third-party reports from a supervisor</li> <li>• customer feedback</li> <li>• answers to questions about specific skills and knowledge</li> <li>• review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> </ul>	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.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</b>		<b>Methods of assessment cont/d</b>	
<p>practice, relevant legislation and statutory requirements in regard to selling products and services</p> <ul style="list-style-type: none"> <li>• evaluates personal sales performance to maximise future sales.</li> </ul>		<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>	

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
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"> <li>• selling techniques, including: <ul style="list-style-type: none"> <li>- opening techniques</li> <li>- recognising buying signals</li> <li>- strategies to focus customer on specific merchandise</li> <li>- add-ons and complimentary sales</li> <li>- overcoming customer objections</li> <li>- closing techniques</li> </ul> </li> <li>• verbal and non-verbal communication skills</li> <li>• handling difficult customers</li> <li>• negotiation skills</li> <li>• sales performance appreciation</li> <li>• questioning, listening and observation</li> <li>• literacy skills in regard to: <ul style="list-style-type: none"> <li>- reading and understanding product information</li> <li>- reading and understanding store policies and procedures</li> <li>- recording information</li> </ul> </li> <li>• numeracy skills in regard to: <ul style="list-style-type: none"> <li>- handling payment for goods</li> <li>- weighing and measuring goods.</li> </ul> </li> </ul>	<p>The following knowledge <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• store policies and procedures, in regard to: <ul style="list-style-type: none"> <li>- selling products and services</li> <li>- allocated duties and responsibilities</li> </ul> </li> <li>• store merchandise and service range</li> <li>• specific product knowledge for area or section</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant industry codes of practice</li> <li>• customer types and needs, including: <ul style="list-style-type: none"> <li>- customer buying motives</li> <li>- customer behaviour and cues</li> <li>- individual and cultural differences</li> <li>- demographics, lifestyle and income</li> <li>- types of customer needs, e.g. functional, psychological.</li> </ul> </li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• buying signals</li> <li>• calculations</li> <li>• close a sale</li> <li>• communication</li> <li>• complementary products and services</li> <li>• customer buying motives, behaviour and cues</li> <li>• customer dissatisfaction and complaints</li> <li>• customer requirements</li> <li>• customer service skills</li> <li>• customer-focused service</li> <li>• customers</li> <li>• develop product and service knowledge</li> <li>• effective questioning techniques</li> <li>• <i>Fair Trading Act 1987 (NSW)</i> (as amended)</li> <li>• features and benefits of products and services</li> <li>• financial transactions</li> <li>• frequently asked questions/requests</li> <li>• handling difficult customers and complaints</li> <li>• legislative and regulatory requirements</li> <li>• maximise sales opportunities</li> <li>• negotiation</li> <li>• non-verbal communication cues</li> <li>• overcoming customer objections</li> <li>• preferences, needs and expectations</li> <li>• problem solving</li> <li>• product and service range</li> <li>• quality service</li> <li>• review personal sales outcomes</li> <li>• sales documentation</li> <li>• sales performance appreciation</li> <li>• selling techniques</li> <li>• sources of information</li> <li>• timing and methods of customer approach</li> <li>• <i>Trade Practices Act 1974 (Cth)</i> (as amended)</li> <li>• workplace/company/store policy and procedures.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Apply product knowledge	1.1 Demonstrate knowledge of the use and application of relevant products and services according to <b><i>store policy</i></b> and <b><i>legislative requirements</i></b> .	<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. <b><i>Bold italicised</i></b> wording in the Performance Criteria is detailed below.</p> <p><b><i>Store policy</i></b> and procedures <u>in regard to</u>:</p> <ul style="list-style-type: none"> <li>• interaction with customers</li> <li>• selling products and services.</li> </ul> <p><b><i>Legislative requirements</i></b> may include:</p> <ul style="list-style-type: none"> <li>• Trade Practices and Fair Trading Act</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• lottery legislation</li> <li>• industry codes of practice</li> <li>• OHS</li> <li>• sale of second-hand goods</li> <li>• sale of X and R rated products</li> <li>• trading hours</li> <li>• transport, storage and handling of goods.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p><i>NB This unit of competency requires students to develop knowledge and skills required to sell products and services in a retail environment. Students are required to develop selling skills and make sales to a range of customers.</i></p> <p><i>Ideally, this 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>Identification and understanding of a range of products and services available to customers.</p> <p>A basic awareness of current legislative and regulatory requirements including:</p> <ul style="list-style-type: none"> <li>• <i>Trade Practices Act 1974</i> (Cth) (as amended)</li> <li>• <i>Fair Trading Act 1987</i> (NSW) (as amended)</li> <li>• laws specific to particular products/services, for example:               <ul style="list-style-type: none"> <li>- tobacco</li> <li>- liquor</li> <li>- medication</li> </ul> </li> <li>• industry codes of practice</li> <li>• occupational health and safety (OHS).</li> </ul> <p>Workplace/company/store policy and procedures relating to:</p> <ul style="list-style-type: none"> <li>• selling products and services</li> <li>• refunds</li> <li>• age restrictions</li> <li>• customers with special requirements</li> <li>• allocated staff duties and responsibilities.</li> </ul>
	1.2 Develop <b><i>product knowledge</i></b> by accessing <b><i>relevant sources of information</i></b> .	<p><b><i>Product knowledge</i></b> may include:</p> <ul style="list-style-type: none"> <li>• warranties</li> <li>• features and benefits</li> <li>• use by dates</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the type of product knowledge employees in a retail environment should be aware of including:</p>

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		<ul style="list-style-type: none"> <li>• handling and storage requirements</li> <li>• stock availability</li> <li>• safety features</li> <li>• price.</li> </ul> <p><i>Relevant sources of information</i> may include:</p> <ul style="list-style-type: none"> <li>• internet</li> <li>• staff members</li> <li>• store or supplier product manuals</li> <li>• product profiles</li> <li>• videos</li> <li>• demonstrations</li> <li>• labels</li> <li>• store tours.</li> </ul>	<ul style="list-style-type: none"> <li>• product/service <ul style="list-style-type: none"> <li>- brand options</li> <li>- warranties</li> <li>- features and benefits</li> <li>- use/application</li> <li>- shelf life/use by dates</li> <li>- care and handling</li> <li>- storage requirements</li> <li>- ingredients/materials contained in product</li> <li>- product/ingredient/material origins</li> <li>- safety features</li> <li>- price</li> </ul> </li> <li>• workplace/company/store <ul style="list-style-type: none"> <li>- stock availability</li> <li>- special offers</li> <li>- corresponding/complementary products and services</li> <li>- procedures for taking orders</li> <li>- payment methods</li> <li>- returns/refunds</li> <li>- after sales service</li> <li>- hours of operation.</li> </ul> </li> </ul> <p>An awareness of sources of product knowledge information including:</p> <ul style="list-style-type: none"> <li>• the internet</li> <li>• general media</li> <li>• colleagues, supervisor/team leader and/or manager</li> <li>• workplace/company/store policies and procedures</li> <li>• supplier product manuals/guides</li> <li>• product launches/seminars</li> <li>• product profiles</li> <li>• product information booklets/pamphlets</li> <li>• videos</li> <li>• demonstrations</li> <li>• labels</li> <li>• brochures</li> <li>• store tours</li> <li>• industry associations.</li> </ul>
2 Approach customer	2.1 Determine and apply timing of <i>customer</i> approach.	<p><i>Customers</i> may include:</p> <ul style="list-style-type: none"> <li>• new or repeat contacts</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Types of customers including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• external and internal contacts</li> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• new or repeat</li> <li>• external and internal</li> <li>• customers with routine or special needs/requests</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with disabilities.</li> </ul> <p>Awareness of the importance of effective, positive and efficient customer service.</p> <p>Quality service including:</p> <ul style="list-style-type: none"> <li>• definition of customer-focused service</li> <li>• characteristics of quality service</li> <li>• customer service skills, including: <ul style="list-style-type: none"> <li>- meeting customer requirements</li> <li>- handling customer requests and complaints</li> <li>- developing rapport</li> <li>- promoting suitable products and services</li> </ul> </li> <li>• responsibilities of the organisation and staff for service</li> <li>• contribution of staff behaviour to quality customer service</li> <li>• importance of quality customer service to the retail industry.</li> </ul> <p>Effective responses to a range of different customer service situations.</p> <p>A knowledge of:</p> <ul style="list-style-type: none"> <li>• different methods of approaching a customer <ul style="list-style-type: none"> <li>- greeting</li> <li>- merchandise</li> <li>- service</li> </ul> </li> <li>• timing of approaches</li> <li>• opening techniques.</li> </ul>
	2.2 Identify and apply effective <i>sales</i> approach.	<p><i>Sales</i> transactions may be completed:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• over the telephone</li> <li>• online.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Sales approaches and appropriate situations for their use including:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• over the telephone</li> <li>• online.</li> </ul>

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	2.3 Convey a positive impression to arouse customer interest.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Customer expectations including:</p> <ul style="list-style-type: none"> <li>• friendliness</li> <li>• courtesy</li> <li>• prompt service</li> <li>• assistance</li> <li>• empathy</li> <li>• support.</li> </ul>
	2.4 Demonstrate knowledge of customer buying behaviour.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of customer buying motives including:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• rational.</li> </ul>
3 Gather information	3.1 Apply questioning techniques to determine customer buying motives.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Methods for gathering information including:</p> <ul style="list-style-type: none"> <li>• verbal questioning <ul style="list-style-type: none"> <li>- face to face</li> <li>- over the telephone</li> </ul> </li> <li>• surveys</li> <li>• questionnaires.</li> </ul> <p>Effective questioning techniques including:</p> <ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> <li>• reflective questions.</li> </ul>
	3.2 Use listening skills to determine customer requirements.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication techniques in relation to listening including:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• barriers to effective listening.</li> </ul> <p>Customer requirements including:</p> <ul style="list-style-type: none"> <li>• value for money</li> <li>• convenience</li> <li>• flexibility</li> <li>• special requirements.</li> </ul>

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	3.3 Interpret and clarify non-verbal communication cues.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of non-verbal communication cues including:</p> <ul style="list-style-type: none"> <li>• understanding body language</li> <li>• interpreting subtext</li> <li>• gestures</li> <li>• personal space.</li> </ul>
	3.4 Identify customers by name where possible.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Appropriate forms of address in communication with customers of different age groups, gender and cultural backgrounds.</p>
	3.5 Direct customer to specific merchandise.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of workplace/company/store product and service range.</p>
4 Sell benefits	4.1 Match customer needs to appropriate products and services.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Common needs that customers may require to be satisfied prior to purchasing including:</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• performance</li> <li>• appearance</li> <li>• comfort</li> <li>• economy</li> <li>• durability.</li> </ul> <p>Matching the preferences, needs and expectations of customer through:</p> <ul style="list-style-type: none"> <li>• consultative selling</li> <li>• focusing customer on specific product/service</li> <li>• identification of customer needs/needs analysis <ul style="list-style-type: none"> <li>- functional</li> <li>- psychological</li> </ul> </li> <li>• building a relationship with the customer</li> <li>• awareness of customer demographics <ul style="list-style-type: none"> <li>- age</li> <li>- gender</li> <li>- families</li> <li>- individual customer</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>- corporate customer</li> <li>- lifestyle</li> <li>- income</li> <li>- customer with special need/s</li> <li>- international customer</li> <li>• knowing your product or service               <ul style="list-style-type: none"> <li>- features</li> <li>- benefits                   <ul style="list-style-type: none"> <li>▪ rational</li> <li>▪ emotional.</li> </ul> </li> </ul> </li> </ul> <p>Selling techniques including:</p> <ul style="list-style-type: none"> <li>• up-selling               <ul style="list-style-type: none"> <li>- advising customer of information on alternative products and services that may result in them taking a more expensive product with benefits to both the workplace/company/store and the customer</li> </ul> </li> <li>• top down               <ul style="list-style-type: none"> <li>- describing benefits from the most expensive down</li> </ul> </li> <li>• offering alternatives               <ul style="list-style-type: none"> <li>- providing information on a range of products and services and asking for customer's preference</li> </ul> </li> <li>• suggestive selling               <ul style="list-style-type: none"> <li>- providing information regarding additional services and products to customer</li> <li>- add-on and complementary selling</li> </ul> </li> <li>• selling benefits to customer               <ul style="list-style-type: none"> <li>- highlighting benefits of particular products and services to match customer needs.</li> </ul> </li> </ul>
	<p>4.2 Communicate knowledge of products features and benefits clearly to customers.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone</li> <li>• active listening</li> <li>• asking questions or rephrasing to clarify or confirm understanding.</li> </ul>

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	4.3 Describe product use and safety requirements to customers.		
	4.4 Refer customers to appropriate product specialist as required.		
	4.5 Answer <i>routine customer questions</i> about merchandise accurately and honestly or refer to senior sales staff.	<i>Routine customer questions</i> may relate to: <ul style="list-style-type: none"> <li>• price and price reductions</li> <li>• quality</li> <li>• availability</li> <li>• features and benefits.</li> </ul>	<b>Learning experiences for the HSC must address:</b> An awareness of frequently asked questions/requests for information including: <ul style="list-style-type: none"> <li>• price and price reductions</li> <li>• quality</li> <li>• availability</li> <li>• features</li> <li>• benefits</li> <li>• limitations.</li> </ul>
5 Overcome objections	5.1 Identify and accept customer objections.		<b>Learning experiences for the HSC must address:</b> Common causes of customer dissatisfaction and complaints.  Customer objections including: <ul style="list-style-type: none"> <li>• price</li> <li>• time</li> <li>• product and service characteristics</li> <li>• dissatisfaction with <ul style="list-style-type: none"> <li>- service</li> <li>- product.</li> </ul> </li> </ul> Handling difficult customers.
	5.2 Categorise objections into price, time and merchandise characteristics.		
	5.3 Offer solutions according to store policy.		<b>Learning experiences for the HSC must address:</b> A range of strategies for overcoming customer objections.

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	5.4 Apply <i>problem solving</i> to overcome customer objections.	<i>Problem solving</i> may be affected by: <ul style="list-style-type: none"> <li>• store policies and procedures</li> <li>• resource implications.</li> </ul>	<b>Learning experiences for the HSC must address:</b> Procedures for handling customer complaints: <ul style="list-style-type: none"> <li>• negotiation</li> <li>• conflict resolution</li> <li>• referral to appropriate personnel.</li> </ul>
6 Close sale	6.1 Monitor, identify and respond appropriately to customer buying signals.		<b>Learning experiences for the HSC must address:</b> Buying signals including: <ul style="list-style-type: none"> <li>• questions or comments posed by customers</li> <li>• customer actions</li> <li>• customer reactions <ul style="list-style-type: none"> <li>- verbal</li> <li>- non-verbal.</li> </ul> </li> </ul>
	6.2 Encourage customer to make purchase decisions.		
	6.3 Select and apply appropriate method of closing sale.		<b>Learning experiences for the HSC must address:</b> A range of closing techniques in accordance with workplace/organisation/store policy and procedures. Techniques to close a sale including: <ul style="list-style-type: none"> <li>• direct order <ul style="list-style-type: none"> <li>- using a closed question</li> </ul> </li> <li>• active <ul style="list-style-type: none"> <li>- helping the customer to decide</li> </ul> </li> <li>• steps <ul style="list-style-type: none"> <li>- allowing the customer to decide one step at a time</li> </ul> </li> <li>• alternative <ul style="list-style-type: none"> <li>- offer a choice</li> </ul> </li> <li>• difficulty <ul style="list-style-type: none"> <li>- apply deadlines</li> </ul> </li> <li>• assumptive <ul style="list-style-type: none"> <li>- assume customer is making the purchase.</li> </ul> </li> </ul> Awareness of a range of financial transactions available to customers including: <ul style="list-style-type: none"> <li>• cash</li> <li>• non-cash <ul style="list-style-type: none"> <li>- EFTPOS</li> <li>- cheques</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>- credit cards/store cards</li> <li>- lay-by</li> <li>- gift vouchers</li> <li>- store accounts.</li> </ul> <p>Understanding of how to proficiently execute financial transactions, handle tender and record relevant information.</p> <p>Calculations related to cash transactions, weighing and measuring goods.</p> <p>Typical sales documentation including:</p> <ul style="list-style-type: none"> <li>• invoices</li> <li>• credit notes</li> <li>• stock/inventory/price lists</li> <li>• order forms</li> <li>• financial transaction dockets/slips</li> <li>• lay-by slips</li> <li>• credit slips</li> <li>• product return slips.</li> </ul>
7 Maximise sales opportunities	<p>7.1 Recognise and apply opportunities for making additional sales.</p> <p>7.2 Advise customer of complementary products or services according to customer's identified need.</p> <p>7.3 Review personal sales outcomes to maximise future sales.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Procedures to review personal sales outcomes including:</p> <ul style="list-style-type: none"> <li>• analysis <ul style="list-style-type: none"> <li>- statistical</li> <li>- comparative</li> </ul> </li> <li>• feedback <ul style="list-style-type: none"> <li>- customer</li> <li>- supervisor</li> </ul> </li> <li>• personal evaluation.</li> </ul> <p>An awareness of:</p> <ul style="list-style-type: none"> <li>• the importance of sales performance appreciation</li> <li>• strategies to improve future sales.</li> </ul>