

Training Package	Retail Services (SIR07)		HSC Requirements and Advice
Unit title	Sell products and services to business customers		
Unit code	Competency field	Sector	HSC Indicative Hours
SIRWSLS001A	Sales	Wholesale	15

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services to business customers. It involves the use of sales techniques and encompasses the key direct selling skills from the initial approach by the customer or service provider to closing the sale. It requires a basic level of product knowledge.
Prerequisite units	Nil
Application of the unit	This unit 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, overcome objections and close sales. Personal evaluation is utilised to maximise sales according to industry codes of practice, relevant legislation and business policy.
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"> • applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies business policy and procedures in regard to selling products and services • maximises sales opportunities according to business policy and procedures 	<p>Assessment <u>must</u> ensure access to:</p> <ul style="list-style-type: none"> • a wholesale work environment • relevant documentation, such as business policy and procedures manuals • a range of business customers with different requirements • a range of merchandise and products appropriate to the workplace • sources of product information. 	<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 • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>	<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>

<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</p>			
<ul style="list-style-type: none"> • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales. 			

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"> • selling techniques, including: <ul style="list-style-type: none"> - opening techniques - recognising buying signals - strategies to focus customer on specific merchandise - add ons and complimentary sales - overcoming customer objections - closing techniques • verbal and non-verbal communication skills • negotiation skills • sales performance appreciation • questioning, listening and observing • literacy skills in regard to: <ul style="list-style-type: none"> - reading and understanding product information - reading and understanding business policy and procedures - recording information • numeracy skills in regard to: <ul style="list-style-type: none"> - calculating prices - estimating quantities. 	<p>The following knowledge <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> • product knowledge, including: <ul style="list-style-type: none"> - characteristics - features - comparative advantages - price - availability - special features (e.g. warranties and after-sales support) • business policy and procedures in regard to: <ul style="list-style-type: none"> - selling products and services - allocated duties and responsibilities • customer types and needs, including: <ul style="list-style-type: none"> - customer buying motives - customer behaviour and cues - individual and cultural differences - demographics, lifestyle and income - types of customer needs, e.g. functional and psychological • a variety of strategies for closing sales • business merchandise and service range • factors influencing customers decisions • current sales performance • OHS aspects of the job • industry codes of practice • relevant consumer law, commercial law and legislation. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • active listening • buying signals • calculations • close a sale • communication • complementary products and services • customer buying motives and behaviour • customer dissatisfaction and complaints • customer requirements • customer service skills • customer-focused service • customers • develop product and service knowledge • effective questioning techniques • <i>Fair Trading Act 1987 (NSW)</i> (as amended) • features and benefits of products and services • financial transactions • frequently asked questions/requests • handling customer complaints • legislative and regulatory requirements • maximise sales opportunities • negotiation • non-verbal communication cues • overcoming customer objections • preferences, needs and expectations • problem solving • product and service range • product knowledge • review personal sales outcomes • sales approaches and techniques • sales documentation • sales performance appreciation • sources of information • timing and methods of customer approach • <i>Trade Practices Act 1974 (Cth)</i> (as amended) • workplace/company/store policy and procedures.

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.	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>Learning experiences for the HSC must address:</p> <p><i>NB This unit of competency requires students to develop knowledge and skills required to sell products and services in a wholesale environment. Students are required to develop selling skills and make sales to a range of business 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 wholesale environments and the differences in workplace practices between companies.</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"> • <i>Trade Practices Act 1974</i> (Cth) (as amended) • <i>Fair Trading Act 1987</i> (NSW) (as amended) • industry codes of practice • occupational health and safety (OHS). <p>Workplace/company/store policy and procedures relating to:</p> <ul style="list-style-type: none"> • selling products and services • refunds • age restrictions • customers with special requirements • allocated staff duties and responsibilities.
	1.2 Consult experienced sales staff or product information guide to increase <i>product knowledge</i> .	<p><i>Product knowledge</i> may include:</p> <ul style="list-style-type: none"> • warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the type of product knowledge employees in a wholesale environment should be aware of including:</p> <ul style="list-style-type: none"> • product/service <ul style="list-style-type: none"> - brand options - warranties - features and benefits - use/application

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			<ul style="list-style-type: none"> - shelf life/use by dates - care and handling - storage requirements - ingredients/materials contained in product - product/ingredient/material origins - safety features - price • workplace/company/store - stock availability - special offers - corresponding/complementary products and services - procedures for taking orders - payment methods - returns/refunds - after sales service - hours of operation. <p>An awareness of sources of product knowledge information including:</p> <ul style="list-style-type: none"> • the internet • general media • colleagues, supervisor/team leader and/or manager • workplace/company/store policies and procedures • supplier product manuals/guides • product launches/seminars • product profiles • product information booklets/pamphlets • videos • demonstrations • labels • brochures • store tours • industry associations.
2 Identify specific customer types and behaviour	2.1 Identify <i>customers</i> by type.	<p><i>Customers</i> may include:</p> <ul style="list-style-type: none"> • business customers or individuals • new or repeat contacts • external and internal 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>Learning experiences for the HSC must address:</p> <p>Types of customers including:</p> <ul style="list-style-type: none"> • individual or business • new or repeat • external and internal • customers with routine or special needs/requests • people from a range of social, cultural and ethnic

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			backgrounds <ul style="list-style-type: none"> • people with disabilities.
	2.2 Determine factors influencing specific customer purchase decisions.		Learning experiences for the HSC must address: Awareness of customer buying motives including: <ul style="list-style-type: none"> • emotional • rational.
	2.3 Isolate and examine factors influencing an individual's buying behaviour.		
	2.4 Determine buying behaviours of different types of customers.		Learning experiences for the HSC must address: Sales approaches and appropriate situations for their use including: <ul style="list-style-type: none"> • face to face • over the telephone • online. Selling techniques including: <ul style="list-style-type: none"> • up-selling <ul style="list-style-type: none"> - 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 • top down <ul style="list-style-type: none"> - describing benefits from the most expensive down • offering alternatives <ul style="list-style-type: none"> - providing information on a range of products and services and asking for customer's preference • suggestive selling <ul style="list-style-type: none"> - providing information regarding additional services and products to customer - add-on and complementary selling • selling benefits to customer <ul style="list-style-type: none"> - highlighting benefits of particular products and services to match customer needs.
	2.5 Determine <i>sales approaches and techniques</i> required for different customer types.	<i>Sales approaches and techniques</i> may include: <ul style="list-style-type: none"> • gaining a customer • closing a sale • associated sales techniques, including: <ul style="list-style-type: none"> - trade-up - trade-in - tie-ins - cut-ins - range-ins • negotiation skills • over the phone empathy creation • securing payment. 	

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	2.6 Determine sales techniques required for customers evidencing specific buying behaviour.		
3 Sell products and services to customers	3.1 Employ effective sales approaches and techniques whether the customer or the organisation initiates contact.		<p>Learning experiences for the HSC must address:</p> <p>Awareness of the importance of effective, positive and efficient customer service.</p> <p>Quality service including:</p> <ul style="list-style-type: none"> • definition of customer-focused service • characteristics of quality service • customer service skills, including: <ul style="list-style-type: none"> - meeting customer requirements - handling customer requests and complaints - developing rapport - promoting suitable products and services • responsibilities of the organisation and staff for service • contribution of staff behaviour to quality customer service • importance of quality customer service to the wholesale industry. <p>A knowledge of:</p> <ul style="list-style-type: none"> • different methods of approaching a customer <ul style="list-style-type: none"> - greeting - merchandise - service • timing of approaches • opening techniques. <p>Effective responses to a range of different customer service situations.</p>
	3.2 Identify effective sales approach and apply given mode of <i>communication</i> to interact with customer.	<p><i>Communication</i> may include:</p> <ul style="list-style-type: none"> • speaking and listening • reading and writing • body language • facial expression • telephone • electronic media such as email 	

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		<ul style="list-style-type: none"> • using languages other than English including, local community languages Indigenous languages • using forms of visual communication such as sign language • using assistive technology such as TTY • using open and inclusive language. 	
	3.3 Create empathy between organisation and customer.		Learning experiences for the HSC must address: Define: <ul style="list-style-type: none"> • empathy.
	3.4 Determine buying behaviour of customer.		
	3.5 Confirm and promote customer need for specific merchandise.		
4 Gather information	4.1 Apply <i>questioning techniques</i> to determine customer buying motives.	<i>Questioning techniques</i> may involve: <ul style="list-style-type: none"> • using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication. 	Learning experiences for the HSC must address: Methods for gathering information including: <ul style="list-style-type: none"> • questioning <ul style="list-style-type: none"> - verbal <ul style="list-style-type: none"> ▪ face to face ▪ over the telephone - other <ul style="list-style-type: none"> ▪ via email and/or internet • surveys • questionnaires. Effective questioning techniques including: <ul style="list-style-type: none"> • open questions • closed questions • reflective questions.
	4.2 Use listening skills to determine customer requirements.		Learning experiences for the HSC must address: Effective communication techniques in relation to listening including: <ul style="list-style-type: none"> • active listening • barriers to effective listening.

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	<p>4.3 Interpret and clarify non-verbal communication cues.</p> <p>4.4 Identify customers by name where possible.</p>		<p>Customer requirements including:</p> <ul style="list-style-type: none"> • value for money • convenience • flexibility • special requirements. <p>Learning experiences for the HSC must address:</p> <p>Awareness of non-verbal communication cues including:</p> <ul style="list-style-type: none"> • understanding body language • interpreting subtext • gestures • personal space. <p>Learning experiences for the HSC must address:</p> <p>Appropriate forms of address in communication with customers of different age groups, gender and cultural backgrounds.</p>
5 Sell benefits	5.1 Match customer needs to appropriate products and services.		<p>Learning experiences for the HSC must address:</p> <p>Common needs that customers may require to be satisfied prior to purchasing including:</p> <ul style="list-style-type: none"> • safety • performance • appearance • comfort • economy • durability. <p>Customer expectations including:</p> <ul style="list-style-type: none"> • friendliness • courtesy • prompt service • assistance • empathy • support. <p>Matching the preferences, needs and expectations of customer through:</p> <ul style="list-style-type: none"> • consultative selling

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			<ul style="list-style-type: none"> • focusing customer on specific product/service • identification of customer needs/needs analysis <ul style="list-style-type: none"> - functional - psychological • building a relationship with the customer • awareness of customer demographics <ul style="list-style-type: none"> - age - gender - families - individual customer - corporate customer - lifestyle - income - customer with special need/s - international customer • knowing your product or service <ul style="list-style-type: none"> - features - benefits <ul style="list-style-type: none"> ▪ rational ▪ emotional.
	<p>5.2 Clearly communicate knowledge of product features and benefits to customers.</p>		<p>Learning experiences for the HSC must address:</p> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • clear voice • audible volume • courteous tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Knowledge of workplace/company/store product and service range.</p>
	<p>5.3 Describe product use and safety requirements and, where possible, demonstrate to customers.</p>		
	<p>5.4 Refer customers to appropriate product specialist as required.</p>		

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	5.5 Answer routine <i>customer questions</i> about merchandise accurately and honestly or refer to more experienced senior sales staff.	<i>Customer questions</i> may relate to: <ul style="list-style-type: none"> • price and price reductions • quality • availability • features and benefits • usage. 	Learning experiences for the HSC must address: An awareness of frequently asked questions/requests for information including: <ul style="list-style-type: none"> • price and price reductions • quality • availability • features • benefits • limitations.
6 Overcome objections	6.1 Identify and accept customer objections.		Learning experiences for the HSC must address: Common causes of customer dissatisfaction and complaints. Customer objections including: <ul style="list-style-type: none"> • price • time • product and service characteristics • dissatisfaction with <ul style="list-style-type: none"> - service - product. Handling difficult customers.
	6.2 Categorise objections into price, time and merchandise characteristics.		
	6.3 Offer solutions according to <i>business policy</i> and sales techniques.	<i>Business policy</i> and procedures may relate to: <ul style="list-style-type: none"> • interaction with customers • selling products and services • applying discounts. 	Learning experiences for the HSC must address: A range of strategies for overcoming customer objections.
	6.4 Apply <i>problem solving</i> to overcome customer objections.	<i>Problem solving</i> may be affected by: <ul style="list-style-type: none"> • business policy and procedures • resource implications. 	Learning experiences for the HSC must address: Procedures for handling customer complaints: <ul style="list-style-type: none"> • negotiation • conflict resolution • referral to appropriate personnel.

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7 Close sale	7.1 Monitor, identify and respond appropriately to customer buying signals.		<p>Learning experiences for the HSC must address:</p> <p>Buying signals including:</p> <ul style="list-style-type: none"> • questions or comments posed by customers • customer actions • customer reactions <ul style="list-style-type: none"> - verbal - non-verbal.
	7.2 Encourage customer to make purchase decisions.		<p>Learning experiences for the HSC must address:</p> <p>A range of closing techniques in accordance with workplace/organisation/store policy and procedures.</p> <p>Techniques to close a sale including:</p> <ul style="list-style-type: none"> • direct order <ul style="list-style-type: none"> - using a closed question • active <ul style="list-style-type: none"> - helping the customer to decide • steps <ul style="list-style-type: none"> - allowing the customer to decide one step at a time • alternative <ul style="list-style-type: none"> - offer a choice • difficulty <ul style="list-style-type: none"> - apply deadlines • assumptive <ul style="list-style-type: none"> - assume customer is making the purchase. <p>Awareness of a range of financial transactions available to customers including:</p> <ul style="list-style-type: none"> • cash • non-cash <ul style="list-style-type: none"> - EFTPOS - cheques - credit - store accounts. <p>Understanding of how to proficiently execute financial transactions, handle tender and record relevant information.</p> <p>Calculations related to calculating prices, estimating quantities and cash transactions.</p>
	7.3 Select and apply appropriate method of closing sale.		

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			Typical sales documentation including: <ul style="list-style-type: none"> • invoices • credit notes • stock/inventory/price lists • order forms • financial transaction dockets/slips • credit slips • product return slips.
8 Maximise sales opportunities	8.1 Recognise and apply opportunities for making additional sales.		
	8.2 Advise customer of complementary products or services according to customer's identified need.		
	8.3 Review personal sales outcomes to maximise future sales.		<p>Learning experiences for the HSC must address:</p> <p>Procedures to review personal sales outcomes including:</p> <ul style="list-style-type: none"> • analysis <ul style="list-style-type: none"> - statistical - comparative • feedback <ul style="list-style-type: none"> - customer - supervisor • personal evaluation. <p>An awareness of:</p> <ul style="list-style-type: none"> • the importance of sales performance appreciation • strategies to improve future sales.