

Sample Program**Customer service**

Rationale: This program provides the opportunity for students to develop knowledge and skills required to communicate and interact effectively with others and deliver quality service to customers.

Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace. Effective communication and interaction skills will need to be addressed throughout the HSC Retail Services course.

Units of competency: SIRXCCS002A Interact with customers
SIRXCOM001A Communicate in the workplace

HSC requirements and advice – key terms and concepts:

Interact with customers		Communicate in the workplace	
<ul style="list-style-type: none"> • active listening • add-on selling • allocated duties and responsibilities • benefits of good customer service • communication • customer preferences, needs and expectations • customer satisfaction and dissatisfaction • customer special needs/requirements • establishing and maintaining contact with customers • establishing good work habits and customer service • farewell customers • follow-up action • handling customer complaints • handling difficult or abusive customers • internal and external customers • level of authority • lines of reporting • non-verbal signs • open, closed and reflective questions • personal attributes and work ethics • point-of-sale equipment • processing exchanges and returns • quality customer service 	<ul style="list-style-type: none"> • receive and process sales orders • receiving and recording requests, enquiries and complaints • sales documentation • sales orders • scope of responsibility • seeking assistance • telephone system and other communication equipment • workplace/company/store policy and procedures. 	<ul style="list-style-type: none"> • 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 farewell customers • lines of reporting and communication • message taking • non-verbal communication • open, closed and reflective questions 	<ul style="list-style-type: none"> • 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 • teams • teamwork • telephone equipment • telephone etiquette • telephone system functions • tolerance and respect • types of customers • verbal communication • work performance • workplace documents • workplace/company/store policy and procedures • written communication.

Assessment:

The tasks referred to in this table are briefly explained in the program itself and/or in Section 4 of this Support Document.

SIRXCCS002A Interact with customers	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Deliver service to customers	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 6, 9, 10, 11, 13, 15, 22, 23, 26, 27 and 28.
2. Respond to customer complaints	<ul style="list-style-type: none"> • Tasks 1, 9, 10, 11, 13, 15, 22, 26, 27 and 28.
3. Receive and process sales orders	<ul style="list-style-type: none"> • Tasks 1, 10, 11, 13, 15, 22, 23, 26, 27 and 28.
4. Identify customer special requirements	<ul style="list-style-type: none"> • Tasks 1, 6, 10, 11, 22, 26 and 27.

SIRXCOM001A Communicate in the workplace	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Establish contact with customers	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 10, 11, 15, 22, 26 and 27.
2. Process information	<ul style="list-style-type: none"> • Tasks 1, 10, 11, 13, 15, 22, 26, 27 and 28.
3. Communicate with customers and colleagues from diverse backgrounds	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 6, 10, 11, 14, 16, 22, 26, 27 and 28.
4. Work in a team	<ul style="list-style-type: none"> • Tasks 1, 6, 10, 14, 15, 16, 22, 26, 27 and 28.
5. Read and interpret retail documents	<ul style="list-style-type: none"> • Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course. • Tasks 1, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27 and 28.

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations
SIRXCCS002A Interact with customers																												
<i>1 Deliver service to customers</i>																												
1.1	Conduct communication with customers in a professional, courteous manner according to store policy	✓				✓				✓	✓				✓							✓				✓	✓	
1.2	Meet customer needs and reasonable requests or refer to supervisor according to store policy and legislative requirements	✓							✓	✓					✓							✓				✓	✓	
1.3	Record customer details and information where necessary	✓								✓	✓		✓									✓				✓	✓	✓
1.4	Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction	✓								✓												✓				✓	✓	
1.5	Recognise and act upon opportunities to deliver additional levels of service beyond the customer's immediate request	✓								✓												✓				✓	✓	
1.6	Maintain contact with customer until sale is completed according to store policy	✓								✓					✓							✓				✓	✓	
1.7	Farewell customer appropriately and courteously according to store policy	✓								✓	✓				✓							✓				✓	✓	
1.8	Use verbal and non-verbal communication to develop rapport with customers during service delivery	✓								✓												✓				✓	✓	
1.9	Encourage repeat customers by promotion of appropriate services or products according to store policy	✓								✓					✓							✓				✓	✓	
1.10	Process customer returns or refunds according to store policy and procedures.	✓							✓	✓			✓		✓							✓	✓			✓	✓	✓

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
2 Respond to customer complaints																													
2.1	Convey a positive, helpful attitude to customers when handling complaints according to store policy	✓								✓	✓				✓							✓					✓	✓	✓
2.2	Handle complaints sensitively, courteously and with discretion	✓								✓	✓											✓					✓	✓	✓
2.3	Establish and confirm with customer nature of complaint by active listening and questioning	✓								✓	✓											✓					✓	✓	✓
2.4	Take action to resolve complaint to customer's satisfaction wherever possible	✓							✓	✓	✓											✓				✓	✓	✓	
2.5	Promptly refer unresolved customer dissatisfaction or complaints to supervisor	✓								✓	✓											✓				✓	✓	✓	
2.6	Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers according to store policy	✓								✓	✓											✓				✓	✓	✓	
2.7	Complete documentation regarding customer dissatisfaction or complaints accurately and legibly	✓								✓	✓		✓									✓				✓	✓	✓	
2.8	Take follow-up action as necessary to ensure customer satisfaction	✓								✓	✓											✓				✓	✓	✓	
3 Receive and process sales orders																													
3.1	Record customers' details and information accurately	✓								✓	✓		✓									✓	✓			✓	✓	✓	
3.2	Promptly refer customers to appropriate area as required	✓								✓	✓											✓				✓	✓		
3.3	Provide customers with information in clear, concise manner	✓								✓	✓											✓				✓	✓		
3.4	Process, record and act upon sales orders according to store policy	✓								✓			✓		✓							✓	✓			✓	✓	✓	
4 Identify customer special requirements																													
4.1	Promptly identify customers with special needs or requirements by observation and questioning	✓				✓				✓												✓				✓	✓		
4.2	Verbally and non-verbally convey a willingness to assist	✓				✓				✓												✓				✓	✓		
4.3	Promptly service, refer or redirect customers' needs as required	✓								✓	✓											✓				✓	✓		

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations
SIRXCOM001A	Communicate in the workplace																											
<i>1</i>	<i>Establish contact with customers</i>																											
1.1	Maintain a welcoming customer environment	✓								✓											✓					✓	✓	
1.2	Greet customer warmly according to store policy and procedures	✓								✓	✓				✓						✓					✓	✓	
1.3	Create effective service environment through verbal and non-verbal interaction according to store policy and procedures	✓								✓					✓						✓					✓	✓	
1.4	Use questioning and active listening to determine customer needs	✓								✓											✓					✓	✓	
1.5	Demonstrate confidentiality and tact	✓								✓	✓										✓					✓	✓	
<i>2</i>	<i>Process information</i>																											
2.1	Answer telephone according to store procedures	✓								✓	✓				✓						✓					✓	✓	✓
2.2	Use questioning and active listening to identify caller and accurately establish and confirm requirements	✓								✓	✓										✓					✓	✓	
2.3	Use telephone system functions according to instructions	✓								✓	✓										✓					✓	✓	✓
2.4	Record and promptly pass on messages or information	✓								✓	✓		✓								✓					✓	✓	✓
2.5	Inform customer of any problems and relevant action being taken	✓								✓	✓										✓					✓	✓	
2.6	Perform follow-up action as necessary	✓								✓	✓										✓					✓	✓	

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
3	<i>Communicate with customers and colleagues from diverse backgrounds</i>																												
3.1	Value and treat with respect and sensitivity customers and colleagues from different cultural groups	✓								✓	✓			✓		✓						✓					✓	✓	✓
3.2	Consider cultural differences in all verbal and non-verbal communication	✓				✓				✓	✓			✓		✓						✓					✓	✓	
3.3	Use gestures or simple words to communicate where language barriers exist	✓				✓				✓	✓			✓		✓						✓					✓	✓	
3.4	Obtain assistance from colleagues or supervisors when required	✓				✓				✓	✓			✓		✓						✓					✓	✓	
4	<i>Work in a team</i>																												
4.1	Demonstrate a courteous and helpful manner at all times	✓								✓				✓		✓						✓					✓	✓	
4.2	Complete allocated tasks willingly according to set timeframes	✓								✓				✓		✓						✓					✓	✓	
4.3	Actively seek or provide assistance by approaching other team members when difficulties arise	✓				✓				✓				✓		✓						✓					✓	✓	
4.4	Identify lines of communication with supervisors and peers according to store policy	✓				✓				✓				✓	✓	✓						✓					✓	✓	✓
4.5	Encourage, acknowledge and act upon constructive feedback provided by other team members	✓								✓				✓		✓						✓					✓	✓	
4.6	Use questioning to minimise misunderstandings	✓				✓				✓				✓		✓						✓					✓	✓	
4.7	Identify and avoid signs of potential workplace conflict wherever possible	✓								✓				✓		✓						✓					✓	✓	
4.8	Demonstrate participation in team problem solving	✓				✓				✓				✓		✓						✓					✓	✓	
5	<i>Read and interpret retail documents</i>																												
5.1	List and describe a range of retail documents	✓											✓		✓							✓	✓				✓	✓	✓
5.2	Read and interpret information from a range of retail documents	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers 1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers 1.1 Maintain a welcoming customer environment.</p>	<p>Who is the customer?</p> <p>Types of customers:</p> <ul style="list-style-type: none"> • internal <ul style="list-style-type: none"> - workmates/colleagues/employees - departments • external <ul style="list-style-type: none"> - new or repeat - people with routine or special requests • people from a range of social, cultural and ethnic backgrounds • people with disabilities. 	<p>Explore the definition of ‘customer’ in retail services.</p> <p>Discuss the similarities and differences between:</p> <ul style="list-style-type: none"> • internal and external customers • new and repeat customers • customers with various special needs.
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>2 Act in a non-discriminatory manner 2.1 Display non-discriminatory attitudes when interacting with customers, staff or management.</p>	<p>Workplace interactions</p> <p>Interactions in the workplace with:</p> <ul style="list-style-type: none"> • customers <ul style="list-style-type: none"> - new or repeat - external or internal • staff/management • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels. 	<p>Role-plays/case studies.</p> <p>[Link to Task 10]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p>1 Operate point-of-sale equipment 1.1 Inform customers of delays in the point-of-sale operation.</p> <p>3 Perform point-of-sale transactions 3.6 State price or total and amount of cash received verbally to customer.</p> <p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers</p>	<p>Communication</p> <p>Importance of communication in a retail services environment.</p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. 	<p>Class discussion.</p> <p>Visual stimulus – video/DVD(s) [see Resource List].</p> <p>Identify components of the communication process. Develop a flow diagram of the communication process and discuss the role and importance of each component.</p> <p>Observation of groups communicating in the school (eg social groups at the canteen). Discuss observations.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p>1.3 Record customer details and information where necessary.</p> <p>1.8 Use verbal and non-verbal communication to develop rapport with customers during service delivery.</p> <p>3 Receive and process sales orders</p> <p>3.1 Record customers' details and information accurately.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers</p> <p>1.1 Maintain a welcoming customer environment.</p> <p>1.3 Create effective service environment through verbal and non-verbal interaction according to store policy and procedures.</p> <p>2 Process information</p> <p>2.4 Record and promptly pass on messages or information.</p>	<p>Barriers to effective communication:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy • negative subtext • gender issues • individual differences • inconsistency • emotions • physical barriers, eg noise • inattention • pressure of time. <p>Types of communication:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face-to-face - telephone/mobile phone - answering machine - paging system • non-verbal • written <ul style="list-style-type: none"> - direct mail/letter 	<p>Role-plays incorporating sending and receiving a message with and without feedback.</p> <p>Chinese whispers – on arrival at class students are told a story which they must convey to the next person entering the room. Observe what happens to the story as it progresses through the class.</p> <p>Visual stimulus – video/DVD(s) [see Resource List].</p> <p>Stimulus materials (eg comic strip, cartoon, snippets from a movie or TV show, video/DVD on topic) to promote discussion of barriers to effective communication.</p> <p>Class discussion – what can go wrong if communication breaks down?</p> <p>Overhead:</p> <ul style="list-style-type: none"> • barriers to effective communication and how to overcome them • important points to remember when communicating • does the 'audience' affect how you communicate? • should the 'audience' affect how you communicate? • what differences might you expect when communicating with co-workers, supervisors, contractors, trainers and the public? <p>Brainstorm – identify different forms of each type of communication:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>Class discussion of the advantages and disadvantages of a range of modes of communication.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> - message - electronic mail - memo - facsimile - customer record - workplace form/document - report. <p>The importance of communicating in a language that is:</p> <ul style="list-style-type: none"> • clear • concise • directive • purposeful • correct • courteous • culturally sensitive. <p>The importance of the following to verbal communication:</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>Role-play – a range of situations:</p> <ul style="list-style-type: none"> • dealing with client face-to-face • dealing with a client via the telephone • dealing with a client via the internet. <p>[Link to Task 10]</p> <p>Class activity:</p> <ul style="list-style-type: none"> • students play a game where they have to give their partner instructions on how to draw a picture (eg a spotted dog) without telling them of or showing them the picture • discuss the effective and ineffective communication strategies they used in the activity and how they could have improved them. <p>Identify appropriate language for a range of situations:</p> <ul style="list-style-type: none"> • in the workplace (with both colleagues and customers) • at home • in public. <p>Role-plays – students demonstrate their understanding of the communication process including using appropriate language and tone for a variety of situations, for example:</p> <ul style="list-style-type: none"> • greeting customers • providing instructions to a colleague • receiving work instructions from the supervisor • communicating with a customer who does not speak English • handling a customer or colleague complaint face-to-face and over the telephone. <p>[Link to Task 10]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Effective communication techniques in relation to non-verbal communication:</p> <ul style="list-style-type: none"> • understanding body language • interpreting <ul style="list-style-type: none"> - subtext - gestures • standards of dress • use of personal space. <p>For written communication, the importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology and abbreviations. 	<p>Class discussion.</p> <p>Visual stimulus – video/DVD(s) [see Resource List].</p> <p>Review samples of different written forms of workplace communication media and discuss their use in the workplace.</p> <p>Review good and bad examples of workplace documentation and compare the characteristics of each.</p> <p>Provide students with the opportunity to view and correctly use/complete a range of written media in a variety of potential and real situations in the workplace.</p> <p>Students to write a piece of prose using an agreed text type on a subject of their choice, and then peer-evaluate using the checklist in the ‘content’ column. Students are then to evaluate an external example of poor writing and proofread and edit it.</p> <p>[Link to Task 13]</p>
<p><i>SIRXCCS002A Interact with customers</i></p> <p>3 Receive and process sales orders 3.4 Process, record and act upon sales orders according to store policy.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers 1.3 Create effective service environment through</p>	<p>Communication methods and equipment</p> <p>Factors affecting selection of particular communication methods/equipment:</p> <ul style="list-style-type: none"> • technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and time frames. 	<p>Class discussion.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>verbal and non-verbal interaction according to store policy and procedures.</p> <p>2 Process information</p> <p>2.1 Answer telephone according to store procedures.</p> <p>2.3 Use telephone system functions according to instructions.</p> <p>2.4 Record and promptly pass on messages or information.</p>	<p>General features, benefits and working knowledge of a range of communication methods and equipment.</p> <p>An awareness of a range of telephone equipment:</p> <ul style="list-style-type: none"> • single and multi-line telephones • mobile telephones • extensions • answering machines. <p>A range of telephone system functions:</p> <ul style="list-style-type: none"> • transfer • redial • recall • group pick-up • on-hold • call waiting. <p>Features of good telephone etiquette:</p> <ul style="list-style-type: none"> • greeting callers <ul style="list-style-type: none"> - answering call promptly - using polite greeting - identifying the workplace/company/store - identify yourself using 'This is' and name - offer assistance • courteous language • friendly tone • clear articulation • audible volume • accurate relaying of messages. 	<p>Brainstorm – identify and list the communication media/equipment used in the retail services industries. From the list developed, in table format, briefly outline the features, benefits, limitations and examples of use.</p> <p>Provide students with the opportunity to select and correctly use a range of verbal, non-verbal and written communication methods/equipment in a variety of potential and real situations in the workplace throughout the retail services course.</p> <p>Guest speaker – a telecommunications provider to demonstrate a range of telephone equipment and their functions.</p> <p>Handout and brochures.</p> <p>Overhead.</p> <p>Activity – write an appropriate telephone greeting for a particular workplace/company/store.</p> <p>Role-plays including experimenting with tones, volume, etc to change the meaning of a sentence.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Operation of telephone system including:</p> <ul style="list-style-type: none"> • accepting external calls • connecting internal and external calls • transferring calls to extensions • placing callers on hold • paging. <p>Taking messages and sending them to the relevant person:</p> <ul style="list-style-type: none"> • information to be obtained • repeating main points to ensure accuracy • system to record message (paper or electronic). <p>A knowledge of the functions and procedures for operating workplace/company/store:</p> <ul style="list-style-type: none"> • telephone system • other communication equipment. 	<p>Practical demonstration – on a rotational basis through the year, each student is rostered on to ‘telephone duty’ in the school office. [Task 11]</p> <p>[Link to Task 1 & 27]</p> <p>Brainstorm the key information to be obtained when taking a message.</p> <p>List a range of ways to record and/or relay a message. Examine the positive and negative qualities of each.</p> <p>Activity – design a message pad to be used when receiving telephone calls.</p> <p>Role-play a range of partially scripted business phone calls and compare the message taken with a model answer.</p> <p>Work placement activity – investigate the workplace/company/store policy and procedures in regard to use of the telephone system and other communication equipment.</p> <p>[Link to Task 1]</p>
<p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>3 Communicate with customers and colleagues from diverse backgrounds</p> <p>3.1 Value and treat with respect and sensitivity customers and colleagues from different cultural groups.</p>	<p>Working amongst cultural diversity</p> <p>A basic understanding of:</p> <ul style="list-style-type: none"> • cultural diversity • cultural differences • cultural awareness. 	<p>Please note, principles of EEO and anti-discrimination legislation and reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination, is covered in sample program <i>Working in the industry</i> – revise and contextualise to the unit covered in this program as required.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>3.2 Consider cultural differences in all verbal and non-verbal communication.</p> <p>3.3 Use gestures or simple words to communicate where language barriers exist.</p> <p>3.4 Obtain assistance from colleagues or supervisors when required.</p>	<p>An awareness of elements of cultural differences:</p> <ul style="list-style-type: none"> • interpersonal relations • festivals/celebrations • family structure/obligations • language • religion • customs • social values • work ethic • communication • product/service preference. <p>General characteristics of the different cultural groups in Australian society.</p> <p>An understanding of the need for tolerance and respect in the workplace.</p>	<p>Class discussion – consider cultural diversity, differences and awareness and the cultural mix of the school and class.</p> <p>Share personal profile of cultural background:</p> <ul style="list-style-type: none"> • place of birth • parents’ birthplace(s) • language(s) spoken at home • food preferences • events celebrated through the year • family members’ role and responsibilities • difficulties encountered. <p>Small group discussion and feedback to class – discuss benefits of a multicultural society and workplace.</p> <p>Small group activity – each group allocated one of the major cultural groups in Australian society. Students to develop a brief summary and present to the class.</p> <p>Guest speakers – community member from local cultural groups.</p> <p>Visual stimulus – video/DVD(s).</p> <p>Define tolerance and respect.</p> <p>Reflect on how you would like to be treated in the workplace and as a team member.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • identify how different cultures show respect • consequences of insensitivity.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>The importance of respecting individual difference arising from:</p> <ul style="list-style-type: none"> • culture • race • language • gender • age • religious beliefs • customers/traditions. <p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace:</p> <ul style="list-style-type: none"> • staff training • using an individual’s difference/skills • using a range of communication media and techniques • promoting cultural celebrations and celebrating differences • actively seeking to break down barriers • developing a workplace culture of empathy and tolerance. <p>The importance of respecting cultural differences and adopting a sensitive approach when dealing with communication in the workplace.</p> <p>An awareness of access and equity principles when communicating with people from diverse backgrounds.</p> <p>An awareness of a range of gestures, words and phrases that are:</p> <ul style="list-style-type: none"> • clear • concise • directive • courteous • culturally sensitive. 	<p>Class discussion.</p> <p>Brainstorm and record strategies to promote workplace harmony aimed at recognising and accepting differences in individuals and their beliefs.</p> <p>Handout.</p> <p>Class discussion.</p> <p>Consider gestures, words and phrases (and symbols) that are:</p> <ul style="list-style-type: none"> • universally recognised • easily confused • have different meanings in different cultures.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>How and when to seek assistance.</p> <p>Appropriate personnel:</p> <ul style="list-style-type: none"> • colleagues • supervisors • department managers • human resources officers. 	<p>Class discussion – seeking assistance for cross-cultural communication, including identifying situations when it might be required and resources available.</p>
<p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>4 Work in a team</p> <p>4.1 Demonstrate a courteous and helpful manner at all times.</p> <p>4.2 Complete allocated tasks willingly according to set timeframes.</p> <p>4.3 Actively seek or provide assistance by approaching other team members when difficulties arise.</p> <p>4.4 Identify lines of communication with supervisors and peers according to store policy.</p> <p>4.5 Encourage, acknowledge and act upon constructive feedback provided by other team members.</p> <p>4.8 Demonstrate participation in team problem solving</p> <p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>5 Follow routine instructions</p> <p>5.4 Plan and organise daily work routines within the scope of the job role.</p> <p>5.5 Prioritise and complete tasks according to required timeframes.</p>	<p>Working in a team</p> <p>Definition of:</p> <ul style="list-style-type: none"> • team • teamwork. <p>Types of teams in a retail services workplace/company/store.</p> <p>An analysis of team and their:</p> <ul style="list-style-type: none"> • purpose/aims • size • goals. <p>Principles and characteristics of team building and effective teamwork:</p> <ul style="list-style-type: none"> • tolerance and respect for other people and cultures • trust and support for each other • cooperation (to achieve common goals) • agreement on and working towards group goals (taking into consideration team member skills) 	<p><i>Teamwork is integral to a successful workplace/company/store in the retail services industries. Throughout all operational units the principles of teamwork should be applied to build on the theory taught in this program. Practise and promote teamwork within the class during activities, practical class projects and assessment events.</i></p> <p>Students develop their own definitions of team and teamwork. Share their responses with the class to devise shared definition.</p> <p>Brainstorm – types of groups/teams found in the industry and their purpose. Students should be able to reflect on their work placement or part-time work experience.</p> <p>Students reflect on their experiences working with others (eg part-time work, sporting team, community group) and on what makes a good team, how to encourage teamwork and practical approaches to improve team performance. Use this discussion to develop a list of features and characteristics of successful teamwork.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • recognition of achievement of group goals • prioritising tasks and meeting timeframes • honesty (including admitting mistakes) • helping others and seeking assistance when necessary • commitment and dedication to the team, the organisation and its service ethic • sharing of information, problems and resources • contributing to ideas and checking understanding • provide feedback • follow procedures • share leadership • negotiating responsibilities and allocating tasks • communicating clearly • awareness of change and adapting to change • meeting needs of team members • full participation of all members. <p>Team problem-solving activities:</p> <ul style="list-style-type: none"> • identify problem • consider solutions • action • follow up. <p>Responsibilities and allocated duties of a range of retail services personnel.</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p>	<p>Class discussion – how would you feel as a team member if a colleague you are working with:</p> <ul style="list-style-type: none"> • has poor personal hygiene? • is consistently late? • fails to appear at the job without prior warning? • is inflexible and will not compromise? • continually leaves a mess and will not clean up? <p>Team-building exercises.</p> <p>Students work in teams to solve relevant industry problems. Students identify the problem, consider solution, put it into action and follow up.</p> <p>[Link to Tasks 10 & 22]</p> <p>Content covered in sample program <i>Working in the industry</i>.</p> <p>Revise and contextualise to the unit covered in this program.</p> <p>Class discussion.</p> <p>Practical – a class task/project where each student has a clearly defined role but is working towards a common goal. [Task 22]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Providing assistance to team members:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge. <p>Understanding lines of reporting and communication with supervisor/team leader and colleagues within the workplace.</p> <p>Types of feedback that may be given or received in a work environment:</p> <ul style="list-style-type: none"> • positive • negative • constructive. <p>How to elicit, interpret and provide feedback.</p> <p>Acknowledging work performance:</p> <ul style="list-style-type: none"> • conducting performance appraisals • evaluating performance • improving work practices. 	<p>Overhead – identify ways in which assistance can be provided to team members.</p> <p>Peer tutoring – students who have displayed knowledge and skills can assist and support other students.</p> <p>Draw an organisational flowchart for a typical retail services company/organisation. Indicate appropriate lines of reporting and communication.</p> <p>Work placement activity or industry visit.</p> <p>[Link to Tasks1 & 27]</p> <p>Identify the different types of feedback and discuss the value of each:</p> <ul style="list-style-type: none"> • positive • negative • constructive. <p>Brainstorm the benefits of receiving feedback for the workplace/ company/store, the worker and the customer.</p> <p>Discuss ways to elicit constructive feedback.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • strategies for responding to negative feedback • how to use feedback to improve skills and knowledge. <p>In small groups analyse sample feedback for a range of situations and identify how the feedback can improve immediate and future work outcomes.</p> <p>[Link to Task 22]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>4 Work in a team</p> <p>4.6 Use questioning to minimise misunderstandings.</p> <p>4.7 Identify and avoid signs of potential workplace conflict wherever possible.</p> <p>4.8 Demonstrate participation in team problem solving.</p> <p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>2 Act in a non-discriminatory manner</p> <p>2.1 Display non-discriminatory attitudes when interacting with customers, staff or management</p>	<p>Conflict resolution</p> <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 • misunderstandings regarding roles and responsibilities • personal animosity. <p>The value of anticipating and addressing potential conflict prior to its escalation.</p> <p>Recognise potential for conflict through:</p> <ul style="list-style-type: none"> • active listening • observing body language • reading subtext. <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • 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. 	<p>Class debate/discussion – 'Conflict is an inevitable part of human life that provides opportunity to learn, to grow and to negotiate'.</p> <p>Stimulus material – video/DVD, newspaper report, etc.</p> <p>Class discussion – why or how will these cause misunderstanding or conflict?</p> <p>Brainstorm – signs/symptoms of conflict.</p> <p>Role-plays and case studies.</p> <p>[Link to Task 10]</p> <p>Identify and discuss different techniques to resolve issues, problems or conflicts and assess their effectiveness.</p> <p>Visual stimulus – video/DVD.</p> <p>Class discussion and accompanying notes:</p> <ul style="list-style-type: none"> • identify different types of conflict resolution techniques and procedures • positives and negatives of various approaches to conflict resolution • best approach for common conflict situations. <p>Role-plays – responding to conflict situations.</p> <p>[Link to Task 10]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers</p> <p>1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p>1.2 Meet customer needs and reasonable requests or refer to supervisor according to store policy and legislative requirements.</p> <p>1.4 Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction.</p> <p>1.5 Recognise and act upon opportunities to deliver additional levels of service beyond the customer's immediate request.</p> <p>3 Receive and process sales orders</p> <p>3.2 Promptly refer customers to appropriate area as required.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers</p> <p>1.3 Create effective service environment through verbal and non-verbal interaction according to store policy and procedures.</p> <p>2 Process information</p> <p>2.6 Perform follow-up action as necessary.</p>	<p>Creating a quality customer service environment</p> <p>An awareness of the importance of quality customer service to the retail services industries.</p> <p>A knowledge of industry codes of practice in relation to quality customer service.</p> <p>An understanding of the relationship between customer service and business success.</p> <p>Benefits of good customer service:</p> <ul style="list-style-type: none"> • promoting goodwill • customer/client loyalty/repeat business • new business • productivity • credibility • promoting workplace/company/store service ethic. <p>An understanding of the concept of 'customer/client-focused' workplace/company/store.</p> <p>Define:</p> <ul style="list-style-type: none"> • customer-focused service. <p>An awareness of factors customers expect in good service:</p> <ul style="list-style-type: none"> • individualised attention • price • quality • product knowledge 	<p>Class discussion.</p> <p>Handout.</p> <p>Discuss why customer service is important to the retail services industries and the benefits to the customer, employer and employee when quality service is provided.</p> <p>Discuss the consequences of poor customer service.</p> <p>Outline the key features of a customer/client-focused organisation.</p> <p>Class debate – 'The retail service workplace/company/store does not need to have a good relationship with its customer/client to provide good service'.</p> <p>Brainstorm.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • presentation • polite and courteous service • efficiency • consistency. <p>An awareness of:</p> <ul style="list-style-type: none"> • the contribution staff behaviour to quality customer service • responsibilities of staff for service • responsibilities of the workplace/company/store for service. <p>Establishing good customer service (characteristics of quality service):</p> <ul style="list-style-type: none"> • knowledge of <ul style="list-style-type: none"> - workplace/company/store policies - product/merchandise range and service(s) offered - location of, and products and service(s) available in, different departments/sections of the workplace/company/store. - location of other stores (if applicable) - customer/client base - scope of responsibility and allocated duties/area of expertise of other staff • customer service skills <ul style="list-style-type: none"> - developing rapport - promoting suitable products and services - meeting customer requirements - handling customer requests and complaints • use language that is targeted to the specific customer • present a friendly and courteous manner • use positive gestures and body language • ensure prompt response to enquiry/request • anticipate possible problems and take action to minimise effect on customer satisfaction • adopt a solutions-oriented approach • follow-up to maximise customer satisfaction. 	<p>Class discussion.</p> <p>Overhead.</p> <p>Mystery shopper – each student is allocated a different retail services workplace/company/store to visit and investigate, noting:</p> <ul style="list-style-type: none"> • how long before they were greeted/acknowledged and how it was done • how stock is displayed • the look/appearance of the store • presentation of store personnel. <p>Students are also required to ask about two similar products to ‘check’ on the sales person’s knowledge.</p> <p>Students share their experience with classmates upon return.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers 1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers 1.1 Maintain a welcoming customer environment. 1.2 Greet customer warmly according to store policy and procedures. 1.5 Demonstrate confidentiality and tact.</p>	<p>Establishing contact with the customer</p> <p>A broad knowledge of workplace/company/store systems, values and codes of conduct in relation to establishing contact with customers.</p> <p>A knowledge of workplace/company/store policy and procedures in relation to establishing contact with customers.</p> <p>Protocol and procedures/techniques for:</p> <ul style="list-style-type: none"> • greeting customers • addressing customers by name • time span before a response • customer/client interaction. <p>Methods of approaching a customer:</p> <ul style="list-style-type: none"> • greeting • merchandise • service. 	<p>Review sample workplace/company/store codes of conduct, systems, policy and procedures.</p> <p>Handout.</p> <p>[Link to Task 1]</p> <p>Handout.</p> <p>Role-plays. [Link to Task 10]</p>
<p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers 1.2 Meet customer needs and reasonable requests or refer to supervisor according to store policy and legislative requirements.</p> <p>4 Identify customer special requirements 4.1 Promptly identify customers with special needs or requirements by observation and questioning. 4.2 Verbally and non-verbally convey a willingness to assist. 4.3 Promptly service, refer or redirect customers' needs as required.</p>	<p>Customer needs, preferences and expectations</p> <p>An awareness of the difference between preferences, needs and expectations.</p> <p>An understanding of the differing needs of internal and external customers.</p>	<p>Define preferences, needs and expectations.</p> <p>Discuss the different needs of internal and external customers and explore why their needs are different.</p> <p>Discuss the potential consequences of not meeting internal and external customer needs.</p> <p>Identify groups that may have special needs and suggest strategies to cater for the groups, for example seating for elderly or wider walkways for prams and wheelchairs.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>1 Establish contact with customers</p> <p>1.1 Maintain a welcoming customer environment.</p> <p>1.4 Use questioning and active listening to determine customer needs.</p>	<p>An awareness of customer needs:</p> <ul style="list-style-type: none"> • information regarding store facilities and services • location of specific items within the store • product and service information • exchanges or returns. <p>Personal attributes that will assist employees to be responsive to customer needs:</p> <ul style="list-style-type: none"> • sincerity • confidence • enthusiasm • efficiency • empathy • interest in other people. <p>A range of customers with:</p> <ul style="list-style-type: none"> • different needs, preferences and expectations • different service requirements. <p>Establishing customer needs, preferences and expectations through:</p> <ul style="list-style-type: none"> • active listening • using open, closed and reflective questions • observation and recognition of non-verbal signs. 	<p>Brainstorm.</p> <p>Content covered in sample program <i>Working in the industry</i>.</p> <p>Revise and contextualise to the unit covered in this program.</p> <p>Discuss ways to determine customer needs.</p> <p>Using case studies categorise customer requirements into preferences, needs and expectations.</p> <p>Role-play – use different questioning techniques to try and determine customer needs, preferences and expectations.</p> <p>[Link to Tasks 1, 10 and 27]</p>
<p><i>SIRXCCS002A Interact with customers</i></p> <p>1 Deliver service to customers</p> <p>1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p>1.2 Meet customer needs and reasonable requests or refer to supervisor according to store</p>	<p>Responding to customer requests, enquiries and complaints</p> <p>Receiving requests, enquiries and complaints through:</p> <ul style="list-style-type: none"> • telephone • workplace forms (paper and electronic) • electronic mail • face-to-face • memoranda 	<p>Brainstorm the range of ways requests, enquiries and complaints may be received.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>policy and legislative requirements.</p> <p>1.3 Record customer details and information where necessary.</p> <p>2 Respond to customer complaints</p> <p>2.1 Convey a positive, helpful attitude to customers when handling complaints according to store policy.</p> <p>2.2 Handle complaints sensitively, courteously and with discretion.</p> <p>2.3 Establish and confirm with customer nature of complaint by active listening and questioning.</p> <p>2.4 Take action to resolve complaint to customers' satisfaction wherever possible.</p> <p>2.5 Promptly refer unresolved customer dissatisfaction or complaints to supervisor.</p> <p>2.6 Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers according to store policy.</p> <p>2.7 Complete documentation regarding customer dissatisfaction or complaints accurately and legibly.</p> <p>2.8 Take follow-up action as necessary to ensure customer satisfaction.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p>2 Process information</p> <p>2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.</p> <p>2.6 Perform follow-up action as necessary.</p>	<ul style="list-style-type: none"> • facsimile • hand written notes/letters. <p>An awareness of paper-based and electronic means for recording and tracking customer details and their requests/enquiries/complaints.</p> <p>Establishing the details of the request/enquiry/complaint by questioning, summarising and reiterating.</p> <p>Effective responses to a range of enquiries and requests.</p> <p>Recognition of the value of complaints/customer feedback to the workplace/company/store:</p> <ul style="list-style-type: none"> • improving business relationships • identifying and overcoming existing problems • eliminating entrenched work practices • improving productivity • enhancing output quality • future development of the workplace/company/store and the employees. <p>Main types of customer complaints:</p> <ul style="list-style-type: none"> • prices • overcharging • value for money • poor or inconsistent service • product. 	<p>Visual stimulus – industry samples for recording and tracking.</p> <p>Discuss the advantages and disadvantages of each.</p> <p>Role-plays and case studies.</p> <p>[Link to Task 10]</p> <p>Provide students with the opportunity to respond to customer requests and enquiries in a variety of potential and real situations in the workplace throughout the retail services course.</p> <p>Overhead and associated discussion.</p> <p>Brainstorm.</p> <p>Students share their own examples/experiences.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>An awareness of workplace/company/store complaints handling policy and procedures.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • problem-solving <ul style="list-style-type: none"> - listen and acknowledge - identify problem - consider solutions - action - record - follow-up • decision-making • negotiating • prioritising. <p>Techniques for handling difficult or abusive customers.</p> <p>An awareness of the importance/benefits of:</p> <ul style="list-style-type: none"> • retail services staff and the customer agreeing on what is to be done in regard to the complaint • implementing solutions within acceptable time frames • following-up with customers post-resolution. <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. 	<p>Handout.</p> <p>Develop a flowchart for complaints handling.</p> <p>Provide students with the opportunity to respond to customer complaints in a variety of potential and real situations in the workplace throughout the retail services course.</p> <p>[Link to Tasks 1, 10 and 27]</p> <p>Visual stimulus – video/DVD.</p> <p>Guest speaker – industry expert.</p> <p>Role-plays – including scenarios to implement the use of AQUA (acknowledge, questions, understanding and answer). Ensure a range of customers, for example angry, impatient, intimidating, talkative and timid.</p> <p>Discuss the implications for the customer and the workplace/company/store if an action/solution hasn't been agreed to.</p> <p>Class discussion on the benefits of customer follow-up for both satisfied and dissatisfied customers.</p> <p>Class discussion about the authority and delegation and the implications of acting outside the appropriate level of authority.</p>

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	<p>Awareness of the scope of responsibility of personnel to enable referral of dissatisfaction/complaint to the most appropriate person.</p> <p>How and when to seek assistance for issues that cannot be resolved effectively.</p> <p>An awareness of the importance of documenting complaints and incidents.</p> <p>A knowledge of workplace/company/store practices for recording and reporting:</p> <ul style="list-style-type: none"> • formal/informal • verbal/written. 	<p>Review the role descriptions of a range of retail services positions. Identify the scope of responsibility for each in relation to responding to dissatisfaction and complaints.</p> <p>Discussion (and incorporate into flowchart – activity previous page):</p> <ul style="list-style-type: none"> • strategies to follow when unable to resolve a complaint immediately • how to recognise when to refer a complaint and to whom to refer. <p>Class discussion:</p> <ul style="list-style-type: none"> • why is it necessary to report difficulties? • what situations need to be reported? • to whom to report? • why is it necessary to document complaints and incidents? <p>Visual stimulus – industry samples for recording complaints and incidents.</p> <p>[Link to Tasks 1 & 27]</p>