

3.3 Programming Individual Units of Competency

When programming individual units of competency:

- ensure that all elements of competency are addressed
- ensure that HSC requirements are addressed
- stress links with other units
- as far as possible, adopt an integrated assessment approach.

Sample Program Working in the industry

Rationale: This program provides the opportunity for students to develop knowledge and skills required to work in a retail environment.
Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace.

Unit of competency: SIRXIND001A Work effectively in a retail environment

HSC requirements and advice – key terms and concepts:

Work effectively in a retail environment		
<ul style="list-style-type: none"> • active listening • anti-discrimination • apprenticeship and traineeship • appropriate workplace conduct • awards, agreements and contracts • basic research skills • bullying and harassment • career opportunities • career pathways and planning • code of conduct • communication • conflict • conflict resolution • costs and benefits of retailing • daily work tasks and routine • effective questioning 	<ul style="list-style-type: none"> • emerging technologies • employment patterns • equal employment opportunity (EEO) • full-time, part-time, casual and contract employment • interactions in the workplace • job role • lines of reporting • mission statement • non-discriminatory attitudes and language • obtaining, understanding and clarifying instructions • organisational culture • organisational structure • organisational values, goals and objectives • personal attributes 	<ul style="list-style-type: none"> • personal presentation and hygiene • relationship between individual and team work roles • retail industry bodies • rights and responsibilities of employees and employers • shift availability and staff rosters • sources of information • sources of work instructions and procedures • structure of the retail industry • time and task management • types of retail outlets • work duties • work ethic • workplace/company/store policy and procedures.

It is anticipated that while this unit of competency has been programmed individually and may initially be delivered in one block of time, each topic would be revisited at appropriate times throughout the course, including before and after work placement. Students will develop the knowledge, understanding and skills throughout the HSC retail services course.

The developers of this program make reference to a ‘journal’ throughout this program. This may take the form of a work booklet, diary or scrap book. Students would make entries into their journal throughout the course. Depending what the students include in their journal, it may be a contributing piece of evidence when assessing units of competency.

This unit of competency requires students to research the underpinning knowledge in relation to the retail environment of at least one workplace/company/store. Students are required to work effectively within the particular retail environment. Ideally, this investigation could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of retail environments and the differences in practices between workplaces/ companies/stores.

Assessment:

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

SIRXIND001A Work effectively in a retail environment	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Act responsibly	<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, 8, 10, 13, 15, 16, 22, 24, 27 and 28.
2. Act in a non-discriminatory manner	<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, 5, 6, 8, 9, 10, 11, 15, 16, 19, 22, 26, 27 and 28.
3. Develop retail industry knowledge	<ul style="list-style-type: none"> • Tasks 1, 2, 3, 4, 8, 10, 13, 15, 17, 18, 19, 22, 27 and 28.
4. Maintain personal presentation	<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, 9, 10, 15, 16, 19, 22, 26 and 27.
5. Follow routine instructions	<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, 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 19, 20, 22, 25, 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	
SIRXIND001A Work effectively in a retail environment																													
<i>1 Act responsibly</i>																													
1.1 Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to store policy and procedures	✓									✓			✓		✓	✓						✓		✓				✓	
1.2 Interpret staff rosters accurately	✓									✓			✓		✓							✓		✓				✓	✓
1.3 Recognise and describe organisational culture	✓							✓		✓					✓												✓	✓	
<i>2 Act in a non-discriminatory manner</i>																													
2.1 Display non-discriminatory attitudes when interacting with customers, staff or management	✓				✓	✓		✓	✓	✓	✓					✓				✓		✓				✓	✓	✓	
2.2 Use non-discriminatory language	✓				✓	✓		✓	✓	✓	✓				✓	✓				✓		✓				✓	✓	✓	
<i>3 Develop retail industry knowledge</i>																													
3.1 Identify and access sources of information on the retail industry	✓	✓	✓	✓				✓		✓					✓		✓	✓	✓			✓					✓	✓	
3.2 Obtain information to assist with effective work performance and career planning within the retail industry	✓							✓		✓			✓		✓				✓			✓					✓		
3.3 Identify and interpret relevant awards and agreements.	✓							✓		✓			✓		✓												✓	✓	
3.4 Identify and analyse role of employee and employer associations in industrial relations system	✓							✓		✓					✓												✓	✓	

Retail Services Curriculum Framework Stage 6 Support Document

	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	
4	<i>Maintain personal presentation</i>																												
4.1	✓									✓					✓	✓			✓			✓					✓	✓	
4.2	✓								✓	✓					✓	✓						✓					✓	✓	
5	<i>Follow routine instruction</i>																												
5.1	✓	✓		✓	✓	✓				✓	✓		✓	✓		✓				✓		✓				✓	✓	✓	
5.2	✓				✓	✓		✓		✓	✓					✓			✓	✓		✓					✓	✓	
5.3	✓			✓	✓			✓	✓	✓			✓	✓		✓				✓		✓					✓	✓	✓
5.4	✓									✓				✓		✓				✓		✓					✓	✓	✓
5.5	✓				✓					✓				✓		✓				✓		✓					✓	✓	

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>3 Develop retail industry knowledge</p> <p>3.1 Identify and access sources of information on the retail industry.</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p>	<p>Accessing information</p> <p>Basic research skills:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>An awareness of sources for current retail industry information:</p> <ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals/publications • media • the internet • libraries • reference books • policy and procedure manuals • personal observations and experience • industry contacts, mentors and advisors • colleagues, supervisor/team leaders and/or manager • professional development opportunities • industry functions. 	<p><i>Introduce the concept of students maintaining a journal throughout their HSC retail services course and, in particular, for this unit of competency. [Task 1]</i></p> <p>Guest speaker (eg school librarian) and workshop – basic research skills and sources of information.</p> <p><i>Students will be required to access a range of sources of information when completing their class activities and assessment tasks.</i></p> <p>Visual stimulus – examples of sources and the information they provide.</p> <p>Class discussion – consider the best source to access in a range of situations.</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>3 Develop retail industry knowledge</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p>	<p>Industry knowledge</p> <p>Structure of the retail industry.</p> <p>A basic knowledge of the industries/sectors:</p> <ul style="list-style-type: none"> • the primary role and service/s offered by each • the interrelationship between industries/sectors. 	<p>Handout.</p> <p>Brainstorm.</p> <p>Mind map – build a mind map linking industries/sectors within the retail services industries.</p> <p>Student/group activity – each student/group is to select one</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>An awareness of the major types of retail outlets in terms of their services and methods of distribution:</p> <ul style="list-style-type: none"> • owner-operated • chain • discount • franchise • department store • direct sell • telemarketing • speciality stores • e-commerce • hypermarket. <p>An awareness of the following in relation to the retail industry:</p> <ul style="list-style-type: none"> • statistics <ul style="list-style-type: none"> - employment - income • current trends. <p>An awareness of changes in employment patterns in the retail industry.</p>	<p>retail service industry/sector and prepare an information sheet outlining:</p> <ul style="list-style-type: none"> • name of industry/sector • primary role • type of work performed • service(s) provided • interrelationship with other industries/sectors • training requirements for employment • photographs/pictures/diagrams of products related to the service(s). <p>[Link to Task 8]</p> <p>Brainstorm – types of retail outlets and local examples for each.</p> <p>Overhead – for each major type of retail outlet:</p> <ul style="list-style-type: none"> • definition • example(s) • benefits and limitations. <p>Design a poster/collage to represent the various retail outlets.</p> <p>Field trip – visit a range of retail outlets.</p> <p>Handout – briefly outlining general statistics (employment and income) and current trends.</p> <p>Visual stimulus (graphs, tables, etc) – students to interpret information.</p> <p>Class discussion.</p> <p>[Link to Task 2]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<ul style="list-style-type: none"> • education and training • market conditions • cost-effectiveness • work methods/techniques. 	<p>Visual stimulus: video/DVDs, pictures or articles of emerging technologies.</p> <p>Develop a timeline that shows the changes in technology over the past 10–15 years.</p> <p>Handout.</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><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>1 Act responsibly</p> <p>1.1 Provide notification of shift availability, or non-attendance for shift, according to set time-frames and according to store policy and procedures.</p> <p>3 Develop retail industry knowledge</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p> <p>4 Maintain personal presentation</p> <p>4.1 Maintain personal dress and presentation in a neat and tidy manner.</p> <p>4.2 Maintain personal hygiene according to store policy and legislation.</p>	<p>Personal attributes and workplace conduct</p> <p>Personal attributes and work ethics of retail services employees/workers:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical and responsible behaviour • honesty • work performance • taking directives • attention to detail • personal presentation and grooming • attitude • discretion • confidentiality • consistency of service • safe work practices. 	<p>Define ‘personal attribute’, ‘work ethic’ and ‘interpersonal skills’.</p> <p>Students discuss personal experiences where they have received poor service from an individual who has not displayed the personal attributes and work ethic required. How did it make you feel as a customer?</p> <p>Class discussion – describe your ideal workplace.</p> <p>Small group discussion and report back to class – personal attributes and interpersonal skills that are needed for employment in the retail services industries.</p> <p>Role-play – acceptable and unacceptable attributes and ethics.</p> <p>Simulation – set the scene for a typical workplace in a retail services industry. Students are to negotiate a code of conduct to follow in the classroom throughout the retail services course. (Option – have the students ‘sign off’ on the agreement.)</p> <p>Visual stimulus (if required) – examples of the code of conduct from a range of businesses/organisations in the industries.</p> <p>Work placement activity – locate the workplace/company/store code of conduct. [Link to Tasks 1 & 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Personal presentation, image and hygiene standards required in the workplace:</p> <ul style="list-style-type: none"> • clean hands and nails • clean and tidy hair • attention to grooming • pleasant body odour • good oral hygiene • correct posture • attention to personal hygiene • positive and friendly attitude • clean uniform • deportment • etiquette. <p>An awareness of the extent to which personal presentation standards are influenced by workplace/company/store:</p> <ul style="list-style-type: none"> • work location • job function • OHS issues • customer expectations on personal presentation standards. <p>Dress standards, uniform care and maintenance.</p>	<p><i>Personal presentation underpins all aspects of the professional retail services worker. Students should demonstrate high personal presentation standards for each session of training.</i></p> <p>Discuss personal presentation standards and their importance in the retail services workplace.</p> <p>Visual stimulus – copies of staff handbooks from various workplaces/companies/stores.</p> <p>Activity – students produce guidelines for a staff handbook on personal presentation for a specific job (eg checkout operator, sales assistant, fast food crew member, store person, duty manager, visual merchandiser, pharmacy assistant, customer service representative or telephone sales person).</p> <p>Activity – students develop a sample presentation checklist. Class to produce a final version to be used to assess personal presentation throughout the course.</p> <p>[Link to Tasks 1, 15, 19 & 27]</p> <p>Class activity – develop a mind map for each factor identifying its impact on personal presentation standards.</p> <p>Class discussion.</p> <p>[Link to Tasks 1, 15, & 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Appropriate workplace conduct:</p> <ul style="list-style-type: none"> • regular attendance • punctuality • maintaining orderly workspace • appropriate personal presentation standards for the industry and job role • cooperativeness • self-confidence • self-respect • acceptance of constructive criticism • willingness for self-improvement • flexibility. 	<p>Introduce or revise expectations of students on work placement. Discuss the importance of appropriate workplace conduct while on work placement.</p> <p>Interview a store/department manager to ascertain appropriate workplace attributes and conduct and their importance.</p> <p>Class discussion – affect of inappropriate workplace conduct.</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>1 Act responsibly 1.1 Provide notification of shift availability, or non-attendance for shift, according to set time-frames and according to store policy and procedures.</p> <p>3 Develop retail industry knowledge 3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p>	<p>Employment in the industry</p> <p>An understanding of the difference between full-time, part-time, casual and contract employment.</p> <p>An understanding of the difference between:</p> <ul style="list-style-type: none"> • an apprenticeship • a traineeship. <p>An awareness of career pathways/career opportunities within the retail industry and the knowledge and skills required for different job roles.</p>	<p>Overhead – for each term:</p> <ul style="list-style-type: none"> • definition • advantages and disadvantages. <p>Class discussion – how each type of employment is ‘used’ within the retail services industry.</p> <p>Handout – outlining the key features of an apprenticeship and traineeship and the difference between them.</p> <p>Internet activity – visit the school-based apprenticeship and traineeship website (www.sbatinnsw.info)</p> <p>Guest speaker – school careers advisor and/or industry representative.</p> <p>Individual activity – students select a career/job opportunity to investigate and present to the class. Ensure a variety of jobs are</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
		<p>selected from a range of industries/sectors. Consider a novel approach such as role-play where students present themselves (dressed appropriately and with props) as the person in the specific job identified.</p> <p>Class discussion: how can being multiskilled assist with career opportunities?</p> <p>Work placement activity – interview an employee and prepare a flowchart and accompanying notes defining their career path to date, as well as future ambitions. [Link to Task 1]</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>3 Develop retail industry knowledge</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p> <p>3.3 Identify and interpret relevant awards and agreements.</p> <p>3.4 Identify and analyse role of employee and employer associations in industrial relations systems.</p>	<p>Industrial relations</p> <p>A basic knowledge of retail industry employment conditions:</p> <ul style="list-style-type: none"> • industrial award • enterprise agreement • workplace agreement • contract. 	<p>Handout – industrial relations terms.</p> <p>Survey an employed individual about their type of employment and conditions.</p> <p>Visual stimulus – sample of an award and agreement(s).</p> <p>Briefly describe the employment conditions of a person employed as:</p> <ul style="list-style-type: none"> • a trainee • a sales assistant • a duty manager. <p>Prior to work placement, class discussion on their perception and expectations of:</p> <ul style="list-style-type: none"> • industry working conditions • personal attributes required • work ethics • industrial relations issues. <p>Following work placement, compare preliminary perceptions with information/experience obtained at their retail services workplace.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>A broad knowledge of employee/employer rights and responsibilities.</p> <p>A basic understanding of the primary role/function of key retail industry bodies:</p> <ul style="list-style-type: none"> • industry stakeholders <ul style="list-style-type: none"> - NSW WRAPS • unions/employee groups <ul style="list-style-type: none"> - Shop, Distributive and Allied Employees Association • employer groups • professional associations, for example, <ul style="list-style-type: none"> - Australian Retail Association (ARA) - NSW Pharmacy Guild • training <ul style="list-style-type: none"> - Service Skills Australia (SSA). 	<p>Handout.</p> <p>Handout – listing the name and contact details for key employer groups, unions/employee groups, professional associations and training.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • what union(s) cover retail services industries workers? • what is the purpose? • what kind of advice is provided? <p>View web pages for groups listed. Identify their main role/responsibility and the service(s) they provide. Present information in a table.</p> <p>Guest speaker(s).</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><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>Anti-discrimination and EEO</p> <p>An awareness of the different forms of bullying and harassment in the workplace:</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. 	<p>Class discussion:</p> <ul style="list-style-type: none"> • what incidents of bullying or harassment have you observed (or experienced) at school and/or in a workplace? • could these situations have been prevented? How? • what is the difference between ‘direct’ and ‘indirect’ discrimination? • what are some examples of each form of bullying and harassment? <p>Handout.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
2.2 Use non-discriminatory language.	<p>A basic understanding of the principles of anti-discrimination legislation:</p> <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> (NSW) • <i>Sex Discrimination Act 1984</i> (Cth) • <i>Racial Discrimination Act 1975</i> (Cth) • <i>Disability Discrimination Act 1992</i> (Cth) • <i>Age Discrimination Act 2004</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination.</p> <p>A basic understanding of the principles of equal employment opportunity (EEO) legislation:</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth) • <i>Equal Opportunity for Women in the Workplace Act 1999</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to EEO.</p> <p>An awareness of:</p> <ul style="list-style-type: none"> • workplace/company/store policy and procedures designed to prevent discrimination and harassment in the workplace • the legal ramifications of inappropriate workplace conduct • recourse in the event of inappropriate conduct <ul style="list-style-type: none"> - reporting complaints - grievance procedures - disciplinary action. 	<p>Class discussion – difference between State and Commonwealth legislation.</p> <p>Handout – brief summary of the principles and rights and responsibilities of employers and employees.</p> <p>Case study analysis and/or video/DVD stimulus.</p> <p>[Link to Task 9]</p> <p>Define EEO and how it is applied in the workplace.</p> <p>Handout – brief summary of the principles and rights and responsibilities of employers and employees.</p> <p>Case study analysis and/or video/DVD stimulus.</p> <p>[Link to Task 9]</p> <p>Class discussion.</p> <p>Handout – outlining generic guidelines and advice.</p> <p>Work placement activity – discuss with your supervisor the policies and procedures that are in place in their workplace/ company/store and the ramifications of inappropriate workplace conduct. [Link to Task 1]</p> <p>Students review a sample workplace EEO and/or anti-discrimination policy and procedure document. Consider the following:</p> <ul style="list-style-type: none"> • how do the policy and procedures protect the worker? • how do I lodge a complaint? • what do I do if my complaint is dismissed by the boss without investigation?

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
		<p>Develop a flowchart to outline grievance procedures in a workplace.</p> <p>Students develop an EEO and anti-discrimination policy for their retail services classroom.</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>1 Act responsibly</p> <p>1.1 Provide notification of shift availability, or non-attendance for shift, according to set time-frames and according to store policy and procedures.</p> <p>1.2 Interpret staff rosters accurately.</p> <p>1.3 Recognise and describe organisational culture.</p> <p>3 Develop retail industry knowledge</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p> <p>4 Maintain personal presentation</p> <p>4.1 Maintain personal dress and presentation in a neat and tidy manner.</p>	<p>A retail work environment – the workplace/company/store</p> <p>Define organisational culture.</p> <p>A broad knowledge of a workplace/company/store in relation to:</p> <ul style="list-style-type: none"> • mission statement • organisational values • goals and objectives • organisational structure and lines of reporting/chain of command. <p>Knowledge of workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • personal dress and presentation • personal hygiene • workplace ethics • code of conduct. 	<p>Overhead.</p> <p>[Link to Tasks 1 & 8]</p> <p>Class activity – investigate each dot point in relation to the school (or a simulated/mock retail workplace/company/store).</p> <p>Small group research activity – each group is allocated (or negotiates) a different workplace/company/store to investigate (if possible, include a range of small, medium and large establishments). Where possible, groups should visit the workplace and meet with an appropriate representative to discuss each dot point. Present the information as a handout for classmates (computer-generated and maximum 2 x A4 pages). [Task 8]</p> <p>[Links to Tasks 1, 15 & 27]</p> <p><i>Note – content previously covered in this program. Students are now to research the underpinning knowledge in relation to the retail environment of at least one workplace/company/store.</i></p> <p>Small group research activity cont/d (this section maximum 1 A4 page).</p> <p>[Links to Tasks 1, 15 & 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Knowledge of workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • notification of shift availability or non-attendance • staff rosters • work duties. <p>A basic understanding of the primary role(s) and duties/services performed by a range of personnel.</p>	<p>Class discussion:</p> <ul style="list-style-type: none"> • different notification methods (face-to-face, mobile, SMS, etc) • responsible actions with regard to availability and non-availability for work • different formats for staff rosters • different ways in which work duties are communicated to staff (in general and for each shift). <p>Individual activity – interpreting sample rosters and completion of a shift availability sheet.</p> <p>Small group research activity cont/d (this section maximum 1 A4 page).</p> <p>[Links to Tasks 1, 13, 15, 24 & 27]</p> <p><i>Note – content previously covered in this program. Students are now to research the underpinning knowledge in relation to the retail environment of at least one workplace/company/store.</i></p> <p>Mind map – variety of duties to be undertaken in a retail services workplace/company/store.</p> <p>Small group research activity cont/d (this section maximum 2 x A4 pages).</p> <p>[Links to Tasks 1, 15 & 27]</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>5 Follow routine instructions 5.2 Use effective questioning to elicit information.</p>	<p>Individual roles and responsibilities</p> <p>Identifying roles through:</p> <ul style="list-style-type: none"> • job description • role/duty statement • manager/supervisor/team leader 	<p>Class discussion:</p> <ul style="list-style-type: none"> • what information about job roles and workplace practices may be gained from each source (see content column) • consider the best source to access in a range of situations.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>5.3 Assess, comprehend and act upon store information relevant to the particular task.</p> <p>5.5 Prioritise and complete tasks according to required timeframes.</p>	<ul style="list-style-type: none"> • experienced colleagues. <p>Completion of work tasks:</p> <ul style="list-style-type: none"> • adhere to safety procedures (including PPE and other dress requirements) • follow directions from supervisor • maintain personal presentation standards • adhere to workplace/company/store policies • maintain personal work space • contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required • check that required materials and equipment are available and meet requirements of the task • seek advice/obtain information as required from <ul style="list-style-type: none"> - co-workers and supervisor/manager - suppliers - industry/regulatory bodies. <p>A basic overview of the role of employees in quality assurance.</p>	<p>Simulation – set the scene for a typical workplace within the retail services industry. Students are to work in a specific role within the work group. This will occur during the planning and completion of class tasks and projects. Roles and responsibilities to be rotated to allow students to gain different experiences. The roles might include supervisor/team leader, OHS officer, maintenance, cleaning and other positions required for the provision of a particular product or delivery of a particular service. (Option – as a class develop job statements for particular roles. These can be modified as required throughout the course.)</p> <p>[Link to Tasks 10 & 22]</p> <p>Overhead – points to remember when completing work tasks.</p> <p>Class discussion – the importance of:</p> <ul style="list-style-type: none"> • taking responsibility for the quality of own work • using accepted industry/workplace techniques, practices and procedures.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
		<p>Class discussion:</p> <ul style="list-style-type: none"> • factors affecting quality • importance of quality customer service within the retail services industry • responsibility of the workplace/company/store for quality • responsibility of employees for quality • concept of continuous improvement to enhance quality of work performance. <p>Briefly examine a product and/or service within a workplace/ company/store and outline the roles of people at all levels to achieve and maintain quality assurance in relation to provision/delivery of the product and/or service.</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>5 Follow routine instructions 5.1 Receive and act upon instructions. 5.4 Plan and organise daily work routines within the scope of the job role.</p>	<p>Workplace practices</p> <p>An understanding of work requirements:</p> <ul style="list-style-type: none"> • goals • objectives • priorities • specified targets or results • time frames • coordination with other work processes • roles • application of particular procedures • organisation of work materials • roster arrangements • assisting new staff • sharing knowledge of particular tasks or work requirements. <p>An awareness of the fact that workplace practices and experiences differ between workplaces/companies/stores.</p>	<p>Class discussion – the importance of each work requirement in a retail services industries environment.</p> <p>Link to practical tasks/projects, as well as work placement.</p> <p>Students reflect on their experiences at work placement and/or their part-time job and share with the class. [Link to Tasks 1 & 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>5 Follow routine instructions</p> <p>5.1 Receive and act upon instructions.</p> <p>5.2 Use effective questioning to elicit information.</p> <p>5.5 Prioritise and complete tasks according to required timeframes.</p>	<p>Work instructions</p> <p>A range of sources for work instructions and procedures:</p> <ul style="list-style-type: none"> • work schedule • job description • role/duty statement • roster • standard operating procedures (SOP) • standard operation sheets • material safety data sheets (MSDS) • diagrams/sketches • regulations/legislation/codes of practice • workplace/company/store guidelines, policies and procedures • Australian Standards. <p>An awareness of various modes of communication to receive work instructions:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face to face (supervisor to employee) - telephone/mobile phone - workplace meetings • written communication <ul style="list-style-type: none"> - work plans - memos/messages - job description/statement - workplace forms - roster • non-verbal <ul style="list-style-type: none"> - signage - diagrams. <p>Strategies for obtaining, understanding and clarifying instructions/procedures:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consult appropriate personnel • active listening • open and closed questions. 	<p><i>During the course, students are to be provided with a range of work instructions and procedures to enable them to become familiar with industry documentation and interpret to complete tasks/projects.</i></p> <p>Visual stimulus – view a range of documents containing work instructions and procedures (see list in content column).</p> <p>Student activity – identify the work instructions and/or procedures that each document provides.</p> <p><i>During the course, students are to receive work instructions via a range of modes of communication.</i></p> <p>Overhead:</p> <ul style="list-style-type: none"> • ways in which work instructions may be communicated to workers • strategies for obtaining, understanding and clarifying work instructions • sources of technical advice and support. <p>Case studies and/or role-plays.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>The techniques of active listening.</p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>A range of opportunities to read, interpret and follow information/work instructions for a range of work tasks of varying degrees of difficulty.</p>	<p>Handout.</p> <p>Case studies and/or role-plays.</p> <p>Communication games.</p> <p>Link to practical tasks/projects, as well as work placement.</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>Planning work activities and managing workloads</p> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> • organising tasks: <ul style="list-style-type: none"> - prioritising - time management to meet deadlines - negotiation • clarifying personal responsibilities • work ethics • seeking assistance where necessary • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis. <p>Planning and preparation for a range of tasks/activities applicable to daily work routines in a retail workplace/company/store.</p>	<p>Brainstorm – what contributes to successful planning?</p> <p>Class discussion – identify work activities that need to be planned and organised on a daily, weekly or monthly basis.</p> <p>Link to practical tasks/projects.</p> <p>[Link to Task 24]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>A range of strategies to assess and manage workloads:</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology. <p>A basic knowledge of time and task management.</p> <p>Features of time management:</p> <ul style="list-style-type: none"> • consultation with others • prioritising • delegation • problem-solving • decision-making • use of diaries • negotiating • accommodation of changes to routine • minimising time wasters. 	<p>Class discussion.</p> <p>Link to practical tasks/projects.</p> <p>Handout – briefly outlining the principles underlying the concepts of time management and task management.</p> <p>Individual activity – students keep a daily diary for a week/fortnight/month to assess time they spend on various activities (eg school, work, eating, socialising, exercising, sport, watching TV, etc).</p> <p>View workplace samples of a range of work management tools such as calendars/diaries (paper/electronic), rosters, work schedules, standard operating procedures. Identify features, benefits and limitations.</p> <p>Students to develop a personal weekly time plan/schedule.</p> <p>Handout – briefly outlining each feature of time management.</p>

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	<p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> • prioritising • negotiating • time management • time frames • individual needs • team/group needs. <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers • clients • workplace/company/store. <p>Application of time management techniques to work activities in a retail industry context.</p>	<p>Define and discuss concepts.</p> <p>Small group activity – identify short-term and long-term effects of poor time management. Report back to the class.</p> <p>Case studies.</p> <p>Link to practical tasks/projects.</p>
<p><i>SIRXIND001A Work effectively in a retail work environment</i></p> <p>3 Develop retail industry knowledge</p> <p>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.</p>	<p>Ongoing learning</p> <p>Recognition of learning as an on-going process and the need to remain current in terms of knowledge, skills and qualifications.</p> <p>An awareness of opportunities to meet learning needs:</p> <ul style="list-style-type: none"> • on-the-job and/or off-the-job training • seminars/workshops/courses • multiskilling/job rotation in current workplace • mentoring process. <p>Evidence of learning:</p> <ul style="list-style-type: none"> • transcript/qualification • work diary • supervisor and/or team leader’s report/evaluation/ appraisal • competency record • learning portfolio. 	<p>Guest speaker (eg school careers adviser or industry expert).</p> <p>Practical activities:</p> <ul style="list-style-type: none"> • develop a curriculum vitae • locate and ‘apply’ for an entry level position in the retail services industries (from the newspaper, internet or alternative) • complete an application for employment • participate in a ‘mock’ job interview • identify a position to which you aspire and conduct a knowledge/skills gap analysis • develop a personal development needs plan to help achieve career aspiration • begin compiling evidence of learning (portfolio of learning).

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Self-reflection skills:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills • identification of <ul style="list-style-type: none"> - knowledge and skills required for current job - knowledge and skill gaps - learning opportunities to meet potential learning needs and fulfil career aspirations. <p>Preparation to enter a career path in the retail industry including:</p> <ul style="list-style-type: none"> • letter • curriculum vitae • interview preparation and performance. 	<p>Brainstorm:</p> <ul style="list-style-type: none"> • learning opportunities • evidence of learning. <p>Handouts.</p> <p>Case studies and/or role-plays.</p> <p>[Link to Task 19]</p>