# Title:
Communicate in the Workplace

## Unit Code
WRRCS1B

This unit encompasses the skills, knowledge and attitudes required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, reading and interpreting retail documents and using numbers in the workplace.

### Element Of Competency

#### Performance Criteria

1.1 Welcoming customer environment maintained.
1.2 Customer greeted warmly according to store procedures.
1.3 Effective service environment created through verbal and non-verbal presentation according to store policy.
1.4 Questioning and active listening used to determine customer needs.
1.5 Confidentiality and tact demonstrated.

#### Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

- Knowledge of:
  - store policies and procedures, in regard to:
    - external and internal customer contact
    - hygiene and self-presentation
    - verbal and non-verbal presentation
    - code of conduct
    - allocated duties and responsibilities
  - goods and services provided by the store
  - location of store departments

#### Evidence Requirements

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information accurately to customers, supervisors and peers both face-to-face and via other electronic communication equipment.

#### HSC Requirements

Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:

- verbal and non-verbal communication techniques including questioning, active listening, presentation and body language
- appropriate presentation, manner, tone and forms of address in communication with customers and colleagues of different age groups, gender, cultural backgrounds and disabilities
- legislative and regulatory requirements – Anti-Discrimination Act, self-presentation, hygiene (Food Act) and Occupational Health and Safety Act
- telephone techniques including use of telecommunications equipment
- accurate recording and transmission of messages using business protocols – electronic media

### HSC Indicative Hours:
35
<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Process information</td>
<td>2.1 Telephone answered promptly according to store procedures.</td>
<td>• Relevant legislation and statutory requirements in regard to personal hygiene and self-presentation</td>
<td>• accesses, comprehends and processes information accurately according to store policies and procedures</td>
<td>• working in teams – assertiveness, listening, speaking, conflict resolution, negotiation</td>
</tr>
<tr>
<td></td>
<td>2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements.</td>
<td>• Functions and procedures for operating telephones and other communication equipment</td>
<td>• consistently follows routine instructions and seeks advice/assistance if required</td>
<td>• collecting, analysing and organising information and subsequent referral to appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.3 Telephone system functions used according to requirements.</td>
<td>• Skills in: - questioning/listening - resolving conflict - negotiating - following set routines and procedures - managing stress - demonstrating self-esteem - Literacy skills in regard to: - the comprehension of workplace documents</td>
<td>• participates actively and positively within a workplace team</td>
<td>• use of typical documentation including invoices, receipts, lay-by slips, return slips, credit notes, stock sheets</td>
</tr>
<tr>
<td></td>
<td>2.4 Messages or information recorded and passed on promptly.</td>
<td>• Numeracy skills in regard to workplace functions: - addition - subtraction - multiplication - division - percentages - use of a calculator</td>
<td>• consistently applies store policies and procedures in regard to personal dress, presentation, hygiene and code of conduct</td>
<td>• retail calculations including arithmetic calculations related to cash transactions, price and quantity, and stock control</td>
</tr>
<tr>
<td></td>
<td>2.5 Customer informed of any problems and relevant action being taken.</td>
<td></td>
<td>• consistently meets store scheduling routines and uses time effectively</td>
<td>• use of basic mathematical operations (addition, subtraction, multiplication, division, percentages) in a retail context</td>
</tr>
<tr>
<td></td>
<td>2.6 Follow up action taken as necessary.</td>
<td>• interprets, calculates and records numerical information accurately.</td>
<td>• participation in team problem-solving demonstrated.</td>
<td></td>
</tr>
<tr>
<td>3 Work in a team</td>
<td>3.1 Courteous and helpful manner demonstrated at all times.</td>
<td></td>
<td>Key terms and concepts</td>
<td>• communication</td>
</tr>
<tr>
<td></td>
<td>3.2 Allocated tasks completed willingly without undue delay.</td>
<td></td>
<td>• internal and external customers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Assistance actively sought or provided by approaching other team members when difficulties arise.</td>
<td></td>
<td>• collaboration, negotiation, feedback, conflict resolution, problem-solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4 Lines of communication with supervisors and peers identified according to store policy.</td>
<td></td>
<td>• documentation including time sheets, rosters, invoices, receipts, lay-by slips, return slips, credit notes, stock sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon.</td>
<td></td>
<td>• cost price, retail price, mark-up, discount, turnover, gross and net profit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.6 Questioning used to minimise misunderstandings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.8 Participation in team problem-solving demonstrated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 4 Maintain personal presentation | 4.1 Personal dress and presentation maintained in a neat and tidy manner.  
4.2 Personal hygiene maintained according to store policy and government legislation. | | | |
| 5 Follow routine instructions | 5.1 Instructions received and acted upon.  
5.2 Effective questioning used to elicit information.  
5.3 Store information relevant to the particular task assessed, comprehended and acted upon.  
5.4 Daily work routine planned and organised.  
5.5 Tasks prioritised and completed without undue delay. | | | |
| 6 Read and interpret retail documents | 6.1 A range of retail documents accurately listed and described.  
6.2 Information from a range of retail documents read and interpreted. | | | |
| 7 Use numbers in the workplace | 7.1 Range of possible numerical problems in retail workplace accurately listed.  
7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator. | | | |
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- **Store policies and procedures in regard to:**
  - contact with customers
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- **Store policies and government legislation in regard to:**
  - personal hygiene
  - self-presentation
- **Information may include:**
  - telephone
  - written
  - electronic media such as email
  - verbal messages
- **Teams may include:**
  - small work teams
  - store team
  - corporate team
- **Team members may include:**
  - management
  - other staff members
  - full-time
  - part-time
  - casual staff
- **Communication may occur with:**
  - external customers
  - internal contacts including management and other team members
- **Customers may include:**
  - new or repeat contacts
  - external and internal contacts
  - customers with routine or special requests
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- **Planning may be affected by:**
  - store procedures
  - unexpected contingencies
- **Workplace documents may include:**
  - stock sheets
  - plan-o-grams
  - timetables, staff record forms
  - lay-by slips
  - credit slips
  - product return slips
  - telephone message pads
- **Numerical problems may include calculations of:**
  - cash amounts
  - change
- **Numerical techniques may include:**
  - addition/subtraction
  - multiplication/division
  - percentages
## Context of Assessment

### Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both. Evidence should be gathered as part of the learning process.

### Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
- The candidate will be required to:
  - apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
  - integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS1B can be assessed with the following units:
- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe working practices
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment

### Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:
- observation of the person in the workplace
- a simulated role play
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

## Related learning for the HSC
Delivery of this unit may be integrated with other units including:
- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe working practices
- WRRM2B Perform routine housekeeping duties
- WRRCA1B Operate retail equipment.

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
- English
- Mathematics
- Business Studies
- Work Studies
- Legal Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Resources Required
- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - lay-by/credit/product return slips
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

Resources that may be used in training and assessment for this unit:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 002 – Communicate in the Retail Workplace
  - Module RET 003 – Retail Documentation and Calculations
- National Retail Training Materials – Learners Guide – Communicate in the Retail Workplace
- National Retail Training Materials – Learners Guide – Retail Documentation and Calculations
- National Retail Training Materials – Guide to Assessment Activities
- National Communications Module NCS001 – Workplace Communication
- Relevant legislation and regulations including anti-discrimination, health and hygiene, workplace relations
- Enterprise staff manuals
- Materials developed by Registered Training Organisations
### Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can <strong>communication of ideas and information</strong> be applied?</td>
<td>Identifying customer requirements and informing others of any problems requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised</strong>?</td>
<td>Identifying tasks and relevant store information requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised</strong>?</td>
<td>Following routine instructions requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Working in a team is an essential part of this unit.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem-solving skills</strong> be applied?</td>
<td>Problem-solving skills will be applied when dealing with customer inquiries.</td>
<td>1</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>The use of technology may not be applied in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>