## Training Package
Retail WRR02

## Title:
Work Effectively in a Retail Environment

### Unit Code
WRRER1B

### Unit Descriptor
This unit encompasses the skills, knowledge and attitudes required to work effectively in the retail environment. It involves acting responsibly and in a non-discriminatory manner, and identifying the relevant award/agreement.

### Skill Area
Employee Relations

### HSC Indicative Hours:
15

<table>
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<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
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<tbody>
<tr>
<td>1 Act responsibly</td>
<td>1.1 Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures. 1.2 Staff rosters interpreted accurately.</td>
<td>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: - workplace ethics - shift availability or non-attendance - staff rosters - interpersonal conflict - grievance procedures - personal animosity - discriminatory behaviour - harassment - staff counselling and disciplinary procedures - equal opportunity issues - non-compliance with store policies and procedures - part-time, casual, full-time work, contract employment • Store organisational structure • Structure of the retail industry</td>
<td>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: • Consistently and responsibly applying store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes. • Knows employees’ own rights and responsibilities in regards to awards/agreements. • Identifies and describes the role of various parties including employer and employee associations.</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to: • ethical and responsible workplace behaviour • non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs • legislative and regulatory requirements – anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards enterprise agreements, employee entitlements including wages, hours, leave, workers’ compensation, superannuation, union membership/representation enterprise procedures for recording hours/notifying absence interpretation and use of typical documentation including role/duty statements, organisational charts, rotsters, timesheets, leave forms identify and analyse the role of employee and employer associations in industrial relations</td>
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<td>• retail industry career path options&lt;br&gt;• retail industry training options&lt;br&gt;• rights and responsibilities of employers and employees in retail workplace&lt;br&gt;• responsibilities under New Apprenticeship contract of training (if applicable)&lt;br&gt;• major changes affecting retail workplaces&lt;br&gt;• relevant legislation and statutory requirements, such as:&lt;br&gt;  – equal opportunity legislation&lt;br&gt;  – equal employment opportunity legislation&lt;br&gt;  – anti-discrimination legislation&lt;br&gt;  – workplace relations&lt;br&gt;  – industry awards/agreement</td>
<td></td>
<td>Key terms and concepts&lt;br&gt;• award, enterprise agreement, employee entitlements, union membership/representation&lt;br&gt;• ethics, discrimination, harassment, grievance, cultural diversity&lt;br&gt;• time-sheet, roster, role/duty statement, organisation chart, leave form&lt;br&gt;• employee/employer associations, industrial relations</td>
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Skills in:<br>• ability to follow store policies and procedures<br>• preparing resumés and curriculum vitae<br>• maintaining personal presentation<br>• interpersonal communication skills, including:<br>  – verbal and non-verbal communication<br>  – listening/questioning/observation<br>• literacy skills in reading workplace documents
## 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:**
  - workplace ethics
  - store hours of operation
  - completing work out of hours

- **Peers and supervisors may:**
  - come from a range of social, cultural and ethnic backgrounds
  - may have varying degrees of language and literacy levels

- **Discrimination may occur between:**
  - staff
  - customers
  - management
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 WRRER1B can be assessed with the following units:
WRRCS1B Communicate in the workplace
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.
Teachers and trainers may consider integrating the delivery of learning for this unit with the other units including:
WRRCS1B Communicate in the retail workplace
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
- Legal Studies
- Economics
- Business Studies
- Work 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:
  - store/sample policy and procedure in regard to workplace ethics
  - store/sample job descriptions and organisational charts
  - store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards/agreements
  - government legislation on equal opportunity, equal employment opportunity and anti-discrimination

<table>
<thead>
<tr>
<th>Resources that may be used in training and assessment for this unit:</th>
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<tbody>
<tr>
<td>• Board of Studies – Retail Support Document</td>
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<tr>
<td>• National Retail Training Materials – Certificate II in Retail Operations – Curriculum</td>
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<td>- Module RET 004 – Work Effectively in a Retail Environment</td>
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<td>• National Retail Training Materials – Learners Guide – Work Effectively in a Retail Environment</td>
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<td>• National Retail Training Materials – Guide to Assessment Activities</td>
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<td>• Relevant Commonwealth and State legislation and regulations including anti-discrimination, equal opportunity, workplace relations and awards</td>
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<td>• Enterprise agreements</td>
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<td>• Enterprise staff manuals/codes of behaviour</td>
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<td>• Materials developed by Registered Training Organisations</td>
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<td>• Various commercially produced materials</td>
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**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>
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<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Notifying of shift availability or non-attendance requires ideas and information to be communicated to others.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information on awards/agreements will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying and interpreting awards/agreements requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when interacting with other staff.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>The use of mathematical ideas and techniques may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when dealing with interpersonal conflict.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
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