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| Training Package | Hospitality (THH02) | HSC Requirements and Advice |
| Title: | Promote products and services to customers | |
| Unit Code | Unit Descriptor: | HSC Indicative Hours: |
| THHGCS02B | This unit deals with the skills and knowledge required to promote products and services to customers. It relates to situations where the sales function is not the primary focus of work activity. It applies to those employees who deal with customers and whose job provides the opportunity to promote products and services and to ascertain changes in customer preferences eg waiters, housekeepers, attraction attendants, receptionists. This unit has a link to unit THTSOP04B Sell tourism products and services, where this sales function is a primary focus of work activity. | 10 |

| Essential Knowledge and Skills to be Assessed | Critical Aspects of Assessment | Context of Assessment and Resource Implications | Assessment Methods | HSC Requirements and Advice |
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| <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> any legal issues which impact on the sale of products and services in-depth knowledge of enterprise products and services general knowledge of the market for different types of products and services knowledge of different customer preferences and needs, and ways of meeting requirements, both stated and unstated the role of frontline staff in maximising business performance through effective up-selling and promotion the ways in which different hospitality and tourism businesses present and promote products up-selling and suggestive selling techniques. | <p>Evidence of the following is critical:</p> <ul style="list-style-type: none"> ability to use selling techniques to promote products and services within a specific tourism or hospitality context knowledge of different customer preferences and ways to meet both stated and unstated requirements. | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> demonstration of skills whilst undertaking normal job tasks eg up-selling whilst providing food and beverage service, promoting the hotel or park restaurant whilst at reception, advising guests of special features or events whilst issuing tickets to a theme park or other attraction, or promoting through the development of menus or 'specials' or other special products or service interaction with different customers to allow the candidate to respond to a range of requirements. <p>For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.</p> | <p>Assessment methods must be chosen to ensure that promoting products and services can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.</p> <p>The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct observation of the candidate promoting products and services to customers oral or written questions to determine product knowledge case studies to test knowledge of appropriate products and services for different contexts, customers and situations role plays in which the candidate demonstrates up-selling techniques projects to develop menus, promotional ideas or suggestions for a particular product or service project to research customer preferences for a particular enterprise or context review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. | <p>Key Terms and Concepts:</p> <ul style="list-style-type: none"> customer expectation <i>Fair Trading Act 1987</i> (NSW) (as amended) feedback formal research frontline staff informal research need optional services preference product product and service knowledge promotion selling technique service service operator side trips suggestive selling <i>Trade Practices Act 1974</i> (Cth) (as amended) up-selling. |
| | | <p>Linkages with Other Units</p> <p>This unit has strong linkages to the following units and combined training and assessment is recommended:</p> <ul style="list-style-type: none"> THHGGA01B Communicate on the telephone THHCOR01B Work with colleagues and customers operational or service skills units which apply to particular industry sectors | | |

| Element | Performance Criteria | Range Statement | HSC Requirements and Advice |
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| 1 Develop and maintain product/service and market knowledge | 1.1 Identify opportunities to develop product/service knowledge. | <p>This unit applies tourism and hospitality operations where employees have contact with customers and are expected to promote products and services. It may apply to all situations where the opportunity to sell or promote products and services is available and may include selling and promoting through face-to-face contact or through the contribution to the development of marketing activities such as menus and special offers. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Product/service knowledge may relate to:</p> <ul style="list-style-type: none"> • general features • special features • benefits • disadvantages • price • special offers • availability • how to purchase or order. | <p>Learning experiences for the HSC must address:</p> <p>Promoting products and services by:</p> <ul style="list-style-type: none"> • developing knowledge of products and services • selling strategies and techniques. <p>Opportunity to develop internal product and service knowledge:</p> <ul style="list-style-type: none"> • through the department in which you work • through other departments • through the enterprise. <p>Opportunity to develop external product and service knowledge:</p> <ul style="list-style-type: none"> • provided by external agencies • provided by service operators • available in the local area • available within Australia. <p>Product and service knowledge including:</p> <ul style="list-style-type: none"> • range and type of products and services • general and special features • benefits to customer • availability • price • special offers • how to make reservations/bookings. |
| | 1.2 Use informal and formal research to update knowledge. | <p>Informal and formal research may include:</p> <ul style="list-style-type: none"> • discussions with colleagues • reading enterprise information • research of product and service information brochures • general media. • surveying, distributing questionnaires. | <p>Learning experiences for the HSC must address:</p> <p>Strategies including:</p> <ul style="list-style-type: none"> • reading enterprise information • attending operators' product update seminars • visiting exhibitions and product trade shows • inspecting products and services • monitoring trade and consumer media • researching and analysing product brochures • observing industry practices • sharing knowledge with colleagues. |

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| | 1.3 Use customer feedback and workplace observation to evaluate products, services and promotional initiatives. | Products, services and promotional initiatives may include: <ul style="list-style-type: none"> • tours and transport • conferences and conventions • function facilities • entertainment | Learning experiences for the HSC must address: Products, services and promotional initiatives including: <ul style="list-style-type: none"> • meet-and-greet services • transfers to/from service purchased |
| | | <ul style="list-style-type: none"> • shopping services • restaurant facilities • food and beverage • 'add-on' services • special offers or packages. | <ul style="list-style-type: none"> • upgrade opportunities • add-on services • optional services • side trips • meal or beverage vouchers • shopping vouchers • advance purchase discounts • special offers or promotions • industry incentives. Using various media to establish customer feedback including: <ul style="list-style-type: none"> • client questionnaires <ul style="list-style-type: none"> – suggestions for improvements – positive feedback • questioning techniques to establish customer satisfaction. |
| | 1.4 Share knowledge obtained with colleagues to enhance the sales-effectiveness of the team. | | Learning experiences for the HSC must address: How sharing information can improve: <ul style="list-style-type: none"> • promotion of enterprise products and services • customer service • extra sales of add-on or optional services. The benefits of sharing ideas and discussing with colleagues issues of importance to the tourism industry. |
| | 1.5 Pass information gained from workplace experience and direct customer contact to the appropriate person for consideration in future planning. | | Learning experiences for the HSC must address: Personnel to whom information should be passed including: <ul style="list-style-type: none"> • immediate supervisor • department manager • sales and marketing department. |

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| | 1.6 Identify changes in customer preferences, needs and expectations. | <p>Customer preferences, needs and expectations may be related to:</p> <ul style="list-style-type: none"> • age • gender • prior knowledge • special needs. <p>Customer preferences, needs and expectations may include:</p> <ul style="list-style-type: none"> • friendliness • courtesy • value for money | |
| | 1.7 Suggest ideas for product and service adjustments to meet customer needs to the appropriate person in accordance with enterprise policy. | <ul style="list-style-type: none"> • prompt service • assistance • empathy and support • comfort • new experience • basic needs for food, comfort, shelter or other services. | |
| 2 Encourage customers to use and buy products and services | 2.1 Determine customer preferences, needs and expectations. | <p>Customer preferences, needs and expectations may include:</p> <ul style="list-style-type: none"> • friendliness • courtesy • value for money • prompt service • assistance • empathy and support • comfort • new experience • basic needs for food, comfort, shelter or other services. <p>Customer preferences, needs and expectations may be determined by:</p> <ul style="list-style-type: none"> • active listening • questioning • observation • recognition of non-verbal signs. | <p>Learning experiences for the HSC must address:</p> <p>Establishing customer preferences, needs and expectations through active listening and using:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>Establishing customers' preferences, needs and expectations through observation and recognition of non-verbal body language and signs.</p> <p>Customer preferences, needs and expectations including:</p> <ul style="list-style-type: none"> • friendliness • courtesy • value for money • prompt service • assistance • empathy and support |

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| | | Customer preferences, needs and expectations may be related to: <ul style="list-style-type: none"> • age • gender • prior knowledge • special needs. | <ul style="list-style-type: none"> • comfort • new experiences • basic needs for food, comfort, shelter or other services Matching the preferences, needs and expectations with the most suitable product or service including: <ul style="list-style-type: none"> • knowing your customer <ul style="list-style-type: none"> – families – corporate customers – FIT (free independent travellers) – customers with special interests – female customers – customers with special needs including disabilities, cultural or religious preferences |
| | 2.2 Offer accurate information about products and services to customers. | Products, services and promotional initiatives may include: <ul style="list-style-type: none"> • tours and transport • conferences and conventions • function facilities • entertainment • shopping services • restaurant facilities • food and beverage • 'add-on' services • special offers or packages. Product/service knowledge may relate to: <ul style="list-style-type: none"> • general features • special features • benefits • disadvantages • price • special offers • availability • how to purchase or order. | <ul style="list-style-type: none"> – international customers • knowing your range of products and types of services. <p>Learning experiences for the HSC must address:</p> Awareness of legal issues which impact on the sale of products and services including: <ul style="list-style-type: none"> • <i>Fair Trading Act 1987 (NSW)</i> (as amended) • <i>Trade Practices Act 1974 (Cth)</i> (as amended) Accurate enterprise information including rates, range and type of services, destination information and methods of payment and documentation information for products including: <ul style="list-style-type: none"> • coach transportation • rail services • airlines • sightseeing services • rental vehicles • shipping or cruising • accommodation services • conference and convention facilities • tour packages • travel insurance. |

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| | 2.3 Employ selling techniques appropriately to encourage usage and purchase. | Selling techniques include up-selling and suggestive selling and may involve: <ul style="list-style-type: none"> • serving • helping • advising • building rapport with customers • arousing interest. | Learning experiences for the HSC must address: Selling strategies and techniques including: <ul style="list-style-type: none"> • up-selling <ul style="list-style-type: none"> – advising customer of alternative information on products and services that may result in the sale of a more expensive or upgraded product with benefits to both the enterprise and the customer • top down <ul style="list-style-type: none"> – describing features and benefits from the most expensive down • offering alternatives <ul style="list-style-type: none"> – providing information on a range of products and services and asking for customer’s preference • suggestive selling <ul style="list-style-type: none"> – providing information regarding additional services and products to customer • selling of benefits to customer <ul style="list-style-type: none"> – highlighting features and benefits of particular products and services to match customers needs. Closing the sale. |
| | 2.4 Make customers aware of possible ‘extras’ and ‘add-ons’. | | Learning experiences for the HSC must address: Possible extras and add-ons including: <ul style="list-style-type: none"> • travel insurance products • additional transfers • meet-and-greet services • add-on side trips • optional sightseeing • additional meals. |
| | 2.5 Pro-actively promote products and services at appropriate opportunities in accordance with current enterprise goals and promotional focus. | Promoting products and services may include: <ul style="list-style-type: none"> • displays • promotions • special offers and deals • menus and ‘specials’ • word of mouth • up-selling. | Learning experiences for the HSC must address: Awareness of enterprise goals and promotional focus and how this information can be displayed including: <ul style="list-style-type: none"> • product brochures and fliers • service timetables or schedules • trade and consumer advertising • special promotions • joint promotional activities with operators • consumer word-of-mouth recommendations • repeat business opportunities • tourism industry incentives. |

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

| Key Competencies | Level | Examples |
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| Collecting, Organising and Analysing Information | 1 | Researching information and feedback about customer needs and preferences Compiling information about the products and services of a particular enterprise |
| Communicating Ideas and Information | 2 | Advising customer of products and services Relating information about customer feedback to colleagues and other relevant persons Promoting products and services to customers in a manner suitable to customer and situation |
| Planning and Organising Activities | 1 | Planning to promote a particular product or service on a particular occasion |
| Working with Others and in Teams | 1 | Working with other members of the service team Relaying information about products to other members to enhance performance of the team |
| Using Mathematical Ideas and Techniques | - | - |
| Solving Problems | 2 | Trying to satisfy difficult customers Contributing to ideas to improve products and services |
| Using Technology | 1 | Using the Internet to research product information May use email or the phone to promote products or services |