<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Interact With Customers</td>
</tr>
<tr>
<td>Unit Code</td>
<td>WRRCS.3A</td>
</tr>
<tr>
<td>Unit Descriptor</td>
<td>This unit encompasses the competencies required to deliver service to customers.</td>
</tr>
<tr>
<td>Skill Area</td>
<td>Service</td>
</tr>
<tr>
<td>Phase</td>
<td>B</td>
</tr>
<tr>
<td>HSC Indicative Hours:</td>
<td>30</td>
</tr>
</tbody>
</table>

HSC Requirements and Advice
<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>Critical Aspects of Evidence</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS.3.1 Deliver Service to Customers</td>
<td>• Communication with customers conducted in a professional, courteous manner, according to store policy. • Customers’ needs and reasonable requests met or referred to supervisor according to store policy. • Customers’ details and information recorded where necessary. • Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction. • Opportunities to delivery additional levels of service beyond the customer’s immediate request recognised and acted upon. • Contact with customer maintained until sale is completed according to store policy. • Customer farewelled appropriately and courteously according to store policy.</td>
<td>The following knowledge, understanding and skills are essential to perform work to the required standard in this unit. Operational knowledge of store policies and procedures, in regard to: • customer service • dealing with difficult customers • handling and recording complaints • allocated duties/ responsibilities • customer returns/refunds • lay-by/gift voucher/ raincheck procedures. Knowledge of: • merchandise and service range of the store • location of store departments • telephone extension numbers of store departments.</td>
<td>Critical Aspects of Evidence Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit: • consistently applying store policies and procedures and industry codes of practice in regard to customer service • providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure • accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to store policies and the range of variables using effective questioning/active listening and observation skills to identify customers’ special requirements • accessing, recording and processing sales orders accurately and responsibly according to store policies and procedures • collaboratively working within a team to meet customers’ needs.</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to: • the factors customers expect in good service – individualised action, price, quality, product knowledge, presentation, polite and courteous service, efficiency, consistency • different methods of approaching a customer – greeting approach, merchandise approach, service approach • ascertaining and meeting customer needs and requests – consultative selling, needs identification, needs satisfaction, building a relationship with a customer, explain features and benefits, add-on sales, selling-up offer alternatives • communication methods used to develop rapport with customers – verbal, open, closed questions, active listening, non-verbal, body language • closing sale using a variety of techniques • farewelling customer</td>
<td></td>
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</tbody>
</table>
### Title: Interact With Customers

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>WRRCS.3A</strong></td>
<td></td>
<td>Basic operational knowledge of relevant:</td>
<td></td>
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<tr>
<td></td>
<td>• Verbal and non-verbal communication used to develop rapport with customers during service delivery.</td>
<td>• legislation and statutory requirements, including consumer law</td>
<td>• correct procedure when taking orders from customers – accurate customer and product details, check with other suppliers/outlets, follow-up with customers, gift vouchers, lay-bys, rainchecks</td>
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<td></td>
<td>• Repeat customer encouraged by promotion of appropriate services or products according to store policy.</td>
<td>• industry codes of practice, including:</td>
<td>• a range of techniques used to serve customers with special needs or requirements</td>
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<tr>
<td></td>
<td>• Customer returns or refunds processed according to store policy.</td>
<td>• Supermarket Scanning Code</td>
<td>• identifying the main types of customer complaints – value for money, price overcharge, product, service</td>
<td></td>
</tr>
<tr>
<td><strong>CS.3.2</strong></td>
<td>Positive helpful attitude conveyed to customers when handling complaints.</td>
<td>• Jewellery and Timepieces Industry Code</td>
<td>• methods for dealing with customer complaints – AQUA,, acknowledgement, empathy, store policies – refunds, apology, follow-up, documentation</td>
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<tr>
<td></td>
<td>• Complaints handled sensitively, courteously and with discretion.</td>
<td>• Trade Practices and Fair Trading Acts.</td>
<td>• reasons that businesses encourage dissatisfied customers to complain – chance to make amends, know what customer really wants, make customers believe their input is valuable, allow customers to ‘let off steam’</td>
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<td></td>
<td>• Nature of complaint established by active listening and questioning and confirmed with the customer.</td>
<td>Operational skills and techniques in:</td>
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<td></td>
<td>• Action taken to resolve complaint to customers’ satisfaction wherever possible.</td>
<td>• questioning/listening</td>
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<td></td>
<td>• Unresolved customer dissatisfaction or complaints promptly referred to supervisor.</td>
<td>• resolving conflict</td>
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<td></td>
<td>• Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.</td>
<td>• following set routines and procedures</td>
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<td>• handling difficult or abusive customers</td>
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<td></td>
<td></td>
<td>• greeting/farewelling techniques</td>
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<td></td>
<td></td>
<td>• add on selling concepts</td>
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Knowledge of the functions and procedures for operating the store telephone system and other communication equipment.

Literacy skills in the following areas:
- written procedures for orders, in person, by telephone or electronic format
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>• message taking in person or by telephone</td>
<td>Numeral skills in regard to:</td>
<td></td>
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<tr>
<td></td>
<td>• Follow up action taken as necessary to ensure customer satisfaction.</td>
<td>• written record of complaints</td>
<td>• handling of tender</td>
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<td></td>
<td></td>
<td>• sales, stock and delivery documentation</td>
<td>• weighing and measuring goods</td>
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<tr>
<td>CS.3.3 Receive and Process Sales Orders</td>
<td>• Customers’ details and information recorded accurately.</td>
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<td></td>
<td>• Customers promptly referred to appropriate area as required.</td>
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<td></td>
<td>• Customers provided with information in clear, concise manner.</td>
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<td></td>
<td>• Sales orders processed, recorded and acted upon according to store policy.</td>
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<tr>
<td>CS.3.4 Identify Customers’ Special Requirements</td>
<td>• Customers with special needs or requirements identified promptly by observation and questioning.</td>
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<td>• A willingness to assist conveyed verbally and non-verbally.</td>
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<td></td>
<td>• Customers’ needs promptly serviced, referred or redirected as required.</td>
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</table>

Key terms and concepts:
- features
- benefits
- add-on sales
- selling up
- gift voucher
- lay-by
- rainchecks
- refunds
- empathy
- active listening
- AQUA – Acknowledge, Question, Understanding, Answer
- approaches – greeting, merchandise, service
- questioning – open, closed, reflective
Title: Interact With Customers

Range of Variables
The range of variables statement provides details of the scope of the elements and performance criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:
- Store policies and procedures in regard to customer service.
- Size, type and location of store.
- Store merchandise range.
- Store services range.
- Product knowledge.
- Regular and new customers.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Sales orders may be in verbal, written or electronic form.
- Store delivery policies.
- Customer service may include:
  - all store activities
  - internal and external customers
  - follow up in even of delays in service provision.
- Customer needs may include:
  - information regarding store facilities and services
  - location of specific items within the store
- Levels of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions
- Full-time, part-time or casual staff.
- Customers with routine or special requests.
- Sales orders may be in verbal, written or electronic form.

This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment guidelines, Section 3 of the National Retail Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. the practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.
Title: Interact With Customers

Unit Assessment

Evidence is most relevant when provided through a holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for CS.3: Interact with Customers, the candidate will demonstrate the ability to provide the most effective service to customers by identifying their specific needs and responding to complaints in a range of customer service situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the National Retail Training Package.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit CS.3: Interact with Customers in a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

- CS.2: Apply Point of Sale Handling Procedures
- LP.2: Minimise Theft
- 1.1: Perform Stock Control Procedures
- F.1: Balance the Register/Terminal

Each Integrated Competency Assessment activity is based on a theme that focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme.

Related Learning for the HSC

Delivery of this unit may be integrated with other units including:
- WRRLP.2: Minimise Theft
- WRRCS.2: Apply Point of Sale Handling Procedures
- WRRRI.1: Perform Stock Control Procedures
- WRRRF.1: Balance the Register/Terminal

and other related units in Phases A and C.

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Interact With Customers

The Integrated Competency Assessment activity will require the candidate to:
• apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
• integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit CS.3 Interact With Customers that are critical to the theme of Protecting the Store Against Loss including customers, money and stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

• a real or simulated retail environment
• relevant documentation, such as:
  - sales order forms
  - complains/return forms
  - stock/inventory/price lists
  - store policy and procedure manuals
• access to a range of customers with different requirements (real or simulated)
• point of sale equipment and materials
• a communication system or a range of communication equipment
• qualified workplace assessor

Key Competencies

<table>
<thead>
<tr>
<th>Collect, Analyse, and Organise Information</th>
<th>Communicate Ideas and Information</th>
<th>Plan and Organise Activities</th>
<th>Work with Others and in Teams</th>
<th>Use Mathematical Ideas and Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

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 010 – Interact with Customers
• National Retail Training Materials – Learners Guide – Interact with Customers
• National Retail Training Materials – Guide to Assessment Activities
• Materials developed by Registered Training Organisations
• Various commercially produced materials