<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Sell Products and Services</strong></td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Descriptor</td>
</tr>
<tr>
<td>WRRS.1A</td>
<td>This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.</td>
</tr>
<tr>
<td></td>
<td>Skill Area</td>
</tr>
<tr>
<td></td>
<td>Selling</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HSC Indicative Hours: 15
# Training Package

## Retail

### Title:
**Sell Products and Services**

### Unit Code: WRRS.1A

This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

<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>
</table>
| **S.1.1 Apply Product Knowledge** | • Knowledge of the use and application of relevant products and services demonstrated.  
• Experienced sales staff or product information guide consulted to increase product knowledge. | 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:  
• selling products and services  
• allocated duties and responsibilities.  
Knowledge of store merchandise and service range  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  - Supermarket Scanning Code  
  - Jewellery and Timepieces Industry Code | Critical Aspects of Evidence  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales  
• using questioning, listening and observation skills to accurately determine customer requirements  
• consistently applying store policies and procedures, in regard to selling products and services  
• maximising sales opportunities according to store policies and procedures  
• consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services  
• evaluating personal sales performance to maximise future sales. | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• workplace communication skills including  
  - 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 and cultural backgrounds  
  - working in teams  
• use of typical documentation including invoices, receipts, lay-by slips, return slips, credit notes, stock sheets, rainchecks  
• retail calculations including arithmetic calculations related to cash transactions  
• appreciation of special needs  
• legislative and regulatory requirements |

| **S.1.2 Approach Customer** | • Timing of customer approach determined and applied.  
• Effective sales approach identified and applied.  
• Positive impression conveyed to arouse customer interest.  
• Knowledge of customer buying behaviour demonstrated.  
• Customer focused on specific merchandise. | Knowledge of store merchandise and service range  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  - Supermarket Scanning Code  
  - Jewellery and Timepieces Industry Code | | |

**HSC Indicative Hours:** 15
<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>
</table>
| S.1.3 Gather Information | • Questioning techniques applied to determine customer buying motives.  
• Listening skills used to determine customer requirements.  
• Non-verbal communication cues interpreted and clarified.  
• Customers identified by name where possible. | Operational skills and techniques in:  
• verbal and non verbal communications  
• questioning/listening /observation  
• handling difficult customers  
• negotiating  
• problem solving  
• sales performance appreciation | | • emotional and rational buying motives  
• identifying sources of product knowledge  
• demonstrating the different methods of approaching a customer (greeting, merchandise and service approaches) and the timing of these approaches to make a good first impression  
• ascertaining and meeting customer needs and requests – consultative selling, need identification, need satisfaction, building a relationship with the customer  
• converting features to benefits for the customer  
• responding to customer objections in relation to price, timing, merchandise  
• identifying and responding appropriately to customer buying signals  
• closing the sale using a variety of techniques |
| S.1.4 Sell Benefits | • Customer needs matched to appropriate products and services.  
• Knowledge of products’ features and benefits communicated clearly to customers.  
• Product use and safety requirements described to customers.  
• Customers referred to appropriate product specialist as required.  
• Routine customer questions about merchandise, eg price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff. | Basic knowledge and understanding of customer types and needs, including:  
• customer buying motives  
• customer behaviour and cues  
• individual and cultural differences  
• demographics/lifestyle/income  
• types of customer needs, eg functional, psychological  

Selling skills, including:  
• opening techniques  
• buying signals  
• strategies to focus customer on specific merchandise  
• add ons and complimentary sales  
• overcoming customer objections  
• closing techniques | | |
<table>
<thead>
<tr>
<th>Title:</th>
<th>Sell Products and Services</th>
<th>HSC Indicative Hours:</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
</tr>
</tbody>
</table>
| S.1.5 Overcome Objections | • Customer objections identified and accepted.  
• Objections categorised into price, time and merchandise characteristics.  
• Solutions offered according to store policy.  
• Problem solving applied to overcome customer objections. | Literacy skills in regard to:  
• reading and understanding product information  
• reading and understanding store policies and procedures  
• recording information |  |
| S.1.6 Close Sale | • Customer buying signals monitored, identified and responded to appropriately.  
• Customer encouraged to make purchase decisions.  
• Appropriate method of closing sale selected and applied. | Numeracy skills in regard to handling of tender, weighing and measuring goods |  |
| S.1.7 Maximise Sales Opportunities | • Opportunities for making additional sales recognised and applied.  
• Customer advised of complementary products or services according to customer's identified need.  
• Personal sales outcomes reviewed to maximise future sales. |  |  |

HSC Requirements:
- identifying opportunities to maximise sales – selling up, add ons (complementary products)

Key terms and Concepts:
- product knowledge
- greeting approach
- merchandise approach
- service approach
- active listening
- questioning – open, closed, reflective techniques
- features and benefits
- customer objections – price, time, merchandise
- buying signals (verbal and non-verbal)
- closing techniques – assumptive, final chance, special offer, alternative, active, narrow down items
- add-on sales (complementary products)
- selling up
Title: Sell Products and Services

<table>
<thead>
<tr>
<th>Range of Variables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The following variables may be present:</td>
<td></td>
</tr>
<tr>
<td>• Store policies and procedures in regard to selling products and services.</td>
<td></td>
</tr>
<tr>
<td>• Size, type and location of store.</td>
<td></td>
</tr>
<tr>
<td>• Store merchandise range.</td>
<td></td>
</tr>
<tr>
<td>• Store service range.</td>
<td></td>
</tr>
<tr>
<td>• Store sales approach.</td>
<td></td>
</tr>
<tr>
<td>• Product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements.</td>
<td></td>
</tr>
<tr>
<td>• Customers with routine or special requests.</td>
<td></td>
</tr>
<tr>
<td>• Regular and new customers.</td>
<td></td>
</tr>
<tr>
<td>• Selling may be face to face or by telephone.</td>
<td></td>
</tr>
<tr>
<td>• Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.</td>
<td></td>
</tr>
<tr>
<td>• Levels of staffing, eg staff shortages.</td>
<td></td>
</tr>
<tr>
<td>• Varying levels of staff training.</td>
<td></td>
</tr>
<tr>
<td>• Routine or busy trading conditions.</td>
<td></td>
</tr>
<tr>
<td>• Full-time, part-time or casual staff.</td>
<td></td>
</tr>
<tr>
<td>• Customer lists.</td>
<td></td>
</tr>
<tr>
<td>• Handling techniques may vary according to stock characteristics and industry codes of practice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method and Context of Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.</td>
<td></td>
</tr>
<tr>
<td>Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Title: Sell Products and Services

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 S.1: Sell Products and Services, the candidate will demonstrate the ability to develop and communicate specified product knowledge to a range of customers and encourage sales opportunities by matching customer needs to features and benefits of the product.

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 S.1: Sell Products and Services in a Phase C1 and a Phase C2 unit within Certificate II in Retail Operations. Phase C1 and Phase C2 are elective streams.

Refer to the Qualifications, Section 3.4 of the Training Package for the other Phase C1 and Phase C2 units.

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 C1 or Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on one of the themes:

- Phase C1: Promoting Products So That They Sell
- Phase C2: Promoting Fresh Food Products So That They Sell

Related learning for the HSC

Delivery of this unit may be integrated with other Phase C units including:

- WRRM.1: Merchandise Products
- WRSS.2: Advise on Products and Services

and other related units in Phases A and B.

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:

- English
- Mathematics
- Work Studies
- Information Technology

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Sell Products and Services

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 S.1: Sell Products and Services that are critical to the theme of Promoting Products (or Fresh Food Products) So That They Sell in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the products and services of the candidate’s workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1 or Phase C2.

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
- access to a range of customers with different requirements (real or simulated)
- relevant documentation, such as:
  - stock/inventory/price lists
  - sales order forms
  - store policy and procedure manuals
- a range of communication equipment
- product labels and sources of product information
- qualified workplace assessor.

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 014 Sell Products and Services
- National Retail Training Materials – Learners Guide – Sell Products and Services
- Store manuals and guides
- Materials developed by Registered Training Organisation
- Various commercially produced materials

<table>
<thead>
<tr>
<th>Key Competencies</th>
<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>
</thead>
</table>