## Title: Interact With Customers

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
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<tbody>
<tr>
<td>WRRCS3B</td>
<td>This unit encompasses the skills, knowledge and attitudes required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify customers special requirements.</td>
<td>Customer Service</td>
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### Element Of Competency | Performance Criteria | Underpinning Skills and Knowledge | Evidence Requirements | HSC Requirements |
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<tbody>
<tr>
<td>1 Deliver service to customers</td>
<td>1.1 Communication with customers conducted in a professional, courteous manner, according to store policy.</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:  - customer service  - dealing with difficult customers  - handling and recording complaints  - allocated duties/ responsibilities  - customer returns/refunds  - lay-by/gift voucher/ raincheck procedures. - Merchandise and service range of store departments  - Location of store departments  - Functions and procedures for operating the store telephone system and other communication equipment.</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 applies store policies and procedures and industry codes of practice in regard to customer service. - Provides 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 identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies. - Uses effective questioning/active listening and observation skills to identify customers special requirements.</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 – individualisation, 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 and closed questions, active listening, non-verbal, body language - closing sale using a variety of techniques - farewelling customer - correct procedure when taking orders from customers – accurate.</td>
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<td>1.8</td>
<td>Verbal and non-verbal communication used to develop rapport with customers during service delivery. 1.9 Repeat customer encouraged by promotion of appropriate services or products according to store policy. 1.10 Customer returns or refunds processed according to store policy and procedures.</td>
<td>and the relevant numbers  • Relevant legislation and statutory requirements  • Relevant industry codes of practice  • Questioning/active listening  • Conflict resolution  • Following set routines and procedures  • Handling difficult or abusive customers</td>
<td>requirements.  • Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.  • Collaboratively works within a team to meet customers’ needs.</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  • a range of techniques used to serve customers with special needs or requirements  • identifying the main types of customer complaints – value for money, price overcharge, product, service  • methods for dealing with customer complaints – AQUA, acknowledgement, empathy, store policies – refunds, apology, follow-up, documentation  • 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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<tr>
<td>2 Respond to customer complaints</td>
<td>2.1 Positive helpful attitude conveyed to customers when handling complaints. 2.2 Complaints handled sensitively, courteously and with discretion. 2.3 Nature of complaint established by active listening and questioning and confirmed with the customer. 2.4 Action taken to resolve complaint to customers’ satisfaction wherever possible. 2.5 Unresolved customer dissatisfaction or complaints promptly referred to supervisor. 2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy. 2.7 Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>Skills in:  • Greeting/farewelling techniques  • Add on selling concepts  • Literacy skills in the following areas:  - written procedures for orders, in person, by telephone or electronic format  - message-taking in person or by telephone  - written record of complaints  - sales, stock and delivery documentation  • Numeracy skills in regard to:  - handling of tender  - weighing and measuring goods</td>
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<td>2.8 Follow up action taken as necessary to ensure customer satisfaction.</td>
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<td>3 Receive and process sales orders</td>
<td>3.1 Customers’ details and information recorded accurately. 3.2 Customers promptly referred to appropriate area as required. 3.3 Customers provided with information in clear, concise manner. 3.4 Sales orders processed, recorded and acted upon according to store policy.</td>
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<tr>
<td>4 Identify customers special requirements</td>
<td>4.1 Customers with special needs or requirements identified promptly by observation and questioning. 4.2 A willingness to assist conveyed verbally and non-verbally. 4.3 Customers’ needs promptly serviced, referred or redirected as required.</td>
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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
- Legislative requirements including:
  - Trade Practices Act
  - Fair Trading Act
  - Sale of Goods Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of second hand goods
  - trading hours
**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:**
  - customer service
  - dealing with customer complaints
  - processing sales orders

- **Customers may include:**
  - regular and new customers
  - people from a range of social, cultural, ethnic backgrounds and physical and mental abilities
  - people with a routine or special requests

- **Sales orders may be in:**
  - verbal
  - written
  - electronic form

- **Legislative requirements may include:**
  - Trade Practices Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of X and R rated products
  - sale of second hand goods
  - trading hours
  - transport, storage and handling of goods
  - sale of X and R rated products

- **Customer service may include:**
  - all store activities
  - internal and external customers
  - follow up in event of delays in service provision

- **Customer needs may include:**
  - information regarding store facilities and services
  - location of specific items within the store
  - returns or refunds
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 WRRCS3B can be assessed with the following units:
WRRCS2B Apply point of sale handling procedures
WRRLP2B Minimise theft
WRRI1B Perform stock control procedures
WRRF1B Balance register/terminal

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:
WRRLP2B: Minimise theft
WRRCS2B Apply point of sale handling procedures
WRRI1B Perform stock control procedures
WRRF1B Balance register/terminal

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.
## Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - sales order forms
  - complaint/return forms
  - stock/inventory/price lists
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- Point of sale equipment and materials
- A communication system or 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 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
**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>Delivering service to customers requires ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Dealing with customer complaints requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Receiving and processing sales orders requires activities to be planned and organised.</td>
<td>1</td>
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<tr>
<td>How can team work be applied?</td>
<td>Referring customers to relevant personnel will require team work to be applied.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Processing sales orders will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Dealing with customer complaints will require problem-solving skills.</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>
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