<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>
<tbody>
<tr>
<td>1 Apply product knowledge</td>
<td>1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.</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: − selling products and services − allocated duties and responsibilities • Store merchandise and service range • Specific product knowledge for area/section • Relevant legislation and statutory requirements • Relevant industry codes of practice • Customer types and needs, including: - customer buying motives - customer behaviour and cues - individual and cultural differences - demographics/lifestyle</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: • Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales • Uses questioning, listening and observation skills to determine customer requirements • Consistently applies store policies and procedures, in regard to selling products and services • Maximises sales opportunities according to store policies and procedures • Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services</td>
<td>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 • emotional and rational buying motives</td>
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<tr>
<td>2 Approach customer</td>
<td>2.1 Timing of customer approach determined and applied.</td>
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<td></td>
<td>2.2 Effective sales approach identified and applied.</td>
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<td></td>
<td>2.3 Positive impression conveyed to arouse customer interest.</td>
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<td></td>
<td>2.4 Knowledge of customer buying behaviour demonstrated.</td>
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<tr>
<td>3 Gather information</td>
<td>3.1 Questioning techniques applied to determine customer buying motives.</td>
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<tr>
<td></td>
<td>3.2 Listening skills used to determine customer requirements.</td>
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<td></td>
<td>3.3 Non-verbal communication cues interpreted and clarified.</td>
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| 4 Sell benefits          | 4.1 Customer needs matched to appropriate products and services. | - Selling techniques, including:  
- opening techniques  
- buying signals  
- strategies to focus customer on specific merchandise  
- add ons and complimentary sales  
- overcoming customer objections  
- closing techniques  
- Verbal and non-verbal communication skills  
- Handling difficult customers  
- Negotiation skills  
- Sales performance appreciation  
- Questioning/listening | - Evaluates personal sales performance to maximise future sales. | - 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  
- identifying opportunities to maximise sales – selling up, add-ons (complementary products) |
| 5 Overcome objections    | 5.1 Customer objections identified and accepted. | /observation  
- Literacy skills in regard to:  
- reading and understanding product information  
- reading and understanding store policies and procedures  
- recording information  
- Numeracy skills in regard to:  
- handling of tender  
- weighing and measuring goods | | |
| 6 Close sale             | 6.1 Customer buying signals monitored, identified and responded to appropriately. | | |
| 7 Maximise sales         | 7.1 Opportunities for making | | |

**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
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<tr>
<td>opportunities</td>
<td>additional sales recognised and applied.</td>
<td></td>
<td></td>
<td>• add-on sales (complementary products)</td>
</tr>
<tr>
<td>7.2</td>
<td>Customer advised of complementary products or services according to customer’s identified need.</td>
<td></td>
<td></td>
<td>• selling up</td>
</tr>
<tr>
<td>7.3</td>
<td>Personal sales outcomes reviewed to maximise future sales.</td>
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</table>
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 policy and procedures in regard to:
  - selling products and services
- Customers may include:
  - people with routine or special needs
  - regular or new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Product knowledge may include:
  - warranties
  - features and benefits
  - use-by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price
- Selling may involve:
  - face to face
  - over the telephone
  - over the Internet
- Routine customer questions may relate to:
  - price and price reductions
  - quality
  - features and benefits
- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - sale of second hand goods
  - occupational health and safety
  - industry codes of practice
  - Lottery Acts
- Relevant sources of information may include:
  - internet
  - relevant staff members
  - store or supplier product manuals
  - product profiles
  - videos
  - demonstrations
  - labels
  - store tours
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 WRRS1B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
- observation of the person in the workplace
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Resources Required
- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information

Related learning for the HSC
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.

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
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>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Relaying product features and benefits to customers requires the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Establishing customer requirements requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying opportunities to make additional sales 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 referring to other staff members or seeking product knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when reviewing personal sales outcomes.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills may be applied when overcoming customer objections.</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>
</tbody>
</table>