



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SIRXSL007A Train sales team members**

**Revision Number: 2**

## **SIRXSL S007A Train sales team members**

### **Modification History**

The version details of this endorsed unit are in the table below. The latest information is at the top.

<b>Release</b>	<b>Comments</b>
Second Release	Editorial updates

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to train sales team members in a wholesale sales environment.

### **Application of the Unit**

This unit applies to sales team trainers who coordinate, promote, deliver and review learning processes that assist sales staff to achieve the service and product performance requirements established by a wholesale business.

### **Licensing/Regulatory Information**

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Pre-Requisites**

Nil

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### Element

#### Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |   |
|---|---|
| 1. Coach sales team members.  | <p>1.1.Coach <i>sales team members</i> on the special characteristics of their territory.</p> <p>1.2.Coach sales team members on developing effective time management and business visit procedures.</p> <p>1.3.Ensure all individuals in the sales team can identify and describe key competitors in territory and businesses.</p> <p>1.4.Ensure all individuals in the sales team can identify and communicate <i>problems</i> with wholesale ordering, distribution and delivery that may affect sales and service.</p> <p>1.5.Ensure all individuals in the sales team apply effective Work Health and Safety (WHS) practices and procedures.</p> |
| 2. Promote sales team product sales and positioning techniques.             | <p>2.1.Coach team members in <i>sales and service techniques</i>.</p> <p>2.2.Coach team members in promotional strategies and sell in techniques.</p> <p>2.3.Ensure team members receive one to one support to promote sales and service techniques.</p> <p>2.4.Ensure sales team members practise effective <i>sales and service maximisation strategies</i>.</p> <p>2.5.Establish information networks to promote access by sales team members to historical data and forecasts.</p>  |
| 3. Coordinate the implementation of training activities for the sales team. | <p>3.1.Examine <i>training materials</i> and <i>training modules</i> to ensure relevance to company <i>service and sales requirements</i>.</p> <p>3.2.Check training content and <i>method of delivery</i> to ensure relevance to competency requirements.</p> <p>3.3.Undertake assessment to map competency and performance improvement.</p> <p>3.4.Ensure specified <i>job competency gaps</i> are closed by staff training.</p> <p>3.5.Identify competencies required to address specific career and development needs for sales team members.</p> <p>3.6.Ensure <i>training and information sessions</i> are presented in a timely manner.</p>    |

4. Review team and individual level training activities.
  - 4.1. Provide learning opportunities based on considered assessment of existing individual and team competencies to close specific performance gaps.
  - 4.2. Ensure on the job sales and service training activities are performed in accordance with *company policy and procedures*.
  - 4.3. Review effectiveness of training plans and activities.

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Required skills

- interpersonal skills to:
  - coach sales team
  - present training and information sessions and provide feedback through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy and numeracy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - completing assessments
  - documenting results
  - interpreting and maintaining data
- leadership skills to:
  - plan and organise training and task completion for self and team
  - plan and review learning to address specific performance gaps
  - set and monitor training outcomes
  - technical skills to use sales techniques

### Required knowledge

- business policies and procedures in regard to:
  - sales and service delivery
  - interaction with customers
  - performance appraisal
  - employee relations
  - staff development
- business merchandise and service range
- relevant legislation and statutory requirements and industry codes of practices relating to the retail and wholesale industries
- principles and techniques in interpersonal communication
- leadership styles
- individual approaches to sales
- principles and techniques in teaching and learning, including:
  - giving feedback

- coaching
- assessment and performance analysis
- group versus individual sessions
- relevant needs analysis techniques and tools
- facilitating learning and training skills and knowledge
- principles of adult learning and required knowledge applied in training delivery
- Training Packages, competency-based approaches, training reforms and existing training materials conformance with national recognition requirements
- planning a training session, including:
  - resource requirements
  - assessment tools and strategy
  - timing and venue
  - required approvals (e.g. from management, trainer, assessor or trainee)
  - currency of competencies and assessment tools
- WHS aspects of job
- relevant industrial, legal and legislation relationships and requirements

## Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit** Evidence of the following is essential:

- accurately identifies and confirms sales and related training needs
- prioritises training needs based on strategic and individual needs
- maintains concise documentation on consultations with appropriate personnel throughout the program development phase
- plans training sessions to meet specific performance gaps in individual and team competencies
- tailors delivery of training sessions to meet individual and group learning styles
- evaluates training performance to maximise targeted sales and related performance improvements.

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a sales workplace environment
- relevant documentation, such as:
  - policy and procedures manuals
  - sales and service delivery targets and plans
  - records of sales and service
  - legislation and statutory requirements
  - industry codes of practice
- a sales team.

**Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.





## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Sales team representatives*** may include:

- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

***Problems*** with ordering, distribution and delivery may involve:

- quality
- quantity
- coverage or content
- time schedules
- cost.

***Sales and service techniques*** may include:

- gaining a customer
- closing a sale
- associated sales techniques, including trade-up, trade-in, tie-ins, cut-ins, range-ins
- negotiation skills
- over-the-phone
- empathy creation
- securing payment
- dealing with difficult customers.

***Sales and service maximisation strategies*** may include:

- sales techniques
- territory management
- rapport building
- product knowledge
- administration procedures and requirements
- time management
- negotiation skills.

***Training materials*** may include:

- Training Package Support Materials
- workbooks
- workshop guides
- background reading materials and documents
- handouts
- industry and enterprise competency standards
- supportive policies and legislation.

***Training modules*** may be based

- industry Training Packages

on:

- enterprise Training Packages
- national, state and local curriculum
- enterprise-based curriculum
- international standards
- international programs.

Company *service and sales requirements* may relate to:

- market share
- positioning with local businesses
- price
- quality
- volume of sales
- presentation or merchandising of products or services
- customer retention
- shift in sales demographics.

*Method of delivery* for training may include:

- face to face
- distance
- lock step, partly self-paced or all self-paced
- trainer-centred or participant-centred
- real time or time independent
- place dependent or place independent
- interactive, for example:
  - audio or video conferencing
  - computer assisted
  - discussion.

*Job-competency gaps* may be identified via:

- industry and enterprise competency standards
- licensing requirements
- job descriptions
- discussions with client group
- observations of staff
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications and reports
- government reports
- market needs analysis reports.

*Training and information sessions* may be conducted:

- on the job
- in a simulated setting
- in a training organisation

***Company policy and procedures***  
in relation to:

- in a combination of locations to suit the units of competency being learned or assessed
- in a single-site or multi-site operation
- in a simulated work environment.
- sale of products and services
- performance appraisal
- employee relations
- staff development.

## **Unit Sector(s)**

Cross-Sector

## **Competency field**

Sales