



Australian Government

Department of Education, Employment and Workplace Relations

SIRWSLS002A Build sales relationships

Revision Number: 1

SIRWSLS002A Build sales relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote demand and stimulate long-term, productive relationships with a business customer or a number of businesses within a defined territory.
------------------------	--

Application of the Unit

Application of the unit	This unit applies to frontline sales personnel. It encompasses the development of effective sales techniques through workplace consultation, evaluation, training and development, and the formation and maintenance of business to business relationships to ensure positive business outcomes.
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil
---------------------------	-----

Employability Skills Information

Employability skills

The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|-------------------------------------|-----|---|
| 1 | Develop effective sales techniques. | 1.1 | Determine importance of selling function in business to business processes. |
| | | 1.2 | Determine good work practices through <i>communication</i> with immediate <i>supervisors and team members</i> . |
| | | 1.3 | Actively seek <i>feedback</i> and guidance from immediate manager or team members to improve personal sales capabilities. |
| | | 1.4 | Confirm personal sales <i>training and development</i> needs with immediate manager. |
| | | 1.5 | Action personal sales training and development needs in an agreed timeframe. |
| | | 1.6 | Develop improved <i>sales techniques</i> relevant to the <i>business customer</i> and end consumer within a given <i>territory</i> . |

ELEMENT	PERFORMANCE CRITERIA
2 Work with others to improve sales.	2.1 Openly discuss ideas on means to improve <i>sales, service and performance strategies</i> and share with team members, management and business customers. 2.2 Confirm procedures for accessing and using <i>resources</i> with team management. 2.3 Establish mechanisms to monitor the impact of improved sales and service strategies on personal performance targets.
3 Sell advantages of business relationship.	3.1 Identify <i>advantages and benefits</i> of long-term business relationships. 3.2 Promote advantages of exclusive working relationships. 3.3 Promote benefits to the end consumer of a business-to-business relationship. 3.4 Confirm features of different products and services (merchandise classifications) with customers. 3.5 Confirm <i>trading terms</i> for different products and services with each customer.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- interpersonal communication skills, including:
 - interpersonal communication skills to:
 - seek feedback and guidance
 - consult with others
 - build relationships with customers
 - communicate product range through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- analytical and research skills
- time management
- literacy and numeracy skills in regard to:
 - reading and interpreting information
 - establishing, confirming and reviewing trading terms
 - documenting procedures for improving sales
- using a range of sales approaches and techniques
- identifying own learning needs
- planning a personal training program in collaboration with team and supervisor
- using business technology, including data input
- team work and workplace collaboration.

The following knowledge must be assessed as part of this unit:

- alternative sales approaches across a range of situations
- a variety of strategies for closing sales
- product range, prices, strengths and weaknesses
- product knowledge, including:
 - characteristics
 - features
 - comparative advantages
 - price
 - availability
 - special features (e.g. warranties, after sales support, etc.)

REQUIRED SKILLS AND KNOWLEDGE

- business policy and procedures in regard to:
 - selling products and services
 - allocated duties and responsibilities
 - customer service
- business customer relationships and current service range
- advantages of maintaining long-term customer relationships
- factors influencing customer decisions
- lifetime value of a customer
- OHS aspects of the job
- relevant consumer law, commercial law and legislation.

Evidence Guide

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:

- consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- communicates performance summary information effectively to team members and senior colleagues according to business policy and procedures
- consistently participates in personal and team sales performance evaluation to maximise future sales
- actively seeks feedback from peers and supervisors to identify personal skills gaps
- maintains communication with supervisors to access training and development needs in an agreed timeframe within the context of required work activities
- identifies, describes and constructs the foundations required for long-term customer relationships.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a wholesale work environment
- relevant sources of product information
- relevant documentation, such as:
 - business policy and procedures manuals
 - industry codes of practice and relevant legislation
 - OHS legislation and codes of practice
- a range of business customers with different requirements
- an appropriate range of products or equipment.

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 performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

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

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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.

- Communication*** may include:
- speaking and listening
 - reading and writing
 - body language
 - facial expression
 - telephone
 - electronic media such as email
 - using languages other than English including , local community languages Indigenous languages
 - using forms of visual communication such as sign language
 - using assistive technology such as TTY
 - using open and inclusive language.

- Supervisors and team members*** may:
- come from a variety of social, cultural or ethnic backgrounds
 - vary in literacy and numeracy skills
 - vary in competencies
 - be responsible for a range of workplace functions.

- Feedback*** may be sought and given:
- verbally
 - in writing
 - in groups
 - individually.

- Training and development*** may include:
- formal training or education
 - informal learning
 - coaching and mentoring
 - job rotation
 - information seminars
 - online learning
 - conferences.

RANGE STATEMENT

Sales 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.

Business customers may include:

- commercial companies
- public agencies or organisations
- governments
- community and not-for-profit organisations
- internal business units and divisions
- new or repeat contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Territory may be defined by:

- size, type and location of stores
- demographic parameters
- territory size, location and geographic spread
- account customers.

RANGE STATEMENT

- Sales, service and performance strategies*** may vary according to:
- product or service
 - sales objectives and targets
 - sales outcomes
 - promotional strategies and their duration, cycle, territory coverage and product or service focus
 - objectives, such as:
 - price
 - profit
 - brand share
 - market share.
- Resources*** may include:
- training materials
 - workplace equipment and technology
 - relevant information.
- Advantages and benefits*** may include:
- market share
 - price
 - quality
 - volume of sales
 - presentation or merchandising of the product
 - associated sales
 - associated promotions
 - promotional tie ins or co-location.
- Matters affecting ***trading terms*** may include:
- due diligence requirements
 - value for money
 - risk sharing
 - market position
 - planning cycles and the time of the year
 - cost and price analysis
 - terms and conditions agreed
 - intellectual property and technology rights
 - value management
 - continuous improvement
 - supply chain management
 - infrastructural and capital outlay requirements
 - organisational systems integration and compatibility.

Unit Sector(s)

Sector Wholesale

Competency field

Competency field Sales