



Australian Government

Department of Education, Employment and Workplace Relations

SIRXCOM101 Communicate in the workplace to support team and customer outcomes

Release: 1

SIRXCOM101 Communicate in the workplace to support team and customer outcomes

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXCOM001A Communicate in the workplace. Title change reflects the inclusion of elements and content addressing teamwork, and working with customers and staff from diverse backgrounds.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Application of the Unit

This unit relates to frontline service staff and supervisors.

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. Communicate face-to-face with customers.

- 1.1. Maintain a welcoming **customer** environment that reflects store branding and market position and is in line with **store policy and procedures**.
- 1.2. Greet customer warmly according to store policy and procedures.
- 1.3. Create effective service environment through **verbal and non verbal interaction** according to store policy and procedures.
- 1.4. Use **questioning** and active listening to determine customer needs.
- 1.5. Demonstrate confidentiality and tact.

2. Use technology to communicate with customers.

- 2.1. Answer telephone according to store procedures.
- 2.2. Use questioning and active listening to identify caller and establish and confirm requirements.
- 2.3. Use telephone system functions according to instructions.
- 2.4. Use email, social networking sites and other technologies to receive and process information and customer requests in line with store policy and procedures.
- 2.5. Record and promptly pass on messages or **information**.
- 2.6. Inform customer of any problems and relevant action being taken.
- 2.7. Perform follow-up action as necessary.

3. Communicate with customers and colleagues from diverse backgrounds.

- 3.1. Value and treat customers and **colleagues** from **diverse backgrounds** with respect and sensitivity.
- 3.2. Consider cultural differences in **verbal and non verbal communication**.
- 3.3. Use gestures or simple words to communicate where language barriers exist.
- 3.4. Obtain assistance from colleagues or supervisors when required to facilitate communications.

4. Work in a team.

- 4.1. Demonstrate a courteous and helpful manner at all times.
- 4.2. Complete allocated tasks willingly, according to set timeframes.

ELEMENT

PERFORMANCE CRITERIA

- 4.3. Actively seek or provide assistance by approaching other **team** members when difficulties arise.
 - 4.4. Identify and use lines of communication with supervisors and peers according to store policy.
 - 4.5. Encourage, acknowledge and act upon constructive feedback provided by other team members.
 - 4.6. Use questioning to minimise misunderstandings.
 - 4.7. Identify signs of potential workplace conflict wherever possible and take action to resolve the situation using open and respectful communication.
 - 4.8. Participate in team **problem solving**.
5. Read and interpret retail documents.
- 5.1. Identify and list a range of **retail documents**.
 - 5.2. Read and interpret information from a range of retail documents.
 - 5.3. Demonstrate appropriate application of information contained in retail documentation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills, including:
 - negotiating
 - questioning and listening
 - resolving conflict
 - using positive and inclusive language
- literacy skills to:
 - read and interpret workplace documentation, such as store policies and procedures and retail documents
 - record messages
- technology skills to operate information and communications technology, including:
 - email
 - social networking technology
 - telephone system

Required knowledge

- functions and procedures for operating telephones and other communication equipment
- goods and services provided by the store
- location of store departments
- store policy and procedures in regard to:
 - allocated duties and responsibilities
 - code of conduct, including sensitivity to diversity
 - internal and external customer contact
 - verbal and non-verbal presentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- provides a welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information according to store policy and procedures
- follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
 - stock, inventory or price lists
 - lay-by, credit and product return slips
 - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Method 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
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

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

- SIRXCLM101 Organise and maintain work areas
- SIRXICT001A Operate retail technology
- SIRXIND101 Work effectively in a customer service

environment

- SIRXWHS101 Apply safe work practices.

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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.
- contact with customers

Store policy and procedures may relate to:

- induction process
- interaction with other team members
- interaction with supervision and management
- job descriptions and responsibilities.

Verbal and non-verbal interaction may occur with:

- external customers
- internal contacts, including management and other team members.

Questioning may involve the following communication techniques:

- non-verbal communication
- speaking clearly and concisely
- using appropriate language
- using open and inclusive language.

Information may include:

- electronic media, such as email
- observation
- telephone
- verbal feedback
- written.

Colleagues may include:

- full-time, part-time, casual or contract staff
- management
- other staff members.

Diverse backgrounds refers to a range of characteristics, including:

- age
- cultural background
- disabilities
- family structure
- gender
- language
- national origin
- race

- sexual preference
 - special needs.
 - body language, including facial expressions
 - reading and writing
 - speaking and listening.
- Verbal and non-verbal communication** may include:
- Teams** may include:
- corporate team
 - small work team
 - store team.
- Problem solving** may be affected by:
- resource implications
 - store policy and procedures.
- Retail documents** may include:
- credit slips
 - lay-by slips
 - manufacturer instructions
 - planograms
 - product return slips
 - staff record forms
 - stock sheets
 - telephone message pads
 - timetables.

Unit Sector(s)

Cross-Sector

Competency Field

Communication