



Australian Government

Department of Education, Employment and Workplace Relations

WRRCS1B Communicate in the workplace

Release: 1

WRRCS1B Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes 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, reading and interpreting retail documents and using numbers in the workplace.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish contact with customers	1.1 Welcoming customer environment maintained. 1.2 Customer greeted warmly according to store procedures. 1.3 Effective service environment created through verbal and non-verbal presentation according to store policy. 1.4 Questioning and active listening used to determine customer needs. 1.5 Confidentiality and tact demonstrated.
2 Process information	2.1 Telephone answered promptly according to store procedures. 2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements. 2.3 Telephone system functions used according to instructions. 2.4 Messages or information recorded and passed on promptly. 2.5 Customer informed of any problems and relevant action being taken. 2.6 Follow up action taken as necessary.
3 Work in a team	3.1 Courteous and helpful manner demonstrated at all times. 3.2 Allocated tasks completed willingly without undue delay. 3.3 Assistance actively sought or provided by approaching other team members when difficulties arise. 3.4 Lines of communication with supervisors and peers identified according to store policy.

- 3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon.
 - 3.6 Questioning used to minimise misunderstandings.
 - 3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible.
 - 3.8 Participation in team problem solving demonstrated.
- 4 Maintain personal presentation
 - 4.1 Personal dress and presentation maintained in a neat and tidy manner.
 - 4.2 Personal hygiene maintained according to store policy and government legislation.
- 5 Follow routine instructions
 - 5.1 Instructions received and acted upon.
 - 5.2 Effective questioning used to elicit information.
 - 5.3 Store information relevant to the particular task assessed, comprehended and acted upon.
 - 5.4 Daily work routine planned and organised.
 - 5.5 Tasks prioritised and completed without undue delay.
- 6 Read and interpret retail documents
 - 6.1 A range of retail documents accurately listed and described.
 - 6.2 Information from a range of retail documents read and interpreted.
- 7 Use numbers in the workplace
 - 7.1 Range of possible numerical problems in retail workplace accurately listed.
 - 7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator.

Required Skills and Knowledge

Not applicable.

Evidence Guide

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:

Provides a consistently 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 accurately to customers, supervisors and peers both face to face and via other electronic communication equipment.

Accesses, comprehends and processes information accurately according to store policies and procedures.

Consistently follows routine instructions and seeks advice/assistance if required.

Participates actively and positively within a workplace team.

Consistently applies store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct.

Consistently meets store scheduling routines and uses time effectively.

Interprets, calculates and records numerical information accurately.

Underpinning Skills and Knowledge

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:

external and internal customer contact

hygiene and self presentation

verbal and non-verbal presentation

code of conduct

allocated duties and responsibilities

Goods and services provided by the store

Location of store departments

Relevant legislation and statutory requirements in regard to personal hygiene and self presentation

Functions and procedures for operating telephones and other communication equipment

Skills in:

Questioning/listening

Resolving conflict

Negotiating

Following set routines and procedures

Managing stress

Demonstrating self esteem

Literacy skills in regard to:

the comprehension of workplace documents

Numeracy skills in regard to workplace functions:

addition

subtraction

multiplication

division

percentages

use of a calculator

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.

How can **communication of ideas and information** be applied?

Identifying customer requirements and informing others of any problems requires communication of ideas and information. (1)

How can **information be collected, analysed and organised**?

Identifying tasks and relevant store information requires information to be collected, analysed and organised. (1)

How are **activities planned and organised**?

Following routine instructions requires activities to be planned and organised. (1)

How can **team work** be applied?

Working in a team is an essential part of this unit. (1)

How can the use of **mathematical ideas and techniques** be applied?

Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques. (1)

How can **problem solving skills** be applied?

Problem solving skills will be applied when dealing with customer inquiries. (1)

How can the **use of technology** be applied?

The use of technology may not be applied in this unit. (0)

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 WRRCS1B can be assessed with the following units:

WRRER1B Work effectively in a retail environment

WRRLP1B Apply safe work practices
WRRM2B Perform routine housekeeping duties
WRRCA1B Operate retail equipment

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

Resources Required

A real or simulated work environment

Relevant documentation, such as:

stock/inventory/price lists

lay by/credit/product return slips

store policy and procedures manuals

Access to a range of customers with different requirements

A range of communication equipment

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Consistently meets store scheduling routines and uses time effectively.

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Goods and services provided by the store
Location of store departments
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Functions and procedures for operating telephones and other communication equipment
Skills in:
Questioning/listening
Resolving conflict
Negotiating
Following set routines and procedures
Managing stress
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Literacy skills in regard to:
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Numeracy skills in regard to workplace functions:
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A range of communication equipment

Range Statement

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:

- contact with customers

- job descriptions/responsibilities

- interaction with other team members

- interaction with supervision/management

- induction process

Store policies and government legislation in regard to:

- personal hygiene

- self presentation

Information may include:

- telephone

- written

- electronic media such as email

- verbal messages

Teams may include:

- small work teams

- store team

- corporate team

Team members may include:

- management

- other staff members

- full-time

- part-time

- casual staff

Communication may occur with:

- external customers

- internal contacts including management and other team members

Customers may include:

- new or repeat contacts

- external and internal contacts

- customers with routine or special requests

- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Planning may be affected by:

- store procedures

- unexpected contingencies

Workplace documents may include:

- stock sheets

- plan-o-grams

- timetables, staff record forms

- lay-by slips

- credit slips

product return slips

telephone message pads

Numerical problems may include calculations of:

cash amounts

change

Numerical techniques may include:

addition/subtraction

multiplication/division

percentages

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interaction with other team members

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Unit Sector(s)

Not applicable.