



Australian Government

Department of Education, Employment and Workplace Relations

WRRS1B Sell products and services

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

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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 Apply product knowledge	1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements. 1.2 Product knowledge developed by accessing relevant sources in information.
2 Approach customer	2.1 Timing of customer approach determined and applied. 2.2 Effective sales approach identified and applied. 2.3 Positive impression conveyed to arouse customer interest. 2.4 Knowledge of customer buying behaviour demonstrated.
3 Gather information	3.1 Questioning techniques applied to determine customer buying motives. 3.2 Listening skills used to determine customer requirements. 3.3 Non-verbal communication cues interpreted and clarified. 3.4 Customers identified by name where possible. 3.5 Customer directed to specific merchandise.
4 Sell benefits	4.1 Customer needs matched to appropriate products and services. 4.2 Knowledge of products' features and benefits communicated clearly to customers. 4.3 Product use and safety requirements described to customers. 4.4 Customers referred to appropriate product specialist as required. 4.5 Routine customer questions about merchandise are

answered accurately and honestly or referred to more experienced senior sales staff.

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|---|------------------------------|-----|---|
| 5 | Overcome objections | 5.1 | Customer objections identified and accepted. |
| | | 5.2 | Objections categorised into price, time and merchandise characteristics. |
| | | 5.3 | Solutions offered according to store policy. |
| | | 5.4 | Problem solving applied to overcome customer objections. |
| 6 | Close sale | 6.1 | Customer buying signals monitored, identified and responded to appropriately. |
| | | 6.2 | Customer encouraged to make purchase decisions. |
| | | 6.3 | Appropriate method of closing sale selected and applied. |
| 7 | Maximise sales opportunities | 7.1 | Opportunities for making additional sales recognised and applied. |
| | | 7.2 | Customer advised of complementary products or services according to customer's identified need. |
| | | 7.3 | Personal sales outcomes reviewed to maximise future sales. |

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:

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.

Evaluates personal sales performance to maximise future sales.

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:
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 behavior and cues
individual and cultural differences
demographics/lifestyle/income
types of customer needs, eg functional, psychological

Skills in:

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/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

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?

Relaying product features and benefits to customers requires the communication of ideas and information. (1)

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

Establishing customer requirements requires information to be collected, analysed and organised. (1)

How are **activities planned and organised**?

Identifying opportunities to make additional sales requires activities to be planned and organised. (1)

How can **team work** be applied?

Team work will be applied when referring to other staff members or seeking product information. (1)

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

Mathematical ideas and techniques may be required when reviewing personal sales outcomes. (1)

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

Problem solving skills may be applied when overcoming customer objections. (1)

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

The use of technology may not be required 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 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

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Maximises sales opportunities according to store policies and procedures.

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Verbal and non verbal communication skills

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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 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

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Unit Sector(s)

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