Technical and Vocational Education and Training (TVET) Council

Occupational Standards of Competence

Retail Sales

Level 3

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Technical and Vocational Education and Training (TVET) Council
Version 1.0 July 2015

Published by:
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ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council wish to thank the following for their contribution to the development of this document:

Barbados Institute of Management and Productivity (BIMAP)

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Qualification Overview

NVQB

in

Retail Sales

Level 3

Qualification Overview

The NVQB in Retail Sales Level 3 is designed for persons with extensive experience of sales in a retail environment at the middle-management level. Candidates should be familiar with the knowledge, skills and technical aspects of the retail industry and the principles that govern the success of a sales department and organization as a whole. Creating staff assignments, managing departmental budgets, resolving conflict, coaching and leading a team are key aspects required for the person in this role.

Some units are likely to be assessed in conjunction with other mandatory units as defined by the technical definition and assessment specifications of the management activity.

Who is the qualification for?

The qualification is intended for persons who are in charge of planning, coordinating, budgeting and organizing line staff in the day to day operations of a department or company selling products and services. The competencies are for those who are likely to be in roles where duties may include:

- Planning and implementing staffing assignments
- Budgeting and organizing resources for the team to function successfully
- Managing conflict in the team of line staff
- Selling products and services to customers
- Launching new products and services

Jobs within the occupational area

Relevant occupations include:

- Store manager
- Floor manager
- Sales manager

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

RETAIL SALES - LEVEL 3

To achieve the full qualification, candidates must complete all eighteen (18) mandatory units.

Mandatory Units (ALL MUST BE COMPLETED.)		**CODE**
1.	**Manage own resources and professional development**	**U66703**
1.1	Identify gaps between current and future work role requirements	
1.2	Identify and develop learning activities	
1.3	Undertake learning activities	
1.4	Review and update personal work objectives	
2.	**Provide leadership in own area of responsibility**	**U66803**
2.1	Create and implement a vision for your team	
2.2	Encourage team members	
2.3	Lead your team effectively	
3.	**Manage conflict in teams**	**U54803**
3.1	Support team members	
3.2	Minimize conflict	
3.3	Encourage conflict resolution	
3.4	Comply with legal and organizational requirements	
4.	**Coach and mentor teams**	**U66903**
4.1	Provide coaching and mentoring information	
4.2	Determine coaching requirements	
4.3	Plan and develop coaching activities	
4.4	Provide coaching	
4.5	Plan and develop mentoring activities	
4.6	Provide mentoring	
4.7	Review and update coaching and mentoring processes	
5.	**Manage the induction and probation of sales staff**	**U67003**
5.1	Outline induction and probationary process	
5.2	Plan and conduct induction and probation process	
5.3	Manage induction and probation processes	

Mandatory Units (ALL MUST BE COMPLETED.)		**CODE**
6.	**Manage a budget**	**U67103**
6.1	Prepare a budget	
6.2	Submit and finalize budget	
6.3	Use budget	
6.4	Review budget	
7.	**Sell products and services to customers**	**U67203**
7.1	Prepare to sell products and services to customers	
7.2	Conduct sales process	
7.3	Finalize sales process	
8.	**Negotiate, handle objections and close sales**	**U67303**
8.1	Create a plan to negotiate, handle objections and close sales	
8.2	Negotiate and manage objections presented by customers	
8.3	Close sale	
9.	**Provide after-sales support**	**U67403**
9.1	Develop customer care programmes	
9.2	Review sales process	
10.	**Obtain and analyse sales-related information**	**R67503**
10.1	Prepare to obtain and analyze sales-related information	
10.2	Obtain sales information	
10.3	Analyze and use sales information	
11.	**Obtain and analyze competitor information**	**R67603**
11.1	Prepare to obtain and analyze competitor information	
11.2	Gather competitor information	
11.3	Analyze and use competitor information	

Mandatory Units (ALL MUST BE COMPLETED.)		**CODE**
12.	**Launch new products and services**	**U67703**
12.1	Research new products and services	
12.2	Launch new products or services	
12.3	Review products and services launch	
13	**Identify and respond to buyer behaviour**	**U67803**
13.1	Identify buyer behaviour	
13.2	Manage and utilize information on buyer behaviour	
14.	**Obtain and manage inventory resources**	**U67903**
14.1	Check and verify inventory levels	
14.2	Order inventory	
14.3	Receive inventory	
14.4	Manage inventory	
15.	**Maintain a safe and secure work environment**	**U68003**
15.1	Identify health and safety requirements	
15.2	Implement health and safety requirements	
15.3	Monitor health and safety	
16.	**Manage customer service**	**U68103**
16.1	Determine and establish customer service standards	
16.2	Ensure efficient delivery of customer service	
16.3	Review customer service processes	
17.	**Allocate and monitor the quality of work**	**U68203**
17.1	Plan work	
17.2	Allocate work to team	
17.3	Monitor work progress in the team	
17.4	Manage quality of work	
18.	**Encourage innovation in your area of responsibility**	**U68303**
18.1	Motivate team members to provide innovative ideas	
18.2	Support new innovative ideas	
18.3	Implement and review innovations	

U58403 Manage conflict in teams

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to manage interpersonal conflict between members of a team.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Support team members	1.1 Inform team members about the standards of work and behaviour expected of them and what is unacceptable behaviour.
	1.2 Support team members in understanding how the roles of different team members interface, complement and support each other.
	1.3 Inform team members of the benefits of identifying the strengths of members and encourage them to do so.
2. Minimize conflict	2.1 Identify and address issues with the organizational structure, systems and procedures that are likely to give rise to conflict.
	2.2 Identify potential conflict between team members and take preventative action.
	2.3 Identify team members' weaknesses and positively accommodate them from within the team.
3. Encourage conflict resolution	3.1 Empower team members to resolve problems and conflict amongst themselves.
	3.2 Promptly refer conflict to **appropriate persons** when team members are unable to resolve them.

		3.3	Respect and acknowledge team members' emotions regarding the conflict and manage negative emotions.
		3.4	Impartially investigate **causes of conflict** giving all parties opportunities to present the facts and their perceptions about the conflict.
		3.5	Identify and agree options to resolve the conflict with team members.
		3.6	Consult colleagues and specialists for assistance where necessary.
		3.7	Encourage team members to recognize and repair fractured relationships.
4.	Comply with legal and organizational requirements	4.1	Comply with organizational and legal requirements when resolving conflicts.
		4.2	Securely manage and maintain confidential records of conflict and their outcomes and in line with organizational policy.

RANGE STATEMENT

All range statements must be assessed:

1. **Causes of conflict** may include but are not limited to:

   - Delays or poor timing
   - Disputes or arguments amongst work colleagues
   - Misunderstanding or communication barriers
   - Interpersonal and emotional issues
   - Violation of organizational values and other ethical issues
   - Human resource issues

2. **Appropriate persons** may include but are not limited to:

   - Colleagues
   - Supervisors
   - Managers
   - Human resource department
   - Specialists

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles of effective communication and how these should be applied.

2. How to help team members understand how the roles of different team members interface, complement and support each other.

3. What are the work standards and behaviour expected of team members.

4. How to identify, acknowledge and accommodate individual strengths and weaknesses within a team.

5. How to identify and address any issues with organizational structures, systems or procedures that are likely to give rise to conflict.

6. Why it is important to identify potential conflicts between team members, take preventative action to avoid these and how to do so.

7. Why it is important to give team members opportunities to discuss serious problems that directly or indirectly affect their work and how to encourage them to do so.

8. Why it is important to take prompt action to bring up and deal with conflicts as they arise and when the team members concerned are unable to resolve the conflicts themselves.

9. What are the ways of dealing with conflicts when they arise and what types of action should be taken and when.

10. Why it is important to acknowledge and show respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions.

11. How to impartially identify the causes of conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.

12. Why it is important to identify and agree with team members how to resolve conflict, without apportioning blame.

13. When to seek help and to make necessary referrals to colleagues, specialists or other appropriate persons.

14. How to acknowledge and effect repair of fractured relationships.

15. What are the organizational and legal requirements for resolving conflicts and securely maintaining records of conflicts and their outcomes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U66703 Manage own resources and professional development

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to manage personal resources and professional development to achieve work objectives, career and personal goals. The key role of the unit is how the overall vision and objectives of the organization relate to your own role as these are considered to be the driving forces in terms of understanding personal values, personality and career and wider aspirations. Identifying, addressing and understanding gaps in skills, knowledge and understanding is an essential aspect of this unit.

ELEMENT PERFORMANCE CRITERIA

To be competent you must achieve the following:

ELEMENT	PERFORMANCE CRITERIA
1. Identify gaps between current and future work role requirements	1.1 Communicate and apply vision and objectives of the organization in the identification of gaps between current and future work role requirements.
	1.2 Consult **appropriate persons** to establish the required knowledge and skills in the work role.
	1.3 Identify personal values and career goals and make them relevant to the work role and professional development.
2. Identify and develop learning activities	2.1 Identify personal learning styles which are known to work best for the development of **learning activities**.
	2.2 Utilize new and available **resources** to develop **learning activities**.
	2.3 Prioritize objectives by **appropriate persons** to plan work and make the best use of resources.

		2.4	Identify strengths and weaknesses to develop **learning activities** and minimize the impact of limitations.
		2.5	Utilize day-to-day experiences in the development of **learning activities**.
3.	Undertake learning activities	3.1	Select, implement and complete **learning activities** in collaboration with **appropriate persons**.
		3.2	Consistently discuss personal work objectives and progress measurement with **appropriate persons**.
		3.3	Take appropriate action to address issues and discrepancies in the process.
4.	Review and update personal work objectives	4.1	Obtain feedback from **appropriate persons** on the achievement of learning activities and work objectives.
		4.2	Carry out self-assessment to verify that personal objectives have been met.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate persons** may include but are not limited to:
    - Supervisor
    - Manager
    - Assigned colleagues
2. **Resources** may include but are not limited to:
    - Electronic equipment
    - Manual equipment
    - Personnel
    - Supplies
    - Information
    - Skills/experiences
    - Time
3. **Learning activities** may include but are not limited to:
    - Mentorship programme
    - Further education at a recognized learning institution
    - On-the-job training
    - Personalized development

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the vision and objectives of the organization.
2. What are the possible sources of feedback in the organization.
3. What is the organizational structure.
4. What are the organization's policies and procedures in terms of personal development.
5. What are the principles that underpin professional development.
6. What is the importance of values career and personal goals and how these relate to the job role and professional development.
7. How to evaluate the current requirements of a work role and how these may evolve in the future.
8. What are your own personal values, work objectives and career goals.
9. How to identify development needs to address identified gaps between the requirements of own work role and current knowledge, understanding and skills.
10. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
11. What should an effective development plan contain and the length of time that it should cover.
12. What are the different learning styles(s) and how to determine which works best personally.
13. What are the different types of development activities which can be undertaken to address identified gaps between knowledge, skills and understanding and future goals.
14. How to identify how development activities have contributed to personal performance.
15. How to update work objectives and development plans in light of performance, feedback, development activities undertaken and any wider changes.
16. How to monitor the quality and progress of work against requirements and plans.

17. How to evaluate personal performance against requirements of the work role.

18. How to identify and use appropriate and reliable sources of feedback on performance.

19. What are the industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continued professional development.

20. What are the requirements of the work role including limits of responsibility.

21. What is a personal development plan and how it is utilized.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U66803 Provide leadership in own area of responsibility

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to provide leadership, direction, motivation and support to persons in a formal and specifically defined area, sector or organization. It highlights the support required to assist persons in achieving the vision and objectives for their specified area or organization and the skills needed to provide leadership. This unit is designed for persons in middle management and encourages the creation of a quality work culture that fosters good communication, teamwork and the overall achievement of organizational goals.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Create and implement a vision for your team	1.1 Verify common goals and purposes and create the vision for the **team**. 1.2 Share the objectives and operational plans of the vision with team members. 1.3 Identify the strengths, weaknesses, opportunities and threats of the **team** for the creation of the vision. 1.4 Agree and effectively implement the vision with team members.
2. Encourage team members	2.1 Develop and apply varying leadership styles in appropriate situations. 2.2 Motivate and support the team to achieve work and development objectives. 2.3 Provide **recognition** when **team** members attain work and development objectives.

	2.4 Encourage and support **team** members to make the best use of abilities.
	2.5 Provide appropriate **support** during periods of setback and change.
	2.6 Encourage the **team** to develop autonomous decision-making.
	2.7 Encourage **team** members to lead in their own areas of expertise while you follow their lead.
3. Lead your team effectively	3.1 Encourage team members to provide feedback on your performance.
	3.2 Conduct regular meetings to discuss **team** members' concerns.
	3.3 Simplify complex tasks to benefit all **team** members.
	3.4 Take personal responsibility for the completion of tasks.
	3.5 Carry out departmental operations within own scope of authority.
	3.6 Effectively utilize various methods of **communication** to ensure understanding by and amongst all team members.
	3.7 Exhibit respectful and cooperative behaviour to all **team** members.
	3.8 Manage conflict within the **team** efficiently and fairly.
	3.9 Show integrity, fairness and consistency to all team members throughout the decision-making process.

RANGE STATEMENT

All range statements must be assessed:

1. **Team** may include but is not limited to:
   - Supervisor
   - Colleagues
2. **Recognition** may include but is not limited to:
   - Tangible (certificates, trophies, monetary gifts)
   - Intangible (emails, special mention)
3. **Support** may include but is not limited to:
   - Physical
   - Emotional
   - Educational
   - Spiritual
   - Financial
4. **Communication** may include but is not limited to:
   - Electronic
   - Written
   - Verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the common goals and purposes of the team and how are they created.
2. What are the objectives and operational plans of the organization and the team
3. What are the strengths, weaknesses, opportunities and threats of the team.
4. What is the vision of the team and how can it be implemented.
5. What are the varying leadership styles and how they are developed and applied in the right situation.
6. How is motivation and support provided to the team to achieve work and development objectives.
7. What form of recognition is best provided to team members upon attainment of work and development objectives.
8. What is appropriate support and how it is provided during periods of setback and change.
9. What is autonomous decision-making and how to encourage team members to use it.
10. When should team members be encouraged to lead and why they should be followed.
11. How to obtain and make use of feedback from appropriate persons on own leadership performance.
12. What are the types of difficulties and challenges that may arise, including conflict within the area and ways of identifying and overcoming them.
13. How to create a culture of encouraging continuous improvement and what are the benefits of such a culture.
14. Why should team members provide feedback on performance.
15. What are the various forms of communication and how they are used effectively when dealing with team members.
16. How is conflict managed efficiently and fairly in the team.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U66903 Coach and mentor teams

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to specifically assist individuals in a team to develop and maintain their performance through coaching and mentoring. Coaching helps individuals to improve performance by • identifying strengths and how these can be used most effectively • areas of work which require development Mentoring includes providing information and advice to individuals and facilitating access to the appropriate persons and resources needed for development. This standard is relevant to managers and leaders at all levels.

ELEMENT	**PERFORMANCE CRITERIA**
To be competent you must achieve the following:	
1. Provide coaching and mentoring information	1.1 Confirm and establish the coaching and mentoring to be provided.
	1.2 Determine timelines for the implementation and completion of coaching and mentoring.
	1.3 Confirm the location, frequency and duration of coaching and mentoring meetings.
	1.4 Schedule and confirm progress reviews according to determined timelines.
	1.5 Confirm assessment and measurement procedures according to plans.
2. Determine coaching requirements	2.1 Identify and prioritize coaching needs to assist team members.
	2.2 Appropriately link coaching requirements to organizational objectives.
	2.3 Establish the goals and current standards of performance of team members.

		2.4	Establish specific areas for coaching with individuals.
3.	Plan and develop coaching activities	3.1	Determine the new skills and behaviours that are required and provide opportunities to develop a logical sequence to meet the desired standard of performance.
		3.2	Discuss and remove obstacles that can hinder the progress of development.
4.	Provide coaching	4.1	Regularly discuss the potential risks involved when applying newly acquired skills and behaviours and how the risks can be reduced.
		4.2	Encourage team members to identify and seize opportunities to apply newly developed skills and behaviours in the work role.
5.	Plan and develop mentoring activities	5.1	Confirm the mentoring requirements and expectations in line with organizational objectives.
		5.2	Clarify and share expectations on the mentoring process with team members.
		5.3	Establish, confirm and positively provide **information and advice** required by team members.
6.	Provide mentoring	6.1	Adequately provide the **resources** required for mentorship.
		6.2	Encourage team members to identify and seize opportunities to apply newly developed knowledge in the work role.
7.	Review and update coaching and mentoring processes	7.1	Review progress and provide an update to team members.

7.2 Confirm that specific **feedback** is designed to improve team members' skills, reinforce effective behaviours and enhance motivation to achieve the desired standard of performance.

7.3 Attain and agree the desired standard of behaviour with team members and confirm coaching and mentoring as complete.

7.4 Encourage and empower team members to take responsibility for personal development.

RANGE STATEMENT

All range statements must be assessed:

1. **Resources** may include but are not limited to:
   - Electronic
   - Physical (equipment)
   - Human resources
   - Information
2. **Feedback** may include but is not limited to:
   - Verbal
   - Written
   - Electronic
3. **Information and advice** may include but is not limited to:
   - Current role in the organization
   - Opportunities for future development
   - Organizational policies on professional development
   -

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational objectives.
2. What are the organizational policies and practices in relation to coaching and mentoring.
3. What sources of information, resources and advice are available within the organization.
4. What are the roles, responsibilities, competencies and potential of team members.
5. What are the relevant coaching models, tools and techniques and how these are applied.
6. What are the skills required by coaches and how are they applied.
7. How to empower individuals to take responsibility for their own development.
8. How to establish a coaching and mentoring contract with individuals and what the contract should cover.
9. How to help individuals identify the skills they need to develop and the behaviours they need to change.
10. How to help individuals prepare a plan to develop new skills and/or adapt behaviours.
11. How to facilitate individuals' access to the resources they require for mentorship.
12. How to give individuals specific feedback designed to improve their skills, performance, confidence, reinforce effective behaviours and enhance their motivation.
13. How to help individuals identify and seize opportunities to apply newly developed skills and behaviours to their work.
14. How to help individuals try out new skills and behaviours in a safe environment.
15. How to help individuals assess and manage risks associated with new skills and behaviours.
16. What is the importance of reflecting and monitoring individuals' progress and how to assist in the process.
17. How to help individuals identify and remove obstacles that could hinder progress.
18. Why it is important to recognize when individuals have achieved their development objectives.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

Candidates must prove that they have worked with a team member to develop, plan and facilitate coaching and mentoring. The following evidence must be provided:

a. a copy of coaching and mentoring plan created and implemented

b. a written testimony from a team member on the coaching and mentoring process and the development achieved

c. information on the objectives of the organization

d. the required skills, knowledge and behaviours, relevant to the team member's development

e. the available resources to facilitate coaching and mentoring of the team member

You must prove that you have applied the knowledge and learning gained to improve the performance of a team member, reviewed the process and updated the team member's coaching and mentoring plan.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used** for this unit.

U67003 Manage the induction and probation of sales staff

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to provide a satisfactory induction and probation process for new members of the sales team. This unit is for persons who are entrusted with the responsibility of ensuring that new team members are provided with the relevant tools, techniques and information needed to function successfully in the role of sales associate.

ELEMENT		PERFORMANCE CRITERIA	
To be competent you must achieve the following:			
1.	Outline induction and probationary process	1.1	Communicate the organizational vision and mission to new staff to ensure understanding of the goals and objectives.
		1.2	Explain the policies and procedures of the induction and probationary period to new staff.
		1.3	Explain the organizational purpose and process of the induction and probationary period to new staff.
		1.4	Outline and confirm understanding of the actions to be taken in the event of unsatisfactory performance during the probationary period.
2.	Plan and conduct induction and probation process	2.1	Create the induction and probation process for new sales staff in accordance with organizational procedures and the developmental needs of new staff.
		2.2	Manage new employees' expectations regarding the induction and probation process.

		2.3	Set and agree targets with new staff for the induction and probationary period.
		2.4	Utilize suitable and relevant **methods** for induction and probation processes in accordance with the induction programme
3.	Manage induction and probation processes	3.1	Review the progress of new staff at scheduled intervals according to organizational procedures.
		3.2	Areas for development are identified and new staff given opportunities to improve performance where necessary.
		3.3	Highlight areas of success and offer further options for development where necessary.
		3.4	Provide feedback and offer support to address developmental needs.

RANGE STATEMENT

All range statements must be assessed:

1. **Policies and procedures** may include but are not limited to:

    - Induction and probation
    - Employment rights and responsibilities
    - Timekeeping and absence
    - Health and safety

2. **Methods** may include but are not limited to:

    - Mentoring
    - Coaching
    - Training
    - Buddying

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the mission, objectives, vision and goals of the organization.
2. What is the induction and probation process for new staff.
3. Why is probation and induction necessary for new staff.
4. How to verify the processes for probation and induction of new staff.
5. What are the organizational procedures for the induction and probation of new staff.
6. What are the employment policies and procedures of the organization.
7. What methods are used to conduct induction and probation programmes.
8. What is unsatisfactory performance and what actions should be taken if shown during the probationary period.
9. How to create an induction and probation plan and when it should be provided.
10. How to manage the expectations of new staff during the induction and probation process.
11. What are the sales targets and how they are set for the new staff.
12. How progress is monitored and reviewed.
13. What are the various areas of development and how opportunities should be given to improve performance.
14. How are successes highlighted and when should further development be offered.
15. How is feedback and support provided to new staff.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67103 Manage a budget

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to take ownership and responsibility for a budget for a defined area or activity of work. It involves preparing, submitting and agreeing on a budget for a set operating period.

It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Prepare a budget	1.1 Evaluate available information and use it to prepare a realistic budget for your area of work.
	1.2 Source and evaluate **relevant data** and use it to prepare a realistic budget for your area of work.
2. Submit and finalize budget	2.1 Submit the proposed budget to **relevant persons** in the organization for approval to assist the overall financial planning process.
	2.2 Present information clearly, concisely and accurately to **relevant persons** to ensure understanding of proposed budget.
	2.3 Conduct negotiations and discussions with **relevant persons** on the proposed budget to create the final budget.
	2.4 Finalize the budget according to organizational standards and requirements.
3. Use budget	3.1 Utilize the budget to monitor and control performance in the respective area as outlined.
	3.2 Obtain agreement from **relevant persons** regarding any identified significant **variances** to what was budgeted and the actual budget.

	3.3 Take prompt action to correct **variances** within the budget.
	3.4 Develop cost information on alternative solutions to achieve objectives.
	3.5 Advise **relevant persons** immediately of the identification or detection of discrepancies.
4. Review budget	4.1 Provide feedback to **relevant persons** on the performance of the budget according to organizational procedures.
	4.2 Review the current budget periodically at scheduled times in accordance with organizational procedures.
	4.3 Make decisions and take action to maintain budget efficiency by adjusting budget usage and team protocols where necessary.
	4.4 Propose and agree revisions to the budget with **relevant persons** in response to **variances** in budget usage.
	4.5 Monitor and utilize information on the implementation of the budget to assist in the preparation of future budgets.

RANGE STATEMENT

All range statements must be assessed

1. **Relevant data** may include but is not limited to:

    - Historical
    - External (i.e. competitors, industry/sector, economic)
    - Information
    - Sales forecasts

2. **Relevant persons** may include but are not limited to:

    - Managers
    - Accounting team

3. **Variances** may include but are not limited to:

    - Reduced use of funds
    - Overuse of funds
    - Price changes within/outside organizational control

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the vision, objectives and operational plans for your area of responsibility
2. What are the organizational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting performance against budgets and revision of budgets.
3. What are the financials of the business.
4. What are the budgeting periods in your organization.
5. What is the purpose and function of budgetary systems.
6. What is the relationship between budgeting and other management activities.
7. What are the factors, processes and trends that are likely to affect the setting of budgets in the industry/sector.
8. Who are the relevant persons in the organization and department necessary to consult with and report to regarding the budget process.
9. What is the importance of spending time on and consulting with others in preparing a budget.
10. Where to obtain and how to evaluate the available information to prepare a realistic budget.
11. How to discuss, negotiate and confirm a budget with persons with responsibility for finance and the key factors that should be covered.
12. What is the area or activity for which the budget will be prepared.
13. How to use a budget to actively monitor and control performance for a defined area or activity of work.
14. What is the agreed budget, how it can be used and what changes can be made without approval.
15. What are the limits of your authority in utilizing the budget.
16. Why it is important to provide regular information on performance against the budget to other persons.
17. How unforeseen developments can affect a budget and how these can be dealt with.
18. What are the main causes of variances and how these can be identified.
19. What types of discrepancies may be found and how they are identified.
20. What types of corrective action can be taken to address identified variances.
21. How budget efficacy is maintained.
22. What to do and whom to contact if the commitment of fraud is suspected.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67203 Sell products and services to customers

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage the activities involved within the sales cycle in matching products/services to customers' needs.

The unit focuses on various modes of customer contact in selling, generating sales leads, identifying customers' buying needs and promoting features and benefits of relevant products or services. It addresses queries and objections and closing sales with mutually beneficial terms and conditions.

The unit is recommended for all employees in a sales department or organization.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Prepare to sell products and services to customers	1.1 Interpret the **buying signals** given by the customer.
	1.2 Identify **customers** making buying decisions as sales leads.
	1.3 Verify and summarize customer requirements, needs and interests through careful questioning.
	1.4 Identify the features and associated benefits of suitable products and services that match **customers**' needs.
	1.5 Evaluate the trade-offs of benefits to both the **customer** and the organization, based on the **enhancement or reduction** of products and service packages.
	1.6 Obtain accurate information and create **proposals** that meet **customers**' needs based on products services and pricing.
	1.7 Obtain and confirm **that** the **tools** required for sales processes are functioning according to requirements.

2.	Conduct sales process	2.1	Prioritize concerns and provide evidence to **customers**, highlighting the organizational strengths and benefits of the products and services being promoted.
		2.2	Identify queries or objections raised by the **customer** and any reasons deterring them from agreeing to the sale.
		2.3	Obtain **customers**' agreement on how the concerns raised can be resolved.
3.	Finalize sales process	3.1	Obtain purchase commitment from **customers** to close the sale.
		3.2	Accurately and clearly **record** the required details according to organizational procedures.
		3.3	Follow relevant legal, regulatory and ethical requirements.
		3.4	Advise **customers** of the terms and conditions of the sale.
		3.5	Confirm that products or services are delivered according to **customer** and organizational agreements and specifications.
		3.6	Make **additional contact** to confirm **customer** satisfaction.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers** may include but are not limited to:
   - Potential
   - Past
   - Existing
   - Repeat
   - New

2. **Enhancement** may include but is not limited to:
   - Upgraded warranty
   - Inclusion delivery and processing fees
   - Inclusion of add-ons
   - Hire purchase versus cash purchase

3. **Reduction** may include but is not limited to:
   - Removal of delivery and processing fees
   - Removal of setup and processing fees
   - Cash purchase instead of hire purchase

4. **Proposals** may include but are not limited to:
   - Electronically produced
   - Manually produced

5. **Tools** may include but are not limited to:
   - Electronic equipment
   - Manual equipment

6. **Buying signals** may include but are not limited to:
   - Verbal
   - Non-verbal

7. **Recorded** may include but is not limited to:
   - Electronically
   - Manually

8. **Addition contact** may include but is not limited to:
   - Telephone calls
   - Emails
   - Standard mail

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the products or services being sold or offered by the organization and what are the benefits.
2. What is the difference between influencers and decision-makers and their relative roles in the decision-making process.
3. What are the key stages in the sales cycle and how these are used effectively in structuring the sales approach.
4. What is the organizational structure relating to decision-making protocols when selling products and services to customers.
5. What are the organization's sales plans and objectives, including its target market, key customers and their requirements for the products/services offered.
6. Why it is important to listen effectively and verify customer understanding.
7. What is the importance of effective questioning techniques and how they are used.
8. What is the difference between features, functions and benefits and how these are used effectively in selling.
9. How are proposals written and what they should include.
10. What is the typical range of behaviours, including body language and how these are responded to, to positively advance the sales process.
11. What are the typical objections that can arise in a selling situation and how these are managed effectively.
12. What are the effective methods for closing a sale.
13. What are the legal, regulatory and ethical requirements impacting upon the selling process in the sector.
14. What are the competitor sales activities, and what are the key features of their products/services.
15. What are the personal, departmental and organizational sales targets and how these are achieved.
16. What are the organization's sales processes and procedures, including recording requirements.
17. What available literature and materials to support the selling process are used.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment and must include:

- the research that was conducted to create a new product/service
- evidence of the new product/service
- information from a stakeholder on the new product

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67303 Negotiate, handle objections and close sales

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to handle and overcome sales objections in order to successfully conclude a sale.

It also involves handling negotiations successfully and the necessary follow-up required to ensure customers and organizations are satisfied with the final sale.

This unit is for all managers and supervisors who not only oversee line staff, but also work on the sales floor periodically and train line staff in methods to negotiate, handle objections and close sales.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Create a plan to negotiate, handle objections and close sales.	1.1	Confirm organizational procedures for negotiating, handling objections and closing sales.
		1.2	Verify the scope of authority for handling negotiations and objections within your own role.
		1.3	Identify available **resources** to support and assist objections and negotiations.
		1.4	Consider testimonials from previous **customer(s)** and line staff interactions when creating the plan.
		1.5	Outline the advantages and disadvantages of different methods for closing a sale.
		1.6	Identify possible sales objections and appropriate responses prior to **customer** interaction.

		1.7	Create a negotiation plan to provide a mutually beneficial outcome to both the **customer** and the organization.
2.	Negotiate and manage objections presented by customers	2.1	Identify and respond to **customers' buying signals** to advance the sale process.
		2.2	Confirm the authorization and possibility of negotiating and follow the negotiation plan.
		2.3	Identify **customer** needs and wants in relation to objections and prioritize in line with organizational goals.
		2.4	Provide the strengths and benefits of the organization's products or services to **customers**.
		2.5	Seek support if necessary, to progress negotiations that are outside your own level of authority.
		2.6	Provide explanations to **customers** when no further adjustments are possible.
3.	Close sale	3.1	Confirm that all objections have been overcome from the **customer**.
		3.2	Identify and utilize potential add-ons, up-selling or cross-selling opportunities.
		3.3	Summarize and document agreements made in accordance with organizational procedures.
		3.4	Deliver products or services to **customers** according to the terms and conditions of sale.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers** may include but are not limited to:

    - New
    - Potential
    - Past
    - Repeat
    - Existing

2. **Buying signals** may include but are not limited to:

    - Verbal
    - Nonverbal

3. **Resources** may include but are not limited to:

    - Human resources
    - Electronic equipment
    - Manual equipment
    - Time
    - Finances

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are objections and why it is necessary to negotiate.
2. How sales are closed.
3. What are the organizational procedures relating to handling objections and closing sales.
4. What is the scope of authority within your own role for handling customer conflicts and negotiating.
5. What resources are available to support and assist objections and negotiations.
6. Who are previous customers and why their testimonials should be considered when creating a negotiation plan.
7. What are the advantages and disadvantages of different methods for closing a sale.
8. Why possible sales objections and appropriate responses should be identified and understood.
9. Why a negotiation plan should be created.
10. Why it is important that the sales process benefits both customer and organization.
11. What are buying signals.
12. How to confirm authorization and the opportunity to negotiate.
13. How and why negotiation plans should be followed.
14. How to identify and prioritize customer needs and wants in relation to objections raised.
15. What are the strengths and benefits of the organization's products or services and how these should be highlighted to customers.
16. Who can support the negotiations process and when and how this support should be obtained.
17. Why explanations should be provided to the customer on the cessation of negotiations.
18. How confirmation is obtained from the customer that objections have been resolved.
19. What are the add-ons available to the customer including up-selling and cross-selling.
20. How the agreements made are summarized.
21. What are the terms and conditions of sale.
22. How products or services are delivered to the customer.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67403 Provide after-sales support

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to provide an effective after-sales service to the organization's customers. It highlights the importance of customer after-sales management ensuring that the sales process fulfils the requirements and needs of the customer. This unit is for all persons who offer products and or services for sale and aims to ensure that these are delivered as agreed, addressing any after-sales queries and problems effectively.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Develop customer care programmes	1.1 Identify organizational service provision, standards and nominated points of contact.
	1.2 **Communicate** with **customers** regarding recent purchases.
	1.3 Identify processes to jointly monitor and evaluate **customer** and organizational relationships.
	1.4 Create programmes to ensure the fair evaluation of **customer** after-service care.
2. Review sales process	2.1 **Confirm** that products and services are prepared and delivered to **customers** in accordance with the agreed terms and conditions of the sale.
	2.2 Check **customer** satisfaction regarding the products and services delivered.
	2.3 Promptly address **custome**r problems and queries are promptly addressed.
	2.4 Resolve **customer** queries and problems to the satisfaction of all relevant parties.

	2.5 Carry out investigations and review findings to reduce the probability of any recurrence of **customer** problems.
	2.6 Complete, maintain and store **records** of delivered products and services and after-sales support provided according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Communicate** may include but is not limited to:

   - Electronic
   - Written
   - Via telephone
   - Face to Face

2. **Customers** may include but are not limited to:

   - Potential
   - Past
   - Existing
   - Repeat
   - New

3. **Confirm** may include but is not limited to:

   - With customer
   - With delivery personnel
   - With customer service agents

4. **Records** may include but are not limited to:

   - Queries raised by customers
   - Complaints by customers
   - Service calls
   - Delivery reports

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organization’s service provision, standards and nominated points of contact.
2. What methods of communication are used to contact customers.
3. What are the products and services offered for sale within the organization.
4. What are the procedures and tools required to provide ongoing customer service.
5. What are the processes to monitor and evaluate customer and sales support.
6. How to fairly balance the needs of the organization and customers.
7. What are the agreed terms and conditions of the organization.
8. How to verify that products and services were prepared and delivered according to the agreed terms and conditions of sale.
9. What is customer satisfaction and how it can be verified.
10. How information on customer satisfaction is gathered and how it should be processed.
11. What records should be completed regarding the sales process and after-sales service.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment and must include:

- the research that was conducted for the creation of a new product/service
- evidence of the creation of a new product/service
- information from a stakeholder on the new product

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67503 Obtain and analyze sales-related information

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required for obtaining and analyzing information to facilitate understanding of the markets for products and services and the value of the products and services sold. It also involves the processes necessary to obtain and validate information and apply it to the sales process in order to increase sales, profits and meet organizational objectives. The unit is for persons in middle and upper-level management who operate in the sales industry and are directly responsible for generating and maintaining high levels of performance to meet organizational sales objectives.

ELEMENT PERFORMANCE CRITERIA

To be competent you must achieve the following:

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to obtain and analyze sales related information.	1.1 Obtain up-to-date information for sales planning.
	1.2 Establish the benefits and risks of utilizing a range of information **sources** to support sales activities.
	1.3 Outline and take into account the limitations of sales-related information for data gathering.
	1.4 Explain the advantages and disadvantages of different systems to gather sales-related information and choose the best option.
	1.5 Consider a variety of software packages for analysing and presenting sales-related information and choose the most suitable.
2. Obtain sales information	2.1 Specify and collect information that is needed to develop an understanding of customers, competitors and markets.

		2.2	Utilize **sources** to provide required information about the organization's markets, **customers** and competitors.
		2.3	Collect and collate planned and ad hoc information in a way that enables data manipulation, analysis and interpretation.
3.	Analyse and use sales information	3.1	Select analytical tools and methods that are capable of providing the required degree of analysis of sales-related information.
		3.2	Adhere to analytical protocols appropriate to the selected tools and methods.
		3.3	Define the information needs of the target audience for different types of sales-related information.
		3.4	Identify the issues, trends, themes, linkages and interdependencies from the analysis of sales-related information.
		3.5	Confirm the reliability and validity of the findings.
		3.6	Provide sales-related information to the target audience within the agreed timescale and budget.

RANGE STATEMENT

All range statements must be assessed:

1. **Sources** may include but are not limited to:

   - Internal
   - External

2. **Customers** may include but are not limited to:

   - New
   - Potential
   - Past
   - Repeat
   - Existing

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What information is required to perform data analysis.
2. Why it is important to use up-to-date information for sales planning purposes and how it is obtained.
3. Who, what or where are the sources for obtaining information on sales activities.
4. What are the benefits and risks of utilizing a range of information sources.
5. What are the limitations of sales-related information.
6. What are the various systems that can be used to gather information and what are the advantages and disadvantages of each.
7. What software packages are used to analyse and present sales information and how to choose the most suitable.
8. Who are the customers, competitors and markets of the organization.
9. What information is needed to develop an understanding of customers, competitors and markets and how this information can be collected.
10. What is planned and ad hoc information gathering and how these are conducted.
11. How data is manipulated, analysed and interpreted.
12. What analytical tools and methods are capable of providing analysis and how to select the most suitable.
13. What analytical protocols are to be used in processing the data required.
14. What is sales-related information and who are the various target markets that require this information.
15. What data is obtained from the analysis of sales-related information.
16. What are reliability and validity and how to confirm findings.
17. How processed sales-related information is provided to the respective target audience.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U46703 Obtain and analyze competitor information

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to obtain and analyse information to facilitate understanding of the impact that competitors may have on the organisation's sales activities.

It also involves the processes necessary to obtain and validate information and apply it to the sales process in order to increase sales, profits and meet organizational objectives.

The unit is for persons in middle and upper-level management who operate in the sales industry and are directly responsible for generating and maintaining high levels of performance to meet organizational sales objectives.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Prepare to obtain and analyse competitor information	1.1 Confirm organizational objectives and policies in relation to obtaining competitor information.
	1.2 Source and identify **competitors**.
	1.3 Confirm the location, methodology and **sources** of information on **competitors**.
	1.4 Determine the criteria to be used to validate sourced information.
	1.5 Confirm criteria that can be used to compare organizations with **competitors**.
2. Gather competitor information	2.1 Establish and agree the purpose of obtaining and analyzing information about **competitors**.
	2.2 Identify information that can be used to compare the organization with **competitors**.
	2.3 Identify potentially threatening competitor information.

		2.4	Obtain information about **competitors** that match the needs of the organization.
3.	Analyse and use competitor information	3.1	Explain the impact of competitor information assessment to team members.
		3.2	Review the impact of competitor activity on sales activities.
		3.3	Propose sales activities in response to **competitor** activities.

RANGE STATEMENT

All range statements must be assessed:

1. **Competitors** may include but are not limited to:

   - External company producing same products and services
   - Branch of same organization offering the same products and services

2. **Sources** may include but are not limited to:

   - Internal
   - External

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Who are the organization’s competitors and what are the organizational objectives.
2. What is the organizational policy on recording competitor information.
3. Where and how information on competitors can be obtained.
4. How to validate information on competitors.
5. What criteria are used to compare competitors with the organization.
6. Why information on competitors should be obtained and analysed.
7. What is considered potentially threatening competitor information and how it can be identified.
8. How to determine that information matches the needs of the organization.
9. How to determine which competitor information is valid to the organization and should be used.
10. How competitor information on profitability and market share growth can impact on your own organization.
11. How competitor information and activity impacts on the assessment.
12. How and when sales activities should be used in response to competitor information.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67703 Launch new products and services

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to launch and present new products and services to the market for sale. It focuses on understanding the products and merchandizing process as well as the various options utilized in creating a successful product launch. The unit is recommended for persons in middle and upper management within the sales industry and those who are in charge of product placement.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Research new products and services	1.1 Obtain and validate **information** on new product or service.
	1.2 Verify **customer** base for the researched product or service in terms of wants and needs.
	1.3 Obtain market features and trends relating to products or services.
	1.4 Conduct analysis to verify competitor's standing or provisions that match customer needs in relation to the same product or service being launched.
2. Launch new products or services	2.1 Consult colleagues and selected **customers** about the strategy to launch the new product or service.
	2.2 Generate ideas for the merchandizing of new products or services according to organizational and contractual guidelines.

		2.3	Organize plannograms and highlight products or services in accordance with contractual obligations from the supplier and organizational procedures.
		2.4	Disseminate information regarding the official launch of products or services to **relevant persons**.
		2.5	Prepare information for **customers** about new products or services in line with the development plan.
			Conduct launch according to plan based on organizational policies suppliers' request and contractual obligations.
3.	Review products and services launch	3.1	Facilitate meetings with the sales team and **relevant persons** to discuss the preceding launch of the new products or services.
		3.2	Receive and note suggestions for future launches of the same or other products or services.
		3.3	Periodically review and provide feedback to **relevant persons** on the success or failure of the newly launched product or service.

RANGE STATEMENT

All range statements must be assessed:

1. **Information** may include but is not limited to:

   - Advantages
   - Disadvantages
   - Purpose
   - Features

2. **Customers** may include but are not limited to:

   - Potential
   - Past
   - Existing
   - Repeat
   - New

3. **Relevant persons** may include but are not limited to:

   - General manager
   - Sales manager
   - Storeroom manager
   - Colleagues
   - Security personnel

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is considered a new product or service according to the organization.
2. What information is required in order to research a new product or service.
3. Who are the customers and how to determine which customers are best suited for the new product or service to be launched.
4. What are the market features and trends and how these can be obtained.
5. Who are the competitors of the organization in relation to the new product or service.
6. What analysis needs to be conducted to verify competitor's standing or provisions in relation to the new product or service.
7. Which colleagues and customers should be consulted regarding the launch and why.
8. What is merchandizing and how does this factor in the launch process.
9. What are plannograms and how they are utilized in the layout of the store.
10. What are suppliers' contractual obligations and why these should be followed.
11. What information is necessary and who should receive it for the official launch.
12. What information do the customers need relating to the new products or services.
13. What are the organizational policies and suppliers' contractual obligations in relation to the launch.
14. When is the best time to hold meetings to discuss the launch of the product or service and why this is necessary.
15. How feedback from previous launches can assist in planning for the launch of future products or services.
16. What feedback is required and why it is necessary to highlight the successes and failures of the newly launched product or service.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67803 Identify and respond to buyer behaviour

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to enable salespersons to respond to different aspects of the decision-making process, whether in consumer markets or organizational markets. It also involves recognizing and monitoring behaviours which affect the purchasing cycle that may impact on sales targets and the inventory processes of the organization. The unit is for all managers and supervisors who are in charge of a sales team or division, or are a part of the purchasing process of the organization.

ELEMENT PERFORMANCE CRITERIA

To be competent you must achieve the following:

ELEMENT	PERFORMANCE CRITERIA
1. Identify buyer behaviour	1.1 Establish **customer** buying processes according to **sales activities**.
	1.2 Verify influences that affect the buying behaviour of **customers** and outline to **relevant persons**.
	1.3 Highlight the impact of **customers'** buying behaviour on the sales cycle to **relevant persons**.
	1.4 Explain the differences between organizational purchasing power and customer buying processes to **relevant persons**.
2. Manage and utilize information on buyer behaviour	2.1 Explain the organizational purchasing process relating to the analysis of buyer behaviour.
	2.2 Appropriately contact decision-makers in the sales process at different stages of the buying and decision-making process.

2.3 Effectively match buyer behaviour with purchases.

2.4 Confirm solutions that meet the needs of **customers** according to past buying behaviour.

2.5 Purchase and stock items based on the analysis of **customer** purchasing behaviour.

2.6 Frequently review buying processes and **customer** behaviour to ensure organizational and sales targets are obtained.

RANGE STATEMENT

All range statements must be assessed

1. **Customer** may include but is not limited to:

    - Potential
    - Past
    - Existing
    - Repeat
    - New

2. **Sales activities** may include but are not limited to:

    - Sales reports
    - Visual analysis of the customer during sales process
    - Discussions with team members on sales processes conducted

3. **Relevant persons** may include but are not limited to:

    - General manager
    - Sales manager
    - Purchasing manager

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Who are the customers of the organization.
2. What is customer buyer behaviour and how does it affect the sales cycle.
3. What influences affect the buying behaviour of e customers and how is the information passed on and to whom.
4. What is the difference between organizational purchasing power and customer buying process.
5. Who are the persons who impact on the decision-making processes and how should they be responded to.
6. What is the organization's buying and decision-making process.
7. How contact is made with decision-makers and why it is necessary.
8. What are the different stages of the decision-making process.
9. How is buyer behaviour matched with the inventory purchased.
10. What are the needs of customers and how these are determined.
11. Why it is important to obtain information on the behaviour of past buyers.
12. What solutions are available to meet the needs of customers.
13. What is inventory and what is the purchase process.
14. How and why reviews are conducted and feedback provided in relation to sales targets.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U67903 Obtain and manage inventory resources

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to procure, receive and manage inventory made available for sale by the sales team. It focuses on the impact of inventory management, risk assessment and the required procedures to effectively obtain and manage inventory. The unit should be completed by all middle to upper-level managers in a sales capacity with responsibility for the process of sourcing, ordering, receiving and stocking items that are made available for sale by the organization. Though there are many software packages available to perform this task, it is imperative that all managers are aware of the process and procedure required to ensure departments and organizations meet and attain their sales targets.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

Element		Performance criteria
1. Check and verify inventory levels	1.1	Confirm organizational and departmental targets to prioritize inventoried items and levels.
	1.2	Utilize relevant **methods** to identify and check inventory levels.
	1.3	Conduct risk analyses based on required products and services and the impact the purchase will have on the overall organizational and departmental budget.
2. Order inventory	2.1	Analyze past patterns and trends of **customer** purchases to ascertain the demand for products and services.
	2.2	Confirm the **specifics** of required products and services to meet organizational and departmental sales targets for order.

		2.3	Source and confirm **suppliers** of required products and services based on the **specifics** of the order.
		2.4	Complete and submit purchase orders in accordance with organizational, departmental and **supplier** procedures.
		2.5	Put strategic plans in place to counteract **challenges** with confirming the order.
		2.6	Obtain confirmation on the approval and availability of ordered products and services according to organizational procedures.
3.	Receive inventory	3.1	Utilize relevant **documentation** to cross check the **specifics** of delivered products based on the original order.
		3.2	Check the condition of products on delivery and verify their acceptability.
		3.3	Obtain the signature of authorized persons on delivery reports upon confirmation of specifics and condition of products.
		3.4	Instruct relevant team members on the storage location and processes for the items delivered.
4.	Manage inventory	4.1	Verify and follow the process for storing delivered products according to outlined **requirements**.
		4.2	Log and received inventory according to organizational and departmental procedures.
		4.3	Merchandize logged inventory according to organizational procedures, plannograms and contractual obligations.
		4.4	Facilitate regular meetings with team members to discuss current inventory and the needs of the department in meeting sales targets.

4.5 Complete reports on departmental inventory and budgetary requirements relating to the impact on organizational objectives and submit **relevant persons**.

RANGE STATEMENT

All range statements must be assessed

1. **Methods** may include but are not limited to:

   - Manual check
   - Computer and software programmes

2. **Specifics** may include but are not limited to:

   - Quantity
   - Type/brand
   - Size
   - Style

3. **Customer** may include but is not limited to:

   - Potential
   - Past
   - Existing
   - Repeat
   - New

4. **Suppliers** may include but are not limited to:

   - Organization's storehouse or warehouse
   - Third party suppliers

5. **Challenges** may include but are not limited to:

   - Insufficient quantity of available products
   - Delays in delivery of products
   - Exact product not available
   - Arrival of additional/non-documented products

6. **Documentation** may include but is not limited to:

   - Copy of confirmed purchase order
   - Delivery report
   - Receipt from supplier
   - Invoices

7. **Requirements** may include but are not limited to:

   - Health and safety
   - Space allocation
   - Organizational and departmental standards
   - Contractual obligations
   - Security purposes

8. **Relevant persons** may include but are not limited to:

   - General manager
   - Sales manager
   - Storeroom manager

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational and departmental targets
2. How inventory quantities are prioritized and why this is necessary.
3. Why a risk analysis should be conducted on the products and services required.
4. Who are the suppliers of the products and services offered by the organization.
5. How suppliers are sourced.
6. What are purchase orders and how these are completed.
7. What are the challenges that can impact on the confirmation of a purchase order request and what strategic plans can be put in place to offset these challenges.
8. Who provides confirmation on the approval and availability of products and services ordered.
9. What documentation is needed to carry out crosschecks during the delivery process.
10. How the condition and specifics of the products ordered are checked.
11. Why and when delivery reports should be signed.
12. Who is responsible for storage of the products delivered.
13. What are the requirements regarding the storage of delivered items.
14. What are the organizational, departmental and supplier procedures for logging and cataloguing received items.
15. What are the contractual obligations in merchandizing products that have been obtained.
16. Why meetings should be held regularly with team members to discuss current inventory and the meeting of sales targets.
17. How reports are generated and to whom reports should be provided.
18. How the purchase of new inventory impacts on the sales team, department and organization.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
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- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68003 Maintain a safe and secure work environment

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage the overall health and safety process in own area of responsibility.

It goes beyond meeting health and safety legislations towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the culture of the organization.

The unit is for managers at all levels in all departments.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Identify health and safety requirements	1.1 Identify personal responsibilities and liabilities under health and safety legislation and regulations.
	1.2 Clearly communicate the organizational health and safety policies to all team members within area of responsibility.
	1.3 Develop **systems** to identify hazards and risks within and outside own area of responsibility.
2. Implement health and safety requirements	2.1 Confirm that health and safety policies and procedures are implemented and adhered to by the team.
	2.2 Conduct training, planning and decision-making sessions to ensure health and safety is prioritized in the department.
	2.3 Allocate **resources** to deal with health and safety issues effectively.
	2.4 Develop and implement **systems** to continuously monitor, measure and report on health and safety performance.
	2.5 Properly advise customers of situations that may affect their health and safety whilst conducting business.

	2.6 Correctly follow **emergency procedures** according to health and safety legislation and organizational procedures.
3. Monitor health and safety	3.1 Regularly review health and safety policies in relation to the health and safety requirements.
	3.2 Address health and safety issues through regular consultation with team members and refer to **specialists**.
	3.3 Demonstrate compliance with the organizational health and safety policies while leading the team.
	3.4 Develop and implement systems for continuous improvement in relation to health and safety.
	3.5 Take responsibility to develop and maintain a culture of health, safety and wellness within own area of responsibility.

RANGE STATEMENT

All range statements must be assessed

1. **Systems** may include but are not limited to:

   - Electronic
   - Written
   - Verbal

2. **Resources** may include but are not limited to:

   - Electronic equipment
   - Manual equipment
   - Human resources
   - Supplies
   - Information
   - Skills/experiences
   - Time

3. **Emergency procedures** may include but are not limited to:

   - Fire
   - Natural disasters
   - Accidents
   - Environmental

4. **Specialists** may include but is not limited to:

   - Maintenance manager
   - Health and safety professional

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why health and safety is important in the workplace.
2. What are your personal responsibilities and liabilities under health and safety legislation, legal obligations and regulations.
3. Why it is important to maintain up-to-date health and safety legislation and regulations.
4. How to communicate the organizational health and safety policy to appropriate persons.
5. How often and when should the health and safety policy be reviewed and to whom the information should be provided.
6. How and when to consult with team members on health and safety issues.
7. Who are the specialists in health and safety and where they can be sourced.
8. How to develop and maintain a culture of health, safety and wellness.
9. What types of hazards or risks may arise in relation to health and safety in the team and what systems can be put in place to identify them.
10. How and why does health and safety impact on planning, training and decision-making.
11. What resources are required to be allocated to manage health, safety and wellness issues in the team.
12. What and to whom have responsibilities for health and safety been allocated both in the department and throughout the organization.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68103 Manage customer service

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage the delivery of customer service to both internal and external customers.

It focuses on ensuring customer satisfaction which will result in repeat clients and profitability, as these are the main benefits to stakeholders and employees across the organization.

The unit is relevant to managers and leaders who are required to manage the delivery of customer service as part of a broader management role.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Determine and establish customer service standards	1.1 Engage **appropriate persons** responsible for managing customer service within the organization to set standards.
	1.2 Establish **customer** expectations, organizational resources and **codes of conduct** to set clear and measurable standards of customer service.
	1.3 Provide **resources** to meet customer service standards, taking into account varying levels of demand and likely contingencies.
	1.4 Confirm customer service providers as competent to conduct customer service duties according to organizational standards.
	1.5 Provide training, support and supervision to ensure team members conduct customer service tasks efficiently.
2. Ensure efficient delivery of customer service	2.1 Monitor team members’ delivery of customer service to ensure clear understanding of the standards and the customer service expected.
	2.2 Provide and encourage team members’ autonomy in responding to **customers**’ requests and problems.
	2.3 Responsibly handle referred customer problems.

	2.4	Seek advice from **appropriate persons** to ensure that customer service procedures are followed.
	2.5	Keep **customers** informed about the actions taken during the process of providing service and promptly resolve any problems that are identified.
3. Review customer service processes	3.1	Encourage staff and **customers** to provide feedback on the standards of customer service.
	3.2	Continuously review **customer service standards and feedback** from staff and **customers** to ensure that organizational standards for service delivery are maintained.
	3.3	Analyze customer service data to identify the causes of problems and opportunities for improving customer service.
	3.4	Make recommendations for changes to processes, systems or standards to improve customer service.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate persons** may include but are not limited to:
    - General manager
    - Operations manager
    - Customer service manager
    - Sales manager
2. **Customers** may include but are not limited to:
    - New customers
    - Potential customers
    - Past customers
    - Repeat customers
    - Existing customers
3. **Codes of conduct** may include but are not limited to:
    - Legal requirements
    - Industry regulations
    - Organizational policies
    - Professional codes
4. **Resources** may include but are not limited to:
    - Human resources
    - Electronic equipment
    - Manual equipment
    - Time
    - Finances
5. **Customer service standards and feedback** may include but are not limited to:
    - Written
    - Verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Who are the organization’s customers.
2. What are customer service and customer service standards.
3. Who are the appropriate persons in and outside of the organization required to manage customer service.
4. How to determine what are customers’ expectations.
5. What organizational resources are available to create customer service standards.
6. What are the codes of conduct regarding customer service.
7. How to obtain the resources required for the delivery of customer service.
8. Why it is necessary to confirm team members’ ability to provide efficient service and how to do this.
9. What training support and supervision is required and how these are provided to team members.
10. Why it is important to monitor team members during the delivery of customer service and how this can be done.
11. How and why team members should be encouraged to take decisions autonomously.
12. What is the difference between a crisis and a problem.
13. When and how a customer issue or request should be referred and how this should be handled.
14. Why customers should be kept informed of activities during service delivery and how this is done.
15. What feedback is required and how to obtain this from team members, colleagues and customers.
16. How to review feedback and why this is necessary.
17. Why customer service standards should be reviewed and when and how often they should they be updated.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68203 Allocate and monitor the quality of work

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that the work required in the area of responsibility is effectively planned and fairly allocated to individuals and teams.

It involves monitoring the progress and quality of the work of individuals and teams to ensure that the required level or standard of performance is being met. It highlights the importance of reviewing and updating plans of work as an ongoing process.

The unit is for all managers and supervisors who allocate work to line staff which is a fundamental aspect of management and leadership.

ELEMENT	PERFORMANCE CRITERIA
To be competent you must achieve the following:	
1. Plan work	1.1 Organize work to be planned in accordance with organizational and departmental objectives.
	1.2 Collaborate with team to plan the work to be undertaken.
	1.3 Confirm departmental issues and develop tasks to resolve issues.
	1.4 Identify and consider required **resources** when planning work to be undertaken.
2. Allocate work to team	2.1 Identify priorities to ensure that work is allocated accordingly.
	2.2 Take into account team members' skills, knowledge, understanding, experience and workload to ensure work is allocated fairly.
	2.3 Allocate work taking into consideration opportunities for team members' **development**.

	2.4 Conduct briefings to advise team members on the work allocated and how it fits in with organizational and departmental objectives.
	2.5 Seek feedback from team members on the work allocated.
3. Monitor work progress in the team	3.1 Create opportunities with team members for regular monitoring of work progress against the level of performance and standard required.
	3.2 Encourage team members to promptly identify any **problems** that affect allocated work.
	3.3 Provide prompt support to team members to resolve all **problems** reported.
	3.4 Motivate team members to complete the work they have been allocated according to the required standard of performance.
4. Manage quality of work	4.1 Provide prompt and constructive feedback to team members based on the expected level of performance and standard given.
	4.2 Provide additional **resources** to assist in the completion of work allocated to ensure objectives are met.
	4.3 Identify conflict and effectively find and implement solutions.
	4.4 Discuss **unacceptable performance** with respective team members and provide appropriate solutions.
	4.5 **Recognize** successful completion of allocated work.
	4.6 Utilize information collected on team members' performance in formal performance appraisals.
	4.7 Review and update plans of work are reviewed and updated and communicate any changes to those affected.

RANGE STATEMENT

All range statements must be assessed

1. **Resources** may include but are not limited to:

    - Personnel
    - Electronic equipment
    - Manual equipment
    - Time
    - Finances

2. **Development** may include but is not limited to:

    - Personal
    - Professional

3. **Problems** may include but are not limited to:

    - Internal to the department or organization
    - External to the department or organization
    - Lack of resources
    - Expected
    - Unexpected

4. **Unacceptable performance** may include but is not limited to:

    - Failed deadlines
    - Poor presentation
    - Incomplete

5. **Recognized** may include but is not limited to:

    - Tangible (certificates, trophies, monetary gifts)
    - Intangible (emails, special mention)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational and departmental objectives.
2. How work is planned taking into account departmental and organizational objectives.
3. How to collaborate with team members to plan the work to be completed.
4. How to allocate work fairly to team members.
5. How issues are determined and tasks developed to resolve these issues.
6. What are the required resources and how these can be identified in the process of planning the work to be undertaken.
7. What are the priorities regarding the allocation of work and how resources should be provided.
8. What are the team members' skills, knowledge, understanding, experience and workload and why these should be taken into account to ensure work is allocated fairly.
9. How work is allocated.
10. How to determine opportunities for development for team members.
11. How to conduct briefings to gain team members' feedback on the work allocated.
12. How to encourage, motivate and encourage team members.
13. Why it is important to encourage team members to ask questions, seek clarification and promptly identify problems regarding work allocated.
14. What is constructive feedback and how it is provided.
15. Why it is important to provide feedback to team members on the progress of the work allocated and how this should be done.
16. What is conflict, how it is identified and how to implement solutions effectively.
17. What is poor performance and how it is determined.
18. Why it is important to discuss poor performance with team members and how this should be done.
19. How to determine that allocated work has been completed and how to verify completion.
20. What are performance appraisals and why they are important to team members.
21. How should plans of work be reviewed and when changes should be made.
22. How are the changes to the plan of work communicated and to whom.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68303 Encourage innovation in own area of responsibility

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to support the identification and practical implementation of ideas from team members. Specific focus is on new products or services, improvements to existing products and services, practices procedures or systems. These aspects will impact either on the team or the organization as a whole. The unit is for all managers and supervisors who are in charge of a team or division regardless of their position in the decision-making hierarchy of the organization.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Motivate team members to provide innovative ideas	1.1 Regularly facilitate meetings regularly to identify and review the level of innovation of team members.
	1.2 Encourage team members to offer new ideas on products, services and improvements to the operations of the team or organization.
	1.3 Respond enthusiastically to ideas generated by teams or individuals and provide constructive feedback.
	1.4 Establish fair and open methods for considering and selecting initial ideas for further development.
2.. Support new innovative ideas	2.1 Discuss selected ideas and methods for further development and testing by individuals or teams confirmed.
	2.2 Provide ongoing **support**, encouragement and resources to individuals and teams actively engaged in the process of further development.

	2.3 Discuss with relevant persons to determine which ideas can be practically implemented and those that require **support** for implementation.
	2.4 Report progress and decisions to relevant persons.
	2.5 Approve practical implementation of ideas based on identified benefits, risks and required resources within the scope of own authority.
3. Implement and review innovations	3.1 Implement new ideas in the relevant area outlined and specified by the decision makers.
	3.2 Encourage individuals and team members to take acceptable risks in pursuing innovations and learning from mistakes.
	3.2 Provide **recognition** for achievement to originators and developers of successfully implemented ideas.
	3.3 Conduct periodic reviews to garner information on innovations and provide feedback to relevant persons on successes or failures.

RANGE STATEMENT

All range statements must be assessed

1. **Support** may include but is not limited to:

    - Physical
    - Emotional
    - Educational
    - Spiritual
    - Financial

2. **Recognition** may include but is not limited to:

    - Tangible (certificates, trophies, monetary gifts)
    - Intangible (emails, special mention)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is innovation and why it should be encouraged.
2. Who are the members of the team and why meetings should be held regularly to determine the level of innovation amongst the team.
3. Why it is necessary to develop new ideas, products, services or procedures.
4. Why encouragement should be provided to team members to offer new ideas.
5. How to respond to ideas enthusiastically.
6. How to provide constructive feedback.
7. What are fair and open methods for considering and selecting initial ideas for further development.
8. How ideas are selected for development and testing.
9. What support is required and why it should be ongoing.
10. Who are the relevant persons pertaining to the development of innovations in the team and organization.
11. Why discussions should be held regularly regarding the implementation of innovations.
12. How progress reports are submitted and why they are necessary.
13. What is the scope of your own authority.
14. How team members are encouraged to utilize new innovations and to learn from mistakes.
15. Who are the relevant decision-makers in the implementation of new innovations.
16. How to implement new ideas.
17. Who are the originators and developers of new innovations and how to provide recognition for achievements.
18. Why it is necessary to conduct reviews on new innovations.
19. How often reviews should be conducted on the implementation of new innovations and to whom reports should be sent.

EVIDENCE GUIDE

For assessment purposes:

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Level 3	Glossary of Terms

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 3

Glossary of Terms

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Level 3

Glossary of Terms

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Glossary of Terms

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Level 3

Glossary of Terms

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).