

Assessor Resource

SIRXIND001A Work Effectively in a Retail
Environment

Version 1.0
Issue Date: July 2010

Assessment Tool – Assessor Resource

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Pre-requisite Units Nil

Assessment Methods Project x2
Observation
Questions and Answers

CONTEXT AND RESOURCES REQUIRED FOR ASSESSMENT

Assessment must ensure access to:

- Relevant documentation, such as:
 - store or sample policy and procedures in regard to workplace ethics
 - store or sample job descriptions and organisational charts
 - store or sample documentation regarding mission and goals for the company
 - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
 - awards and agreements
 - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
 - store or sample policies on OHS.

SUBMISSION REQUIREMENTS

Assessment Task 1 - Project Due Date:

Assessment Task 2 - Project Due Date:

Assessment Task 3 – Observation Due Date:

Assessment Task 4 – Q & A Due Date:

Assessment Task 1 – Project

Retail Environment

You currently work in a small department store in a large shopping centre (If you currently work in retail, use your current retail environment). Your manager has asked you talk with a small number of new employees who have been employed in a casual position to deal with the Christmas rush. She asks you to cover the following topics:

- Description of the Store, its structure and its culture
- Store hours and shift times
- Employee responsibilities and relevant store policies and procedures in regard to:
 - Fulfilling shift requirements
 - Notification of the availability for work
 - Performance
 - Personal presentation
 - Hygiene
 - Following instructions
 - Scope of the job
 - Daily work routines
 - Client contact, especially the use of non-discriminatory language and attitudes
 - Code of conduct
- Relevant industrial awards, pay rates and collective agreements
- Employer and employee associations and their roles
- Possible career paths

You are required to research the above information and present it to your assessor in an organised format, covering all required topics.

Date task to be submitted by:

Assessment Task 2 – Project

Work Responsibilities

Part A – Roster

Answer the following questions using the store roster below:

- a. List the shifts Anna Andrews and Will Williams are rostered on

Anna's Shifts – Tues, Wed, Thur, Shift 1, 8:30 – 2:30

Will's Shifts – Mon, Wed, Fri, Shift 3 – 2:30 – 8:30 and Saturday Shift 2 – 10:30 – 3:30

- b. How many hours is Tanya Taylor rostered on this week?

24

- c. If Suzi Sanders is unable to do her shift on Wednesday, who could she call to swap a shift with?

Tanya Taylor (Fri or Sat shift)

Amy Ash (Tues shift)

George Jenson (Tue, Fri, Sat shift)

Erin Easter (Tues, Fri, Sat Shift)

Mark Matthews (Fri, Sat Shift)

It cannot be – Sam Smith, Anna Andrews, James Jones, Lisa Lovell, Will Williams, Cath Clancy, or Peter Piper as they are all working Wednesday already

- d. If Peter Piper becomes ill during his shift on Monday and is then unable to work for the rest of the week, who can George Jenson call to replace his shift on Tuesday, Wednesday and Sunday?

Tanya Taylor – Tues, Wed

Amy Ash - Wed

George Jenson- Wed

Erin Easter – Wed, Sun

Mark Matthews – Tues, Wed, Sun

Sam Smith - Sun

Anna Andrews - Sun

Will Williams – Tue, Sun

Cath Clancy – Tues

Would most likely choose Mark Matthews as he is available all days and obviously has closing shift experience

	Shift 1 (Open) 8:30 – 2:30	Shift 2 10:30 – 3:30	Shift 3 2:30 – 8:30	Shift 4 (Close) 3:30 – 9:30
Monday	Suzi Sanders Tanya Taylor	James Jones Lisa Lovell	Amy Ash Will Williams	George Jenson Peter Piper
Tuesday	Sam Smith Anna Andrews	Amy Ash Erin Easter	James Jones Lisa Lovell	George Jenson Peter Piper
Wednesday	Sam Smith Anna Andrews	James Jones Lisa Lovell	Will Williams Cath Clancy	Suzi Sanders Peter Piper
Thursday	Sam Smith Anna Andrews	Cath Clancy Lisa Lovell	Amy Ash Erin Easter	Suzi Sanders Mark Matthews
Friday	Sam Smith	James Jones	Erin Easter	George Jenson

	Tanya Taylor	Cath Clancy	Will Williams	Mark Matthews
Saturday	Sam Smith Tanya Taylor	Erin Easter Will Williams	Cath Clancy James Jones	George Jenson Mark Matthews
Sunday	Suzi Sanders Tanya Taylor	Amy Ash Cath Clancy	James Jones Lisa Lovell	George Jenson Peter Piper

Part B

Assume you are Tanya Taylor, assisting Sam Smith during the opening shift on Friday. List the duties you would be required to complete during your shift.

Once you have completed your list, re-list the duties in order of priority – most important to least important.

List of Tasks:

- *Interacting with customers*
- *Telephone enquiries*
- *Organising and maintaining work areas*
- *Maintaining merchandise and displays*
- *Observing scheduled breaks*
- *Assisting other team members*
- *Processing sales*

Date task to be submitted by:

Assessment Task 3 – Observation

Your students will interact with a customer to demonstrate their ability to work effectively in a retail environment.

You should use the checklist on the following page to assess the student's ability to complete the task.

At the conclusion of each demonstration, you should ask the student some critical questions related to their performance. These should be specific to their performance to assist you to:

- Assess their ability to deal with contingencies – E.g. What if...
- Clarify anything you are not sure they demonstrated properly – E.g. Why did you...
- Gather any further information you may need to make your decision

For students undertaking this program as a trainee you should also ask them the following:

What are your responsibilities under an Australian Apprenticeship contract of training?

These questions, along with the student's answers should be recorded in the table provided.

Observation 1

TASK REQUIREMENTS	You are required to interact with a customer to demonstrate to your assessor your ability to work effectively in a retail environment		
NUMBER OF OBSERVATIONS	One (1) of One (1)		
CONTEXT FOR ASSESSMENT	<input type="checkbox"/> Demonstrated in the workplace <input type="checkbox"/> Demonstrated in a simulated environment		
RESOURCE REQUIREMENTS	Relevant documentation, such as: <ul style="list-style-type: none"> ▪ store or sample policy and procedures in regard to workplace ethics ▪ store or sample job descriptions and organisational charts ▪ store or sample documentation regarding mission and goals for the company ▪ store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace ▪ awards and agreements ▪ government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination ▪ store or sample policies on OHS. 		
DOCUMENTS	There are no documentation submission requirements for this observation		
DATE AND TIME OF OBSERVATION			
OBSERVATION CHECKLIST			
Tasks to be observed	Yes	No	Comments/Feedback
Display non-discriminatory attitudes when interacting with customers, staff or management.	<input type="checkbox"/>	<input type="checkbox"/>	
Use non-discriminatory language.	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain personal dress and presentation in a neat and tidy manner	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain personal hygiene according to store policy and legislation	<input type="checkbox"/>	<input type="checkbox"/>	
Use effective questioning to elicit information	<input type="checkbox"/>	<input type="checkbox"/>	
Assess, comprehend and act upon store information relevant to the particular task.	<input type="checkbox"/>	<input type="checkbox"/>	
Plan and organise daily work routine within the scope of the job role.	<input type="checkbox"/>	<input type="checkbox"/>	
Prioritise and complete tasks according to required timeframes.	<input type="checkbox"/>	<input type="checkbox"/>	

CRITICAL QUESTIONS

1

[Redacted area for question 1]

2

[Redacted area for question 2]

3

[Redacted area for question 3]

4

[Redacted area for question 4]

OBSERVATION 1 OUTCOME

Competent

Not yet competent

Student Signature

Date

Assessor Signature

Date

Assessment Task 4 – Questions

Instructions:

This is an open book assessment. You are to answer all of the following questions. Make sure you:

- Answer all questions
- Ask your assessor if you do not understand a question. Whilst your assessor cannot tell you the answer, they may be able to re-word the question for you

1 List five (5) store policies relevant to working in the retail environment

- *Workplace ethics*
- *Modes of communication*
- *Store hours of operations*
- *Completing work out of hours*
- *Contact with customers*
- *Job descriptions and responsibilities*
- *Interaction with other team members*
- *Interaction with supervision and management*
- *OHS*
- *Anti-discrimination*
- *Interpretation of staff rosters*
- *Notification of the availability for work*
- *Personal dress*
- *Presentation*
- *Hygiene*
- *Code of conduct*
- *Interpersonal conflict*
- *Dealing with grievances*
- *Harassment*
- *Staff counselling and disciplinary procedures*

2 What is organisational culture?

Answer should include terms such as - psychology, attitudes, experiences, beliefs, standards and values (personal and cultural values) of an organisation.

Reflected in mission statement, company profile, business plan etc

3 List three (3) changes/issues currently affecting the retail industry

- *Local and world economy – spending patterns*
- *Changing legislation*
- *Changing fashions*
- *Increased technology etc*

4 What is the purpose of an industry award/collective bargaining agreement

Both are legal documents setting out the minimum conditions of employment

5 List five (5) sources of information on the retail industry

- *Australian Retail Association*
- *Media*
- *Internal*
- *Libraries*
- *Unions*
- *Industry publications*
- *Colleagues, supervisors and managers*
- *Personal observation*
- *Market research*
- *ABS*
- *Customers*
- *Suppliers*
- *Competitors*
- *Newspapers etc*

6 What is discrimination? Provide an example

Treating someone unfairly or less favourably because they belong to a particular group of people.

Assessment Cover Sheet

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

ASSESSMENT TASK 1: Project – Retail Environment

Student Name:

Student ID:

I declare that the Assessment Tasks submitted for this unit is my own work.

Student Signature

Result: Competent Not Yet Competent

Feedback to Student:

Assessor Name:

Signature:

Date:

Assessment Cover Sheet

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

ASSESSMENT TASK 2: Project – Work Responsibilities

Student Name:

Student ID:

I declare that the Assessment Tasks submitted for this unit is my own work.

Student Signature

Result: Competent Not Yet Competent

Feedback to Student:

Assessor Name:

Signature:

Date:

Assessment Cover Sheet

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

ASSESSMENT TASK 3: Observation

Student Name:

Student ID:

I declare that the Assessment Tasks submitted for this unit is my own work.

Student Signature

Result: Competent Not Yet Competent

Feedback to Student:

Assessor Name:

Signature:

Date:

Assessment Cover Sheet

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

ASSESSMENT TASK 4: Questions

Student Name:

Student ID:

I declare that the Assessment Tasks submitted for this unit is my own work.

Student Signature

Result: Competent Not Yet Competent

Feedback to Student:

Assessor Name:

Signature:

Date:

Assessment Record Sheet

SIRXIND001A WORK EFFECTIVELY IN A RETAIL ENVIRONMENT

Student Name:

Student ID:

Assessment Task 1 Project	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
Assessment Task 2 Project	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
Assessment Task 3 Observation	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
Assessment Task 4 Questions	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent

Feedback to Student:

Overall assessment result Competent Not Yet Competent

Assessor Name:

Signature:

Date:

Student Signature

Date: