



Sample program: Customer service

Rationale: This program provides the opportunity for students to develop knowledge and skills required to communicate and interact effectively with others and deliver quality service to customers. Cultural awareness will enhance students' professionalism and preparedness to work with colleagues and customers from diverse backgrounds.

Students will develop the specific knowledge and understanding to foster the skills to be applied in the workplace. Effective communication and interpersonal skills will need to be addressed throughout the HSC Tourism and Events course.

Units of competency: SITXCOM001A Work with colleagues and customers
SITXCOM002A Work in a socially diverse environment

HSC requirements and advice – key terms and concepts:

Work with colleagues and customers	Work in a socially diverse environment
<ul style="list-style-type: none">• colleagues• communication• communication medium• cultural differences• customer complaints• customer service skills• customers• nonverbal communication• organisational protocols and practices for communication• personal presentation• social differences• special needs customers• teamwork.	<ul style="list-style-type: none">• anti-discrimination• colleagues• communication• cross-cultural misunderstandings• cultural differences/diversity• customers.

Unit/Element of competency/Performance criteria	Content	Possible learning experiences/activities
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers</p> <p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>2 Maintain personal presentation standards</p> <p>2.1 Practise high standards of personal presentation according to organisation requirements, work location, impacts on different types of customers and specific requirements for particular work functions.</p>	<p>Personal attributes and workplace conduct</p> <p>Interpersonal skills required in the tourism industry.</p> <p>Personal attributes and work ethics of workers valued in the tourism industry:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical and responsible behaviour • honesty • work performance • taking directives • attention to detail • personal presentation and grooming • attitude • discretion • confidentiality • consistency of service • safe work practices. <p>Personal presentation, image and hygiene standards required in the workplace:</p> <ul style="list-style-type: none"> • personal hygiene/grooming • posture 	<p>Define ‘personal attribute’, ‘work ethic’ and ‘interpersonal skills’.</p> <p>Students discuss personal experiences of receiving poor service from an individual who has not displayed the personal attributes and work ethic required. How did it make the student feel as a customer?</p> <p>Class discussion – students describe their ideal workplace.</p> <p>Small group discussion and report back to class – personal attributes and interpersonal skills that are needed for employment in the tourism industry.</p> <p>Role-play – acceptable and unacceptable attributes and ethics.</p> <p>Simulation – set the scene for a typical workplace in the tourism industry. Students are to negotiate a code of conduct to follow in the classroom throughout the tourism and events course. (Option – have the students ‘sign off’ on the agreement.)</p> <p>Visual stimulus (if required) – examples of the code of conduct from a range of workplaces/organisations in the industry.</p> <p>Work placement activity – locate the workplace/company/store code of conduct.</p> <p><i>Personal presentation underpins all aspects of the professional tourism worker. Students should demonstrate high personal presentation standards for each session of training.</i></p>

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	<ul style="list-style-type: none"> • attitude • clothing/uniform/footwear • etiquette. <p>Workplace/organisation influences on personal presentation standards:</p> <ul style="list-style-type: none"> • work location • job function • OHS issues • customer expectations on personal presentation standards. <p>Workplace/organisation policy and procedures for:</p> <ul style="list-style-type: none"> • personal dress and presentation • personal hygiene • workplace ethics • code of conduct. 	<p>Discuss personal presentation standards and their importance in a tourism workplace.</p> <p>Visual stimulus – copies of staff handbooks from various workplaces/organisations.</p> <p>Activity – students produce guidelines for a staff handbook on personal presentation for a specific job (eg office assistant for tour operator, retail sales assistant in an attraction, museum/attraction/theme park attendant, guide, reservation sales agent, travel consultant, tour coordinator, event administration/operation assistant, etc).</p> <p>Activity – students develop a sample presentation checklist. Class to produce a final version to be used to assess personal presentation throughout the course.</p> <p>Class activity – develop a mind map for each factor identifying its impact on personal presentation standards.</p> <p>Small group research activity – each group is allocated (or negotiates) a different workplace/organisation to investigate. (If possible, include a range of small, medium and large establishments.) Where possible, groups should visit the workplace and meet with an appropriate representative to discuss each dot point. Present the information as a handout for classmates (computer-generated and maximum one A4 page).</p>

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<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers</p> <p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p><i>SITXCOM002A Work in a socially diverse environment</i></p> <p>1 Communicate with customers and colleagues from diverse backgrounds</p> <p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</p>	<p>Who is the customer?</p> <p>Types of:</p> <ul style="list-style-type: none"> • customers <ul style="list-style-type: none"> - internal and external - new or repeat - with routine or special requests - from a range of social, cultural and ethnic backgrounds - with disabilities. • colleagues <ul style="list-style-type: none"> - workmates/team members - supervisors/managers - members of other key departments/sectors - consultants. 	<p>Explore the definition of ‘customer’ in tourism.</p> <p>Discuss the similarities and differences between:</p> <ul style="list-style-type: none"> • internal and external customers • new and repeat customers • customers with various special needs. <p>Role-plays/case studies.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers</p> <p>1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.</p> <p>1.2 Use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>1.4 Use appropriate non-verbal communication in all situations.</p> <p>1.5 Observe and take into consideration non-verbal communication of colleagues and customers.</p> <p>1.8 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.</p>	<p>Communication</p> <p>The importance of communication in a tourism workplace.</p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. 	<p>Class discussion.</p> <p>Visual stimulus – video/DVD(s).</p> <p>Identify components of the communication process. Develop a flow diagram of the communication process and discuss the role and importance of each component.</p> <p>Observation of groups communicating in the school (eg social groups at the canteen). Discuss observations.</p> <p>Role-plays incorporating sending and receiving a message with and without feedback.</p> <p>Chinese whispers – on arrival at class students are told a story which they must convey to the next person entering the room.</p>

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	<p>Barriers to effective communication:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy • negative subtext • gender issues • individual differences • inconsistency • emotions • physical barriers, eg noise • inattention • pressure of time. <p>Types of communication:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face-to-face - telephone/mobile phone - answering machine/voice mail • non-verbal • written. 	<p>Observe what happens to the story as it progresses through the class.</p> <p>Visual stimulus – video/DVD(s)</p> <p>Stimulus materials (eg comic strip, cartoon, snippets from a movie or TV show, video/DVD on topic) to promote discussion of barriers to effective communication.</p> <p>Class discussion – what can go wrong if communication breaks down?</p> <p>Overhead:</p> <ul style="list-style-type: none"> • barriers to effective communication and how to overcome them • important points to remember when communicating • does the ‘audience’ affect how you communicate? • should the ‘audience’ affect how you communicate? • what differences might you expect when communicating with colleagues, supervisors, contractors, trainers and the public? <p>Brainstorm – identify different forms of each type of communication:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>Class discussion of the advantages and disadvantages of a range of modes of communication.</p> <p>Role-play a range of situations:</p> <ul style="list-style-type: none"> • dealing with client face to face • dealing with a client via the telephone • dealing with a client via the internet.

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	<p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> • clear • concise • purposeful • correct • courteous • culturally sensitive. <p>Effective verbal communication:</p> <ul style="list-style-type: none"> • appropriate language • clear voice • volume • tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Effective communication techniques in relation to non-verbal communication:</p> <ul style="list-style-type: none"> • body language • personal space. <p>A range of gestures, words and phrases that are:</p> <ul style="list-style-type: none"> • clear • concise • directive • courteous 	<p>Class activity:</p> <ul style="list-style-type: none"> • Students play a game where they have to give their partner instructions on how to draw a picture (eg a spotted dog) without telling them of or showing them the picture. • Discuss the effective and ineffective communication strategies they used in the activity and how they could have improved them. <p>Identify appropriate language for a range of situations:</p> <ul style="list-style-type: none"> • in the workplace (with both colleagues and customers) • at home • in public. <p>Role-plays – students demonstrate their understanding of the communication process including using appropriate language and tone for a variety of situations, for example:</p> <ul style="list-style-type: none"> • greeting customers • providing instructions to a colleague • receiving work instructions from the supervisor • communicating with a customer who does not speak English • handling a customer or colleague complaint face to face and over the telephone. <p>Class discussion.</p> <p>Visual stimulus – video/DVD(s)</p> <p>Class discussion – consider gestures, words, phrases and signs that are:</p> <ul style="list-style-type: none"> • universally recognised • easily confused • have different meanings in different cultures.

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	<ul style="list-style-type: none"> • appropriate • culturally sensitive • universally understood. <p>Signs and their corresponding diagram that are universally understood:</p> <ul style="list-style-type: none"> • toilet • first aid • phone • disabled • no smoking. <p>The importance of written communication being:</p> <ul style="list-style-type: none"> • clear • legible • concise • accurate • courteous • complete • culturally sensitive • appropriate in terms of <ul style="list-style-type: none"> - industry terminology - formality of language. <p>Purpose and use of a range of written communication media:</p> <ul style="list-style-type: none"> • messages • electronic mail • memorandums • faxes • general correspondence. 	<p>Review samples of different written forms of workplace communication media and discuss their use in the workplace.</p> <p>Review good and bad examples of workplace documentation and compare the characteristics of each.</p> <p>Students to write a piece of prose using an agreed text type on a subject of their choice, and then peer-evaluate using the checklist in the ‘content’ column. Students then evaluate an external example of poor writing and proofread and edit it.</p> <p>Provide students with the opportunity to view and correctly use/complete a range of written media in a variety of potential and real situations in the workplace.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers 1.8 Select an appropriate medium of communication for the particular audience, purpose and situation,</p>	<p>Communication methods and equipment</p> <p>Factors affecting the selection of a particular communication medium:</p> <ul style="list-style-type: none"> • technical/operational features 	<p>Class discussion.</p>

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<p>taking into consideration the characteristics of each medium and the relevant factors involved.</p>	<ul style="list-style-type: none"> • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency/time frames. <p>General features, benefits and working knowledge/use of a range of communication mediums/methods/equipment in a variety of potential and real situations in the workplace.</p> <p>Features of good telephone etiquette:</p> <ul style="list-style-type: none"> • greeting • language • tone • clear articulation • volume • accurate relaying of messages. 	<p>Brainstorm – identify and list the communication media/equipment used in the tourism industry. From the list developed, briefly outline in a table the features, benefits, limitations and examples of use.</p> <p>Provide students with the opportunity to select and correctly use a range of verbal, non-verbal and written communication methods/equipment in a variety of potential and real situations in the workplace throughout the tourism and events course.</p> <p>Guest speaker – a telecommunications provider to demonstrate a range of telephone equipment and their functions.</p> <p>Handout and brochures.</p> <p>Overhead.</p> <p>Activity – write an appropriate telephone greeting for a particular workplace/organisation.</p> <p>Role-plays including experimenting with tones, volume, etc to change the meaning of a sentence.</p> <p>Brainstorm the key information to be obtained when taking a message.</p>

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		<p>List a range of ways to record and/or relay a message. Examine the positive and negative qualities of each.</p> <p>Activity – design a message pad to be used when receiving telephone calls.</p> <p>Role-play a range of partially scripted business phone calls and compare the message taken with a model answer.</p> <p>Work placement activity – investigate the workplace/ organisation and procedures in regard to use of the telephone system and other communication equipment.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers 1.6 Show sensitivity to cultural and social differences.</p> <p>5 Work in a team 5.2 Recognise and accommodate cultural differences within the team.</p> <p><i>SITXCOM002A Work in a socially diverse environment</i></p> <p>1 Communicate with customers and colleagues from diverse backgrounds 1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity. 1.2 Take into consideration cultural differences in all verbal and non-verbal communication.</p>	<p>Working amongst cultural diversity</p> <p>A basic understanding of the concepts of:</p> <ul style="list-style-type: none"> • cultural diversity • cultural differences • cultural awareness. <p>A knowledge of elements of cultural diversity:</p> <ul style="list-style-type: none"> • interpersonal relations • festivals/celebrations • family structure/obligations • language • religion • customs • food preferences and dietary needs • social values • work ethic • communication • product/service preference. <p>An understanding of how cultural diversity contributes to differing values, beliefs, attitudes and customs.</p>	<p>Please note: principles of EEO and anti-discrimination legislation and reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination, would be covered in a program including <i>Develop and update tourism (or events) industry knowledge</i> – revise and contextualise to the units covered in this program as required.</p> <p>Class discussion – consider cultural diversity, differences and awareness and the cultural mix of the school and class.</p> <p>Share personal profile of cultural background:</p> <ul style="list-style-type: none"> • place of birth • parents’ birthplace(s) • language(s) spoken at home • food preferences • events celebrated through the year • family members’ role and responsibilities • difficulties encountered. <p>Small group discussion and feedback to class – discuss benefits of a multicultural society and workplace.</p>

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	<p>General characteristics of the different cultural groups in Australian society.</p> <p>Awareness of specific social and cultural groups:</p> <ul style="list-style-type: none"> • Indigenous and non-Indigenous • disability groups. <p>An awareness of cultural expectations of major international tourist markets into Australia:</p> <ul style="list-style-type: none"> • Asia • Europe • America • United Kingdom • New Zealand. <p>An understanding of the need for tolerance and respect in the workplace.</p> <p>The importance of respecting individual difference arising from:</p> <ul style="list-style-type: none"> • culture • race • language • special needs/disabilities • gender • age • sexual preference • religious beliefs • customs/traditions. 	<p>Small group activity – each group allocated one of the major cultural groups in Australian society. Students to develop a brief summary and present to the class.</p> <p>Guest speakers – community member from local cultural groups.</p> <p>Visual stimulus – video/DVD(s).</p> <p>Small group research activity – each group is allocated (or negotiates) a different social/cultural group or major tourist market to investigate. Present the information as a handout for classmates (computer-generated and maximum two A4 pages).</p> <p>Define tolerance and respect.</p> <p>Reflect on how you would like to be treated in the workplace and as a team member.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • identify how different cultures show respect • consequences of insensitivity. <p>Class discussion.</p>

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	<p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace:</p> <ul style="list-style-type: none"> • staff training • using an individual’s difference/skills • using a range of communication media and techniques • promoting cultural celebrations and celebrating differences • actively seeking to break down barriers • developing a workplace culture of empathy and tolerance. <p>An understanding of the principles anti-discrimination and an awareness of the intent of the <i>Anti-Discrimination Act 1977</i> (NSW).</p> <p>An awareness of access and equity principles when communicating with people from diverse backgrounds.</p> <p>The importance of respecting cultural differences and adopting a sensitive approach when dealing with communication in the workplace.</p> <p>Effective cross-cultural communication skills:</p> <ul style="list-style-type: none"> • active listening • questioning techniques • body language • appropriate speech • building rapport • language targeted to audience. 	<p>Brainstorm and record strategies to promote workplace harmony aimed at recognising and accepting differences in individuals and their beliefs.</p> <p>Handout.</p> <p>Handout.</p> <p>Visual stimulus – video/DVD(s).</p> <p>Class discussion.</p> <p>Class discussion.</p> <p>Role-plays/case studies.</p> <p>Visual stimulus – video/DVD(s).</p>
<p><i>SITXCOM002A Work in a socially diverse environment</i></p> <p>1 Communicate with customers and colleagues from diverse backgrounds</p> <p>1.4 Obtain assistance from colleagues, reference books or outside organisations when required.</p>	<p>Cultural misunderstandings</p> <p>Common causes of misunderstanding between different cultural groups:</p> <ul style="list-style-type: none"> • non-verbal behaviour – understanding and interpretations • religion 	<p>Brainstorm.</p>

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<p>2 Address cross cultural misunderstandings</p> <p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</p> <p>2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur.</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p> <p>2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.</p>	<ul style="list-style-type: none"> • customs, beliefs and values • dress and personal grooming • product/service preference • levels of formality • family obligations. <p>An understanding of the importance of respecting cultural difference and adopting a sensitive approach when dealing with misunderstandings in the workplace.</p> <p>An awareness of a range of strategies to deal with cross-cultural misunderstandings in the workplace:</p> <ul style="list-style-type: none"> • workplace/organisation <ul style="list-style-type: none"> - staff training - using staff cultural skills - written communication and signs in various languages - promoting cultural celebrations - flexibility - variety in communication methods - knowledge of location of cultural buildings and support agencies • individual <ul style="list-style-type: none"> - learn basic terms in another language - develop an understanding and tolerance of cultural diversity - overcome prejudice and assumption - use non-verbal communication skills - actively seek to break down barriers - professionalism. <p>How and when to seek assistance.</p> <p>Appropriate personnel:</p> <ul style="list-style-type: none"> • colleagues 	<p>Class discussion.</p> <p>Brainstorm and record strategies to deal with cultural misunderstandings in the workplace.</p> <p>Role-plays.</p> <p>Class discussion – seeking assistance for cross-cultural communication, including identifying situations when it might be required and both human and non-human resources available.</p>

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	<ul style="list-style-type: none"> • supervisors • department managers. <p>An awareness of a range of sources of information and support services available to assist in the provision of effective customer service including:</p> <ul style="list-style-type: none"> • internal services <ul style="list-style-type: none"> - specialist staff - staff from diverse backgrounds • external services <ul style="list-style-type: none"> - government agencies - interpreter services - diplomatic services - local cultural organisations - educational institutions - disability advocacy groups • reference materials <ul style="list-style-type: none"> - internet - library - phrase books. <p>An awareness of lines of communication with supervisors and peers within the workplace.</p> <p>An understanding of the importance of reporting difficulties associated with cross-cultural misunderstandings to the following personnel:</p> <ul style="list-style-type: none"> • human resources officers • supervisor/team leader • department managers. 	<p>Class discussion.</p> <p>Draw an organisational flowchart for a typical tourism workplace/organisation. Indicate appropriate lines of communication.</p>

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<p>SITXCOM001A Work with colleagues and customers</p> <p>5 Work in a team</p> <p>5.1 Demonstrate trust, support and respect towards team members in day to day work activities.</p> <p>5.2 Recognise and accommodate cultural differences within the team.</p> <p>5.3 Identify work team goals jointly with colleagues and relevant others.</p> <p>5.5 Seek assistance from other team members, supervisors and managers when required.</p> <p>5.6 Offer assistance to colleagues when required to ensure designated work goals are met.</p> <p>5.7 Acknowledge and respond to feedback and information from other team members.</p> <p>5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.</p>	<p>Working in a team</p> <p>A definition of:</p> <ul style="list-style-type: none"> • team • teamwork. <p>Types of teams in a tourism workplace/organisation:</p> <ul style="list-style-type: none"> • established or ad hoc work units • committees • self-directed teams. <p>Analysis of teams and their:</p> <ul style="list-style-type: none"> • purpose/aims • goals • size. <p>Principals, features and characteristics of team-building and effective teamwork:</p> <ul style="list-style-type: none"> • tolerance and respect for other people and cultures • trust and support for each other • cooperation (to achieve common goals) • agreement on and working towards group goals (taking into consideration team member skills) – goal setting • recognition of achievement of group goals • prioritising tasks and meeting time frames • honesty (including admitting mistakes) • helping others and seeking assistance when necessary • commitment and dedication to the team, the organisation and its service ethic • sharing of information, problems and resources 	<p><i>Teamwork is integral to a successful workplace/organisation in the tourism industry. Throughout all operational units the principles of teamwork should be applied to build on the theory taught in this program. Practise and promote teamwork within the class during activities, practical class projects and assessment events.</i></p> <p>Students develop their own definitions of team and teamwork. Share their responses with the class to devise shared definition.</p> <p>Brainstorm – types of groups/teams found in the industry and their purpose.</p> <p>Students should be able to reflect on their work placement or part-time work experience.</p> <p>Students reflect on their experiences working with others (eg part-time work, sporting team, community group) and on what makes a good team, how to encourage teamwork and practical approaches to improve team performance. Use this discussion to develop a list of features and characteristics of successful teamwork.</p> <p>Class discussion – how would you feel as a team member if a colleague you are working with:</p> <ul style="list-style-type: none"> • has poor personal hygiene? • is consistently late? • fails to attend the job without prior warning? • is inflexible and will not compromise? • continually leaves a mess and will not clean up?

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	<ul style="list-style-type: none"> • contributing to ideas and checking understanding • provide feedback • follow procedures • share leadership • negotiating responsibilities and allocating tasks • communicating clearly • awareness of change and adapting to change • meeting needs of team members • full participation of all members • planning and organising work routines on a daily, weekly or monthly basis. <p>Importance of:</p> <ul style="list-style-type: none"> • respect and empathy when working with others/dealing with colleagues • sensitivity when dealing with other points of view • constructively raising and discussing ideas • cooperation and good working relationships • knowledge of work team members responsibilities and duties. <p>Reasons why cooperation and good working relationships are important.</p> <p>An understanding of the benefit of teamwork to the workplace/organisation.</p> <p>Knowledge of work group members responsibilities and duties.</p>	<p>Team-building exercises.</p> <p>Class discussion.</p> <p>Case studies and discussion.</p> <p>Content likely to be covered in a program including <i>Develop and update tourism (or events) industry knowledge</i> – revise and put in context in reference to the units covered in this program as required.</p> <p>Mind map – variety of duties to be undertaken in a tourism workplace/organisation.</p>

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	<p>An understanding of the difference between individual and organisational goals and plans and the relationship between individual roles and the role of the team.</p> <p>The importance of feedback.</p> <p>Sources of feedback including:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • customers • supervisors and colleagues • workplace/organisation monitoring procedures • assessment/analysis of output/outcomes • personal/self-reflection. <p>How to elicit and interpret feedback.</p> <p>Acknowledging work performance including:</p> <ul style="list-style-type: none"> • evaluating work performance • improving work practices. 	<p>Class discussion.</p> <p>Practical – a class task/project where each student has a clearly defined role but is working towards a common goal.</p> <p>Identify the different types of feedback and discuss the value of each:</p> <ul style="list-style-type: none"> • positive • negative • constructive. <p>Handout.</p> <p>Students share their personal experiences of giving and receiving feedback.</p> <p>Brainstorm the benefits of receiving feedback for the workplace/organisation, the worker and the customer.</p> <p>Discuss ways to elicit constructive feedback.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • strategies for responding to negative feedback • how to use feedback to improve skills and knowledge. <p>In small groups analyse sample feedback for a range of situations and identify how the feedback can improve immediate and future work outcomes.</p>

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	<p>Knowledge of appropriate colleagues from whom to seek assistance including:</p> <ul style="list-style-type: none"> • coach/mentor • peers/team members • supervisor/manager. <p>Skills required for negotiating changes to individual responsibilities and meeting reviewed work goals:</p> <ul style="list-style-type: none"> • negotiation • communication • prioritising. 	<p>Overhead transparency – identify ways in which assistance can be provided to team members.</p> <p>Peer tutoring – students who have displayed knowledge and skills can assist and support other students.</p> <p>Class discussion.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>4 Respond to conflicts and customer complaints</p> <p>4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.</p> <p><i>SITXCOM002A Work in a socially diverse environment</i></p> <p>2 Address cross cultural misunderstandings</p> <p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</p> <p>2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.</p>	<p>Conflict resolution</p> <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> • poor customer service • variation in colleagues’ work practices/methods • cultural misunderstanding • poor communication • barriers to communication • aggressive behaviour • personal animosity • prejudice and intolerance • misunderstandings regarding roles and responsibilities. <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> • active listening • observing body language • reading subtext. 	<p>Class debate/discussion – ‘Conflict is an inevitable part of human life that provides opportunities to learn, to grow and to negotiate’.</p> <p>Stimulus material – video/DVD, newspaper report, etc.</p> <p>Class discussion – why or how will these cause misunderstanding or conflict?</p> <p>Brainstorm – signs/symptoms of conflict.</p> <p>Role-plays and case studies.</p>

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	<p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • eliminate adversarial contests • manage stress • promote the concept of ‘win-win’ • allow for solutions that meet all parties’ needs • follow due process – listen, acknowledge, respond, report and follow-up. <p>An understanding of problem-solving activities including:</p> <ul style="list-style-type: none"> • identify problem • consider solutions • action • follow-up. <p>How and when to seek assistance for issues that cannot be resolved effectively.</p>	<p>Identify and discuss different techniques to resolve issues, problems or conflicts and assess their effectiveness.</p> <p>Visual stimulus – video/DVD.</p> <p>Class discussion and accompanying notes:</p> <ul style="list-style-type: none"> • identify different types of conflict resolution techniques and procedures • positives and negatives of various approaches to conflict resolution • best approach for common conflict situations. <p>Role-plays – responding to conflict situations.</p> <p>Students work in teams to resolve relevant industry problems. Students identify the problem, consider solution, put it into action and follow up.</p> <p>Class discussion.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers 1.3 Source relevant information about products and services and provide information clearly to customers.</p> <p>3 Provide service to colleagues and customers 3.1 Identify colleague and customer needs and expectations correctly, including customers with</p>	<p>Creating a quality customer service environment</p> <p>Benefits of good customer service:</p> <ul style="list-style-type: none"> • promoting goodwill • customer loyalty/repeat business • new business • productivity • credibility • promoting workplace/organisation service ethic • organisational profit. 	<p>Discuss why customer service is important to the retail services industries and the benefits to the customer, employer and employee when quality service is provided.</p> <p>Discuss the consequences of poor customer service.</p>

Unit/Element of competency/Performance criteria	Content	Possible learning experiences/activities
<p>special needs, and provide appropriate products, services or information</p> <p>3.3 Identify and take all opportunities to enhance service quality.</p> <p><i>SITXCOM002A Work in a socially diverse environment</i></p> <p>2 Address cross cultural misunderstandings</p> <p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p>	<p>Quality service:</p> <ul style="list-style-type: none"> • definition of customer-focused service • characteristics of quality service • customer service skills, including: <ul style="list-style-type: none"> - meeting customer requirements - handling customer requests and complaints - developing rapport - promoting suitable products and services • responsibilities of the workplace/organisation and staff for service • contribution of staff behaviour in delivering quality customer service • ethics of professional service behaviour • work ethic • importance of quality customer service to the tourism industry. <p>Communication skills to enable quality customer service:</p> <ul style="list-style-type: none"> • listening actively to what the customer/client is communicating • providing an opportunity for the customer/client to confirm their request • questioning to clarify and confirm customer/client needs • seeking feedback from the customer/client to confirm understanding of needs • summarising and paraphrasing to check understanding of customer/client’s message • using appropriate body language. <p>Establishing good customer service practices including knowledge of:</p> <ul style="list-style-type: none"> • enterprise policies and procedures • enterprise products/services including: <ul style="list-style-type: none"> - packaging options - pricing options 	<p>Outline the key features of a customer/client-focused organisation.</p> <p>Class debate – ‘The retail service workplace/company/store does not need to have a good relationship with its customer/client to provide good service’.</p> <p>Handout and class discussion.</p> <p>Class discussion and role-plays.</p> <p>Overhead transparency.</p> <p>Mystery customer – each student is allocated a different tourism workplace/organisation to visit and investigate, noting:</p> <ul style="list-style-type: none"> • how long before they were greeted/acknowledged and how

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	<ul style="list-style-type: none"> • language that is targeted to the specific customer • efficient communication in language that is understood by all parties • friendly and courteous manner • positive gestures and body language • tolerance of people’s differing beliefs and values • prompt response to resolve misunderstandings and complaints. 	<p>it was done</p> <ul style="list-style-type: none"> • how products/services are displayed (if applicable) • the look/appearance of the environment • presentation of workplace/organisation personnel. <p>Students share their experience with classmates upon return.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers 1.9 Select an appropriate medium of communication for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant factors involved.</p>	<p>Establishing contact with the customer</p> <p>An understanding of workplace/organisation systems, values and code of conduct in relation to communication with colleagues and customers.</p> <p>Protocol and procedures used for:</p> <ul style="list-style-type: none"> • greeting and farewelling customers • addressing customers by name • time span before a response. 	<p>Review sample workplace/organisation codes of conduct, systems, policy and procedures.</p> <p>Handout.</p> <p>Handout.</p> <p>Role-plays.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>1 Communicate with customers 1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner. 1.2 Use language and tone appropriate to a given situation in both written and spoken communication. 1.7 Use active listening and questioning to facilitate effective two-way communication.</p>	<p>Customer needs, preferences and expectations</p> <p>Knowledge of the difference between preferences, needs and expectations.</p>	<p>Define preferences, needs and expectations.</p> <p>Discuss the different needs of internal and external customers and explore why their needs are different.</p> <p>Discuss the potential consequences of not meeting internal and external customer needs.</p> <p>Identify groups that may have special needs and suggest strategies to cater for the groups, for example seating for elderly or wider walkways for prams and wheelchairs.</p>

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<p>3 Provide service to colleagues and customers</p> <p>3.1 Identify colleague and customer needs and expectations correctly, including customers with special needs, and provide appropriate products, services or information</p> <p>3.2 Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes.</p> <p>3.3 Identify and take all opportunities to enhance service quality.</p>	<p>Factors influencing needs and expectations:</p> <ul style="list-style-type: none"> • social • cultural • religious • economic • health • age • personality • personal interests • likes and dislikes • available time • perceptions. <p>A range of customers with different needs, preferences and expectations and service requirements:</p> <ul style="list-style-type: none"> • internal and external • those with a disability • those with special cultural or language needs • unaccompanied children • parents with young children • pregnant women • aged people • business people • single people • 18–35-year-olds • over 55s. <p>Establishing preferences, needs and expectations for a range of different customers through:</p> <ul style="list-style-type: none"> • active listening • using open, closed and reflective questions • observing and recognising non-verbal signs. <p>Effective communication techniques in relation to listening:</p> <ul style="list-style-type: none"> • active listening 	<p>Brainstorm and discussion.</p> <p>Discuss ways to determine customer needs.</p> <p>Using case studies categorise customer requirements into preferences, needs and expectations.</p> <p>Role-play – use different questioning techniques to try and determine customer needs, preferences and expectations.</p> <p>Handout.</p> <p>Communication games.</p>

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	<ul style="list-style-type: none"> • barriers to effective listening. <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open • closed • reflective. <p>Effective responses to a range of different customer service situations, enquiries and requests.</p> <p>Matching preferences, needs and expectations with the most suitable product or service by knowing customer and product/services.</p>	<p>Provide students with the opportunity to respond to customer requests and enquiries in a variety of potential and real situations in the workplace throughout the tourism and events course.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>4 Respond to conflicts and customer complaints</p> <p>4.2 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures.</p> <p>4.3 Respond to customer complaints positively, sensitively and politely and in consultation with the customer.</p> <p>4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures.</p> <p>4.5 Maintain a positive and cooperative manner at all times.</p>	<p>Responding to customer feedback and complaints</p> <p>The type of feedback received from customers:</p> <ul style="list-style-type: none"> • formal/informal • direct/indirect • positive/negative. <p>Recognition of the value of complaints/customer feedback to the workplace/organisation:</p> <ul style="list-style-type: none"> • improving business relationships • identifying and overcoming existing problems • eliminating entrenched work practices • improving productivity • enhancing output quality • future development of the workplace/organisation <p>The value of amicably resolving customer complaints in</p>	<p>Brainstorm the range of ways requests, enquiries and complaints may be received.</p> <p>Visual stimulus – industry samples for recording and tracking.</p> <p>Discuss the advantages and disadvantages of each.</p> <p>Overhead transparency and associated discussion.</p>

Unit/Element of competency/Performance criteria	Content	Possible learning experiences/activities
	<p>The value of amicably resolving customer complaints in terms of:</p> <ul style="list-style-type: none"> • promoting goodwill • customer relations • publicity • promoting an enterprise service ethic. <p>Common causes of customer dissatisfaction and complaints.</p> <p>An understanding of the purpose of workplace/organisation complaints-handling policy and procedures.</p> <p>Procedures for handling customer complaints:</p> <ul style="list-style-type: none"> • listen • acknowledge • identify nature of problem • identify and agree on an acceptable solution • action • record • follow-up to maximise customer satisfaction. <p>Skills required:</p> <ul style="list-style-type: none"> • problem-solving • decision-making. • negotiating. <p>Establishing the details of customer complaints through:</p> <ul style="list-style-type: none"> • questioning and active listening techniques • summarising and clarifying the issue • recording details of complaint • discussing with customer the process of resolution. <p>Effective responses to typical customer complaints in tourism workplaces/organisations.</p>	<p>Brainstorm.</p> <p>Students share their own examples/experiences.</p> <p>Handout.</p> <p>Develop a flowchart for complaints handling.</p> <p>Provide students with the opportunity to respond to customer complaints in a variety of potential and real situations in the workplace throughout the Tourism and Events course.</p>

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	<p>Techniques for handling difficult or abusive customers.</p> <p>Understanding of level of responsibility.</p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>Handling complaints diplomatically within delegation so that all parties recognise that:</p> <ul style="list-style-type: none"> • the issue has been raised with the relevant authority • all points of view have been aired • discretion will be applied in resolving the matter • due process will be followed • action will be taken to address and remedy the matter. <p>An awareness of the importance of:</p> <ul style="list-style-type: none"> • tourism staff and the customer agreeing on what is to be done in regard to the complaint • implementing solutions within acceptable time frames. <p>Knowledge of the benefits of following-up with customers post-resolution.</p>	<p>Visual stimulus – video/DVD.</p> <p>Guest speaker – industry expert.</p> <p>Role-plays – ensure a range of customers, for example angry, impatient, intimidating, talkative and timid.</p> <p>Class discussion about the authority and delegation and the implications of acting outside the appropriate level of authority.</p> <p>Review the role descriptions of a range of tourism positions. Identify the scope of responsibility for each in relation to responding to dissatisfaction and complaints.</p> <p>Discuss the implications for the customer and the workplace/company/store if an action/solution hasn't been agreed to.</p> <p>Class discussion on the benefits of customer follow-up for both satisfied and dissatisfied customers.</p>

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	<p>How and when to seek assistance for issues that cannot be resolved effectively.</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p>	<p>Discussion (and incorporate into flowchart – activity previous page):</p> <ul style="list-style-type: none"> • strategies to follow when unable to resolve a complaint immediately • how to recognise when to refer a complaint and to whom to refer. <p>Draw an organisational flowchart for a typical tourism workplace/organisation. Indicate appropriate lines of reporting and communication.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • why is it necessary to report difficulties? • what situations need to be reported? • to whom to report? • why is it necessary to document complaints and incidents? <p>Visual stimulus – industry samples for recording complaints and incidents.</p>
<p><i>SITXCOM001A Work with colleagues and customers</i></p> <p>5 Work in a team 5.4 Identify, prioritise and complete individual tasks within designated timeframes.</p>	<p>Planning work activities and managing workload</p> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> • organising tasks: <ul style="list-style-type: none"> - prioritising - time management to meet deadlines - negotiation - individual needs - group needs • clarifying personal responsibilities • work ethic • seeking assistance where necessary • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis. 	<p>Brainstorm – what contributes to successful planning?</p> <p>Class discussion – identify work activities that need to be planned and organised on a daily, weekly or monthly basis.</p>

