

<b>Training Package</b>	<b>Entertainment (CUE03)</b>	<b>HSC Requirements and Advice</b>
<b>Title</b>	<b>Provide quality service to customers</b>	
<b>Unit code</b> <b>CUECOR03A</b>	<b>Unit Descriptor</b> This unit describes the interpersonal, communication and customer service skills required to create a positive impression and to establish rapport with the customer. It involves the skills and knowledge of understanding, clarifying and meeting customer needs and expectations. These fundamental customer service skills are required by a wide variety of people working at all levels across a range of cultural industry workplaces.	<b>HSC Indicative Hours</b>  <b>15</b>

<b>Evidence Guide</b>			
<b>Underpinning skills and knowledge</b>	<b>Linkages to other units</b>	<b>Resource requirements</b>	<b>HSC Requirements and Advice</b>
<p>Assessment must include evidence of the following knowledge and skills:</p> <ul style="list-style-type: none"> <li>• effective communication techniques in relation to listening, questioning and non-verbal communication</li> <li>• needs and expectations of different types of customers</li> <li>• potential special needs of customers in a given industry context</li> <li>• techniques for identifying and dealing with conflict situations and misunderstandings</li> <li>• importance of cultural awareness to customer service situations</li> <li>• ethics of professional behaviour in a given industry context.</li> </ul>	<p>This unit underpins effective performance in many other units. It is strongly recommended that it be assessed/trained in conjunction with other relevant operational and service units.</p> <p>This unit has particular linkages to the following units, and combined assessment and/or training is recommended:</p> <ul style="list-style-type: none"> <li>• CUECOR02B Work with others</li> <li>• CUECOR04A Deal with conflict and resolve complaints.</li> </ul>	<p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> <li>• typical organisational customer service policies and procedures.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• colleague</li> <li>• communication process</li> <li>• complaint handling</li> <li>• conflict resolution techniques</li> <li>• customer</li> <li>• customer service skills and practices</li> <li>• effective communication techniques</li> <li>• interpersonal skills</li> <li>• needs, preferences and expectations</li> <li>• personal presentation</li> <li>• product</li> <li>• quality service</li> <li>• questioning techniques</li> <li>• service</li> <li>• special needs</li> <li>• types of communication</li> <li>• work ethic.</li> </ul>

Method and context of assessment	Critical aspects of evidence	HSC Requirements and Advice
<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of communication skills through interaction with others</li> <li>• project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role.</li> </ul> <p>Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• direct observation of the candidate carrying out work tasks involving dealing with customers</li> <li>• role plays about communication situations and dealing with conflicts and misunderstandings</li> <li>• oral or written questioning about effective communication and personal presentation</li> <li>• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• understanding of communication and customer service and its importance in the context of the cultural industries</li> <li>• ability to communicate effectively with customers, including those with special needs, within the range of situations required for the relevant job role</li> <li>• ability to respond effectively to a range of different customer service situations.</li> </ul>	

### Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform      Level 2 = Administer and Manage      Level 3 = Design and Evaluate

Key competencies	Level	Examples
Collecting, organising and analysing information	1	Using effective questioning
Communicating ideas and information	2	Providing service advice to customers
Planning and organising activities	1	Identifying service priorities
Working with others and in teams	1	Sharing knowledge with other service staff
Using mathematical ideas and techniques	-	-
Solving problems	1	Responding to complaints
Using technology	-	-

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1 Communicate with the customer	1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner	<p>The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Customers may include:</p> <ul style="list-style-type: none"> <li>• those from a range of cultural customs/backgrounds</li> <li>• workmates/colleagues</li> <li>• theatre/cinema/event patrons</li> <li>• outside contractors</li> <li>• venue hirers</li> <li>• event organisers</li> </ul> <p>Situations and contexts where customer service is provided may include:</p> <ul style="list-style-type: none"> <li>• in an office</li> <li>• back-of-house</li> <li>• front-of-house</li> <li>• reception area</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Types of customers and colleagues including:</p> <ul style="list-style-type: none"> <li>• internal customers <ul style="list-style-type: none"> <li>- colleagues</li> </ul> </li> <li>• external customers and clients <ul style="list-style-type: none"> <li>- local residents</li> <li>- visitors</li> <li>- media</li> <li>- theatre/cinema/event patrons</li> <li>- outside contractors</li> <li>- venue hirers</li> <li>- event organisers.</li> </ul> </li> </ul> <p>Brief overview of the communication process/cycle.</p> <p>Types of communication:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• written.</li> </ul> <p>Barriers to effective communication:</p> <ul style="list-style-type: none"> <li>• negative subtext</li> <li>• cultural differences</li> <li>• bias and stereotyping</li> <li>• lack of empathy</li> <li>• gender issues.</li> </ul> <p>Interpersonal skills.</p>
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication	<p>Oral communications tasks include:</p> <ul style="list-style-type: none"> <li>• responding to instructions</li> <li>• speaking clearly to be understood and listening carefully to understand</li> <li>• asking questions to gain information, clarify ambiguities and adequately understand requirements</li> <li>• asking the right questions to elicit customer special needs</li> <li>• rephrasing and repeating questions, requests and statements to confirm they have been correctly understood</li> <li>• empathising with the customer situation while</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• directive</li> <li>• purposeful</li> <li>• correct</li> <li>• courteous</li> <li>• culturally sensitive.</li> </ul> <p>Media for communicating in writing including:</p>

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		<ul style="list-style-type: none"> <li>• upholding venue or hirer policy</li> <li>• providing information accurately in plain English with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities</li> <li>• negotiating outcomes where points of view differ</li> </ul>	<ul style="list-style-type: none"> <li>• messages</li> <li>• electronic mail</li> <li>• internal memos</li> <li>• facsimiles</li> <li>• general correspondence</li> <li>• handwritten and printed material.</li> </ul> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone</li> <li>• active listening</li> <li>• asking questions or rephrasing/repeating to clarify or confirm understanding.</li> </ul>
	1.3 Use appropriate non-verbal communication in all situations	<p>Non-verbal communication may include:</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• dress and accessories</li> <li>• gestures and mannerisms</li> <li>• voice tonality and volume</li> <li>• use of space</li> <li>• culturally specific communication customs and practices</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication techniques in relation to non-verbal communication including:</p> <ul style="list-style-type: none"> <li>• understanding body language</li> <li>• interpreting subtext</li> <li>• gestures</li> <li>• standards of dress</li> <li>• accessories</li> <li>• voice tone and volume</li> <li>• use of space</li> <li>• culturally specific communication customs and practices.</li> </ul>
	1.4 Observe and take into consideration non-verbal communication of colleagues and customers		<p><b>Learning experiences for the HSC must address:</b></p> <p>Understanding body language, personal space, gestures and subtext.</p>
	1.5 Show sensitivity to cultural and social differences when communicating with others		<p><b>Learning experiences for the HSC must address:</b></p> <p>An appreciation of how cultural diversity contributes to differing social values, expectations and customs.</p> <p>The importance of respecting cultural differences and adopting a sensitive approach when dealing with communication issues in the workplace.</p>

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	<p>1.6 Use active listening and questioning to facilitate effective two-way communication</p> <p>1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• observing body language</li> <li>• reading subtext.</li> </ul> <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variation in colleagues' work practices/methods</li> <li>• cultural misunderstanding</li> <li>• barriers to communication</li> <li>• aggressive behaviour.</li> </ul> <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> <li>• minimise adversarial contests</li> <li>• promote the concept of 'win-win'</li> <li>• allow for solutions that meet all parties' needs</li> <li>• follow due process – listen, acknowledge, respond, report and follow-up.</li> </ul>
2	<p>Maintain personal presentation standards</p> <p>2.1 Practise high standards of personal presentation in accordance with:</p> <ul style="list-style-type: none"> <li>• enterprise requirements</li> <li>• work location</li> <li>• occupational health and safety issues</li> <li>• impacts on different types of customers</li> <li>• specific requirements for particular work functions</li> </ul>	<p>Personal presentation may include:</p> <ul style="list-style-type: none"> <li>• dress</li> <li>• use of uniform</li> <li>• use of safety items</li> <li>• hair and grooming</li> <li>• hands and nails</li> <li>• jewellery</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Personal presentation, image and hygiene standards required in the workplace including:</p> <ul style="list-style-type: none"> <li>• clean hands and nails</li> <li>• clean and tidy hair</li> <li>• attention to grooming</li> <li>• pleasant body odour</li> <li>• good oral hygiene</li> <li>• correct posture</li> <li>• attention to personal hygiene</li> <li>• positive and friendly attitude</li> <li>• clean uniform</li> <li>• deportment</li> <li>• etiquette.</li> </ul>

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			<p>Dress standards, uniform care and maintenance.</p> <p>The extent to which personal presentation standards are influenced by enterprise:</p> <ul style="list-style-type: none"> <li>• work location</li> <li>• job role</li> <li>• OHS issues</li> <li>• customer expectations in relation to personal presentation standards.</li> </ul>
3	<p>Provide service to customers</p> <p>3.1 Identify customer needs and expectations correctly, including those with special needs, and provide appropriate products, services or information.</p>	<p>Customers may include:</p> <ul style="list-style-type: none"> <li>• those from a range of cultural customs/backgrounds</li> <li>• workmates/colleagues</li> <li>• theatre/cinema/event patrons</li> <li>• outside contractors</li> <li>• venue hirers</li> <li>• event organisers</li> </ul> <p>Customers with special needs may include:</p> <ul style="list-style-type: none"> <li>• those with a disability</li> <li>• those with special or cultural needs</li> <li>• first-time patrons</li> <li>• parents with young children</li> <li>• unaccompanied children</li> <li>• aged people</li> <li>• school groups</li> <li>• infants</li> <li>• pregnant women</li> <li>• VIPs</li> <li>• groups</li> </ul> <p>Customers with special needs may require:</p> <ul style="list-style-type: none"> <li>• wheelchair access</li> <li>• hearing assistance</li> <li>• translation assistance</li> <li>• special seating</li> </ul> <p>Organisational guidelines may include:</p> <ul style="list-style-type: none"> <li>• modes of greeting and farewelling</li> <li>• addressing the person by name</li> <li>• time-lapse before a response</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Difference between needs and expectations.</p> <p>Customer preferences, needs and expectations including:</p> <ul style="list-style-type: none"> <li>• friendliness</li> <li>• courtesy</li> <li>• value for money</li> <li>• prompt service</li> <li>• assistance</li> <li>• empathy and support</li> <li>• comfort</li> <li>• new experiences</li> <li>• basic needs for food, comfort, shelter or other services.</li> </ul> <p>Establishing customer preferences, needs and expectations through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• using open, closed and reflective questions</li> <li>• observation and recognition of non-verbal signs.</li> </ul> <p>Factors influencing needs and expectations including:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• cultural</li> <li>• economic</li> <li>• health</li> <li>• age</li> <li>• personality</li> <li>• personal interests</li> <li>• likes and dislikes</li> <li>• available time</li> <li>• perceptions.</li> </ul>

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			<p>Typical needs and expectations of customers in the entertainment industry, including those with special needs:</p> <ul style="list-style-type: none"> <li>• patrons with physical disabilities and sensory impairments</li> <li>• patrons with intellectual disabilities</li> <li>• patrons with particular cultural or language needs</li> <li>• elderly patrons</li> <li>• school groups</li> <li>• theatre groups</li> <li>• VIPs</li> <li>• first-time patrons</li> <li>• pregnant women</li> <li>• families with children</li> <li>• unaccompanied children.</li> </ul>
	<p>3.2 Meet all reasonable needs and requests of customers within organisational guidelines and timeframes</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Industry standards for workplace interaction including:</p> <ul style="list-style-type: none"> <li>• courtesy</li> <li>• discretion</li> <li>• confidentiality</li> <li>• structured follow-up procedures.</li> </ul> <p>Matching preferences, needs and expectations with the most suitable product or service by knowing customer and product/services.</p>
	<p>3.3 Identify and take all opportunities to enhance the quality of service</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Quality service:</p> <ul style="list-style-type: none"> <li>• definition of customer-focused service</li> <li>• characteristics of quality service</li> <li>• customer service skills including <ul style="list-style-type: none"> <li>- meeting customer requirements</li> <li>- handling customer requests and complaints</li> <li>- developing rapport</li> <li>- promoting suitable products and services</li> </ul> </li> <li>• responsibilities of the enterprise/organisation and staff for service</li> <li>• contribution of staff behaviour in delivering quality customer service</li> </ul>

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			<ul style="list-style-type: none"> <li>• ethics of professional service behaviour</li> <li>• work ethic</li> <li>• importance of quality customer service to the entertainment industry.</li> </ul> <p>Establishing good customer service practices including:</p> <ul style="list-style-type: none"> <li>• knowledge of enterprise products/services and policies</li> <li>• language that is targeted to the specific customer</li> <li>• friendly and courteous manner</li> <li>• positive gestures and body language</li> <li>• prompt response to resolve complaints</li> <li>• solutions-oriented approach.</li> </ul> <p>Opportunity to develop internal product and service knowledge:</p> <ul style="list-style-type: none"> <li>• through the department</li> <li>• throughout a variety of departments within the enterprise/organisation</li> <li>• throughout the enterprise/organisation as an entity.</li> </ul> <p>Effective responses to a range of different customer service situations.</p>
4	<p>Respond to customer complaints</p>	<p>4.1 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisational procedures</p> <p>Customers may include:</p> <ul style="list-style-type: none"> <li>• those from a range of cultural customs/backgrounds</li> <li>• workmates/colleagues</li> <li>• theatre/cinema/event patrons</li> <li>• outside contractors</li> <li>• venue hirers</li> <li>• event organisers</li> </ul> <p>Organisational guidelines may include:</p> <ul style="list-style-type: none"> <li>• modes of greeting and farewelling</li> <li>• addressing the person by name</li> <li>• time-lapse before a response</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Common causes of customer dissatisfaction and complaints.</p> <p>Procedures for handling customer complaints:</p> <ul style="list-style-type: none"> <li>• listen</li> <li>• acknowledge</li> <li>• identify nature of problem</li> <li>• identify and agree on an acceptable solution</li> <li>• action</li> <li>• record</li> <li>• follow-up to maximise customer satisfaction.</li> </ul> <p>Effective responses to typical customer complaints in entertainment industry enterprise/organisation.</p>
	<p>4.2 Handle customer complaints positively, sensitively and politely and in consultation with the customer</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Handling complaints diplomatically so all parties recognise that:</p>

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			<ul style="list-style-type: none"> <li>• the issues have been raised with relevant authorities</li> <li>• all points of view have been aired</li> <li>• discretion will be applied in resolving the matter</li> <li>• due process will be followed</li> <li>• action will be taken to seek a remedy to the matter.</li> </ul>
	4.3 Use appropriate techniques to avoid escalation of the complaint		
	4.4 Refer escalated complaints to the appropriate person if resolution falls outside individual level of responsibility and organisational policy and procedures		<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>Understanding the lines of reporting and communication with supervisors and peers within the workplace.</p> <p>How and when to seek assistance.</p> <p>Awareness of the scope of responsibility of personnel to enable referral of complaints to the most appropriate person.</p>
	4.5 Maintain a positive and co-operative manner at all times		<p><b>Learning experiences for the HSC must address:</b></p> <p>The value of amicably resolving customer complaints in terms of:</p> <ul style="list-style-type: none"> <li>• promoting goodwill</li> <li>• customer relations</li> <li>• publicity</li> <li>• promoting enterprise service ethic.</li> </ul>