Training Package
Tourism, Hospitality and Events (SIT07)

Unit title
Work with colleagues and customers

Unit code
SITXCOM001A

Competency field
Communication and Teamwork

Sector
Cross-Sector

HSC Requirements and Advice

HSC Indicative Hours
15

Unit descriptor
This unit describes the performance outcomes, interpersonal, communication and customer service skills and knowledge required to work in the service industries. This is a core unit underpinning all other units involving interaction with colleagues and customers.

Key required skills and knowledge for this role include meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.

Prerequisite units
Nil

Application of the unit
This unit applies across the service industries to all job roles and levels and in particular to the full range of tourism and hospitality industry sectors and environments. It applies to those who deal directly with customers as well as back of house staff or those working in reception areas; in an office; and on tour or on site, such as food and beverage attendants, housekeeping attendants, porters and concierge staff, guides, front office personnel, tour coordinators, event coordinators and retail travel consultants.

Employability skills
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skill requirements.

Evidence Guide
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Context of and specific resources for assessment

Methods of assessment

Assessing employability skills

Evidence of the following is essential:
• ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role
• ability to work effectively in a team
• ability to respond effectively to a range of customer service situations

Assessment must ensure:
• demonstration of communication skills through interaction with others
• project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to the job role; for those undertaking generic pre

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
• direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues
• role-plays about communication situations

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other
<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</th>
<th>Context of and specific resources for assessment cont/d</th>
<th>Methods of assessment cont/d</th>
<th>Assessing employability skills cont/d</th>
</tr>
</thead>
</table>
| • understanding of communication and customer service and its importance in a tourism or hospitality context. | employment training, project activities must cover a range of industry contexts to allow for a broad range of vocational outcomes. | and dealing with complaints and misunderstandings  
• review of simple messages written by the candidate for various situations  
• questions about effective communication and personal presentation  
• review of portfolios of evidence and third party workplace reports of on the job performance by the candidate. | relevant units that make up the skill set or qualification and in the context of the job role. |

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:  
• SITXCOM002A Work in a socially diverse environment  
• SITXCOM003A Deal with conflict situations.
### Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

<table>
<thead>
<tr>
<th>The following skills <strong>must</strong> be assessed as part of this unit:</th>
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<tbody>
<tr>
<td>• communication skills in relation to listening, questioning and non verbal communication</td>
</tr>
<tr>
<td>• basic written communication skills, including writing clear and concise messages, notes, emails and faxes</td>
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<tr>
<td>• basic literacy skills to read messages, notes, emails and faxes</td>
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<tr>
<td>• basic telephone skills</td>
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<tr>
<td>• identifying and responding to different cultural, language and special needs and expectations</td>
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<tr>
<td>• meeting personal presentation standards according to organisation requirements</td>
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<tr>
<td>• identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility</td>
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<tr>
<td>• customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services.</td>
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</table>

<table>
<thead>
<tr>
<th>The following knowledge <strong>must</strong> be assessed as part of this unit:</th>
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<tr>
<td>• protocol and service rituals of the industry, sector and organisation</td>
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<tr>
<td>• ethics of professional hospitality and tourism behaviour</td>
</tr>
<tr>
<td>• characteristics, uses and conventions of different types of communication mediums</td>
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<tr>
<td>• teamwork principles.</td>
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</table>

### HSC Requirements and Advice

#### Key Terms and Concepts

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<table>
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<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
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<tbody>
<tr>
<td>1</td>
<td>Communicate with customers.</td>
<td>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <strong>Bold italicised</strong> wording in the performance criteria is detailed below.</td>
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</tbody>
</table>
|         | 1.1 Conduct *communication* with customers and colleagues in a polite, professional and friendly manner. | **Communication** may be:  
- verbal  
- written format, such as electronic (e.g. email) or hard copy (e.g. letter)  
- by telephone  
- in languages other than English, including Australian Indigenous languages  
- visual, such as sign language  
- via an interpreter. |
|         |                      | **Customers and colleagues** may be:  
- workmates and colleagues  
- external customers and clients  
- members of other tourism and hospitality industry sectors  
- individuals or groups, such as consultants and committees  
- government or other organisations  
- visitors  
- media. |
|         | 1.2 Use language and tone appropriate to a given situation in both written and spoken communication. | Types of communication:  
- verbal  
  - face-to-face  
  - telephone/mobile phone  
  - answering machine/voice mail  
- nonverbal  
- written. |
|         |                      | The importance of communicating in language that is:  
- clear  
- concise  
- purposeful  
- correct  
- courteous  
- culturally sensitive. |

**Learning experiences for the HSC must address:**  
Types of customers including:  
- internal and external customers  
- new or repeat customers  
- customers with routine or special requests  
- people from a range of social, cultural and ethnic backgrounds  
- people with disabilities.  
Types of colleagues including:  
- workmates/team members  
- supervisors/managers  
- members of other hospitality industry sectors  
- consultants  
- government organisations.  
A range of customers with different service requirements.  
Importance of communication in a hospitality workplace.  
Brief overview of the communication process/cycle:  
- sender  
- receiver  
- message  
- feedback.  

**Types of communication:**  
- verbal  
  - face-to-face  
  - telephone/mobile phone  
  - answering machine/voice mail  
- nonverbal  
- written.
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<tbody>
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<td></td>
<td>Effective verbal communication including:</td>
<td>Effective communication techniques in relation to nonverbal communication including:</td>
<td>Barriers to effective communication including:</td>
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<td></td>
<td>• appropriate language</td>
<td>• understanding body language</td>
<td>• bias and stereotyping</td>
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<td></td>
<td>• clear voice</td>
<td>• interpreting</td>
<td>• lack of empathy</td>
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<td>• audible volume</td>
<td>• subtext</td>
<td>• negative subtext</td>
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<td>• courteous tone</td>
<td>• gestures</td>
<td>• gender issues</td>
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<td></td>
<td>• active listening</td>
<td>• standards of dress</td>
<td>• individual differences</td>
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<td>• questioning techniques.</td>
<td>• use of personal space.</td>
<td>• inconsistency</td>
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<td>• emotions</td>
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<td>• physical barriers, eg noise</td>
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<td>• inattention</td>
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<td>• pressure of time.</td>
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<td>The importance of the following in written communication:</td>
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<td>The importance of the following in written communication:</td>
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<td>• industry terminology.</td>
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<td>A knowledge of interpersonal skills required in the hospitality industry.</td>
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<td>Personal attributes and work ethics of workers in the hospitality industry including:</td>
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<td>• attendance and punctuality</td>
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<td>• ethical and responsible behaviour</td>
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<td>• work performance</td>
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<td>• taking directives and accepting constructive criticism</td>
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<td>• attention to detail</td>
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<td>• appropriate dress and personal presentation standards for the industry and job role</td>
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<td>• positive attitude</td>
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<td>• confidentiality</td>
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<td>• consistency</td>
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<td>• safe work practices</td>
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<td>• cooperativeness</td>
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<td>• self-confidence</td>
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<td>• self-respect</td>
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<td>• willingness for self-improvement</td>
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<td>• flexibility.</td>
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<td>1.3</td>
<td>Source relevant information about products and services and provide information clearly to customers.</td>
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<td>1.4</td>
<td>Use appropriate <strong>non-verbal communication</strong> in all situations.</td>
<td><strong>Non verbal communication</strong> may include:</td>
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<td>• body language</td>
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<td>• dress and accessories</td>
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<td>• gestures and mannerisms</td>
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<td>• voice tonality and volume</td>
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<td>• use of space</td>
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<td>• culturally specific communication customs and practices.</td>
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<td>1.5</td>
<td>Observe and take into consideration non-verbal communication of colleagues and customers.</td>
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| 1.6     | Show sensitivity to cultural and social differences. | *Cultural and social differences* may include:  
- modes of greeting, farewelling and conversation  
- body language, including use of body gestures  
- formality of language. | **Learning experiences for the HSC must address:**  
The importance of respecting cultural difference and adopting a sensitive approach when dealing with communication in the workplace.  
The importance of respecting individual difference arising from:  
- culture  
- race  
- language  
- special needs  
- disabilities  
- gender  
- age  
- sexual preference  
- religious beliefs  
- customs/traditions.  
An awareness of elements of cultural diversity including:  
- interpersonal relations  
- festivals/celebrations  
- family structure/obligations  
- language  
- religion  
- customs  
- food preferences and dietary needs  
- social values  
- work ethic  
- communication  
- product/service preference.  
An awareness of how cultural diversity contributes to differing values, beliefs, attitudes and customs. |
| 1.7     | Use active listening and questioning to facilitate effective two way communication. | **Learning experiences for the HSC must address:**  
Effective communication techniques in relation to listening:  
- active listening  
- barriers to effective listening. |
<table>
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</table>
| 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. | **Medium of communication** may include:  
- fax  
- email or other electronic communication  
- simple written messages, such as restaurant bookings or phone messages  
- face to face  
- telephone  
- two way communication systems  
- standard forms and pro formas  
- assistive technology, e.g. telephone typewriter (TTY)  
- through interpreters.  
**Factors** affecting the selection of appropriate medium may include:  
- technical and operational features  
- access of the sender and receiver to necessary equipment  
- technical skills required to use the medium  
- required format  
- degree of formality required  
- urgency and timeframes. | Effective questioning techniques:  
- open  
- closed  
- reflective.  
**Learning experiences for the HSC must address:**  
General features, benefits and working knowledge of a range of communication mediums/methods.  
A knowledge of written communication media including:  
- messages  
- electronic mail  
- memorandums  
- facsimiles  
- general correspondence.  
Factors affecting the selection of particular communication medium:  
- technical and operational features  
- access of the sender and receiver to necessary equipment  
- technical skills required to use the medium  
- required format  
- degree of formality required  
- urgency and time frames.  
Selection and use of various communication methods/equipment in a variety of potential and real situations in the workplace.  
Features of good telephone etiquette including:  
- greeting callers  
  - answer call promptly  
  - use polite greeting  
  - identify the workplace/organisation  
  - identify yourself using ‘This is’ and name  
  - offer assistance  
- courteous language  
- friendly tone  
- clear articulation  
- audible volume  
- accurate relaying of messages. |
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</table>
| 1.9     | Use communication medium correctly and according to standard **protocols and organisation procedures**. | Protocols and organisation procedures may include:  
• modes of greeting and farewelling  
• addressing the person by name  
• timeframe for required response  
• style manual requirements  
• standard letters and pro formas. | **Learning experiences for the HSC must address:**  
A broad knowledge of workplace/organisation systems, values and code of conduct in relation to communication with colleagues and customers.  
Protocol and procedures used for:  
• greeting and farewelling customers  
• addressing customers by name  
• time span before a response. |
| 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. | **Personal presentation** may include:  
• dress  
• hair and grooming  
• hands and nails  
• jewellery. | **Learning experiences for the HSC must address:**  
Personal presentation, image and hygiene standards required in the workplace including:  
• attention to grooming  
• correct posture  
• attention to personal hygiene  
• positive and friendly attitude  
• clean uniform/shoes  
• etiquette.  
An awareness of the extent to which personal presentation standards are influenced by workplace/organisation:  
• work location  
• job function  
• OHS issues  
• customer expectations on personal presentation standards.  
Workplace/organisation policy and procedures for:  
• personal dress and presentation  
• personal hygiene  
• workplace ethics  
• code of conduct. |
| 3.1     | Identify colleague and customer needs and expectations correctly, including **customers with special needs**, and provide appropriate products, services or information. | **Customers with special needs** may include:  
• those with a disability  
• those with special cultural or language needs  
• unaccompanied children  
• parents with young children  
• pregnant women | **Learning experiences for the HSC must address:**  
Factors influencing needs and expectations including:  
• social  
• cultural  
• religious  
• economic |
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<td>• aged people.</td>
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<td>• personality</td>
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<td>• personal interests</td>
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<td>• likes and dislikes</td>
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<td>• available time</td>
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<td>• perceptions.</td>
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</table>

An awareness of the difference between preferences, needs and expectations.

A range of customers with different needs, preferences and expectations including:
• 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.

Communication skills to enable quality customer service including:
• listening actively to what the customer is communicating
• providing an opportunity for the customer to confirm their request
• questioning to clarify and confirm customer needs
• seeking feedback from the customer to confirm understanding of needs
• summarising and paraphrasing to check understanding of customer’s message
• using appropriate body language.

Establishing preferences, needs and expectations for a range of different customers through:
• active listening
• using open, closed and reflective questions
• observation and recognition of nonverbal signs.
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<tbody>
<tr>
<td>3.2</td>
<td>Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes.</td>
<td></td>
<td>Matching preferences, needs and expectations with the most suitable product or service by knowing customer and product/services.</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify and take all opportunities to enhance service quality.</td>
<td></td>
<td>Learning experiences for the HSC must address: Effective responses to a range of different customer service situations, enquiries and requests.</td>
</tr>
</tbody>
</table>

**Learning experiences for the HSC must address:**

Quality service:
- definition of customer-focused service
- characteristics of quality service
  - individualised attention
  - product knowledge
  - presentation
  - polite and courteous service
  - efficiency
  - consistency
- customer service skills, including:
  - 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 business services industry.

Benefits of good customer service including:
- promoting goodwill
- customer loyalty/repeat business
- new business
- productivity
- credibility
- promoting workplace/organisation service ethic.
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<tr>
<td>4</td>
<td>Respond to conflicts and customer complaints.</td>
<td>4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.</td>
<td>Establishing good customer service practices including:  - knowledge of enterprise policies and procedures  - knowledge of enterprise products/services including:  - packaging options  - pricing options  - language that is targeted to the specific customer  - friendly and courteous manner  - positive gestures and body language  - prompt response to resolve complaints  - solutions-oriented approach  - follow-up to maximise customer satisfaction.  Effective responses to a range of different customer service situations.</td>
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</table>

Learning experiences for the HSC must address:
Recognise potential for conflict through:
- active listening
- observing body language
- reading subtext.

An understanding of how the following may contribute to potential conflict:
- poor customer service
- variation in colleagues’ work practices/methods
- cultural misunderstanding
- poor communication
  - speaking too quickly or quietly
  - no visual clues
  - inadequate language skills
  - not clarifying or asking questions
  - inappropriate body language
- barriers to communication
- aggressive behaviour
- personal animosity
- prejudice and intolerance
- misunderstandings regarding roles and responsibilities.
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<tbody>
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<td>An understanding of conflict resolution techniques, specifically those that:</td>
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<td>• eliminate adversarial contests</td>
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<td>• manage stress</td>
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<td>• promote the concept of ‘win-win’</td>
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<td>• allow for solutions that meet all parties’ needs</td>
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<td>• follow due process – listen, acknowledge, respond, report and follow-up.</td>
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<td>4.2</td>
<td>Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures.</td>
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<td>Learning experiences for the HSC must address:</td>
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<td>An awareness of the type of feedback received from customers including:</td>
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<td>• formal/informal</td>
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<td>• direct/indirect</td>
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<td>• positive/negative.</td>
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<td>Recognition of the value of complaints/customer feedback to the workplace/organisation including:</td>
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<td>• improving business relationships</td>
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<td></td>
<td></td>
<td>• identifying and overcoming existing problems</td>
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<td>• eliminating entrenched work practices</td>
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<td>• improving productivity</td>
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<td>• enhancing output quality</td>
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<td>• future development of the workplace/organisation and the employees.</td>
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<td>Common causes of customer dissatisfaction and complaints including:</td>
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<td>• prices</td>
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<td>• overcharging</td>
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<td>• value for money</td>
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<td>• poor or inconsistent service</td>
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<td>• product.</td>
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<td>Establishing the details of the customer complaint through:</td>
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<td>• questioning and active listening techniques</td>
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<td>• summarising and clarifying the issue</td>
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<td>• recording details of complaint</td>
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<td>• discussing with customer the process of resolution.</td>
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<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
<td>HSC Requirements and Advice</td>
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| An awareness of workplace/organisation complaints handling policy and procedures. | Procedures for handling customer complaints:  
- listen  
- acknowledge  
- identify nature of problem  
- identify and agree on an acceptable solution  
- action  
- record  
- follow-up to maximise customer satisfaction. | The importance of acting within level of authority in terms of:  
- taking initiative  
- problem-solving  
- decision-making. | Skills required including:  
- problem-solving  
  - listen and acknowledge  
  - identify problem  
  - consider solutions  
  - action  
  - record  
  - follow-up  
- decision-making  
- negotiating. |
| Effective responses to typical customer complaints in hospitality enterprises. | Customer complaints may relate to:  
- problems with the service, such as delays or wrong orders  
- problems with the product  
- communication barriers or misunderstandings. | Learning experiences for the HSC must address:  
Handling complaints diplomatically so that all parties recognise that:  
- 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. |
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</table>
|         | 4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures. | Learning experiences for the HSC must address: | An awareness of the importance of:  
- hospitality staff and the customer agreeing on what is to be done in regard to the complaint  
- implementing solutions within acceptable time frames.  
The value of amicably resolving customer complaints in terms of:  
- promoting goodwill  
- customer relations  
- publicity  
- promoting enterprise service ethic.  
An awareness of the benefits of following-up with customers post-resolution. |
|         | 4.5 Maintain a positive and cooperative manner at all times. | Learning experiences for the HSC must address: | Techniques for handling difficult or abusive customers.  
How and when to seek assistance for issues that cannot be resolved effectively.  
Understanding lines of reporting and communication with supervisor/team leader and others in the workplace. |
| 5 Work in a team. | 5.1 Demonstrate trust, support and respect towards team members in day to day work activities. | Learning experiences for the HSC must address: | A definition of:  
- team  
- teamwork.  
Principals and characteristics of team building and effective team work.  
Types of teams in a hospitality workplace/organisation including:  
- established or ad hoc work units  
- working parties  
- committees  
- self-directed teams. |
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<tr>
<td>5.2</td>
<td>Recognise and accommodate cultural differences within the team.</td>
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<td><strong>Learning experiences for the HSC must address:</strong> Cultural differences in the workplaces. Importance of: • demonstrating respect and empathy when working with others • sensitivity when dealing with other points of view • constructively raising and discussing ideas • cooperation and good working relationships • knowledge of work group member’s responsibilities and duties. Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including: • 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.</td>
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<td>5.3</td>
<td>Identify work team goals jointly with colleagues and relevant others.</td>
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<td><strong>Learning experiences for the HSC must address:</strong> Analysis of teams and their: • purpose/aims • goals • size. The features and characteristics of successful teamwork including: • goal-setting • planning and organising work routines on a daily, weekly or monthly basis. An understanding of the benefit of team work to the workplace/organisation. An understanding of the difference between individual and organisation goals and plans.</td>
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<td>5.4</td>
<td>Identify, prioritise and complete individual tasks within designated timeframes.</td>
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<td>Learning experiences for the HSC must address: Principles of time and task management. Features of time management including: • identifying tasks/goals • consultation with others • prioritising • delegation • problem-solving • decision-making • use of diaries • negotiating • accommodating changes to routine • minimising time-wasters. The effect poor time management has on: • other workers • customers • the workplace/organisation. The importance of the following to successful planning: • organising tasks: ‒ prioritising ‒ time management to meet deadlines ‒ negotiation ‒ individual needs ‒ group needs • clarifying personal responsibilities • work ethics • seeking assistance where necessary • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis.</td>
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<td>5.5</td>
<td>Seek assistance from other team members, supervisors and managers when required.</td>
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<td>Learning experiences for the HSC must address: Knowledge of appropriate colleagues from whom to seek assistance including: • coach/mentor</td>
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| 5.6     | Offer assistance to colleagues when required to ensure designated work goals are met. |                | • peers/team members  
• supervisor/manager. |
| 5.7     | Acknowledge and respond to feedback and information from other team members. |                | Learning experiences for the HSC must address:  
Importance of demonstrating respect and empathy in dealings with colleagues.  
Reasons why cooperation and good working relationships are important.  
Knowledge of work group member’s responsibilities and duties. |
| 5.8     | Negotiate changes to individual responsibilities to meet reviewed work goals. |                | Learning experiences for the HSC must address:  
The importance of feedback in the learning process.  
How to elicit and interpret feedback.  
Sources of feedback including:  
• formal/informal performance appraisals  
• customers  
• supervisors and colleagues  
• workplace/organisation monitoring procedures  
• assessment/analysis of output/outcomes  
• personal/self-reflection.  
Acknowledging work performance including:  
• evaluating work performance  
• improving work practices. |

Learning experiences for the HSC must address:  
Skills required including:  
• negotiation  
• communication  
• prioritising.