

Training Package	Tourism, Hospitality and Events (SIT07)		HSC Requirements and Advice
Unit title	Work with colleagues and customers		
Unit code	Competency field	Sector	HSC Indicative Hours 15
SITXCOM001A	Communication and Teamwork	Cross-Sector	

Unit descriptor	<p>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.</p> <p>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.</p>
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 <i>Employability Skills Summary</i> 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
<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • 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 • understanding of communication and 	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • 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 employment training, project activities 	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues • role-plays about communication situations and dealing with complaints and 	<p>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.</p> <p>Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or</p>

Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d	Context of and specific resources for assessment cont/d	Methods of assessment cont/d	Assessing employability skills cont/d
customer service and its importance in a tourism or hospitality context.	must cover a range of industry contexts to allow for a broad range of vocational outcomes.	<p>misunderstandings</p> <ul style="list-style-type: none"> • 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. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • SITXCOM002A Work in a socially diverse environment • SITXCOM003A Deal with conflict situations. 	qualification and in the context of the job role.

Required Skills and Knowledge		HSC Requirements and Advice
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • communication skills in relation to listening, questioning and non verbal communication • basic written communication skills, including writing clear and concise messages, notes, emails and faxes • basic literacy skills to read messages, notes, emails and faxes • basic telephone skills • identifying and responding to different cultural, language and special needs and expectations • meeting personal presentation standards according to organisation requirements • identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility • customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services. 	<p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • protocol and service rituals of the industry, sector and organisation • ethics of professional hospitality and tourism behaviour • characteristics, uses and conventions of different types of communication mediums • teamwork principles. 	<p>Key Terms and Concepts</p> <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.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Communicate with customers.	1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording in the performance criteria is detailed below.</p> <p>Communication may be:</p> <ul style="list-style-type: none"> • verbal • written format, such as electronic (eg email) or hard copy (eg letter) • by telephone • in languages other than English, including Australian Indigenous languages • visual, such as sign language • via an interpreter. <p>Customers and colleagues may be:</p> <ul style="list-style-type: none"> • 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. 	<p>Learning experiences for the HSC must address:</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. <p>A range of customers with different service requirements.</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>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 • nonverbal • written. <p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> • clear • concise • purposeful • correct • courteous • culturally sensitive.
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication.		

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			<p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • clear voice • volume • tone • active listening • questioning techniques. <p>Effective communication techniques in relation to nonverbal communication including:</p> <ul style="list-style-type: none"> • body language • use of personal space. <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy • negative subtext • gender issues • individual differences • emotions • physical barriers, eg noise • inattention • time pressures. <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>An awareness of interpersonal skills required in the tourism industry.</p> <p>An awareness of personal attributes and work ethics of workers valued in the tourism industry.</p>

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	1.3 Source relevant information about products and services and provide information clearly to customers.		
	1.4 Use appropriate <i>non-verbal communication</i> in all situations.	<p><i>Non-verbal communication</i> may include:</p> <ul style="list-style-type: none"> • body language • dress and accessories • gestures and mannerisms • voice tonality and volume • use of space • culturally specific communication customs and practices. 	
	1.5 Observe and take into consideration non-verbal communication of colleagues and customers.		
	1.6 Show sensitivity to <i>cultural and social differences</i> .	<p><i>Cultural and social differences</i> may include:</p> <ul style="list-style-type: none"> • modes of greeting, farewelling and conversation • body language, including use of body gestures • formality of language. 	<p>Learning experiences for the HSC must address:</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>An awareness of how cultural diversity contributes to differing values, beliefs, attitudes and customs.</p>
	1.7 Use active listening and questioning to facilitate effective two way communication.		<p>Learning experiences for the HSC must address:</p> <p>Effective communication techniques in relation to listening:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening.

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	<p>1.8 Select an appropriate <i>medium of communication</i> for the particular audience, purpose and situation, taking into consideration the characteristics of each medium and the relevant <i>factors</i> involved.</p>	<p><i>Medium of communication</i> may include:</p> <ul style="list-style-type: none"> • 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, eg telephone typewriter (TTY) • through interpreters. <p><i>Factors</i> affecting the selection of appropriate medium may include:</p> <ul style="list-style-type: none"> • 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. 	<p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open • closed • reflective. <p>Learning experiences for the HSC must address:</p> <p>A working knowledge of the general features and benefits of a range of communication mediums/methods.</p> <p>An understanding of the purpose and use of a range of written communication media including:</p> <ul style="list-style-type: none"> • messages • electronic mail • memorandums • faxes • general correspondence. <p>Factors affecting the selection of a particular communication medium:</p> <ul style="list-style-type: none"> • technical/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/time frames. <p>Selection and use of various communication methods/equipment in a variety of potential and real situations in the workplace.</p> <p>Features of good telephone etiquette, including:</p> <ul style="list-style-type: none"> • greeting • language • tone • clear articulation • volume • accurate relaying of messages.
	<p>1.9 Use communication medium correctly and according to standard <i>protocols and organisation procedures</i>.</p>	<p>Protocols and organisation procedures may include:</p> <ul style="list-style-type: none"> • modes of greeting and farewelling 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of workplace/organisation systems, values and code of conduct in relation to</p>

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		<ul style="list-style-type: none"> • addressing the person by name • time frame for required response • style manual requirements • standard letters and pro-formas. 	<p>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.
2 Maintain personal presentation standards.	2.1 Practise high standards of <i>personal presentation</i> according to organisation requirements, work location, impacts on different types of customers and specific requirements for particular work functions.	<p><i>Personal presentation</i> may include:</p> <ul style="list-style-type: none"> • dress • hair and grooming • hands and nails • jewellery. 	<p>Learning experiences for the HSC must address:</p> <p>Personal presentation, image and hygiene standards required in the workplace including:</p> <ul style="list-style-type: none"> • personal hygiene/grooming • posture • attitude • clothing/uniform/footwear • etiquette. <p>An awareness of 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.
3 Provide service to colleagues and customers.	3.1 Identify colleague and customer needs and expectations correctly, including <i>customers with special needs</i> , and provide appropriate products, services or information.	<p><i>Customers with special needs</i> may include:</p> <ul style="list-style-type: none"> • those with a disability • those with special cultural or language needs • unaccompanied children • parents with young children • pregnant women • aged people. 	<p>Learning experiences for the HSC must address:</p> <p>Factors influencing needs and expectations including:</p> <ul style="list-style-type: none"> • social • cultural • religious • economic • health • age • personality • personal interests

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			<ul style="list-style-type: none"> • likes and dislikes • available time • perceptions. <p>Knowledge of the difference between preferences, needs and expectations.</p> <p>A range of customers with different needs, preferences and expectations including:</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>Communication skills to enable quality customer service including:</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 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 nonverbal signs. <p>Matching preferences, needs and expectations with the most suitable product or service by knowing customer and product/services.</p>

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	3.2 Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes.		<p>Learning experiences for the HSC must address:</p> <p>Effective responses to a range of different customer service situations, enquiries and requests.</p>
	3.3 Identify and take all opportunities to enhance service quality.		<p>Learning experiences for the HSC must address:</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>Benefits of good customer service including:</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>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 • language that is targeted to the specific customer • friendly and courteous manner • positive gestures and body language • prompt response to resolve complaints

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			<ul style="list-style-type: none"> • solutions-oriented approach • follow-up to maximise customer satisfaction. <p>Effective responses to a range of different customer service situations.</p>
4 Respond to conflicts and customer complaints.	4.1 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.		<p>Learning experiences for the HSC must address:</p> <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> • active listening • observing body language • reading subtext. <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>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.
	4.2 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures.		<p>Learning experiences for the HSC must address:</p> <p>The type of feedback received from customers including:</p> <ul style="list-style-type: none"> • formal/informal • direct/indirect • positive/negative.

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			<p>Recognition of the value of complaints/customer feedback to the workplace/organisation including:</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 and the employees. <p>Common causes of customer dissatisfaction and complaints.</p> <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>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>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>Skills required including:</p> <ul style="list-style-type: none"> • problem-solving • decision-making. • negotiating.

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	<p>4.3 Respond to <i>customer complaints</i> positively, sensitively and politely and in consultation with the customer.</p>	<p><i>Customer complaints</i> may relate to:</p> <ul style="list-style-type: none"> • problems with the service, such as delays or wrong orders • problems with the product • communication barriers or misunderstandings. 	<p>Effective responses to typical customer complaints in tourism enterprises</p> <p>Learning experiences for the HSC must address:</p> <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>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>Knowledge of the benefits of following-up with customers post-resolution.</p>
	<p>4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>Techniques for handling difficult or abusive customers.</p> <p>How and when to seek assistance for issues that cannot be resolved effectively.</p> <p>Understanding of level of responsibility.</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p>

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	4.5 Maintain a positive and cooperative manner at all times.		
5 Work in a team.	5.1 Demonstrate trust, support and respect towards team members in day to day work activities.		<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • team • teamwork. <p>Principals and characteristics of team-building and effective teamwork.</p> <p>Types of teams in a tourism workplace/organisation including:</p> <ul style="list-style-type: none"> • established or ad hoc work units • established or ad hoc work units • committees • self-directed teams.
	5.2 Recognise and accommodate cultural differences within the team.		<p>Learning experiences for the HSC must address:</p> <p>Cultural differences in the workplace.</p> <p>Importance of:</p> <ul style="list-style-type: none"> • 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 team member's responsibilities and duties. <p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including:</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.

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	5.3 Identify work team goals jointly with colleagues and relevant others.		<p>Learning experiences for the HSC must address:</p> <p>Analysis of teams and their:</p> <ul style="list-style-type: none"> • purpose/aims • goals • size. <p>The features and characteristics of successful teamwork including:</p> <ul style="list-style-type: none"> • goal-setting • planning and organising work routines on a daily, weekly or monthly basis. <p>An understanding of the benefit of teamwork to the workplace/organisation.</p> <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>
	5.4 Identify, prioritise and complete individual tasks within designated timeframes.		<p>Learning experiences for the HSC must address:</p> <p>Principles of time and task management.</p> <p>Features of time management.</p> <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers • customers • the workplace/organisation. <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

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			<ul style="list-style-type: none"> • acknowledging if tasks are beyond current capacity • planning and organising work routines on a daily, weekly or monthly basis.
	<p>5.5 Seek assistance from other team members, supervisors and managers when required.</p>		<p>Learning experiences for the HSC must address:</p> <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>5.6 Offer assistance to colleagues when required to ensure designated work goals are met.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of demonstrating respect and empathy in dealings with colleagues.</p> <p>Reasons why cooperation and good working relationships are important.</p> <p>Knowledge of work group member’s responsibilities and duties.</p>
	<p>5.7 Acknowledge and respond to feedback and information from other team members.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of feedback.</p> <p>How to elicit and interpret 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>Acknowledging work performance including:</p> <ul style="list-style-type: none"> • evaluating work performance • improving work practices.

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	5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.		<p>Learning experiences for the HSC must address:</p> <p>Skills required including:</p> <ul style="list-style-type: none"> • negotiation • communication • prioritising.