

<b>Training Package</b>	<b>Hospitality (THH02)</b>	<b>HSC Requirements and Advice</b>
<b>Title:</b>	<b>Work with colleagues and customers</b>	
<b>Unit Code</b>	<b>Unit Descriptor:</b>	<b>HSC Indicative Hours:</b>
<b>THHCOR01B</b>	This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries. This is a core unit which underpins all other competencies dealing with colleagues and customers and applies to all levels and sectors of the industry.	<b>10</b>

<b>Essential Knowledge and Skills to be Assessed</b>	<b>Critical Aspects of Assessment</b>	<b>Context of Assessment and Resource Implications</b>	<b>Assessment Methods</b>	<b>HSC Requirements and Advice</b>
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>effective communication techniques in relation to: <ul style="list-style-type: none"> <li>listening</li> <li>questioning</li> <li>non-verbal communication</li> </ul> </li> <li>basic written communication skills eg messages, notes, emails, fax</li> <li>identifying and responding to different cultural, language and special needs</li> <li>teamwork principles</li> <li>identifying and dealing with conflict situations and misunderstandings</li> <li>customer service skills including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services</li> <li>ethics of professional hospitality and tourism behaviour</li> <li>characteristics of different types of communication media.</li> </ul>	<p>Evidence of the following is critical:</p> <ul style="list-style-type: none"> <li>ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role</li> <li>ability to work in a team</li> <li>ability to respond effectively to a range of different customer service situations</li> <li>understanding of communication and customer service and its importance in a tourism/hospitality context.</li> </ul> <p>The focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the cultural variances and special requirements that apply in particular situations.</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>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>For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.</p>	<p>Assessment methods must be chosen to ensure that communication skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.</p> <p>The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues</li> <li>role plays about communication situations and dealing with conflicts and misunderstandings</li> <li>review of simple messages written by the candidate for various situations</li> <li>questions 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><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>communication</li> <li>communication media</li> <li>complaint handling</li> <li>conflict resolution</li> <li>cultural diversity</li> <li>interpersonal skills</li> <li>needs and expectations</li> <li>negotiation</li> <li>personal presentation</li> <li>problem-solving</li> <li>service</li> <li>task management</li> <li>teamwork</li> <li>time management</li> <li>work ethic</li> <li>work goals</li> </ul>
		<p><b>Linkages with Other Units</b></p> <p>This is a core unit which underpins effective performance in all other units. It is strongly recommended that it be delivered and assessed in conjunction with other relevant operational and service units.</p> <p>This unit has particular linkages to the following units and combined training and assessment is strongly recommended:</p> <ul style="list-style-type: none"> <li>THHCOR02B Work in a socially diverse environment</li> <li>THHGCS02B Promote products and services to customers</li> <li>THHGCS03B Deal with conflict</li> </ul>		

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<b>1 Communicate in the workplace</b>	1.1 Conduct communication with customers and colleagues in a polite, professional and friendly manner.	<p>This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Depending upon the enterprise or specific situations, customers and colleagues may be:</p> <ul style="list-style-type: none"> <li>• workmates/colleagues</li> <li>• external customers and clients</li> <li>• members of other tourism and hospitality industry sectors</li> <li>• individuals or groups such as consultants and committees</li> <li>• government or organisations</li> <li>• local residents</li> <li>• visitors</li> <li>• media.</li> </ul> <p>Situations and contexts in which this unit may be applied might 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> <li>• on tour</li> <li>• on site</li> <li>• using a phone or mobile phone.</li> </ul> <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>Types of customers and colleagues including:</p> <ul style="list-style-type: none"> <li>• internal customers – colleagues/workmates</li> <li>• external customers</li> <li>• members of other tourism industry sectors</li> <li>• individuals or groups such as consultants and committees</li> <li>• government organisations</li> <li>• local residents</li> <li>• visitors</li> <li>• media.</li> </ul> <p>Brief overview of the communication process.</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 including:</p> <ul style="list-style-type: none"> <li>• negative subtext</li> <li>• ethnocentrism</li> <li>• bias and stereotyping</li> <li>• lack of empathy</li> <li>• gender issues.</li> </ul> <p>Interpersonal skills.</p> <p>Importance of communication in a tourism workplace.</p>
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication skills including:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning techniques</li> <li>• body language</li> <li>• language targeted to audience.</li> </ul>

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			<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>Written communication media including:</p> <ul style="list-style-type: none"> <li>• messages</li> <li>• electronic mail</li> <li>• memorandum</li> <li>• facsimiles</li> <li>• general correspondence.</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> </ul>
	1.3 Use appropriate non-verbal communication in all situations.		<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> </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.	<p>Cultural and social differences may include:</p> <ul style="list-style-type: none"> <li>• modes of greeting, farewelling and conversation</li> <li>• body language – use of body gestures</li> <li>• formality of language.</li> </ul>	<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 difference and adopting a sensitive approach when dealing with communication in the workplace.</p>

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	1.6 Use active listening and questioning to facilitate effective two-way communication.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication techniques in relation to listening:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• barriers to effective listening.</li> </ul> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> <li>• open</li> <li>• closed</li> <li>• reflective.</li> </ul>
	1.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.		<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>• variations 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>• eliminate 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>
	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>Media for communication may include:</p> <ul style="list-style-type: none"> <li>• fax</li> <li>• email or other electronic communication</li> <li>• simple written messages eg restaurant bookings or phone messages</li> <li>• face-to-face</li> <li>• telephone</li> <li>• two-way communication systems</li> <li>• standard forms and proformas.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Features and benefits of using different types of communication media including:</p> <ul style="list-style-type: none"> <li>• facsimile</li> <li>• email</li> <li>• simple written messages</li> <li>• proformas</li> <li>• telephone</li> <li>• face-to-face.</li> </ul>

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		<p>Factors which affect selection of the appropriate medium may include:</p> <ul style="list-style-type: none"> <li>• technical and operational features</li> <li>• access of the sender and receiver to necessary equipment</li> <li>• technical skills required to use the medium</li> <li>• required format</li> <li>• degree of formality required</li> <li>• urgency and timeframes.</li> </ul>	<p>Factors affecting selection of a particular medium:</p> <ul style="list-style-type: none"> <li>• technical and operational features</li> <li>• access of the sender and receiver to necessary equipment</li> <li>• technical skills required to use the medium</li> <li>• required format</li> <li>• degree of formality required</li> <li>• urgency and time frames.</li> </ul> <p>Selection and use of various communication methods in a variety of potential and real situations in the workplace.</p>
	<p>1.9 Use the medium correctly and according to standard protocol and enterprise procedures.</p>	<p>Protocol and enterprise procedures 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> <li>• style manual requirements</li> <li>• standard letters and proformas.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Protocol and enterprise procedures used for:</p> <ul style="list-style-type: none"> <li>• greeting and farewelling customers</li> <li>• addressing customers by name</li> <li>• time lapse before a response</li> <li>• style manual requirements for written communication.</li> </ul>
<p><b>2 Maintain personal presentation standards</b></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>• 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> <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 function</li> <li>• OHS issues</li> <li>• customer expectations.</li> </ul>

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<b>3 Provide service to colleagues and customers</b>	3.1 Identify customer needs and expectations correctly, including those with special needs, and provide appropriate products, services or information.	Depending upon the enterprise or specific situations, customers and colleagues may be: <ul style="list-style-type: none"> <li>• workmates/colleagues</li> <li>• external customers and clients</li> <li>• members of other tourism and hospitality industry sectors</li> <li>• individuals or groups such as consultants and committees</li> <li>• government or organisations</li> <li>• local residents</li> <li>• visitors</li> <li>• media.</li> </ul> Customers with specific needs may include: <ul style="list-style-type: none"> <li>• those with a disability</li> <li>• those with special cultural or language needs</li> <li>• unaccompanied children</li> <li>• parents with young children</li> <li>• pregnant women</li> <li>• single women</li> </ul>	<b>Learning experiences for the HSC must address:</b> Difference between needs and expectations. Factors influencing needs and expectations including: <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>• time available</li> <li>• perception</li> <li>• demographic.</li> </ul> Typical expectations and special needs of following customer types: <ul style="list-style-type: none"> <li>• physically challenged including impaired sight, hearing or mobility</li> <li>• pregnant women</li> <li>• families with children</li> <li>• unaccompanied children</li> <li>• business people</li> <li>• travellers with special cultural or language needs</li> <li>• elderly.</li> </ul>
	3.2 Meet all reasonable needs and requests of customers within acceptable enterprise time frames.		
	3.3 Identify and take all opportunities to enhance the quality of service.		<b>Learning experiences for the HSC must address:</b> Quality service: <ul style="list-style-type: none"> <li>• customer-focused definition of 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 organisation and staff for service</li> <li>• contribution of staff behaviour to quality customer service</li> <li>• ethics of professional tourism behaviour</li> <li>• work ethic</li> </ul>

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	<p>3.4 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and enterprise procedures.</p>		<ul style="list-style-type: none"> <li>• importance of quality customer service to tourism industry.</li> </ul> <p>Effective responses to a range of different customer service situations.</p> <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>• establish problem</li> <li>• confirm and agree on an acceptable solution</li> <li>• action</li> <li>• record</li> <li>• follow up to ensure customer satisfaction.</li> </ul> <p>Effective responses to typical customer complaints in tourism enterprises.</p> <p>Workplace practice – examples of procedures used by tourism enterprises for handling customer complaints.</p>
	<p>3.5 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 that all parties recognise that:</p> <ul style="list-style-type: none"> <li>• the issue has been raised with the relevant authority</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 address and remedy the matter.</li> </ul> <p>Establishing the details of the customer complaint through:</p> <ul style="list-style-type: none"> <li>• questioning and active listening techniques</li> <li>• summarising and clarifying the issue</li> <li>• recording details of complaint</li> <li>• discussing with customer the process of resolution.</li> </ul>

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	3.6 Refer difficult complaints to the appropriate person in accordance with individual level of responsibility and enterprise policy and procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Understanding lines of reporting and communication with supervisors and peers within the workplace.</p> <p>How and when to seek assistance.</p>
	3.7 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>
4 Work in a team	4.1 Demonstrate trust, support and respect towards team members in day-to-day work activities.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Definition of team and teamwork.</p> <p>Types of teams in tourism enterprises.</p> <p>Principles and characteristics of team building and effective teamwork.</p>
	4.2 Recognise and accommodate cultural differences within the team.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Cultural differences in the workplaces.</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>• tolerating and respecting difference</li> <li>• adopting a sensitive approach when dealing with other points of view</li> <li>• constructively raising and discussing issues.</li> </ul> <p>Strategies for accommodating cultural differences within the team including:</p> <ul style="list-style-type: none"> <li>• staff training</li> <li>• utilising staff cultural skills</li> <li>• using a range of communication methods</li> <li>• promoting cultural celebrations</li> <li>• celebrating difference</li> <li>• developing tolerance of cultural differences</li> <li>• actively seeking to breakdown barriers</li> <li>• professionalism.</li> </ul>

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	4.3 Identify work-team goals jointly with colleagues and relevant others.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An analysis of teams and their:</p> <ul style="list-style-type: none"> <li>• purpose/aims</li> <li>• size</li> <li>• goals.</li> </ul> <p>The features and characteristics of successful teamwork including:</p> <ul style="list-style-type: none"> <li>• goal-setting</li> <li>• planning and organising work routines on a daily, weekly or monthly basis.</li> </ul>
	4.4 Identify, prioritise and complete individual tasks within designated time frames.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Principles of time and task management.</p> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• time management</li> <li>• negotiation</li> <li>• deadlines</li> <li>• individual needs</li> <li>• group needs.</li> </ul> <p>The features of time management:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• delegation</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul>
	4.5 Seek assistance from other team members, supervisors and managers when required.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Standard procedures for specific enterprises found in:</p> <ul style="list-style-type: none"> <li>• manuals</li> <li>• information from supervisors</li> <li>• standard business protocols.</li> </ul> <p>Reasons for seeking assistance from the following personnel:</p> <ul style="list-style-type: none"> <li>• human resources officers</li> <li>• supervisors</li> <li>• department managers.</li> </ul>

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	4.6 Offer assistance to colleagues when required, to ensure designated work goals are met.		<p><b>Learning experiences for the HSC must address:</b></p> <p>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>Planning and organising work routines.</p>
	4.7 Acknowledge and respond to feedback and information from other team members.		<p><b>Learning experiences for the HSC must address:</b></p> <p>How to elicit and interpret feedback.</p> <p>Acknowledging work performance including:</p> <ul style="list-style-type: none"> <li>• conducting performance appraisals</li> <li>• evaluating performance</li> <li>• improving work practices.</li> </ul>
	4.8 Negotiate changes to individual responsibilities to meet reviewed work goals.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Skills required including:</p> <ul style="list-style-type: none"> <li>• negotiation skills</li> <li>• communication skills</li> <li>• prioritising skills</li> </ul>

## Key Competencies in this Unit

Key Competencies are an integral part of 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	Responding to instructions and requests from customers and colleagues Seeking out and reviewing information related to work activities
Communicating Ideas and Information	2	Receiving, following and giving instructions to others in the team Providing customers with information about products and services, assisting them with requests Passing on messages in writing to colleagues
Planning and Organising Activities	1	Planning, organising and prioritising work tasks and responsibilities Making arrangements for customers
Working with Others and in Teams	2	Working co-operatively with colleagues Clarifying personal responsibilities
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with conflicts and misunderstandings Exploring reasons for communication breakdown and working out solutions in consultation with others
Using Technology	1	Using computers, telephone equipment, fax machines and other communications equipment