### Training Package
**ENTERTAINMENT INDUSTRY (CUE98)**

### Title:
**RESPOND POSITIVELY TO PATRONS**

### Unit Code and Unit Descriptor:
- **CUEFOH1A**

This unit describes the skills and knowledge required to effectively and courteously respond to patrons including complaints handling and information provision.

### HSC Indicative Hours:
15

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<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
<th>HSC Requirements and Advice</th>
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</table>
| This unit may be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion in order to ensure consistency in performance. | • Evidence to demonstrate consistent achievement of this unit’s outcomes include:  
• understanding of communication and customer service and its importance in an entertainment context  
• displaying a positive and pleasant attitude  
• understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)  
• knowledge of cultural diversity | • This unit may be assessed concurrently with the following units of competency:  
• Apply organisation and industry knowledge  
• Work with others  
• Follow health, safety and security procedures | • This unit of competency should be assessed using:  
• relevant organisation procedures  
• access to a range of patrons with a range of requirements  
• access to an entertainment event or venue and simulated situation | **Key Terms and Concepts:**  
- duration  
- change to schedule  
- emergency  
- seating arrangements  
- ticketing  
- VIPs  
- products  
- etiquette  
- disability  
- cultural awareness  
- booking  
- diverse backgrounds  
- merchandise  
- support services  
- season ticket  
- organisational policies and procedures  
- venue geography  
- event duration |
<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th><strong>Performance Criteria</strong></th>
<th><strong>Range of Variables</strong></th>
<th><strong>Evidence Guide</strong></th>
<th><strong>HSC Requirements and Advice</strong></th>
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| 1. Greet patrons | - Patrons are greeted in a polite and welcoming manner and in accordance with organisation procedures  
- Where appropriate, regular patrons are recognised and greeted accordingly  
- Patrons requiring special assistance are handled with care and consideration in accordance with organisation procedures | The following variables may apply:  
Patrons may include those from a range of cultural customs/backgrounds/protocols/etiquette.  
- Patrons with special needs may include:  
  - people with disabilities  
  - first-time patrons  
  - aged or children/school groups  
  - infants  
  - VIPs  
  - Groups | **Underpinning Knowledge and Skills**  
- Skills and knowledge are required in:  
  - organisational procedures relating to customer service  
  - knowledge of the organisation's products and services  
  - communicating effectively including active listening and questioning techniques and non verbal communication | Learning experiences for the HSC must address:  
- The identification of basic procedures for welcoming patrons  
- Recognition of the importance of welcoming regular patrons and special needs patrons  
- Awareness of organisational policy and protocols related to VIPs and the media. |
| 2. Provide information and advice to patrons | - Requests for information are responded to politely and appropriate information is communicated accurately, clearly and concisely  
- Requests for information are relayed to other appropriate personnel as required  
- Any change to schedule/program/venue and the reason for the variation is communicated clearly and politely, cooperation of patrons is sought in the implementation of any change and patrons concerns are addressed as required  
- Patrons are informed of organisation’s products and services on request | Patrons with special needs may require:  
- wheelchair access  
- hearing assistance  
- translation assistance  
Appropriate personnel may include:  
- reception  
- box office  
- ushers  
- food/beverage counter staff  
- supervisor  
- management  
- police  
- security personnel | **Learning experiences for the HSC must address:**  
- Understanding of the type and scope of information to be communicated to patrons or referred to senior staff  
- Identification of potential reasons for changes to routine and ways to communicate changes to patrons and staff  
- Knowledge of the range of services available at Front of House including, but not limited to:  
  - bathrooms  
  - ticketing  
  - refreshments  
  - merchandise |
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| 3. Respond to patrons' complaints | - Patron’s complaints or concerns are responded to promptly, calmly and courteously  
  - Nature of the complaint is established and clarified with patron as required  
  - Dissatisfied patrons are responded to in accordance with organisation procedures or initiative is exercised as required  
  - Complaints are documented and referred to relevant personnel as required  
  - Appropriate action is taken to remedy the situation and prevent the risk of recurrence as necessary | Requests for information may include:  
  - opening hours  
  - pricing  
  - enquiries  
  - session start/finish times  
  - directions both within and outside the venue  
  - seating arrangements  
  - group-booking information  
  - facilities  
  - special-access requirements e.g. wheelchair access  
  - changes to schedules/venues/programs  
  - details of shows/performances/events  
  - the range of products and services available  
  Organisation’s services and products may include:  
  - performances/seasons/next show/sessions  
  - retail/merchandising  
  - catering | - responding effectively to a range of different customer service situations  
  - understanding of the requirements of patrons with special needs  
  - dealing with conflict  
  - cultural sensitivity  
  - giving and following instructions  
  - communicating effectively with people from diverse cultural backgrounds  
  - dealing with and rectifying cross cultural miscommunication | Learning experiences for the HSC must address:  
  - An understanding of the organisation’s complaints policy  
  - Ability to identify procedural steps related to a variety of complaints and incidents  
  - Recognition of the importance of documenting complaints and incidents  
  - Understanding of the importance of a harmonious environment which promotes negotiation, communication and understanding  
  - Understanding of the full range of potential requests for information and organisational services and products |
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<td>• publications</td>
<td>• This unit of competency should be assessed through access to a range of patrons, presenting with a range of requirements in an entertainment event or venue or simulated situation.</td>
<td>Learning experiences for the HSC must address:</td>
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<td></td>
<td>• lost property</td>
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<td>- An understanding of the cultural diversity in the Australian population and the significance of cultural values</td>
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<td>• ticketing services</td>
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<td>- Knowledge of how to provide information accurately and in plain English to people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities</td>
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<td>- Knowledge of how to identify and accommodate the needs of different demographic and cultural groups</td>
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<td>- Understanding of how to seek assistance from supervisor or other team members when cross cultural and other misunderstandings occur</td>
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<td>Oral communications tasks may include:</td>
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<td>- An understanding of effective communication skills including:</td>
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<td></td>
<td>• responding to patrons’ requests for directions, event duration, venue geography, emergency help or help from other appropriate personnel</td>
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<td>- Listening</td>
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<td>• verbally conveying information on changes to schedules, programs, venues</td>
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<td>- Understanding body language</td>
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<td>• providing information about services and products.</td>
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<td>- Appropriate speech</td>
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<td>• asking questions to gain accurate information and clarify ambiguities</td>
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<td>- Accurate relaying of messages</td>
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<td>• accurately receiving and passing on requests and instructions</td>
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<td>- Questioning techniques including the technique of active listening</td>
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<td>• rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood</td>
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<td></td>
<td>• providing accurate, concise summaries of information in brief verbal reports</td>
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<td>• negotiating outcomes where points of view differ</td>
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<td>• recognising and responding to the requests, questions and statements of patrons disquieted or annoyed by changes to program, schedule, cast or venue&lt;br&gt;• Material to be read may include:&lt;br&gt;• written changes to schedules, programs, venues&lt;br&gt;• information about services and products&lt;br&gt;• organisational policies and procedures&lt;br&gt;• notices, correspondence and other written instructions</td>
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### KEY COMPETENCIES

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Collecting, analysing and organising ideas and information 1
Communicating ideas and information 1
Working with others and in teams 1
Solving problems 1
Using technology 1