

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

<b>Unit descriptor</b>	<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>
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	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.
<b>Employability skills</b>	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.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Methods of assessment</b>	<b>Assessing employability skills</b>
<p>Evidence of the following is <b>essential</b>:</p> <ul style="list-style-type: none"> <li>ability to communicate effectively with customers and colleagues (including those with special needs) within a range of situations required for the relevant job role</li> <li>ability to work effectively in a team</li> <li>ability to respond effectively to a range of customer service situations</li> </ul>	<p>Assessment <b>must</b> 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; for those undertaking generic</li> </ul>	<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"> <li>direct observation of the candidate carrying out work tasks involving dealing with customers and colleagues</li> <li>role-plays about communication situations</li> </ul>	<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</p>

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</b>	<b>Context of and specific resources for assessment cont/d</b>	<b>Methods of assessment cont/d</b>	<b>Assessing employability skills cont/d</b>
<ul style="list-style-type: none"> <li>• understanding of communication and customer service and its importance in a tourism or hospitality context.</li> </ul>	<p>Pre-employment training, project activities must cover a range of industry contexts to allow for a broad range of vocational outcomes.</p>	<p>and dealing with complaints and misunderstandings</p> <ul style="list-style-type: none"> <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>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"> <li>• SITXCOM002A Work in a socially diverse environment</li> <li>• SITXCOM003A Deal with conflict situations.</li> </ul>	<p>relevant units that make up the skill set or qualification and in the context of the job role.</p>

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• communication skills in relation to listening, questioning and non verbal communication</li> <li>• basic written communication skills, including writing clear and concise messages, notes, emails and faxes</li> <li>• basic literacy skills to read messages, notes, emails and faxes</li> <li>• basic telephone skills</li> <li>• identifying and responding to different cultural, language and special needs and expectations</li> <li>• meeting personal presentation standards according to organisation requirements</li> <li>• identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility</li> <li>• customer service skills, including meeting customer requirements, handling customer complaints and requests, developing rapport and promoting suitable products and services.</li> </ul>	<p>The following knowledge <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• protocol and service rituals of the industry, sector and organisation</li> <li>• ethics of professional hospitality and tourism behaviour</li> <li>• characteristics, uses and conventions of different types of communication mediums</li> <li>• teamwork principles.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• Colleagues , <a href="#">Glossary</a></li> <li>• Communication, <a href="#">Glossary, page 50</a></li> <li>• communication medium <a href="#">Glossary, page 50,</a></li> <li>• conflict <a href="#">Glossary, Page 63</a></li> <li>• cultural differences, <a href="#">Glossary, page 41</a></li> <li>• customer complaints, <a href="#">Glossary, page 64</a></li> <li>• customers <a href="#">Glossary, page 41</a></li> <li>• organisational protocols and procedures</li> <li>• <a href="#">Glossary, page 42</a></li> <li>• personal presentation, <a href="#">Glossary, page 48</a></li> <li>• <a href="#">Excellent personal appearance and hygiene</a></li> <li>• quality/customer service</li> <li>• <a href="#">Glossary, Page 59 (Proactive Customer Service)</a></li> <li>• special needs</li> <li>• <a href="#">Glossary, Page 41 (health factors)</a></li> <li>• teamwork.</li> <li>• <a href="#">Glossary, Page 71- 74</a></li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Communicate with customers.	1.1 Conduct <i>communication</i> with <i>customers and colleagues</i> 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. <b><i>Bold italicised</i></b> wording in the performance criteria is detailed below.</p> <p><b><i>Communication</i></b> may be:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• written format, such as electronic (e.g. email) or hard copy (e.g. letter)</li> <li>• by telephone</li> <li>• in languages other than English, including Australian Indigenous languages</li> <li>• visual, such as sign language</li> <li>• via an interpreter.</li> </ul> <p><b><i>Customers and colleagues</i></b> may be:</p> <ul style="list-style-type: none"> <li>• workmates and 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 other organisations</li> <li>• visitors</li> <li>• media.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Types of:</p> <ul style="list-style-type: none"> <li>• customers <b>Pages 41-42</b> <ul style="list-style-type: none"> <li>- internal and external</li> <li>- new or repeat</li> <li>- with routine or special requests</li> <li>- people from a range of social, cultural and ethnic backgrounds</li> <li>- people with disabilities</li> </ul> </li> <li>• colleagues <ul style="list-style-type: none"> <li>- workmates/team members</li> <li>- supervisors/managers</li> <li>- members of other key departments/sectors</li> <li>- consultants.</li> </ul> </li> </ul> <p>The importance of communication in a hospitality workplace. <b>Pages 50-51</b></p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> <li>• sender</li> <li>• receiver</li> <li>• message</li> <li>• feedback. <b>Pages 50- 51</b></li> </ul> <p>Types of communication:</p> <p>verbal</p> <p>face-to-face <b>Page 51</b></p> <p>telephone/mobile phone <b>Page 55/56</b></p> <p>answering machine/voice mail</p> <p>nonverbal <b>Page 53</b></p> <p>written. <b>Page 54</b></p> <p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• purposeful</li> <li>• correct</li> <li>• courteous</li> <li>• culturally sensitive. <b>Page 50/51</b></li> </ul>
	1.2 Use language and tone appropriate to a given situation in both written and spoken communication.		

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Effective verbal communication including: <a href="#">Page 51</a></p> <p>appropriate language</p> <ul style="list-style-type: none"> <li>• clear voice</li> <li>• volume</li> <li>• tone</li> <li>• active listening</li> <li>• questioning techniques.</li> </ul> <p>Effective communication techniques in relation to nonverbal communication including:</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• personal space. <a href="#">Pages 51,63</a></li> </ul> <p>Barriers to effective communication including: <a href="#">Page 57</a></p> <ul style="list-style-type: none"> <li>• bias and stereotyping</li> <li>• lack of empathy</li> <li>• negative subtext</li> <li>• gender issues</li> <li>• individual differences</li> <li>• emotions</li> <li>• physical barriers, eg noise</li> <li>• inattention</li> <li>• time pressures.</li> </ul> <p>The importance of written communication being: <a href="#">Page 54</a></p> <ul style="list-style-type: none"> <li>• clear</li> <li>• legible</li> <li>• concise</li> <li>• accurate</li> <li>• courteous</li> <li>• complete</li> <li>• culturally sensitive</li> <li>• appropriate in terms of <ul style="list-style-type: none"> <li>- industry terminology.</li> <li>- formality of language.</li> </ul> </li> </ul> <p>An awareness of interpersonal skills required in the hospitality industry. <a href="#">Page 48/49</a></p> <p>An awareness of personal attributes and work ethic of workers valued in the hospitality industry.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	1.3 Source relevant information about products and services and provide information clearly to customers.		<p><b>Learning experiences for the HSC must address:</b></p>
	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"> <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>	
	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"> <li>• modes of greeting, farewelling and conversation</li> <li>• body language, including use of body gestures</li> <li>• formality of language.</li> </ul>	<p><b>Chapter 3 pages 82-85 and page 92</b></p> <p>The importance of respecting individual difference arising from:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> <li>• language</li> <li>• special needs/disabilities</li> <li>• gender</li> <li>• age</li> <li>• sexual preference</li> <li>• religious beliefs</li> <li>• customs/traditions.</li> </ul> <p>An awareness of how cultural diversity contributes to differing values, beliefs, attitudes and customs.</p> <p><b>Chapter 3</b></p>
	1.7 Use active listening and questioning to facilitate effective two way communication.		<p>Effective communication techniques in relation to listening:</p> <ul style="list-style-type: none"> <li>• active listening</li> </ul> <p>barriers to effective listening. <b>Page 57/69</b></p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> <li>• open, closed and reflective.</li> </ul> <p><b>Page 61</b></p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<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"> <li>• fax</li> <li>• email or other electronic communication</li> <li>• simple written messages, such as restaurant bookings or phone messages</li> <li>• face to face</li> <li>• telephone</li> <li>• two-way communication systems</li> <li>• standard forms and pro-formas</li> <li>• assistive technology, eg telephone typewriter (TTY)</li> <li>• through interpreters.</li> </ul> <p><i>Factors</i> affecting the selection of 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 time frames.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>A working knowledge of the general features and benefits of a range of communication mediums/ methods. <b>Glossary and Pages 50-56</b></p> <p>An understanding of the purpose and use of a range of written communication media including:</p> <ul style="list-style-type: none"> <li>• messages</li> <li>• electronic mail</li> <li>• memorandums</li> <li>• faxes</li> <li>• general correspondence. <b>Page 54</b></li> </ul> <p>Factors affecting the selection of particular communication medium:</p> <ul style="list-style-type: none"> <li>• technical/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/time frames.</li> </ul> <p><b>Pages 50-56</b></p> <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"> <li>• greeting, language, tone <b>Pages 55-56</b></li> <li>• clear articulation</li> <li>• volume</li> <li>• accurate relaying of messages. <b>Pages 50-56</b></li> </ul>
	<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"> <li>• modes of greeting and farewelling</li> <li>• addressing the person by name</li> <li>• time frame for required response</li> <li>• style manual requirements</li> <li>• standard letters and pro-formas.</li> </ul>	<p>An understanding of workplace/organisation systems, values and code of conduct in relation to communication with colleagues and customers.</p> <p>Protocol and procedures used for:</p> <ul style="list-style-type: none"> <li>• greeting and farewelling customers</li> <li>• addressing customers by name</li> <li>• time span before a response. <b>Pages 50-56</b></li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
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"> <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>• personal hygiene/grooming</li> <li>• posture</li> <li>• attitude</li> <li>• clothing/uniform/footwear etiquette. <a href="#">Pages 48/49</a></li> </ul> <p>An awareness of workplace/organisation influences on personal presentation standards:</p> <ul style="list-style-type: none"> <li>• work location</li> <li>• job function</li> <li>• OHS issues</li> </ul> <p>customer expectations on personal presentation standards. <a href="#">Pages 48/49</a></p>
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"> <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>• aged people.</li> </ul>	<p>Factors influencing needs and expectations including:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• cultural</li> <li>• religious</li> <li>• economic</li> <li>• health</li> <li>• age</li> <li>• personality</li> <li>• personal interests</li> <li>• likes and dislikes</li> <li>• available time</li> <li>• perceptions. <a href="#">Pages 41/42</a></li> </ul>
			<p>An awareness of the difference between preferences, needs and expectations. <a href="#">Page 41-42</a></p> <p>A range of customers with different needs, preferences and expectations including:</p> <ul style="list-style-type: none"> <li>• internal and external</li> <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>• aged people</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p><b>Learning experiences for the HSC must address:</b></p> <ul style="list-style-type: none"> <li>• business people</li> <li>• single people</li> <li>• 18–35-year-olds</li> <li>• over 55s. <a href="#">Activity page 42</a></li> </ul> <p>Communication skills to enable quality customer service including:</p> <p>listening actively to what the customer is communicating <a href="#">Pages 50 -56</a></p> <p>providing an opportunity for the customer to confirm their request <a href="#">Page 61 &amp; Page 69</a></p> <ul style="list-style-type: none"> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarising and paraphrasing to check understanding of customer’s message</li> <li>• using appropriate body language.</li> </ul> <p>Establishing preferences, needs and expectations for a range of different customers through:</p> <p>active listening <a href="#">Page 41</a></p> <ul style="list-style-type: none"> <li>• using open, closed and reflective questions</li> <li>• observation and recognition of nonverbal signs.</li> </ul> <p>Matching preferences, needs and expectations with the most suitable product or service by knowing customer and product/services. <a href="#">Activity Page 42</a></p>
	3.2 Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes.		<p>Appropriate responses to a range of different customer service situations, enquiries and requests.</p> <p><a href="#">Activity page 47</a></p>
	3.3 Identify and take all opportunities to enhance service quality.		<p>Quality service:</p> <ul style="list-style-type: none"> <li>• definition of customer-focused service <a href="#">Page 59/60</a></li> </ul> <p>characteristics of quality service <a href="#">Page 44/45</a></p> <ul style="list-style-type: none"> <li>• customer service skills, including: <ul style="list-style-type: none"> <li>– meeting customer requirements</li> </ul> </li> </ul> <p>handling customer requests and complaints <a href="#">Page 69</a></p> <p>–</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p><b>Learning experiences for the HSC must address:</b></p> <ul style="list-style-type: none"> <li>- developing rapport</li> <li>- promoting suitable products and services</li> <li>• responsibilities of the workplace/organisation and staff for service</li> </ul> <p>contribution of staff behaviour in delivering quality customer service <a href="#">Page 61</a></p> <ul style="list-style-type: none"> <li>• ethics of professional service behaviour</li> </ul> <p>importance of quality customer service to the hospitality industry. <a href="#">Page 58-60</a></p> <p>Benefits of good customer service including: <a href="#">Page 49</a></p> <ul style="list-style-type: none"> <li>• promoting goodwill</li> </ul> <p>customer loyalty/repeat business <a href="#">Page 58-60</a></p> <ul style="list-style-type: none"> <li>• new business</li> <li>• productivity</li> <li>• credibility</li> <li>• promoting workplace/organisation service ethic.</li> </ul> <p>Establishing good customer service practices including knowledge of: <a href="#">Page 58/60</a></p> <ul style="list-style-type: none"> <li>• enterprise policies and procedures</li> <li>• enterprise products/services including: <ul style="list-style-type: none"> <li>- packaging options</li> <li>- pricing options</li> </ul> </li> <li>• customer base</li> </ul> <p>customer interaction protocols <a href="#">Page 70</a></p> <ul style="list-style-type: none"> <li>- language that is targeted to the specific customer</li> <li>- friendly and courteous manner</li> </ul> <p>positive gestures and body language <a href="#">Page 61</a></p> <ul style="list-style-type: none"> <li>• request/enquiry processes and procedures including</li> </ul> <p>prompt response to resolve complaints <a href="#">Activity Pg 60</a></p> <p>solutions-oriented approach</p> <ul style="list-style-type: none"> <li>- follow-up to maximise customer satisfaction. <a href="#">Page 50/51</a></li> </ul> <p>Effective responses to a range of different customer service situations. <a href="#">Page 63-70</a></p> <p><a href="#">Activity Page 63 &amp; Koalas Pages 44-46</a></p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
4 Respond to conflicts and customer complaints.	4.1 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:  <b>Pages 63 – 70</b></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: <b>Pages 63 – 70</b></p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variation in colleagues’ work practices/methods</li> <li>• cultural misunderstanding</li> <li>• poor communication</li> <li>• barriers to communication</li> <li>• aggressive behaviour <b>page 143</b></li> <li>• personal animosity</li> <li>• prejudice and intolerance</li> <li>• misunderstandings regarding roles and responsibilities.</li> </ul> <p>An understanding of conflict resolution techniques, specifically those that: <b>Pages 69/70</b></p> <ul style="list-style-type: none"> <li>• eliminate adversarial contests</li> <li>• manage stress</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>
	4.2 Recognise customer dissatisfaction promptly and take action to resolve the situation according to individual level of responsibility and organisation procedures.		<p>The type of feedback received from customers including:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• direct/indirect</li> </ul> <p>positive/negative. <b>Page 63</b></p> <p>Recognition of the value of complaints/customer feedback to the workplace/organisation including:</p> <ul style="list-style-type: none"> <li>• improving business relationships</li> <li>• identifying and overcoming existing problems</li> <li>• eliminating entrenched work practices</li> <li>• improving productivity <b>page 68</b></li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p><b>Learning experiences for the HSC must address:</b></p> <ul style="list-style-type: none"> <li>• enhancing output quality</li> </ul> <p>future development of the workplace/organisation and the employees. <a href="#">Page 64</a></p> <p>Common causes of customer dissatisfaction and complaints. <a href="#">Page 64</a></p> <p>Establishing the details of customer complaints through: <a href="#">Page 69</a></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> <p>An understanding of the purpose of workplace/ organisation complaints-handling policy and procedures. <a href="#">Page 70</a></p> <p>Procedures for handling customer complaints:</p> <ul style="list-style-type: none"> <li>• listen</li> <li>• acknowledge</li> <li>• identify nature of problem</li> <li>• identify and agree on an acceptable solution</li> <li>• action</li> <li>• record</li> <li>• follow-up to maximise customer satisfaction.</li> </ul> <p><a href="#">Seven Step method &amp;Balancing Act Page 69</a></p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making. <a href="#">Page 69-70</a></li> </ul> <p>Skills required including:</p> <ul style="list-style-type: none"> <li>• problem-solving</li> <li>• decision-making</li> <li>• negotiating.</li> </ul> <p>Effective responses to typical customer complaints in hospitality enterprises. <a href="#">Page 59/60</a></p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	4.3 Respond to <i>customer complaints</i> positively, sensitively and politely and in consultation with the customer.	<p><i>Customer complaints</i> may relate to:</p> <ul style="list-style-type: none"> <li>• problems with the service, such as delays or wrong orders</li> <li>• problems with the product</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the importance of:</p> <ul style="list-style-type: none"> <li>• handling complaints diplomatically</li> <li>• <a href="#">Pages 69-70</a></li> </ul>
		<ul style="list-style-type: none"> <li>• communication barriers or misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>• hospitality staff and the customer agreeing on what is to be done in regard to the complaint</li> <li>• implementing solutions within acceptable time frames.</li> </ul> <p>The value of amicably resolving customer complaints:</p> <ul style="list-style-type: none"> <li>• promoting goodwill</li> <li>• customer relations</li> <li>• publicity</li> </ul> <p>promoting enterprise service ethic. <a href="#">Page 70</a></p> <p>The benefits of following-up with customers post-resolution. <a href="#">Pages 69-70</a></p>
	4.4 Refer escalated complaints to the appropriate person according to individual level of responsibility and organisation policy and procedures.		<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 lines of reporting and communication with supervisor/team leader and others in the workplace. <a href="#">Pages 69-70</a></p>
	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>A definition of:</p> <ul style="list-style-type: none"> <li>• team and teamwork. <a href="#">Glossary &amp; Page 71</a></li> </ul> <p>Principles and characteristics of team-building and effective teamwork. <a href="#">Page 71- 74</a></p> <p>Types of teams in a hospitality workplace/organisation including:</p> <ul style="list-style-type: none"> <li>• established or ad hoc work units</li> <li>• committees and self-directed teams.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	5.2 Recognise and accommodate cultural differences within the team.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Cultural differences in the workplace.  <b>Chapter 3- pages91-93</b></p> <p>Importance of:  demonstrating respect and empathy when working with others Page <b>71- 74</b></p> <ul style="list-style-type: none"> <li>• sensitivity when dealing with other points of view</li> <li>• constructively raising and discussing ideas</li> <li>• cooperation and good working relationships</li> <li>• knowledge of work team member’s responsibilities and duties.</li> </ul> <p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including:</p> <ul style="list-style-type: none"> <li>• staff training <b>Chapter 3</b></li> <li>• using an individual’s difference/skills</li> <li>• using a range of communication media and techniques</li> <li>• promoting cultural celebrations and celebrating differences</li> <li>• actively seeking to break down barriers</li> <li>• developing a workplace culture of empathy and tolerance.</li> </ul>
	5.3 Identify work team goals jointly with colleagues and relevant others.		<p>Analysis of teams and their:  purpose/aims <b>Pages 71-74</b></p> <ul style="list-style-type: none"> <li>• goals</li> <li>• size.</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> <p>An understanding of the benefit of teamwork to the workplace/organisation. <b>Page 74</b></p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An understanding of the difference between individual and organisation goals and plans and the relationship between individual roles and the role of the team.</p> <p>Page 74 Activity Part D</p>
	<p>5.4 Identify, prioritise and complete individual tasks within designated timeframes.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Principles of time and task management. Page 48</p> <p>Features of time management. Page 48</p> <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> <li>• other workers</li> <li>• customers</li> <li>• the workplace/organisation. Page 48-50</li> </ul> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> <li>• organising tasks: <ul style="list-style-type: none"> <li>- prioritising</li> <li>- time management to meet deadlines</li> <li>- negotiation</li> <li>- individual needs</li> <li>- group needs</li> </ul> </li> <li>• clarifying personal responsibilities</li> <li>• work ethic</li> <li>• seeking assistance where necessary</li> <li>• acknowledging if tasks are beyond current capacity</li> <li>• planning and organising work routines on a daily, weekly or monthly basis. Page 48/49 &amp; Page 59</li> </ul>
	<p>5.5 Seek assistance from other team members, supervisors and managers when required.</p>		<p>Knowledge of appropriate colleagues from whom to seek assistance including:</p> <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• peers/team members supervisor/manager.</li> </ul> <p>Pages 75-79 Activity Page 74</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>5.6 Offer assistance to colleagues when required to ensure designated work goals are met.</p> <p>5.7 Acknowledge and respond to feedback and information from other team members.</p>		<p>The importance of cooperation and good working relationships. <a href="#">Pages 71-74</a></p> <p>Knowledge of work group member's responsibilities and duties. <a href="#">Activity page 72 &amp; 74</a></p> <p>The importance of feedback in the learning process. <a href="#">Pages 71-74</a></p> <p>How to elicit and interpret feedback.</p> <p>Sources of feedback including:</p> <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• customers</li> <li>• supervisors and colleagues</li> <li>• workplace/organisation monitoring procedures</li> <li>• assessment/analysis of output/outcomes</li> <li>• personal/self-reflection. <a href="#">Page 72</a></li> </ul> <p>Acknowledging work performance including:</p> <ul style="list-style-type: none"> <li>• evaluating work performance</li> <li>• improving work practices. <a href="#">Page 72</a></li> </ul>
	<p>5.8 Negotiate changes to individual responsibilities to meet reviewed work goals.</p>		<p>Skills required including:</p> <ul style="list-style-type: none"> <li>• negotiation</li> <li>• communication</li> <li>• prioritising. <a href="#">Page 72</a></li> </ul>