



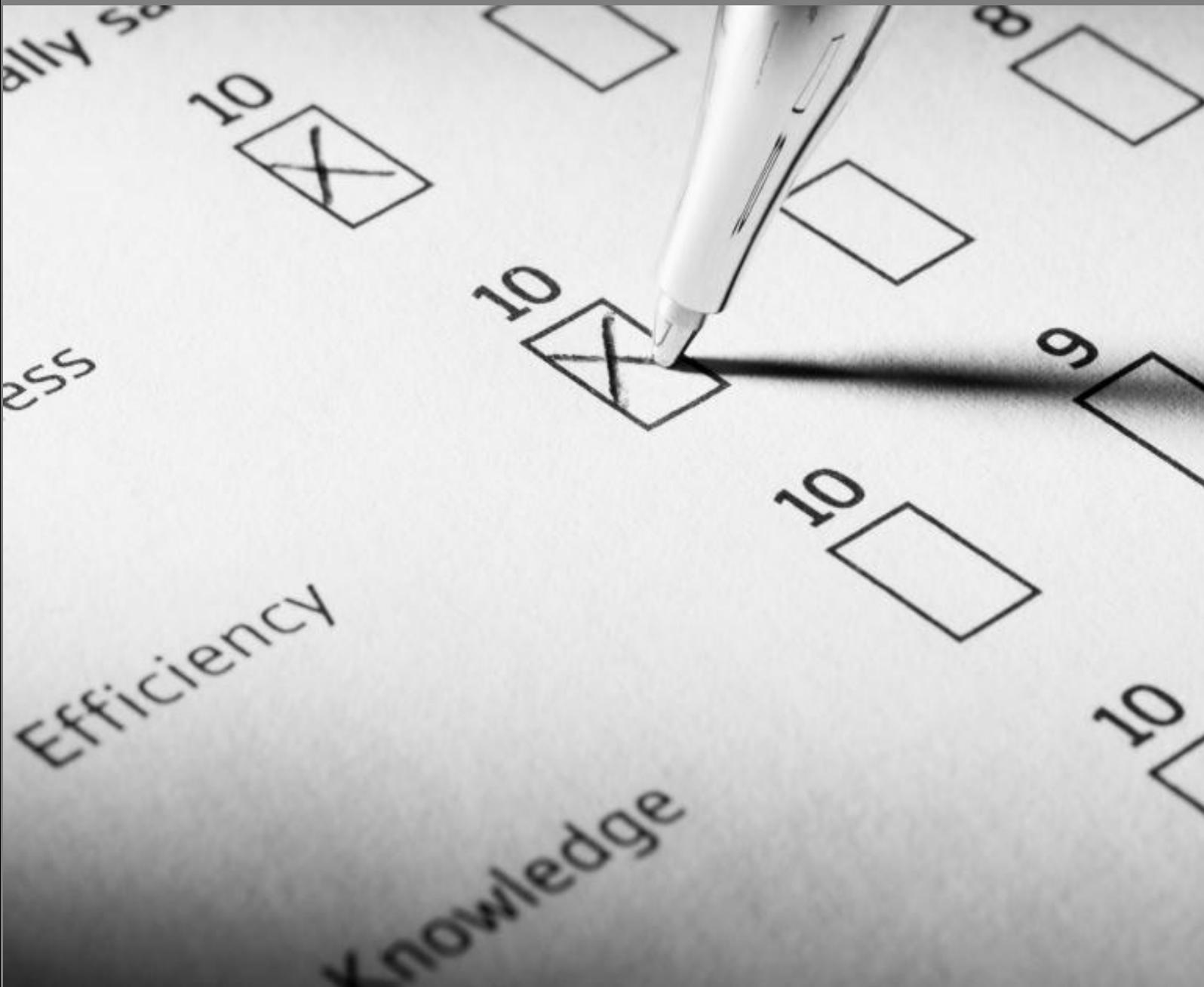
Manage and resolve conflict situations

D1.HRS.CL1.09

D1.HOT.CL1.11

D2.TCC.CL1.06

Assessor Manual



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Assessor Manual



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& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: MANAGE AND RESOLVE CONFLICT SITUATIONS		NOMINAL HOURS: 25
UNIT NUMBER: D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to manage and resolve conflict situations in a range of settings within the hotel and travel industries workplace context.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Respond to complaints</p> <p>1.1 Handle <i>complaints</i> sensitively, courteously and discreetly</p> <p>1.2 Take responsibility for resolving complaints</p> <p>1.3 Handle complaints in accordance with enterprise procedures</p> <p>Element 2: Identify and manage conflict situations</p> <p>2.1 Identify <i>potential for conflict</i> quickly and take appropriate action to prevent escalation</p> <p>2.2 Identify <i>threats to personal safety</i> of customers or colleagues quickly and organize appropriate <i>assistance</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to managing and resolving conflict situations within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Complaints</i> may relate to:</p> <ul style="list-style-type: none"> • Level of service • Product standards • Processes 	

Element 3: Resolve conflict situations

- 3.1** Take responsibility for finding a solution to the *conflict situations* within scope of individual responsibility and job role
- 3.2** Manage conflict by applying effective *communication skills* and anger management techniques
- 3.3** Use *conflict resolution skills* to manage the conflict situation and develop solutions

- Information given
- Charges and fees
- Marketing materials.

Potential for conflict may relate to:

- Dissatisfied customers
- Suppliers
- Co-workers.

Threats to personal safety may include:

- Violent customers
- Drug and alcohol affected customers
- Customers fighting amongst themselves.

Assistance may relate to:

- Asking management for assistance
- Seeking the help of security personnel on site
- Requesting police to attend
- Requesting an ambulance to attend.

Conflict situations may include:

- Customer complaints
- Conflicts among work colleagues
- Drug or alcohol affected persons
- Delayed or late customers
- Refused entry

- Ejection from premises
- Denied requests for refunds or exchanges
- Dissatisfaction with service or quality of food/beverages provided.

Communication skills may include:

- Assertiveness
- Listening
- Non-verbal communication
- Language style
- Problem solving
- Negotiation
- Using defusing techniques.

Conflict resolution skills may relate to:

- Assertiveness
- Listening
- Non-verbal communication
- Language style
- Problem solving
- Negotiation
- Using defusing techniques.

	<p>Assessment Guide</p> <p>Assessment must confirm knowledge and skills:</p> <ul style="list-style-type: none">• Knowledge of enterprise policies and procedures in regard to managing and resolving conflict• Knowledge of enterprise policies and procedures in regard to complaints• Ability to apply basic principles of conflict resolution and respond to complaints. <p>Linkages To Other Units</p> <ul style="list-style-type: none">• Work effectively with colleagues and customers• Work in a socially diverse environment• Lead and manage people• Monitor workplace operations. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• Demonstrated ability to resolve conflict and respond to complaints within the context of own job role• Demonstrated ability to apply conflict resolution techniques and resolve a range of different conflict situations in contexts appropriate to the job role and workplace• Demonstrated ability to recognize typical symptoms and causes of conflict in the workplace and ways of resolving conflict situations• Knowledge of appropriate conflict/grievance resolution strategies• Demonstrated use effective interpersonal skills.
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Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organizing and analysing information	2	Use positive communication to encourage different points of view.
	Communicating ideas and information	2	Assess the nature of a conflict situation
	Planning and organizing activities	2	Work out the most appropriate way to deal with a dispute or complaint
	Working with others and in teams	2	Negotiate to solve differences with colleagues
	Using Mathematical ideas and techniques	-	
	Solving problems	2	Resolve customer complaints
	Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage and resolve conflict situations D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What techniques or strategies do you use to ensure you deal with complaints in a courteous manner?	<input type="checkbox"/>	<input type="checkbox"/>
2. Tell me about a situation where you have taken personal responsibility for handling workplace conflict between the business and a customer. What was the situation? What did you say and do?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What enterprise standards exist in your workplace for managing and resolving workplace conflict?	<input type="checkbox"/>	<input type="checkbox"/>
4. Give me an example of how you identified the potential for conflict in the workplace (between you and a customer), and explain how you responded to address that situation.	<input type="checkbox"/>	<input type="checkbox"/>
5. What action would you take at work if you believed your personal safety or the safety of customers was at risk due to a conflict situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe your personal 'Scope of Authority' for taking action at work to resolve conflict with customers.	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain the importance of body language or non-verbal communication when addressing a conflict situation with a customer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe the conflict resolution skills you have used to effectively resolve workplace conflict involving a customer.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Manage and resolve conflict situations – D1.HRS.CL1.09 D1.HOT.CL1.11
D2.TCC.CL1.06

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are five possible causes of customer complaints?

2. Complete the following statement: “It is important to deal with all complaints in a ...”.

3. What are the two ways you can become aware a complaint or problem situation exists?

4. Identify five warning signs or indicators there may be an issue with a customer.

5. Answer 'Yes' or 'No' to the following question: "Is it a standard industry response to give an apology whenever you identify a complaint situation?"

Yes No

6. What does the customer usually want you to do when they have a complaint?

7. What is meant by 'scope of authority'?

8. List three reasons organisations develop house policies on complaint resolution.

9. What is a 'programmed decision'?

10. Expand the acronym 'AQUA', the model for dealing with problems.

11. Why is it important to promptly identify conflict in the workplace?

12. List three possible causes of conflict with a supplier.

13. Name three possible reasons conflict may occur between staff.

14. What are three indicators a staff member may have a problem or conflict with you?

15. Should employees 'address' or 'ignore' situations where the personal safety of customers is at risk?

16. What is the Golden Rule when dealing with personal and or customer safety issues?

17. In a conflict situation should 'people' or 'property' take priority?

18. What is standard industry practice when confronted with an armed robbery situation?

19. Identify four 'threatening situations'.

20. List three topics 'house rules' may apply to.

21. List three actions you might take when identifying a threatening situation in the workplace.

22. When organising assistance to respond to a threatening situation what is identified in the notes as being essential?

23. Answer 'True' or 'False' to the following statement: "In a conflict situation staff always have an unlimited scope of authority".

True False

24. When attempting to find a solution to a customer conflict situation is it best to give the customer 'as much control as possible' over the situation, or 'no control at all'?

25. Identify three ways you can indicate you intend taking responsibility for finding a solution to a customer conflict situation?

26. List three general requirements or background rules when communicating with others.

27. What are the four elements of speech which can be altered to change verbal communication?

28. List five anger management techniques which have proved effective when dealing with conflict situations.

29. What are the five major ways to handle conflict?

30. Answer 'True' or 'False' to the following statement: "Frequently the best solution for the customer is not the best option for the venue and *vice versa*".

True False

31. What are the steps in the Six-Step Method of Conflict Resolution?

Answers to Written Questions

Manage and resolve conflict situations – D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What are five possible causes of customer complaints?

Any from the following:

- Levels of service
- Product standards
- Processes
- Information given
- Charges and fees
- Marketing materials
- Failure to keep promises
- Condition of premises
- Environment
- Issues relating to other patrons.

2. Complete the following statement: “It is important to deal with all complaints in a ...”.

It is important to deal with all complaints in a friendly, efficient and thorough manner characterised by the use of:

- Sensitivity
- Courtesy
- Discretion.

3. What are the two ways you can become aware a complaint/problem situation exists?

- Being informed by the customer – where patron advises you they have a complaint, face-to-face
- Monitoring the business environment – which involves looking for ‘warning signs’ a complaint or problem is imminent or has occurred.

4. Identify five warning signs/indicators there may be an issue with a customer.

Any from the following:

- Raised voices or an argumentative tone
- Facial expressions and/or body language showing:
 - Anger
 - Concern
 - Dissatisfaction
 - Aggression
- Situations where customers/guests appear:
 - Flustered
 - Unhappy
 - Upset
 - Frustrated
- Guests at a table who:
 - Glance around as if seeking assistance
 - Beckon you to come to their table
- People who:
 - Slam doors
 - Throw items
 - Thump the table or service counter.

5. Answer ‘Yes’ or ‘No’ to the following question: “Is it a standard industry response to give an apology whenever you identify a complaint situation?”

Yes.

6. What does the customer usually want you to do when they have a complaint?

Fix the problem.

7. What is meant by 'scope of authority'?

Answer must be similar to the following:

- Guidelines as to what action they can take in the workplace in response to complaints without having to get special permission from management.

8. List three reasons organisations develop house policies on complaint resolution.

Any from the following:

- Provide guidance on what to do in order to resolve situations
- Give consistency when dealing with customers
- Relieve staff from the pressure and worry about having to make decisions
- Provide the basis for in-house training.

9. What is a 'programmed decision'?

Answer must be similar to the following:

- A programmed decision is a decision which has been considered and thought about and put in place by management or owners to act as a standard organisational response to a given complaint/problem.

10. Expand the acronym 'AQUA', the model for dealing with problems.

- A = Acknowledge
- Q = Question
- U = Understand
- A = Answer.

11. Why is it important to promptly identify conflict in the workplace?

It allows action to be taken swiftly to try to resolve the situation before things get worse.

12. List three possible causes of conflict with a supplier.

Any from the following:

- Not paying account by the required time
- Not adhering to the specifics of the Terms of Trade
- Late placement of orders
- Not signing for goods received
- Delaying delivery drivers when they arrive to deliver goods
- Changing supplier
- Taking goods which were not allocated to the business
- Failure of the supplier to deliver as promised.

13. Name three possible reasons conflict may occur between staff.

Any from the following:

- Pressure of work
- Lack of – or bad – communication which may cause misunderstandings
- Prejudices
- Ineffective working procedures
- Difference in opinions and or beliefs
- Team member not pulling their weight.

14. What are three indicators a staff member may have a problem/conflict with you?

Any from the following:

- Avoid verbal and visual contact
- Indulge in negative facial expressions
- Make negative remarks
- Make rude gestures or remarks.

15. Should employees ‘address’ or ‘ignore’ situations where the personal safety of customers is at risk?

Address.

16. What is the Golden Rule when dealing with personal and/or customer safety issues?

Never put yourself in danger/you are not expected to put yourself in danger.

17. In a conflict situation should ‘people’ or ‘property’ take priority?

People.

18. What is standard industry practice when confronted with an armed robbery situation?

Simply hand over the money: never try to foil the robbers, never try to be a hero.

19. Identify four ‘threatening situations’.

Any from the following:

- Alcohol-affected persons
- People with guns or other weapons
- Situations where someone has already been hurt
- Individuals whose appearance and/or actions give rise to concern
- Situations where customers display a reluctance to leave the business when asked to do so

- Physical fighting
- Verbal arguments
- Erratic and or irrational behaviour
- Harassing behaviour.

20. List three topics 'house rules' may apply to.

Any from the following:

- Dress
- Language
- Behaviour
- Identification of dangerous situations and situations requiring staff to take action
- Description of the action to be taken
- Authority and responsibility for taking action
- Barring of customers.

21. List three actions you might take when identifying a threatening situation in the workplace.

Any from the following:

- Contact the supervisor or duty manager
- Contact in-house security
- Contact the police
- Take action yourself if necessary.

22. When organising assistance to respond to a threatening situation what is identified in the notes as being essential?

Speed.

23. Answer 'True' or 'False' to the following statement: "In a conflict situation staff always have an unlimited scope of authority"

False.

24. When attempting to find a solution to a customer conflict situation is it best to give the customer 'as much control as possible' over the situation, or 'no control at all'?

As much control as possible.

25. Identify three ways you can indicate you intend taking responsibility for finding a solution to a customer conflict situation.

Any from the following:

- Going to the person (where you feel it is safe and appropriate to do so) to talk to them face-to-face about the situation
- Asking them to modify their language and/or behaviour
- Making an offer of help
- Showing a physical presence
- Realising it is your job to handle the situation.

26. List three general requirements/background rules when communicating with others.

Any from the following:

- Every message must have a purpose
- Messages should match the interests and abilities of the receiver
- Unnecessary words should be eliminated
- Chosen words should be within the experience range of the receiver
- Messages should be clear.

27. What are the four elements of speech which can be altered to change verbal communication?

- Pitch or tone
- Intensity
- Projection
- Pauses in speech.

28. List five anger management techniques which have proved effective when dealing with conflict situations.

Any from the following:

- Managing your own emotions
- Demonstrating empathy with the other person
- Being assertive
- Taking control
- Looking for a win-win outcome
- Showing a willingness to resolve the issue
- Where appropriate, defining common needs
- Not telling them to 'Calm down'

- Using defusing techniques
- Moving the person to a quiet area in order to remove the person from their audience.

29. What are the five major ways to handle conflict?

- Avoidance
- Accommodation
- Forcing
- Compromise
- Collaboration.

30. Answer 'True' or 'False' to the following statement: "Frequently the best solution for the customer is not the best option for the venue and vice versa"

True.

31. What are the steps in the Six-Step Method of Conflict Resolution?

- Listen carefully
- Acknowledge
- Respond
- Take action
- Report
- Follow-up.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage and resolve conflict situations D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Respond to complaints b) Identify and manage conflict situations c) Resolve conflict situations 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Respond to complaints		
Handle complaints sensitively, courteously and discretely	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility for resolving complaint/s	<input type="checkbox"/>	<input type="checkbox"/>
Handle complaints in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Identify and manage conflict situations		
Identify potential for conflict quickly and take appropriate action to prevent escalation	<input type="checkbox"/>	<input type="checkbox"/>
Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Manage and resolve conflict situations D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Takes personal responsibility for handling workplace complaints from customers/guests within authorised scope of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles complaints sensitively, courteously and discretely in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the potential for conflict quickly and responds appropriately to prevent escalation of the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies threats to the safety of customers and colleagues and takes action to arrange assistance or otherwise respond effectively to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use communication, interpersonal and conflict management skills to effectively manage and resolve conflict situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--	--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Manage and resolve conflict situations	D1.HRS.CL1.09 D1.HOT.CL1.11 D2.TCC.CL1.06
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Respond to complaints						
Handle complaints sensitively, courteously and discretely						
Take responsibility for resolving complaints						
Handle complaints in accordance with enterprise procedures						
Element 2: Identify and manage conflict situations						
Identify potential for conflict quickly and take appropriate action to prevent escalation						
Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance						
Element 3: Resolve conflict situations						
Take responsibility for finding a solution to the conflict situations within scope of individual responsibility and job role						
Manage conflict by applying effective communication skills and anger management techniques						
Use conflict resolution skills to manage the conflict situation and develop solutions						
Candidate signature			Date			
Assessor signature			Date			

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