



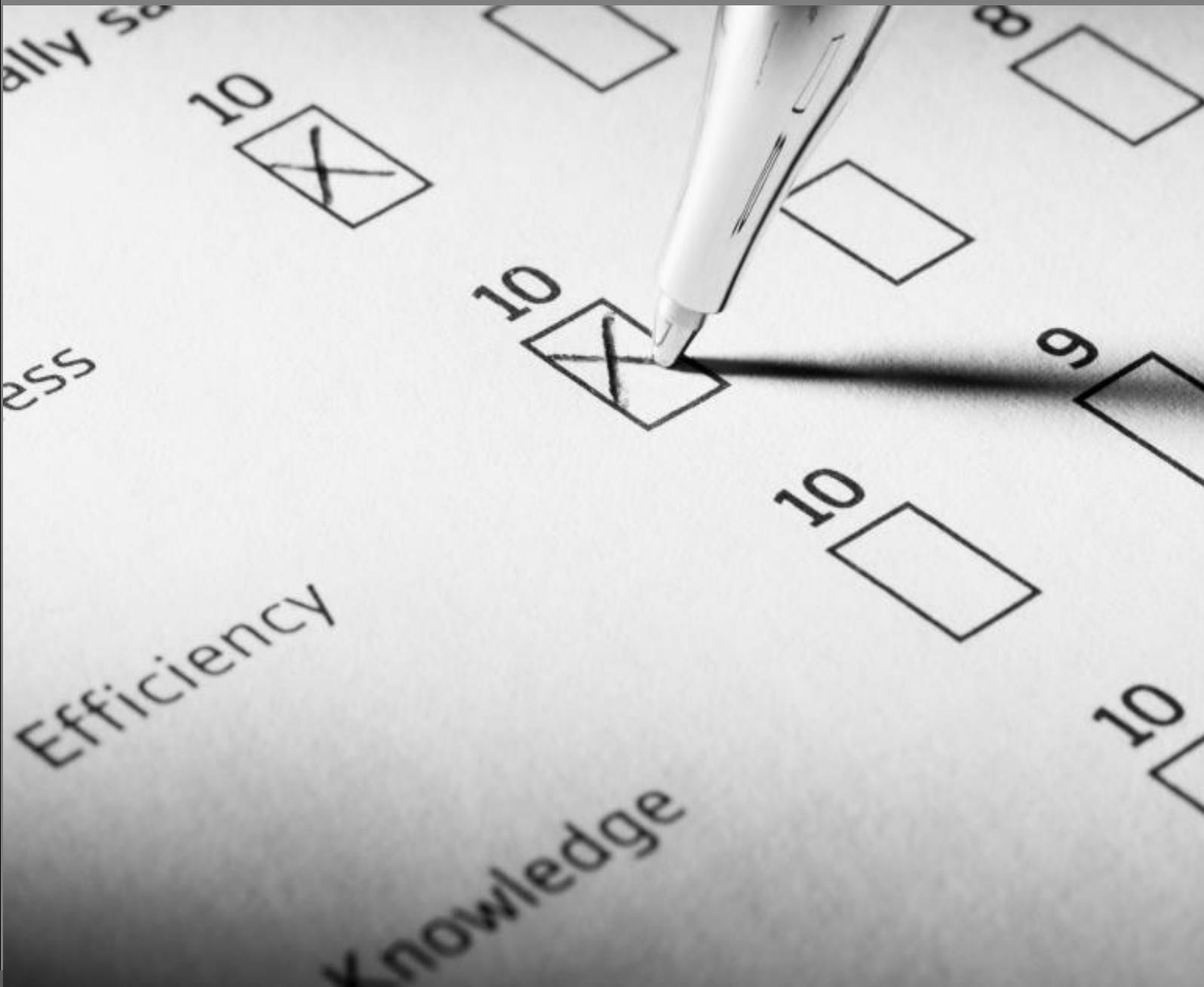
Work effectively with colleagues and customers

D1.HRS.CL1.18

D1.HOT.CL1.01

D2.TCC.CL1.01

Assessor Manual



Work effectively with colleagues and customers

D1.HRS.CL1.18

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D2.TCC.CL1.01

Assessor Manual



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Specialist centre
for foods, tourism
& 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: WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS	NOMINAL HOURS: 30 hours
UNIT NUMBER: D1.HRS.CL1.18; D1.HOT.CL1.01; D2.TCC.CL1.01	
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to work effectively with colleagues and customers 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: Communicate effectively</p> <p>1.1 Relay information in a clear and concise manner using <i>appropriate communication techniques</i></p> <p>1.2 Use <i>language and tone</i> appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved</p> <p>1.3 Use active listening and questioning to facilitate effective two-way communication with others</p> <p>1.4 Identify potential and existing <i>conflicts</i> and seek solutions in conjunction with all involved parties</p> <p>1.5 Complete routine <i>workplace documentation</i> accurately in a timely manner</p> <p>Element 2: Establish and maintain effective relationships with colleagues and customers</p> <p>2.1 Meet both <i>internal customers' and external customers' needs and expectations</i> in accordance with <i>organisation standards, policies and procedures</i> and within acceptable time frames</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 working effectively with colleagues and customers 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>Appropriate communication techniques</i> may be related to:</p>

- 2.2** Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes
- 2.3** Use *formal feedback* and *informal feedback* to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers
- 2.4** Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint
- 2.5** Maintain a positive and co-operative manner
- 2.6** Use *non-discriminatory attitudes and language* when interacting with customers, staff and management consistently

Element 3: Work in a team

- 3.1** Request or provide assistance so that work activities can be completed
- 3.2** Provide support to colleagues to ensure achievement of team goals
- 3.3** Discuss and resolve problems through agreed and/or accepted processes
- 3.4** Recognise and accommodate *cultural differences* within the team
- 3.5** Identify, prioritise and complete individual tasks within designated time lines
- 3.6** Acknowledge and respond to feedback and information from other team members

- The use of active listening
- The use of both open and closed questions
- Speaking clearly and concisely
- Using appropriate language and tone of voice
- Being attentive
- Maintaining eye contact in face-to-face interactions
- The use of appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation.

Language and tone may be related to:

- Using simple, concise language that can be easily understood by the audience
- Using appropriate tone, e.g. not patronising, not too loud, not too soft, not yelling, not angry, etc.

Conflicts may include:

- Group conflict
- Conflict with individuals
- Conflict with co-workers.

Workplace documentation may include:

- Letters
- Memos
- Faxes
- Emails
- Invoices and purchase orders.

	<p><i>Internal customers</i> may include:</p> <ul style="list-style-type: none">• Colleagues working in another department• Team members• Supervisor or managers. <p><i>External customers</i> may include:</p> <ul style="list-style-type: none">• Suppliers• People who buy the goods and services the enterprise sells. <p><i>Organisation standards, policies and procedures</i> may include:</p> <ul style="list-style-type: none">• Complaints procedures• Organisational standard report forms• Job descriptions• Code of ethics• Quality systems, standards and guidelines. <p><i>Formal feedback</i> may include:</p> <ul style="list-style-type: none">• 360-degree assessment• Customer satisfaction surveys/forms• Team evaluations• Performance reviews. <p><i>Informal feedback</i> may include:</p> <ul style="list-style-type: none">• Critical incident reviews• Impromptu questioning of customers to obtain view of products and/or service provided• Chance discussions with customers• Coaching and mentoring
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- Seeking the opinions of others.

Non-discriminatory attitudes and language may include:

- Language in relation to race and ethnicity
- Not making assumptions about physical or intellectual abilities
- The use of non-discriminatory language in relation to the portrayal of people with disabilities
- Using non-sexist and gender inclusive language.

Cultural differences may include:

- Forms of address
- Levels of formality/informality
- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Special needs
- Preferences for personal interactions.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to apply the principles of effective communication skills
- Ability to use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team
- Ability to identify the need(s) and concerns of others

- Ability to process a complaint or feedback in accordance with the enterprise's policies and procedures in regard to receiving and resolving customer complaints
- Ability to recommend appropriate action arising from a complaint or problem
- Ability to communicate effectively with a range of people relevant to position and role
- Ability to appropriately respond to both face-to-face and written requests.

Linkages To Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply active listening techniques
- Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team
- Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to build interpersonal relationships
- Demonstrated ability to communicate with customers and colleagues from diverse backgrounds
- Demonstrated ability to deal with cross-cultural misunderstandings
- Observation that verbal and non-verbal communication takes account of cultural differences
- Demonstrated commitment to include and/or communicate with

	<p>others where language barriers exist.</p> <p>Context of Assessment</p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none">• Assessment should include practical demonstration of working effectively with colleagues and customers 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. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none">• 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.
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Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	0	
Communicating ideas and information	2	Use positive communication techniques to build interpersonal relationships
Planning and organizing activities	2	Identify the most appropriate way to respond to feedback
Working with others and in teams	2	Respond to the internal and external customer requests
Using mathematical ideas and techniques	0	
Solving problems	2	Apply conflict resolution and communication skills to resolve conflicts and/or misunderstandings
Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Work effectively with colleagues and customers D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01
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 'C' 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 do you use to ensure your face-to-face communication with people in the workplace is clear and there is mutual understanding?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. Give me two examples where you would use different language and tone of voice when communicating face-to-face with a person in the workplace explaining why you would use a different approach in each example.	<input type="checkbox"/>	<input type="checkbox"/>
3. What is active listening and how can it enhance communication between yourself and others in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is your personal 'Scope of Authority' in the workplace for solving conflicts between your workplace and its customers/guests?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. What workplace documentation are you required to complete on a regular basis and what is the purpose of that documentation/what is it used for?	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate how you would welcome an external customer who has just entered your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
7. Give me one example of when you have successfully managed a conflict with a customer/guest: what was the scenario/context? What did you say and do to reach an effective outcome?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. Tell me of one instance where you used feedback from a customer/guest to identify and improve service delivery to that person.	<input type="checkbox"/>	<input type="checkbox"/>
9. What do you do when interacting with a customer/guest who is making a complaint to ensure they feel their complaint is being treated with politeness, sensitivity and in a positive manner?	<input type="checkbox"/>	<input type="checkbox"/>
10. A colleague at work has complained about the way you have treated them/spoken to them: what would you do to ensure you created and maintained a positive and co-operative manner with them to help effectively address the issue?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. How do you demonstrate non-discriminatory attitudes are displayed towards customers/guests (and/or colleagues) from another country, culture, race or religion in your work role?	<input type="checkbox"/>	<input type="checkbox"/>
12. You need help from a colleague to complete assigned work on-time: demonstrate how you would ask a co-worker for assistance in this set of circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
13. Give me three examples of what you do in your day-to-day working life to help colleagues/your work team achieve their workplace objectives/goals.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
14. Give me an example of a problem you have experienced with a co-worker/work team member and describe how you addressed and resolved that situation.	<input type="checkbox"/>	<input type="checkbox"/>
15. Tell me what you do at work to accommodate the needs/preferences of a colleague who comes from another country, culture or religion.	<input type="checkbox"/>	<input type="checkbox"/>
16. What action do you take to ensure you are able to complete your allocated work on time, on a daily/regular basis?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
17. A team member/colleague has given you some harsh but deserved and accurate feedback about your workplace performance indicating you have not been pulling your weight: how would you respond to this feedback?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Work effectively with colleagues and customers –

D1.HRS.CL1.18

D1.HOT.CL1.01

D2.TCC.CL1.01

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Identify four types of colleagues or customers you may communicate with?

2. What are three types of communication that you can use?

3. Explain the difference between an 'internal' customer and an 'external' customer.

4. Being able to communicate product knowledge to customers is important. What are four types of product knowledge you can communicate?

5. What is the difference between an 'open' and 'closed' question?

6. Answer 'True' or 'False' to the following statement: Closed questions are used to encourage further information or explanation to a question.

True False

7. What are three common reasons you may have a conflict with a colleague?

8. What are three common reasons a customer may have a conflict with your business?

9. What are three types of written communication that would be used in a Food and Beverage department?

10. What are three types of written communication that would be used in a Front Office department?

11. What are four needs of an 'internal customer'?

12. What are three generic needs of an 'external customer'?

13. Answer 'True' or 'False' to the following statement: Some conflicts are not important, so they should be ignored.

True False

14. When handling conflict what are three things should you remember?

15. What are three ways to get 'formal' feedback?

16. What are two ways to get 'informal' feedback?

17. What are two steps in the 'six step approach' can you take when trying to resolve a situation?

18. What are two signs of an escalated complaint? How should you handle this situation?

19. What is a benefit of maintaining a positive and co-operative manner?

20. Answer 'True' or 'False' to the following statement: When handling a complaint, if a customer is rude, you are allowed to be rude as well.

True False

21. Answer 'True' or 'False' to the following statement: It is a good idea to provide written documentation in a variety of languages so customers can read them in their own language.

True False

22. What are two things to remember when attempting to use non-discriminatory attitudes and languages?

23. What are two reasons why you would request assistance from other team members, supervisors and managers?

24. Why is it important to help team members?

25. How do you build trust and respect in the workplace?

26. Answer 'True' or 'False' to the following statement: Providing support means to offer guidance as opposed to completing a task for someone.

True False

27. What are three problems that are out of your control in the workplace?

28. What are two things you should do when handling an unexpected problem?

29. Answer 'True' or 'False' to the following statement: Cultural differences are not common in the workplace.

True False

30. What are three things you can do to accommodate cultural differences?

31. What are two ways to ensure you complete your allocated tasks?

32. Answer 'True' or 'False' to the following statement: Tasks should not be prioritised as each task is as important as each other.

True False

33. What are the three types of feedback you can receive?

34. Answer 'True' or 'False' to the following statement: Negative feedback can be very helpful information.

True False



Answers to Written Questions

Work effectively with colleagues and customers –

D1.HRS.CL1.18

D1.HOT.CL1.01

D2.TCC.CL1.01

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. Identify four types of colleagues or customers you may communicate with?

Any from the following:

- Workmates
- External customers and clients
- Members of other tourism and hospitality industry sectors
- Individuals or groups such as consultants and committees
- Government agencies and private organisations
- Local residents
- Visitors
- Media.

2. What are three types of communication that you can use?

The basic communication options include:

- Verbal –including face-to-face communication and talking on the phone. This also embraces the use of languages other than English and the use of Indigenous languages
- Written format – which includes electronic mail and hard copy communications such as letters, signs, labels, posters and advertising and warning material
- Non-verbal – facial expressions, gestures, sign language
- Use of an interpreter to interpret verbal and printed language.

The student may identify a type (verbal, written etc) or may actually identify an example (e.g. email, telephone call). Either approach is acceptable.

3. Explain the difference between an ‘internal’ customer and an ‘external’ customer.

Customers come from outside the business and may be referred to as ‘external’ customers. That is, they are external to the business.

By contrast, ‘internal’ customers are other staff, workers and colleagues from within the business.

4. Being able to communicate product knowledge to customers is important. What are four types of product knowledge you can communicate?

Students can either identify one of the following types of product knowledge or a suitable example.

- General property features, services and facilities layout, trading hours, senior personnel or emergency information
- Special features
- Benefits available to customers including certain offers, promotions or packages that you offer
- Disadvantages
- Price –bargains, the discounts, happy hours, when certain savings, packages
- Special offers
- Availability
- How to purchase or order.

5. What is the difference between an ‘open’ and ‘closed’ question?

Closed questions are asked in such a way as to elicit only a ‘Yes’ or ‘No’ answer.

‘Open’ questions probe the talker for more information and encourage them to supply further detail.

They are questions that begin with:

- What
- Why
- How
- Where
- When.

6. Answer ‘True’ or ‘False’ to the following statement: Closed questions are used to encourage further information or explanation to a question.

The answer is false.

7. What are three common reasons you may have a conflict with a colleague?

Some reasons include:

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

8. What are three common reasons a customer may have a conflict with your business?

- Lack of service, or poor, service
- Expectations not being met
- Dissatisfaction with the accommodation or services
- Unhygienic conditions
- Low comfort levels
- Rowdy and unacceptable behaviour displayed by other patrons
- A mistake with an account
- Error in the reservation or reservation not found
- Special requests not being adhered to.

9. What are three types of written communication that would be used in a Food and Beverage department?

- Reservations – including booking information, special requests, receipts and confirmation to customers
- Menus – including specials of the day, menus for specific groups, drink lists and menus in different languages
- Banquets – menus, schedule of events, invitations, enquiry letters, invoices, name cards
- Conferences – schedule of events, enquiry letters, confirmation letters, secretarial services
- Financial documents – daily checklists, sales sheets, register docketts, reconciliation sheets, breakage sheets, 'comp' (complimentary) sheets, forecasts and budgets.

10. What are three types of written communication that would be used in a Front Office department?

- Activity Sheets – arrivals and departure sheets and VIP Lists
- Registration Cards – for completion and signature by customers
- Guest Accounts
- Customer Surveys and complaint forms
- Currency exchange documents
- Payment forms, vouchers, letters and receipts.

11. What are four needs of an ‘internal customer’?

- Knowledge – understand and perform their job role, product knowledge, menu knowledge, external customer preferences, upcoming events, policies and procedures and schedule of events for particular shifts
- Skills – the ability to practically perform selected tasks including making beds, cooking meals and checking in guests
- Training – both practical and theoretical training to ensure staff skills sets are appropriate to provide quality customer service
- Equipment – this can include mechanical equipment (computers, ovens, blenders) and associated tools of the trade (plates, glassware, pens, cleaning cloths)
- Time – staff need adequate time to perform their tasks in the correct manner
- Appropriate allocation of work – appropriate allocation of customers per staff member to be able to deliver quality service. Management must ensure adequate levels of staff are on duty to perform the necessary
- Support – staff must receive support and guidance from management
- Fairness – equality in areas of pay, work rate, scheduling of activities.

12. What are three generic needs of an ‘external customer’?

- Value for money
- ‘Offering’ reflecting what was advertised
- Expectations met / exceeded
- To feel respected
- To feel welcomed
- To receive assistance when necessary
- To be in comfortable, clean surroundings
- To feel remembered and recognised
- To be heard and understood.

13. Answer ‘True’ or ‘False’ to the following statement: Some conflicts are not important, so they should be ignored.

The answer is false.

14. When handling conflict what are three things should you remember?

There are two ways a student may answer this question. They might mention A) steps to handle a conflict or B) Issues to consider. Either is acceptable.

A) Steps in handling conflict

- Listening and discuss the conflict
- Show empathy
- Compromise
- Cooperating
- Defining the conflict
- Developing solutions.

B) Issues to consider

- Consider every conflict as important. Whilst the conflict may seem small or irrelevant to you, it obviously is not treated as such by the parties involved.
- Try to handle the conflict as soon as possible. Don't expect it to go away by itself.
- If you are unable or do not have the authority to handle the conflict, refer the matter to the most appropriate person as soon as possible.
- Every conflict has a solution. Try to approach the experience in a positive manner.
- Try to look at the situation in a factual manner. Whilst it is important to acknowledge that the situation contains emotion, try to take the emotion out of it when trying to find a solution
- Be flexible in your approach to reach a suitable solution.
- Involve both parties when trying to reach a suitable solution. What you consider to be a suitable solution may not appear that way to the parties involved. If they are able to reach a mutually agreed solution, that will be accepted.
- Be diplomatic and sensitive. Keep the details of the conflict confidential, and those who are required to be involved in finding the solution to a minimum.

15. What are three ways to get 'formal' feedback?

- Customer comment cards
- General Manager cocktail parties
- Interviews and follow up calls
- Meetings
- Performance reviews.

16. What are two ways to get 'informal' feedback?

- General discussion
- Observations.

17. What are two steps in the ‘six step approach’ can you take when trying to resolve a situation?

- Step 1: Listen carefully
- Step 2: Acknowledge
- Step 3: Respond
- Step 4: Take action
- Step 5: Report
- Step 6: Follow-up.

18. What are two signs of an escalated complaint? How should you handle this situation?

An escalated complaint may be seen as one where one or more of the following applies:

- The organisational policies specifically call for the complaint to be handled by management or some other nominated person
- Every genuine effort on your part to resolve the issue has been unsuccessful
- A situation where the customer is becoming agitated and you believe there is a chance the situation could further deteriorate into a physical confrontation
- A situation where the customer is swearing, making threats or drawing substantial attention from other customers or members of the public
- The customer is alleging impropriety, dishonesty or other fraudulent activity on behalf of a staff member
- A situation where the customer states they intend taking legal action in relation to the complaint
- A situation where the customer mentions they intend referring the complaint to the authorities – including government agencies such as liquor licensing, health, gaming, other agencies
- A situation where the customer mentions they intend taking the issue to the media.

When handling an escalated complaint, they should be referred to an appropriate supervisor or manager. A staff member should not try to resolve the problem.

19. What is a benefit of maintaining a positive and co-operative manner?

A positive and cooperative manner can help to:

- Smooth over a potentially problematic situation
- Demonstrate your willingness to resolve the issue as opposed to ignoring it or dismissing it out of hand
- This respects the customer as an individual and sends a definite signal that the individual is of value to the business
- Create an initial friendly atmosphere
- Maintain positive customer relations.

- 20. Answer 'True' or 'False' to the following statement: When handling a complaint, if a customer is rude, you are allowed to be rude as well.**

The answer is false.

- 21. Answer 'True' or 'False' to the following statement: It is a good idea to provide written documentation in a variety of languages so customers can read them in their own language.**

The answer is true.

- 22. What are two things to remember when attempting to use non-discriminatory attitudes and languages?**

When attempting to use non-discriminatory attitudes and languages:

- Be aware of the potential problems and difficulties. This is the first step in effectively dealing with cross-cultural communications
- Accept that people from different parts of the world will interpret their world, the people in it, establishments, and actions using a different frame of reference from us
- Realise that differences between people are not indicative of superior or inferior status
- Endeavour to find out about the culture and communications of the countries of your guests
- Be alert to the need for you to clarify what has been said. Speak clearly, rephrase and don't be afraid to use written communication
- Do not approach dealings with people from overseas with an attitude that it is up to them to learn your language
- Make sure you do not allow preconceptions or national stereotypes to influence your attitude to guests. Guests are individuals and must be treated as such
- Don't assume that overseas guests will like or dislike the same things that you or your friends do. Your values and your way of seeing the world is not the only acceptable and proper way of seeing it.

- 23. What are two reasons why you would request assistance from other team members, supervisors and managers?**

- We don't know how to do it
- We don't have the time
- Others are better equipped to do it
- We need more than one person to do it.

24. Why is it important to help team members?

The intent of helping team members is:

- To ensure that team goals are achieved
- To deliver excellent service to customers
- To prove your commitment to the team
- To encourage team members to help you when you need assistance.

25. How do you build trust and respect in the workplace?

- Never participating in gossip or talking negatively about any staff member
- Not spending time with customers who want to criticise work mates
- Not blaming any work mates for anything
- Not taking the credit for what another staff member has done
- Supporting decisions that colleagues have made
- Treating co-workers in keeping with any cultural individualities that apply to them.

26. Answer 'True' or 'False' to the following statement: Providing support means to offer guidance as opposed to completing a task for someone.

The answer is true.

27. What are three problems that are out of your control in the workplace?

- Weather – due to bad weather, more people are staying in the hotel and eating room service
- Flight delays – a cancelled flight has resulted in an extra 200 requiring rooms and will check in at the same time
- Lack of supplies – a supplier has failed to deliver a vital menu item
- Electricity problems – the power has gone out, resulting in no lighting or electrical items working
- Emergency – heart attack, allergies or fire
- The above are examples; however any appropriate answers are acceptable.

28. What are two things you should do when handling an unexpected problem?

- Use common sense
- Don't panic
- If a solution is clear, put this into place
- If no solution is clear, seek the assistance from the necessary colleagues
- Notify management and other staff members where required.

29. Answer 'True' or 'False' to the following statement: Cultural differences are not common in the workplace.

The answer is false.

30. What are three things you can do to accommodate cultural differences?

- Providing additional information
- Active listening
- Acting as a mediator
- Team building
- Questioning
- Observing body language
- Seeking advice or assistance from others within the workplace or professionals from outside the establishment
- Creating a climate of tolerance within the department
- Implementing team building exercises
- Providing training and education
- Providing mediation and counselling.

31. What are two ways to ensure you complete your allocated tasks?

- Work quickly
- Practice being interrupted
- Practice tact and diplomacy
- Take a minute to plan and prioritise
- Ask for help where required.

32. Answer 'True' or 'False' to the following statement: Tasks should not be prioritised as each task is as important as each other.

The answer is false.

33. What are the three types of feedback you can receive?

- Positive feedback
- Negative feedback
- Neutral feedback.

34. Answer 'True' or 'False' to the following statement: Negative feedback can be very helpful information.

The answer is true.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Work effectively with colleagues and customers D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01
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. Communicate effectively b. Establish and maintain effective relationships with colleagues and customers c. Work in a team 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: Communicate effectively		
Relay information in a clear and concise manner using appropriate communication techniques	<input type="checkbox"/>	<input type="checkbox"/>
Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved	<input type="checkbox"/>	<input type="checkbox"/>
Use active listening and questioning to facilitate effective two-way communication with others	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential and existing conflicts and seek solutions in conjunction with all involved parties	<input type="checkbox"/>	<input type="checkbox"/>
Complete routine workplace documentation accurately in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Establish and maintain effective relationships with colleagues and customers		
Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames	<input type="checkbox"/>	<input type="checkbox"/>
Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Use formal feedback and informal feedback to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers	<input type="checkbox"/>	<input type="checkbox"/>
Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a positive and co-operative manner	<input type="checkbox"/>	<input type="checkbox"/>
Use non-discriminatory attitudes and language when interacting with customers, staff and management consistently	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Work in a team		
Request or provide assistance so that work activities can be completed	<input type="checkbox"/>	<input type="checkbox"/>
Provide support to colleagues to ensure achievement of team goals	<input type="checkbox"/>	<input type="checkbox"/>
Discuss and resolve problems through agreed and/or accepted processes	<input type="checkbox"/>	<input type="checkbox"/>
Recognise and accommodate cultural differences within the team	<input type="checkbox"/>	<input type="checkbox"/>
Identify, prioritise and complete individual tasks within designated time lines	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledge and respond to feedback and information from other team members	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
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:	Work effectively with colleagues and customers D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01		
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Communicates with people in the workplace using verbal and non-verbal communication effectively and in a non-discriminatory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies workplace conflicts, seeks solutions for them and assists in resolving them positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes routine workplace documentation accurately in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets internal and external customer needs as required in accordance with personal scope of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses feedback in customer contact situations to enhance outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles complaints positively, sensitively and politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains a positive and co-operative manner while working and dealing with customers and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functions effectively and participates actively as part of a workplace team supporting colleagues, completing tasks as required and enhancing the effective work of others in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Large empty rectangular box for providing comments or feedback.

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Work effectively with colleagues and customers	D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01
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: Communicate effectively						
Relay information in a clear and concise manner using appropriate communication techniques						
Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved						
Use active listening and questioning to facilitate effective two-way communication with others						
Identify potential and existing conflicts and seek solutions in conjunction with all involved parties						
Complete routine workplace documentation accurately in a timely manner						

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 2: Establish and maintain effective relationships with colleagues and customers						
Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames						
Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes						
Use formal feedback and informal feedback to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers						
Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint						
Maintain a positive and co-operative manner						
Use non-discriminatory attitudes and language when interacting with customers, staff and management consistently						

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 3: Work in a team						
Request or provide assistance so that work activities can be completed						
Provide support to colleagues to ensure achievement of team goals						
Discuss and resolve problems through agreed and/or accepted processes						
Recognise and accommodate cultural differences within the team						
Identify, prioritise and complete individual tasks within designated time lines						
Acknowledge and respond to feedback and information from other team members						
Candidate signature:			Date:			
Assessor signature:			Date:			

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