

Deal with Conflict Situations

Unit Code: PARUJPPKU04C

Competency Standard

Teacher Focused & Student Centred Materials

Assessment Tasks

Acknowledgements

**Indonesia Australia Partnership for Skills Development
Travel and Tourism Project Team gratefully
acknowledges the contribution and support of the
following organizations and businesses**

Association of the Indonesian Tours and Travel Agencies (ASITA)

Indonesian Guides Association (HPI)

Society of Indonesian Professional Conference organisers (SIPCO)

Indonesia Congress and Convention Association (INCCA)

Association of Indonesian Tourism Attractions (PUTRI)

Ministry of Culture and Tourism (MOCT)

Ministry of Manpower and Transmigration (MOMT)

Ministry of National Education (MONE)

Australian National Training Authority (ANTA)

Australian Agency for International Development (Aus AID)

Tourism Training Australia (TTA)

PT. Abacus Distribution Systems Indonesia

In addition, the Project Team would like to thank the following individuals for their valuable input into the writing and production of these materials

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Effective undertaking of the coursework involved to enable competency requires the following level of literacy and numeracy

Level	Literacy
3	Advanced ability to write, critically analyse and evaluate text.

Level	Numeracy
1	Ability to use basic symbols, diagrams and mathematical terminology in familiar and predictable contexts and be able to communicate mathematically.

Section 1 Introduction to this Guide

Welcome to this guide.

This guide uses competency-based training to teach workplace skills. It is based on a competency standard that is a nationally agreed statement of the skills, knowledge and attitude needed for a particular task. The major emphasis is on what an individual can do as a result of training. One of the most important characteristics of competency-based training is its focus on training individuals for actual jobs in the workplace.

This guide will help you teach, provide student centred activities and assess in line with the competency standard titled Deal with Conflict Situations.

This unit deals with the skills, knowledge and attitude required to handle difficult interpersonal situations - both with customers and colleagues.

This unit underpins effective performance in a range of other units. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples may include but are not limited to:

- PARUJPUKP01C Establish and Conduct Business Relationships
- PARUJPUKP02C Monitor Work Operations
- PARUJPUKP05C Lead and Manage people
- PARUJPUKP06C Manage Workplace Diversity
- All training units.

Note that problem solving is included in both this unit and unit Monitor Work Operations. Care should be taken to avoid duplication in assessment and training.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organizations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors.

Trainers should structure their sessions according to the:

- needs of their trainees
- requirements of their organization
- time available for training
- training situation.

A delivery strategy, including a content plan, has been provided for trainers. The suggested content gives an indication of what needs to be covered in the program to meet the competency standard.

The delivery strategy used and assessment provided in this package are not compulsory and should be used as a guide. Trainers are encouraged to utilize their own industry knowledge, experience, local examples and products to adapt the materials or develop their own resources, in order to ensure the relevance of the training.

Definitions

In the training materials, a person attempting to achieve competence is referred to as a trainee. In your own training situation this person may be





referred to as a student, a learner, or a participant. Similarly, a person teaching this competence is referred to as a trainer. In your own training situation, this person may be referred to as a teacher, mentor, facilitator or supervisor.

How long will this competency take to achieve

Under competency-based training, the focus should be on achieving competence, not on fulfilling a particular time requirement, as different trainees may take different lengths of time to be competent in a particular skill.

Symbols

Throughout the training package you will see a range of symbols. This is what they mean:

Symbol	Meaning
	Handout for trainees
	Overhead Transparency of information to be transferred to a chalkboard or flipchart for trainer
	Assessment Task to be completed
	Task or Activity to be completed

Glossary

Access and Equity

Refers to the fact that training should be accessible to everyone regardless of age, gender, social, cultural, religious or educational background.

Assessment

The formal process ensuring training meets the standards required by industry. This process is performed by a qualified assessor within a nationally agreed framework.

Competent

Able to do the job and has all the necessary skills, knowledge and attitude to perform effectively in the workplace, according to agreed standards.

Competency-Based Training

Training that is concerned with what people must be able to do and measures performance against agreed standards.

Critical Aspects of Assessment

Explains the central point of the assessment and the key points to look for when assessing.

Context of Assessment

Specifies where, how and by what methods assessment should occur.

Elements

The skills which make up a unit of competence.

Evidence Guide

These are guidelines on how a unit should be assessed.

Fair

Does not disadvantage particular candidates.

Flexible

Acknowledges that there is no single approach to the delivery and assessment of performance in a competency-based system.

Formative Assessment

These are small assessment tasks done during training. They assist in making sure that learning is taking place and also give the trainees feedback on their progress.

Key Ability

Abilities that underpin all work performance. These are collecting, analysing and organizing ideas and information, communicating ideas and information, planning and organizing activities, working with others and in teams, solving problems, using technology, using mathematical ideas and techniques.

These abilities are graded in different levels as follows:

Level of ability to be demonstrated in achieving this capability	
Level	Characteristics
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Supervisor upon completion checks work.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Linkages to Other Units

Describes the role of the unit and its place within the full set of competencies specified by industry. It provides guidance as to which units may be assessed together.

National Competency Standards

Nationally agreed statements of the skills, knowledge and attitude people need at work and the standards of performance that are required.

Performance Criteria

This is used to judge whether an individual has achieved competence in a unit.

Qualified Assessor

A person who is qualified to assess.

Range of Variables

This details the range of different contexts that may apply to a particular unit.

Reliable

Uses methods and procedures that engender confidence that competency standards and their levels are interpreted and applied consistently in all contexts and to all trainees.

Standards and Certification Institute

Ministry of Manpower (MOM) has given authority to the Association of Indonesian Travel Agents (ASITA) and the Indonesian Hotels and Restaurants Association (PHRI) to establish the Institute for the Standardisation and Certification of the Competency of Indonesian workers in the Tourism, Hotels and Restaurant Industries. The Institute will develop competency standards and information systems for the standardisation and certification of competencies, administer competency tests and certify Indonesian workers in the tourism industry.

Summative Assessment

The assessment done after training of the completed unit of competence to ensure that trainees have achieved the performance criteria.

Underpinning Skills and Knowledge

Defines the skills and knowledge required to be competent at the specified level.

Unit descriptor

A general description of the competency standard.

Valid

Judgment on the same evidence and criteria will produce the same assessment outcomes from different assessors.

Section 2 Help for the Trainer

A competency standard is a nationally agreed statement of the three interrelated components of skills, knowledge and attitude needed to carry out a particular task effectively.

The range of training activities that has been suggested for delivering this competency may include:

- practical tasks
- projects and assignments
- case studies
- lectures
- videos and references
- group activities
- role plays and simulations.

Trainers should select training strategies that are appropriate for the competency being taught, the situation and the needs of the learners. For example, if practicing on the job is not possible, varied simulations and role-plays may be appropriate.

The role of the trainer

One of your roles as a trainer is to ensure high standards of service through effective training. In order to train trainees in this competency you must be competent in all aspects of it.

To ensure that you are ready to start working on this competency with trainees, consider the following questions.

- How confident do you feel about your own expertise of workplace skills, knowledge and attitude required to deliver each element?
- Is there any new information or laws that you may need to access before you start training?
- Do you feel confident about demonstrating the practical tasks?
- Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
- Are you aware of the scope of industry situations in which the competency may apply?
- Are you aware of the language, literacy and numeracy skills your trainees need to demonstrate competence in this competency standard?
- Have you considered access and equity issues in planning the delivery of this training program?

From an assessment perspective, it is assumed that appropriate attitudes are integrated into the assessment of skills and knowledge specified within the competency standard.

Regulations

Be aware of relevant laws and guidelines that affect your operations, and make sure that your trainees comply.

Training aids needed to deliver this competency

Standard theory delivery requirements:

Classroom space for delivery to trainees, whiteboard / blackboard, overhead projector, overhead projector screen, flip chart, flip chart paper.

Specialized delivery requirements:

None

Where to get more information

Sources of information may include some of the following categories:

Useful texts

- Title: The Business Communication Handbook
- Author: J Dwyer
- Publisher: Prentice Hall
- Date of publication: 1997
- Place of publication: Sidney, Australia
- ISBN No: -

- Title: Human Communication-The Basic Course
- Author: J De Vito
- Publisher: Harper Collins
- Date of publication: 1994
- Place of publication: New York
- ISBN No: -

- Title: Management
- Author: S Robbins, R Bergman, I Stagg, M Coulter
- Publisher: Prentice Hall
- Date of publication: 2000
- Place of publication: Australia
- ISBN No: 0 7248 1073 0

- Title: Resolving Conflicts on the Job
- Author: J Wisinki
- Publisher: Amacon Publishers
- Date of publication: 1993
- Place of publication: New York

Travel Indonesia Magazine
Publisher: PT. Travia Duta
Telp: (62 21) 380 5555 Ext 76006
Fax: (62 21) 38406143

Teacher Associations - PPPG
Jl.Raya Parung KM.22-23 Bojongsari, Sawangan – Bogor
Telp: (021) 7431271

The Association of the Indonesian Tourism Attractions (PUTRI)
Gedung Sasana Griya
A 15 Lt II
Taman Mini Indonesia Indah, Jakarta
Telp: (021)-8401-719
Fax: (021)-8400-709

Association of The Indonesian Tours and Travel Agencies (ASITA)
Komp Golden Plaza Blok A/30
Jl RS Fatmawati No 15, Jakarta
Telp: (021)-7590-0094-95
Fax: (021)-7507-537

Society of Indonesian Professional Conference Organisers (SIPCO)
Setia Travel
Jl H.Anshari No 33 B Jakarta
Telp: (021)-6385-8611
Fax: (021)-6386-4182

Indonesia Congress and Convention Association INCCA
Hotel Wisata
Arcade 13A, Jakarta
Telp: (021)-3140-982
Fax: (021)-334-470

Indonesian Guides Association (HPI)
Ade Sumatri
Telp: (021)-9133-921
Fax: (021)-5213-257 (Via Dinas Pariwisata DKI)

Internet sites

Direktorat Dikmenjur

<http://dikmenjur.freehosting.net/>

SMK 8 Makassar

<http://www.geocities.com/smkknupg/>

Boeing Company

<http://www.boeing.com/>

Environmental Information

<http://www.boris.qub.ac.uk/cvni/info.html/>

Green Net

<http://www.gn.apc.org/>

Internet World Travel Guide

<http://www.iwtg.com/>

Planet Earth Home Page

<http://www.planetearth.net/info.html/>

Tourism Training Australia

<http://www.tourismtraining.com.au/>

United Nations Development Program

<http://www.undp.org/>

Virtual Tourist II

<http://www.vtourist.com/vrt/>

World Tourism Organization: World Tourism Information Centre

<http://www.world-tourism.org/>

You can add your own list of resources for delivering this competency.

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The need for updating your own skills and knowledge

Due to the constantly changing nature of the industry, trainers should critically review and update resources and maintain current knowledge of all industry practices.

Section 3 Competency Standard

Use this section to:

- Identify what trainees have to do
- Identify what trainees have already done
- Check trainees' progress
- Ensure that you have covered all Elements and Performance Criteria in training
- Ensure that you have covered all Elements and Performance Criteria if assessing.

Unit Title

Deal with Conflict Situations

Unit Descriptor

This unit deals with the skills knowledge and attitude required to handle difficult interpersonal situations - both with customers and colleagues.

Element	Performance Criteria
01 Identify conflict situations.	<p>1.1 Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.</p> <p>1.2 Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.</p>
02 Resolve conflict situations.	<p>2.1 Responsibility is taken for finding a solution to the conflict within scope of individual responsibility.</p> <p>2.2 All points of view are encouraged, accepted and treated with respect.</p> <p>2.3 Effective communication skills are used to assist in the management of the conflict.</p> <p>2.4 Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions.</p>
03 Respond to customer complaints.	<p>3.1 Complaints are handled sensitively, courteously and discreetly.</p> <p>3.2 Responsibility is taken for resolving the complaint.</p> <p>3.3 The nature and details of the complaint are established and agreed with the customer.</p> <p>3.4 Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible.</p> <p>3.5 Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.</p> <p>3.6 Any necessary documentation is completed accurately and legibly within time constraints.</p>
Range of Variables	
This unit applies to all tourism and hospitality sectors.	

Conflict situations may include but are not limited to:

- Customer complaints
- Conflicts among work colleagues
- Refused entry
- Drug or alcohol affected persons
- Ejection from premises
- Delayed customers.

Underpinning Skills and Knowledge

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment

Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

Linkages to Other Units

This unit underpins effective performance in a range of other units. Depending upon the industry sector and workplace, combined assessment/training may be appropriate.

Examples may include but are not limited to:

- PARUJPUKP01C Establish and Conduct Business Relationships
- PARUJPUKP02C Monitor Work Operations
- PARUJPUKP05C Lead and Manage people
- PARUJPUKP06C Manage Workplace Diversity
- All training units.

Note that problem solving is included in both this unit and unit Monitor Work Operations. Care should be taken to avoid duplication in assessment and training.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Key abilities to be demonstrated in this unit	Task Level
Collecting, organizing and analysing information	2
Communicating ideas and information	3
Planning and organizing activities	2
Working with others and in teams	3
Using mathematical Ideas and techniques	-
Solving problems	3
Using technology	1

Level of ability to be demonstrated in achieving this competency	
Level	Characteristic
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Work is checked by supervisor upon completion.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Section 4 - Delivery Strategy

A The Content Plan

Note: In delivering the material below, trainers, trainees and assessors ensure compliance with full details spelled out in the competency standard.

1.1 Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

1.2 Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

2.1 Responsibility is taken for finding a solution to the conflict within scope of individual responsibility.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

2.2 All points of view are encouraged, accepted and treated with respect.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

2.3 Effective communication skills are used to assist in the management of the conflict.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

2.4 Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints
 - Conflicts among work colleagues
 - Refused entry
 - Drug or alcohol affected persons
 - Ejection from premises
 - Delayed customers.

Underpinning Skills and Knowledge

- Conflict resolution skills (incorporating communication skills)
- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Knowledge of conflict resolution skills
- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.1 Complaints are handled sensitively, courteously and discreetly.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.2 Responsibility is taken for resolving the complaint.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.3 The nature and details of the complaint are established and agreed with the customer.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.4 Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.5 Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

3.6 Any necessary documentation is completed accurately and legibly within time constraints.

Range of Variables

- Conflict situations may include but are not limited to:
 - Customer complaints.

Underpinning Skills and Knowledge

- Problem solving skills
- Procedures for customer complaints.

Critical Aspects of Assessment—Look for:

- Ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the sector and the workplace.

B How to Teach the Competency Standard

This section shows tasks/activities, overhead transparencies and handouts that correspond to the competency standard.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.1 Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of identifying the potential of conflict arising and of taking prompt action to prevent escalation.</p> <p>OHT 1,2,3,4,5 HO 2,3,4,5,6,7</p> <p>Trainer sets Task 1 for trainees and provides feedback.</p> <p>Task 1</p>
<p>1.2 Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of quickly recognizing situations where customer or colleague safety may be threatened. Trainer explains how assistance may be organised.</p> <p>OHT 6 HO 8</p> <p>Trainer sets Task 2 for trainees and provides feedback.</p> <p>Task 2</p>
<p>2.2 All points of view are encouraged, accepted and treated with respect.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	<p>Trainer explains why it is important to listen to all points of view and treat them all with respect.</p> <p>OHT 7 HO 9</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
Knowledge <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	Trainer sets Task 3 for trainees and provides feedback. <div>Task 3</div>
2.3 Effective communication skills are used to assist in the management of the conflict. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	Trainer explains how to use effective communication skills to manage a conflict situation. <div>OHT 8,9,10</div> <div>HO 10,11,12,13,14</div> Trainer sets Task 4 for trainees and provides feedback. <div>Task 4</div>
2.1 Responsibility is taken for finding a solution to the conflict within scope of individual responsibility. 2.4 Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	Trainer explains how an individual may resolve conflict (where it is appropriate). Trainer defines some conflict resolution techniques. <div>OHT 11</div> <div>HO 15</div> Trainer sets Task 5 for trainees and provides feedback. <div>Task 5</div>
3.1 Complaints are handled sensitively, courteously and discreetly. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	Trainer explains the importance of handling complaints sensitively, courteously and discreetly. <div>OHT 12</div> <div>HO 16</div>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer sets Task 6 for trainees and provides feedback.</p> <p>Task 6</p>
<p>3.2 Responsibility is taken for resolving the complaint.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the advantages of taking individual responsibility for complaints.</p> <p>OHT 13 HO 17</p> <p>Trainer sets Task 7 for trainees and provides feedback.</p> <p>Task 7</p>
<p>3.3 The nature and details of the complaint are established and agreed with the customer.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of clarifying the details of the complaint.</p> <p>OHT 14 HO 18</p> <p>Trainer sets Task 8 for trainees and provides feedback.</p> <p>Task 8</p>
<p>3.4 Appropriate action is taken to resolve the complaint to the customer's satisfaction wherever possible.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge 	<p>Trainer explains what action may be taken to resolve the complaint.</p> <p>OHT 15,16,17 HO 19,20,21,22</p> <p>Trainer sets Task 9 for trainees and provides feedback.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<div>Task 9</div>
<p>3.5 Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the advantages of turning complaints into opportunities to demonstrate high quality customer service.</p> <div>OHT 18</div> <div>HO 23</div> <p>Trainer sets Task 10 for trainees and provides feedback.</p> <div>Task 10</div>
<p>3.6 Any necessary documentation is completed accurately and legibly within time constraints.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains what documentation regarding the complaint may need to be completed.</p> <div>OHT 19</div> <div>HO 24</div> <p>Trainer sets Task 11 for trainees and provides feedback.</p> <div>Task 11</div>

C Teacher Support Materials

(Overhead Transparencies / Handouts etc)

HO 1

Trainee Assessment Sheet

(Underpinning Skills and Knowledge)

Deal with Conflict Situations

Trainee Name:

Group:

- 1 Understand situations or circumstances that are likely to lead to conflict and possibly jeopardise people's safety.
- 2 Be able to resolve conflict (within level of authority).
- 3 Be able to effectively respond and handle customer complaints.

Process of Communication

Communication involves the transfer of information and understanding from one person to another. It is only successful when it is understood by the receiver as it was intended by the sender.

How something is said is often more important than the words themselves. In fact only about 10% of a message is taken in through words, 30% by the tone of the voice, and 60% through body language.

An integral part of communication is listening. It is often taken for granted and as such is a major cause of conflict. Listening is what you hear, not what you think you hear. The reality is that 75% of oral communication is either ignored, misunderstood or forgotten.

There are many barriers to effective communication (HO 4). How you encourage people to respond, especially in a supervisory situation, is important in finding out what the person really thinks and understands.

Some research shows that non-verbal communication can be up to 5 times more powerful than verbal means. Non-verbal messages reveal attitudes and feelings, in contrast to verbal messages, which express ideas. Furthermore, there must be an awareness that various cultures will interpret these non verbal messages differently. When a person is speaking, the words usually reveal what they want the other person to hear, but there are times when the body will speak louder than words and may be saying something quite different. However, it is dangerous to interpret a solitary gesture in isolation from other gestures—like the spoken language, body language consists of “words, sentences and punctuation” so each movement must be considered as part of an overall context.

Conflict can lead to quarrels and unpleasantness. But if handled properly, it can be used positively. At least it shows that people care enough to argue for what they believe is right and people have an opportunity to express their hidden feelings, which may then be used constructively. It also gives people an opportunity to see other points of view and perhaps realise their outlook is rather narrow and introspective. This may be the catalyst needed for change. So really, conflict is not a problem – it is how it is resolved that is important!

Identifying Conflict Situations

Conflict may arise between:

- Employee and supervisor
- Employees
- An enterprise and its supplier
- Enterprise and a customer.

It may also be within one person.

Conflict may be:

- Disruptive
- Lead to anxiety, stress, frustration
- Productive
- Healthy.

Identifying Conflict Situations

Potential Causes of Conflict may include:

- **Poor communications**
 - **Misunderstanding**
 - **Selective listening**
 - **Prejudiced thinking**
- **Incompatible personalities**
- **Fear of change, decision making**
- **Differences in values and attitudes**
- **Differences in goals, needs, wants**
- **Emotions—people are not always calm and rational.**

Identifying Conflict Situations

Barriers to Communication may include:

- **Trying to evaluate a statement from our own point of view**
- **Using jargon or technical language**
- **External noise interfering with communication**
- **Lack of sincere interest by either party**
- **Stereotyping the person or issue**
- **Shortage of time**
- **Use of certain phrases**
eg:
 - **It won't work or we have tried it before**
 - **You don't understand**
 - **It is too hard**
 - **We are not ready.**

Identifying Conflict Situations

Overcoming Communication Barriers can involve:

- **Using words that are**
 - **Clear**
 - **Concise**
 - **Correct**
 - **Courteous.**
- **Being empathetic**
- **Being positive**
- **Selecting the right location and time**
- **Using active listening skills such as**
 - **Keeping an open mind**
 - **Allowing the speaker to finish**
 - **Being a conscientious listener**
 - **Trying to get the total meaning**
 - **Showing you are listening.**

Identifying Conflict Situations

Non-verbal Communication techniques may include:

- **Social communication**
 - **Allowing people their personal space**
- **Environmental communication**
 - **Being conscious of the surroundings (lighting, sounds, physical equipment).**
- **Physical communication**
 - **Using appropriate body language (gestures, facial expressions, tone of voice, focus of eyes, touching).**

Identifying Conflict Situations

Safety may be threatened when:

- **Customer complains about a product or service**
- **There is conflict between work colleagues**
- **A customer is refused entry or service**
- **A customer is affected by drugs or alcohol**
- **A customer is ejected from the premises**
- **A customer is delayed**
- **There is a cultural misunderstanding.**

Assistance may be required from:

- **Work colleagues**
- **Supervisor(s)**
- **Police or security personnel.**

Resolving Conflict

All points of view should be:

- **Encouraged**
 - **What is their point of view**
 - **What is the thinking behind it**
 - **How did it evolve?**
- **Accepted**
 - **Everybody has the right to express their views.**
- **Treated with respect**
 - **Take their view seriously**

This is more likely to open up channels of communication.

Resolving Conflict

Possible strategies include:

- **Avoidance of:**
 - Trivial issues
 - Unmanageable disputes where constructive interaction is impossible.
- **Evaluating the players**
 - Who is involved?
 - What are their values, attitudes, feelings?
- **Assessing the source of the conflict – is it due to**
 - Communication differences?
 - Structural differences?
 - Personal differences?
- **Knowing your options, keeping in mind**
 - Avoidance (lose/lose)
 - Accommodation (lose/win)
 - Forcing (win/lose)
 - Compromise (win/lose)
 - Collaboration (win/win).

Resolving Conflict

Some conflict situations are not worth the effort or can't effectively be resolved—the issues run too deep and emotions are too strong. Evaluating the players will help to resolve the conflict as you begin to see the situation through their eyes.

Research indicates that most conflict arises from one of three sources. Most communication problems arise through misunderstandings, not through lack of information i.e. people simply have a different point of view. Structural disagreements result from people having different opinions about resource allocations, decision-making, objectives, and performance criteria. Personal conflicts arise because people have different personalities and value systems. These are determined by family, ethnic and education background, experience and lifestyle.

There are basically five conflict resolution techniques—no one method is ideal for every situation. All should be seen as “tools” to call upon at any stage.

Avoidance may be appropriate when the dispute is trivial or emotions are running high. Intervention may lead to greater disruption and alienation of the parties.

The goal of accommodation is to return to a harmonious relationship by placing the other person's needs and concerns above your own-a viable option when the issue is not particularly important to you.

Forcing involves satisfying your needs at the expense of the other party. This may be necessary where a quick resolution is needed or where the commitment of others is not critical.

A compromise requires each party to give up something. Often used when both parties are about equal in power or where time pressures demand a quick solution.

Collaboration is the best win-win solution. Typically it involves open and honest discussion, active listening and careful negotiations that try to find some advantages for everyone. This is the best option when the issue is too important for compromise, there is time to debate all options and everyone is committed to a win-win solution.

Resolving Conflict

Communication styles can be:

- **Aggressive**
 - **Competitive (win/lose)**
 - **Intimidating**
 - **Demanding.**
- **Assertive**
 - **Collaboration (win/win)**
 - **Caring**
 - **Listens well.**
- **Non assertive**
 - **Avoiding/accommodating (lose/lose, lose/win)**
 - **Gives in, tries to please**
 - **Avoids conflict.**

Communication Styles

Differences between aggressive, assertive and non-assertive behaviour:

Aggressive YOU DO:	Assertive YOU DO:	Non-assertive YOU DO:
<ul style="list-style-type: none"> Try to get what you want Try any way that works Often give rise to bad feelings in others Threaten, cajole, manipulate, fight, use sarcasm 	<ul style="list-style-type: none"> Ask for you want Ask directly and openly Ask appropriately Acknowledge that you have rights Ask confidently and without undue anxiety 	<ul style="list-style-type: none"> Hope that you will get what you want Sit on feelings Rely on others to figure out what you want
YOU DO NOT:	YOU DO NOT:	YOU DO NOT:
<ul style="list-style-type: none"> Respect that other people have a right to have their needs met Look for situations in which you both might be able to get what you want 	<ul style="list-style-type: none"> Violate other people's rights Expect other people to magically know what you want Freeze up with anxiety 	<ul style="list-style-type: none"> Ask for what you want Express your feelings Usually get what you want Get noticed

The non-verbal components in communication

(Note: Different cultures have different interpretations)

Body Language	Aggressive	Assertive	Non-Assertive
<i>Eye contact</i>	Tries to stare down the other person	Relaxed and steady gaze, looking away sometimes	Avoids looking directly at the other person, looks down or looks away
<i>Body posture</i>	Hands on hips, restless, fingers wagging	Active, upright posture, passive stance	Wooden posture, hands over mouth, hunched shoulders, slumped, leaning back or moving away, arms folded, clutching the other person
<i>Distance/Physical contact</i>	Coming too close	Maintains appropriate body space-varies distance and contact depending on degree of intimacy with the other person	Keeps his/her distance
<i>Facial expression</i>	Lively intense (congruent with message)	Congruent with message	Raised eyebrows, laughing, smiling, winking (incongruent with message)
<i>Voice Characteristics (tone, inflection, volume, fluency)</i>	Harsh, too loud, too fast, angry (effect: intimidating)	Level is clear, fluent, well modulated, slow (effect: commands attention to message)	Throat clearing, too soft, hesitant, seductive, sing song, pleasing, whining, monotone, pauses, stammering (effect: not convincing)
<i>Timing</i>	Interrupts, insensitive	Sensitive to the 'right' time to be assertive, often spontaneous	Frequently defers speaking up

Be aware that actions and body language in one culture may have a different meaning in another culture.

We are undergoing significant changes in every aspect of the societies in which we live – our work, family, lifestyle, and religion. Many of these changes are potentially the source of great conflict in our dealings with other people.

Wherever you are, every person has the same basic rights – the right to respect as a person. Assertiveness skills help you to exercise your own rights without infringing on the rights of others. Assertiveness is a style of communicating and relating to others, which increases mutual respect and allows clear and direct communication to take place.

Being assertive means:

- Being honest with yourself and others
- Being comfortable about saying what you want
- Being self confident and positive
- Understanding another point of view
- Being able to negotiate and accept compromise.
- Having self respect and respect for others
- Behaving rationally and able to manage difficult situations.

Being aggressive means:

- Trying to manipulate people
- Getting your way at expense of others
- Expressing yourself inappropriately eg shouting
- Ignoring needs of others.

Being passive means:

- Putting up with things to avoid trouble
- Not speaking up or expressing needs/wants
- Not saying anything in a difficult situation and regretting it afterwards.

Resolving Conflict

3 steps to assertive communication:

- **Actively listen and show the person you understand them**
 - Focus on the other person and show empathy even if you don't wholly agree with their position.
- **Say what you think and feel**
 - Without insistence or being apologetic.
- **Say what you want to happen**
 - Clear and unambiguous, but not with insistence.

Resolving Conflict

Assertive techniques may include:

- **Broken record technique**
 - Repeat your point of view a number of times, perhaps using the same words in different sentences.
- **Sometimes saying No**
 - Better than letting people down later.
- **Fogging**
 - Slow down the conversation by side stepping the issue, agreeing in part but still retaining your overall position. It provides time to become assertive rather than aggressive or passive.
- **Showing your feelings (even negative)**
 - Just lets people know what you think.
- **Finding a workable compromise (win/win)**
 - Acceptable to both parties
 - Each party gives up something.

Handling Complaints

- **It is important to handle complaints**
 - **Sensitively**
 - **Courteously**
 - **Discreetly.**
- **On average a satisfied customer tells three people**
- **A dissatisfied customer tells eleven people**
- **UP to 70% of people who complain officially will deal with a company again if their complaint is resolved – this increases to 96% if it is resolved quickly. Furthermore they will tell five people of their experience.**

Handling Complaints

Where possible it is best if the individual on hand deals with the complaint because:

- **Customers get irate when they have to repeat the same story to several people**
- **It frees up management to deal with other issues and saves time**
- **There is personal satisfaction in resolving difficulties and it represents good training for taking on further responsibilities**
- **They are more likely to be familiar with the problem**

However if it is a major problem, the appropriate person should also become involved.

Handling Complaints

It is important to quickly establish the nature of the complaint:

eg:

- **Anger or impatience regarding slow service**
- **Dishonesty eg incorrect change**
- **Mistake eg incorrect change**

Remember: the customer may not always be right, but should be treated as though they are.

It is also important to acknowledge that there is a problem.

Remember:

- **Don't take it personally**
- **Get specific details**
- **Prepare a plan to resolve the problem.**

Handling Complaints

Steps for handling complaints usually involves:

- **Listening to the customer**



- **Showing empathy**



- **Confirming the details**



- **Finding a mutually acceptable solution**



- **Following up.**

Handling Complaints

Steps for handling complaints

- **Listening**

Have the customer sit down away from the public area if possible. Ask questions (infrequently) to clarify the problem, but try not to interrupt unnecessarily. Get specific details and take notes. Use attentive listening skills (appropriate body language) to show interest. Use words such as “please continue”, “I see”.

- **Show empathy**

Apologise for the complaint if appropriate. Demonstrate sincerity, concern and understanding by using phrases such as “I understand how you feel”, “I am really sorry there was a problem”.

- **Confirm the details**

Paraphrase what has been said to ensure that you have the facts, for example: “So you are saying that...”

- **Find a mutually acceptable solution**

Sometimes nothing else needs to be done, the customer feels better simply by having their say and you have sympathised with them. Sometimes negotiation of the issue may be necessary.

If the problem can't be solved immediately, tell the customer when you will call back and do it.

- **Follow up**

Always do what you have said you will do.

Handling Complaints

DON'T

- **Ignore the customer or the complaint**
- **Argue – even if they are wrong**
- **Interrupt – may help to diffuse the situation**
- **Take it personally**
- **Blame someone else.**

Handling Complaints

Appropriate action to resolve a complaint may involve negotiating. Some useful points include:

- **Concentrate on needs rather than solutions**
- **Remain courteous and respectful**
- **Consider emotions first, then concentrate on facts**
- **Use “and” not “but”**
- **Define and emphasize what is agreed**
- **Help each other save face**
- **Make it easy for the person to say “yes”**
- **Remain professional at all times**
- **Ask the customer’s name at the beginning and use it.**

Handling Complaints

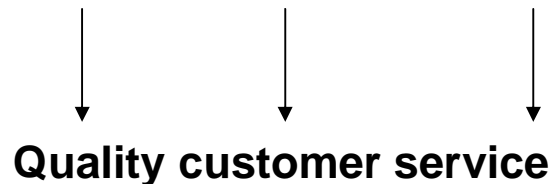
Turning complaints into opportunities

Remember:

- **Acknowledge the complaint**
- **Identify the source of the problem**
- **Deal with the problem – some negotiation may be required but look for a win/win solution**
- **Reach agreement**
- **Follow up as necessary.**

This process demonstrates:

- | | |
|---------------------|--------------------------|
| ▪ Commitment | ▪ Integrity |
| ▪ Sincerity | ▪ Understanding |
| ▪ Empathy | ▪ Caring attitude |



Handling Complaints

Quite often, especially if a business has official accreditation eg ISO 9000, customer complaints must be formally recorded.

For example:

Date	Nature of the Complaint	Action Taken	Date	Signature

Task 1

Potential for conflict is quickly identified and swift and tactful action is taken to prevent escalation.

Think of a time when you were involved in a conflict situation – either at your work place or a personal experience.

What were the circumstances surrounding the conflict? How did it arise? How did you handle the problem? What causes were you able to identify? Did it escalate? Why? What was the outcome? If it was resolved, how did you then feel?

If possible discuss and compare your case study with other trainees.

Task 2

Situations where personal safety of customers or colleagues may be threatened are quickly identified and appropriate assistance is organised.

Assume you are the Manager of a tourist resort in the Thousand Islands area of Indonesia.

List some situations or circumstances that may threaten colleague or customer safety. For each, indicate who may be able to assist you to resolve the problem.

Task 3

All points of view are encouraged, accepted and treated with respect.

A customer has filed a complaint against one of your employees at the resort. Choose one yourself without going into details yet, set out a strategy (dot points only) of how you plan to deal with the situation.

Task 4

Effective communication skills are used to assist in the management of the conflict.

Now go into more detail about your strategy by considering the communication styles outlined in your class materials and from your

research. Prepare brief report setting out the main features, advantages and disadvantages of each.

Task 5

Accepted conflict resolution techniques are used to manage the conflict situation and develop solutions.

Responsibility is taken for finding a solution to the conflict within scope of individual responsibility.

Set out some strategies that will enable you to assertively resolve the problem.

Task 6

Complaints are handled sensitively, courteously and discreetly.

Include in your strategies how you plan to deal with the complaint sensitively and courteously.

Task 7

Responsibility is taken for resolving the complaint.

Role Play

Explain to the Human Resource Manager of the company why you are handling the problem rather than somebody at the Head Office.

Task 8

The nature and details of the complaint are established and agreed with the customer.

Role Play

Write out the complaint in detail and confirm with the customer that you have included all the information.

Task 9

Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible.

Role Play

Using assertive techniques (Task 5) and other measures from your class notes and research, attempt to resolve the problem. Ask for feedback from other trainees and provide them with feedback.

Task 10

Where appropriate, techniques are used to turn complaints into opportunities to demonstrate high quality customer service.

Role Play

Discuss the outcomes of Task 9 with the employee against whom the complaint was made. Explain how the process you adopted demonstrated high quality customer service to your customer.

Task 11

Any necessary documentation is completed accurately and legibly within time constraints.

Assume that your company requires a record of complaints to be maintained. Draw up an appropriate document and show the details of this dispute.

Section 5 How to Assess This Unit

What is assessment?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in the competency standard. At the appropriate point, judgment is made as to whether competence has been achieved.

Assessment identifies the achievements of the trainee rather than relating the performance of the trainee to other trainees.

What do we mean by competent?

Ask the question, “What does an employee really need to be able to do?” The answer will tell you what we mean by the word “competent”. To be competent in a work related skill implies that the person is able to:

- perform at an acceptable level of skill
- organize the required tasks
- respond and react appropriately when things go wrong
- fulfil a role in the scheme of things at work
- transfer skills and knowledge to new situations.

When you assess this competency you must take into account all of the above issues to reflect the real nature of work.

Qualifications of assessors

This unit must be assessed by a qualified assessor, or a trainer qualified to assess.

Those qualified to assess, may choose from the methods offered in this guide, or develop their own. Assessors must look at the evidence guides in the competency standard before choosing at the assessment methods.

The following pages list some methods to assess this competency. The assessments have been designed to address each element, performance criteria and underpinning skills and knowledge for the competency.

Results of successful assessment should indicate sufficient and relevant knowledge and understanding to be able to infer competence.

It is not appropriate to provide a numeric mark, since the 30% a candidate did not get right may be the most important aspect of the competence. The trainee is assessed as either competent or not yet competent.

Recognition of Current Competence

An integrated national assessment system provides for the recognition of current competencies regardless of where they have been acquired. Assessment recognizes that individuals can achieve competence in a variety of ways including prior qualifications or informal learning.

Recognition of Current Competence gathers evidence to assess an individual against competency standards to determine if they have achieved the required competence for a job or for a formal qualification.

Assessment

Suggested Assessment for Deal with Conflict Situations

Suggested Evidence Gathering Methods
<p>Assessment of practical demonstration in the workplace may include observation of the trainee:</p> <ul style="list-style-type: none">▪ Handling customer complaints▪ Interacting with colleagues in potential or actual conflict situations.
<p>Third party/documentary evidence may include:</p> <ul style="list-style-type: none">▪ Customer service/complaint reports prepared by the candidates▪ Details of previous training, work experience▪ Customer report (written or oral)▪ Peer or supervisor report (written or oral)
<p>In off the job assessment, simulated activities could be used to allow the trainee to provide evidence of skills through practical demonstration:</p> <ul style="list-style-type: none">▪ Role-play to demonstrate handling of a customer complaint▪ Role-play to demonstrate handling of a dispute with a colleague▪ Team building that incorporates the need to resolve conflict▪ Set up of a simulated environment that allows that candidate to demonstrate conflict resolution/complaint handling skills as part of wider day to day work activities eg: Handling a complaint during service, dealing with conflict in a time-pressured service situation.

Sample Role Plays, Case Studies, Projects

Assessment Task 1

You've just been promoted to supervisor. Another colleague, who has worked at your enterprise for longer than you, is angry and jealous. He/she seems determined to cause problems, frequently makes sarcastic comments about you in front of other employees and is openly hostile. Handle this situation.

This example can also be used to assess unit PARUJPPKU01C Work with Colleagues and Customers.

Assessment Task 2

An inbound tour operator provides your business with a significant amount of group business. An overseas group has just arrived and you have no record of the booking and no rooms available. The tour guide is shouting and screaming in front of the whole group and other customers. Handle this situation.

This example can also be used to assess unit PARUJPPKU01C Work with Colleagues and Customers.

Assessment Task 3

You are becoming increasingly frustrated with your supervisor/manager. He/she keeps giving you work to do at the last minute and becomes aggressive if you don't finish it on the time. You feel like resigning. How could you handle this situation to achieve a positive outcome?

This example can also be used to assess unit PARUJPPKU01C Work With Colleagues and Customers.

Questioning Should Focus On:

Techniques and processes

Assessment Task 4

When and how might you need to record details of customer complaints?

Underpinning knowledge

Assessment Task 6

Describe accepted conflict resolution and problem solving techniques?

Organization and planning

Assessment Task 7

Why is it important to deal with conflict situations promptly and what are the ramifications of not doing so?

Communication with others

Assessment Task 5

What are some of the key communication principles to observe when dealing with a conflict situation?

Assessment Task 7

Why do you need to consider the points of view of all parties in a conflict situation and how could you ensure you do this?

Problem solving

Assessment Task 8

How does the problem solving process apply to conflict situations?

Health and safety

Assessment Task 9

How could conflict or customer complaint situation impact on health and safety and what should you do if this happens?

Suggested assessor checklist for

Deal with Conflict Situation

Candidate Name:		Assessor Name:	
Has the candidate provided sufficient evidence to show that he/she can:		Notes	
Apply the skills and knowledge as specified in linkages to other units: <ul style="list-style-type: none"> This unit underpins effective performance in a range of other units. 			
Demonstrate Knowledge: <ul style="list-style-type: none"> Describe accepted techniques for resolving conflict Describe the communicate principles that underpins successful conflict resolution Describe accepted problem solving techniques Outline typical enterprise/industry procedures for handling customer complaints. 			
Perform technical skills / procedures to the standard required by the enterprise, including correct use of any equipment: <ul style="list-style-type: none"> Complete documentation on customer complaints accurately and legibly. 			
Plan and organise activities effectively: <ul style="list-style-type: none"> Identify problems promptly and react at the appropriate time Manage the complaint or conflict situation in a logical manner Deal with conflict in a busy service situation. 			
Work and communicate with colleagues and customers: <ul style="list-style-type: none"> Identify the potential for conflict and take action to prevent escalation Take responsibility for resolving the conflict within scope of individual responsibility Encourage, accept and respect all points of view Use effective communication skills to assist in management of the conflict Use accepted conflict resolution techniques to manage the situation and develop solutions Handle complaints sensitively, courteously and discreetly Take responsibility for resolving the complaint Establish and agree on the nature of the complaint with the customer Take action to resolve the complaint to the customer's satisfaction wherever possible Turn complaint into opportunities to demonstrate high 			

quality customer service where appropriate.	
Respond to problems that may occur with the work activity: <ul style="list-style-type: none"> ▪ Handle a situation where a party involved in the conflict refuses to participate in the resolution process ▪ Handle a situation where a customer is screaming loudly in front of other customers. 	
Integrate health, safety and security procedures: <ul style="list-style-type: none"> ▪ Identify conflict situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance. 	

Competency Assessment Sheet

Unit: PARUJPPKU04C

Deal with Conflict Situations

Trainee Name:

Assessor Name:

The Trainee was assessed as:	Competent	<input type="checkbox"/>
	Competency to be achieved	<input type="checkbox"/>
Feedback to Trainee		

Signatures

The trainee has been informed of the assessment result and the reasons for the decision	Signature of assessor: Date:
I have been informed of the assessment result and the reasons for the decision	Signature of trainee: Date:

Develop and Update Tourism Industry Knowledge

Unit Code: PARUJPPKU05C

Competency Standard

Teacher Focused & Student Centred Materials

Assessment Tasks

Acknowledgements

Indonesia Australia Partnership for Skills Development Travel and Tourism Project Team gratefully acknowledges the contribution of the following organizations and businesses

Association of the Indonesian Tours and Travel Agencies (ASITA)

Indonesian Guides Association (HPI)

Society of Indonesian Professional Conference Organisers (SIPCO)

Indonesia Congress and Convention Association (INCCA)

Association of Indonesian Tourism Attractions (PUTRI)

Ministry of Culture and Tourism (MOCT)

Ministry of Manpower and Transmigration (MOMT)

Ministry of National Education (MONE)

Australian National Training Authority (ANTA)

Australian Agency for International Development (AusAID)

Tourism Training Australia (TTA)

PT. Abacus Distribution Systems Indonesia

In addition, the Project Team would like to thank the following individuals for their valuable input into the writing and production of these materials

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Effective undertaking of the coursework involved to enable competency requires the following level of literacy and numeracy

Level	Literacy
1	Capable of reading, interpreting and producing basic text. Limited ability to integrate information in order to generate meaning.

Level	Numeracy
1	Ability to use basic symbols, diagrams and mathematical terminology in familiar and predictable contexts and be able to communicate mathematically.

Section 1 Introduction to this Guide

Welcome to this guide.

This guide uses competency-based training to teach workplace skills. It is based on a competency standard that is a nationally agreed statement of the skills, knowledge and attitude needed for a particular task. The major emphasis is on what an individual can do as a result of training. One of the most important characteristics of competency-based training is its focus on training individuals for actual jobs in the workplace.

This guide will help you teach, provide student centred activities and assess in line with the competency standard titled Develop and Update Tourism Industry Knowledge.

It deals with the skills, knowledge and attitude required to access, increase and update knowledge of the tourism organizations, including the role of different industry sectors, organizations and key regulations. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

There is a strong link between this unit and unit Source and Present Information, and combined training and assessment may be appropriate.

Care should be taken in developing training to meet the requirements of this unit. For generic and prevocational training, organizations providing training which takes into consideration the full range of industry contexts, with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Trainers should structure their sessions according to the:

- needs of their trainees
- requirements of their organization
- time available for training
- training situation.

A delivery strategy, including a content plan, has been provided for trainers. The suggested content gives an indication of what needs to be covered in the program to meet the competency standard.

The delivery strategy used and assessment provided in this package are not compulsory and should be used as a guide. Trainers are encouraged to utilize their own industry knowledge, experience, local examples and products to adapt the materials or develop their own resources, in order to ensure the relevance of the training.

Definitions

In the training materials, a person attempting to achieve competence is referred to as a trainee. In your own training situation this person may be referred to as a student, a learner, or a participant. Similarly, a person





teaching this competence is referred to as a trainer. In your own training situation, this person may be referred to as a teacher, mentor, facilitator or supervisor.

How long will this competency take to achieve

Under competency based training, the focus should be on achieving competence, not on fulfilling a particular time requirement, as different trainees may take different lengths of time to be competent in a particular skill.

Symbols

Throughout the training package you will see a range of symbols. This is what they mean:

Symbol	Meaning
	Handout for trainees
	Overhead Transparency of information to be transferred to a chalkboard or flipchart for trainer
	Assessment Task to be completed
	Task or Activity to be completed

Glossary

Access and Equity

Refers to the fact that training should be accessible to everyone regardless of age, gender, social, cultural, religious or educational background.

Assessment

The formal process ensuring training meets the standards required by industry. This process is performed by a qualified assessor within a nationally agreed framework.

Competent

Able to do the job and has all the necessary skills, knowledge and attitude to perform effectively in the workplace, according to agreed standards.

Competency-Based Training

Training that is concerned with what people must be able to do and measures performance against agreed standards.

Critical Aspects of Assessment

Explains the central point of the assessment and the key points to look for when assessing.

Context of Assessment

Specifies where, how and by what methods assessment should occur.

Elements

The skills which make up a unit of competence.

Evidence Guide

These are guidelines on how a unit should be assessed.

Fair

Does not disadvantage particular candidates.

Flexible

Acknowledges that there is no single approach to the delivery and assessment of performance in a competency-based system.

Formative Assessment

These are small assessment tasks done during training. They assist in making sure that learning is taking place and also give the trainees feedback on their progress.

Key Ability

Abilities that underpin all work performance. These are collecting, analysing and organizing ideas and information, communicating ideas and information, planning and organizing activities, working with others and in teams, solving problems, using technology, using mathematical ideas and techniques.

These abilities are graded in different levels as follows:

Level of ability to be demonstrated in achieving this capability	
Level	Characteristics
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Supervisor upon completion checks work.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Linkages to Other Units

Describes the role of the unit and its place within the full set of competencies specified by industry. It provides guidance as to which units may be assessed together.

National Competency Standards

Nationally agreed statements of the skills, knowledge and attitude people need at work and the standards of performance that are required.

Performance Criteria

This is used to judge whether an individual has achieved competence in a unit.

Qualified Assessor

A person who is qualified to assess.

Range of Variables

This details the range of different contexts that may apply to a particular unit.

Reliable

Uses methods and procedures that engender confidence that competency standards and their levels are interpreted and applied consistently in all contexts and to all trainees.

Standards and Certification Institute

Ministry of Manpower (MOM) has given authority to the Association of Indonesian Travel Agents (ASITA) and the Indonesian Hotels and Restaurants Association (PHRI) to establish the Institute for the Standardisation and Certification of the Competency of Indonesian workers in the Tourism, Hotels and Restaurant Industries. The Institute will develop competency standards and information systems for the standardisation and certification of competencies, administer competency tests and certify Indonesian workers in the tourism industry.

Summative Assessment

The assessment done after training of the completed unit of competence to ensure that trainees have achieved the performance criteria.

Underpinning Skills and Knowledge

Defines the skills and knowledge required to be competent at the specified level.

Unit descriptor

A general description of the competency standard.

Valid

Judgment on the same evidence and criteria will produce the same assessment outcomes from different assessors.

Section 2 Help for the Trainer

A competency standard is a nationally agreed statement of the three interrelated components of skills, knowledge and attitude needed to carry out a particular task effectively.

The range of training activities that has been suggested for delivering this competency may include:

- practical tasks
- projects and assignments
- case studies
- lectures
- videos and references
- group activities
- role plays and simulations.

Trainers should select training strategies that are appropriate for the competency being taught, the situation and the needs of the learners. For example, if practicing on the job is not possible, varied simulations and role-plays may be appropriate.

The role of the trainer

One of your roles as a trainer is to ensure high standards of service through effective training. In order to train trainees in this competency you must be competent in all aspects of it.

To ensure that you are ready to start working on this competency with trainees, consider the following questions.

- How confident do you feel about your own expertise of workplace skills, knowledge and attitude required to deliver each element?
- Is there any new information or laws that you may need to access before you start training?
- Do you feel confident about demonstrating the practical tasks?
- Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
- Are you aware of the scope of industry situations in which the competency may apply?
- Are you aware of the language, literacy and numeracy skills your trainees need to demonstrate competence in this competency standard?
- Have you considered access and equity issues in planning the delivery of this training program?

From an assessment perspective, it is assumed that appropriate attitudes are integrated into the assessment of skills and knowledge specified within the competency standard.

Regulations

Be aware of relevant laws and guidelines that affect your operations, and make sure that your trainees comply.

Training aids needed to deliver this competency

Standard theory delivery requirements:

Classroom space for delivery to trainees, whiteboard / blackboard, overhead projector, overhead projector screen, flip chart, flip chart paper.

Specialized delivery requirements:

None

Where to get more information

Sources of information may include some of the following categories:

Useful texts

- Title: The Travel and Tourism Series:
Introduction to Travel and Tourism
(Book 1)
- Author: Johnson D
- Publisher: McGraw Hill
- Date of publication: 1997
- Place of publication: Sydney, Australia
- ISBN No: 0-07-470526-1

- Title: Teaching Hospitality and Tourism
- Author: Curriculum Corporation
- Publisher: Curriculum Corporation
- Date of publication: 1995
- Place of publication: Victoria, Australia
- ISBN No: 186366-330-4

- Title: Principles of Tourism
- Author: French, Craig-Smith and Collier
- Publisher: Longman Australia P/L
- Date of publication: 1995
- Place of publication: Melbourne, Australia
- ISBN No: 0582-90981-3

Travel Indonesia Magazine

Publisher: PT. Travia Duta

Telp: (62 21) 380 5555 Ext 76006

Fax: (62 21) 38406143

Teacher Associations - PPPG

Jl.Raya Parung KM.22-23 Bojongsari, Sawangan – Bogor

Telp: (021) 7431271

The Association of the Indonesian Tourism Attractions (PUTRI)
Gedung Sasana Griya
A 15 Lt II
Taman Mini Indonesia Indah, Jakarta
Telp: (021)- 8401-719
Fax: (021)-8400-709

Association of The Indonesian Tours and Travel Agencies (ASITA)
Komp Golden Plaza Blok A/30
Jl RS Fatmawati No 15, Jakarta
Telp: (021)-7590-0094-95
Fax: (021)-7507-537

Society of Indonesian Professional Conference Organisers (SIPCO)
Setia Travel
Jl H.Anshari No 33 B Jakarta
Telp: (021)-6385-8611
Fax: (021)-6386-4182

Indonesia Congress and Convention Association INCCA
Hotel Wisata
Arcade 13A, Jakarta
Telp: (021)-3140-982
Fax: (021)-334-470

Indonesian Guides Association (HPI)
Ade Sumatri
Telp: (021)-9133-921
Fax: (021)-5213-257 (Via Dinas Pariwisata DKI)

Internet sites

Direktorat Dikmenjur
<http://dikmenjur.freehosting.net/>

SMK 8 Makassar
<http://www.geocities.com/smkknupg>

Boeing Company
<http://www.boeing.com/>

Environmental Information
<http://www.boris.qub.ac.uk/cvni/info.html/>

Green Net
<http://www.gn.apc.org/>

Internet World Travel Guide
<http://www.iwtg.com/>

Planet Earth Home Page
<http://www.planetearth.net/info.html/>

Tourism Training Australia
<http://www.tourismtraining.com.au/>

United Nations Development Program
<http://www.undp.org/>

Virtual Tourist II
<http://www.vtourist.com/vrt/>

World Tourism Organization: World Tourism Information Centre
<http://www.world-tourism.org/>

You can add your own list of resources for delivering this competency.

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The need for updating your own skills and knowledge.

Due to the constantly changing nature of the industry, trainers should critically review and update resources and maintain current knowledge of all industry practices.

Section 3 Competency Standard

Use this section to:

- Identify what trainees have to do
- Identify what trainees have already done
- Check trainees' progress
- Ensure that you have covered all Elements and Performance Criteria in training
- Ensure that you have covered all Elements and Performance Criteria if assessing.

Unit Title

Develop and Update Tourism Industry Knowledge

Unit Descriptor

This unit deals with the skills knowledge and attitude required to access, increase and update knowledge of the tourism industry, including the role of different industry sectors/organizations and key regulations. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.

Element	Performance Criteria
01 Seek information on the tourism industry.	<p>1.1 Sources of information on the tourism industry are correctly identified and accessed.</p> <p>1.2 Information to assist effective work performance within the industry is obtained, including information on:</p> <p>1.2.1 economic and social significance of the tourism industry and the role of local communities</p> <p>1.2.2 different tourism markets and their relevance to industry sectors.</p> <p>1.2.3 relationships between tourism and other industries</p> <p>1.2.4 different sectors of the industry, their interrelationships and the services available in each sector</p> <p>1.2.5 major tourism bodies</p> <p>1.2.6 environmental issues for tourism</p> <p>1.2.7 industrial relations</p> <p>1.2.8 specific features of the local/regional industry</p> <p>1.2.9 career opportunities within the industry</p> <p>1.2.10 the roles and responsibilities of individual staff members in a successful tourism business</p> <p>1.2.11 work organization and time management</p> <p>1.2.12 quality assurance.</p> <p>1.3 Specific information on the sector of work is accessed.</p> <p>1.4 Industry information is correctly applied in day-to-day work activities.</p>

02 Update tourism industry knowledge.	<p>2.1 Informal and / formal research is used to update general knowledge of the tourism industry.</p> <p>2.2 Updated knowledge is shared with customers and colleagues as appropriate, and incorporated into day-to-day work activities.</p>
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Range of Variables

This unit applies to all sectors of the tourism industry.

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Industries other than tourism may include but are not limited to:
 - Entertainment
 - Arts
 - Sports
 - Agriculture
 - Conservation
 - Science and research
 - Retail
 - Mining
 - Marine
 - Forestry.
- Environmental issues may include but are not limited to:
 - Protection of natural and cultural integrity
 - Minimal impact operations
 - Environmental sustainability
 - Waste management
 - Energy-efficient operations
 - Land ownership
 - Land access and usage.
- Economic and social issues may include but are not limited to:
 - Employment
 - Effect on local amenities/facilities
 - Population change due to tourism development
 - Community role in tourism
 - Infrastructure development
 - Changes in lifestyle.

Underpinning Skills and Knowledge

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:

- accommodation
- attractions and theme parks
- tour operators
- tour wholesalers
- retail travel agents
- information services sector (local, regional, national)
- events, including MICE.
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Overview of how to organize time and work in different industry contexts.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.
- Regulations (provincial, regional and national) which apply across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - equal opportunity
 - anti-discrimination
 - workplace relations.

Context of Assessment

This unit may be assessed on or off the job. Assessment should include a form of practical demonstration, plus a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment

The specific focus of this unit will depend on the industry sector. Prevocational training programs may include coverage of all industry sectors.

Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

There is a strong link between this unit and unit Source and Present Information, and combined training and assessment may be appropriate.

Care should be taken in developing training to meet the requirements of this unit. For general and prevocational training, organizations providing training which takes into consideration the full range of industry contexts, with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Key abilities to be demonstrated in this unit	Task Level
Collecting, organizing and analysing information	1
Communicating ideas and information	1
Planning and organizing activities	1
Working with others and in teams	1
Using mathematical Ideas and techniques	-
Solving problems	1
Using technology	1

Level of ability to be demonstrated in achieving this competency	
Level	Characteristic
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Work is checked by supervisor upon completion.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Section 4 - Delivery Strategy

A The Content Plan

Note: In delivering the material below, trainers, trainees and assessors ensure compliance with full details spelled out in the competency standard.

1.1 Sources of information on the tourism industry are correctly identified and accessed

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information
 - workplace relations.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2 Information to assist effective work performance within the industry is obtained, including information on:

1.2.1 Economic and social significance of the tourism industry and the role of local communities

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Economic and social issues may include but are not limited to:
 - Employment
 - Effect on local amenities/facilities
 - Population change due to tourism development
 - Community role in tourism
 - Infrastructure development
 - Changes in lifestyle.

Underpinning Skills and Knowledge

- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.2 Different tourism markets and their relevance to industry sectors.

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals

- Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Industries other than tourism may include but are not limited to:
 - Entertainment
 - Arts
 - Sports
 - Agriculture
 - Conservation
 - Science and research
 - Retail
 - Mining
 - Marine
 - Forestry.
- Economic and social issues may include but are not limited to:
 - Employment
 - Effect on local amenities/facilities
 - Population change due to tourism development
 - Community role in tourism
 - Infrastructure development
 - Changes in lifestyle.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.3 Relationships between tourism and other industries

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Industries other than tourism may include but are not limited to:
 - Entertainment
 - Arts
 - Sports
 - Agriculture
 - Conservation
 - Science and research
 - Retail
 - Mining
 - Marine
 - Forestry.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.4 Different sectors of the industry, their interrelationships and the services available in each sector

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.5 Major tourism bodies

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals

- Computer data, including internet, CD ROMs
- Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.6 Environmental issues for tourism

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Environmental issues may include but are not limited to:
 - Protection of natural and cultural integrity
 - Minimal impact operations
 - Environmental sustainability
 - Waste management
 - Energy-efficient operations
 - Land ownership
 - Land access and usage.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.7 Industrial relations

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)

- Events, including MICE.
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.
- Regulations (provincial, regional and national) which apply across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - equal opportunity
 - anti-discrimination
 - workplace relations.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.8 Specific features of the local/regional industry

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources

- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.9 Career opportunities within the industry

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.10 The roles and responsibilities of individual staff members in a successful tourism business

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Economic and social issues may include but are not limited to:
 - Employment
 - Effect on local amenities/facilities
 - Population change due to tourism development
 - Community role in tourism
 - Infrastructure development
 - Changes in lifestyle.

Underpinning Skills and Knowledge

- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Overview of how to organize time and work in different industry contexts.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information
- Regulations (provincial, regional and national) which apply across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - equal opportunity
 - anti-discrimination
 - workplace relations.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.11 Work organization and time management

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.
- Economic and social issues may include but are not limited to:
 - Employment
 - Effect on local amenities/facilities
 - Population change due to tourism development
 - Community role in tourism
 - Infrastructure development
 - Changes in lifestyle.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Overview of how to organize time and work in different industry contexts.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.2.12 Quality assurance

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

1.3 Specific information on the sector of work is accessed

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations

- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience.

Underpinning Skills and Knowledge

- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.

Critical Aspects of Assessment – Look for:

- ability to source information.

1.4 Industry information is correctly applied in day-to-day work activities

Range of Variables

- Information sources may include but are not limited to:
 - Media
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Overview of how to organize time and work in different industry contexts.

Critical Aspects of Assessment – Look for:

- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

2.1 Informal and / formal research is used to update general knowledge of the tourism industry

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs

- Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Tourism industry information sources
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.
- Regulations (provincial, regional and national) which apply across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - equal opportunity
 - anti-discrimination
 - workplace relations.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

2.2 Updated knowledge is shared with customers and colleagues as appropriate, and incorporated into day-to-day work activities.

Range of Variables

- Information sources may include but are not limited to:
 - Media including industry magazines/journals
 - Reference books
 - Libraries
 - Unions
 - Industry associations and organizations
 - Industry journals
 - Computer data, including internet, CD ROMs
 - Personal observations and experience.

Underpinning Skills and Knowledge

- Different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of the following sectors:
 - Accommodation
 - Attractions and theme parks
 - Tour operators
 - Tour wholesalers
 - Retail travel agents.
 - Information services sector (local, regional, national)
 - Events, including MICE.
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.
- Overview of how to organise time and work in different industry contexts.
- Tourism industry information sources.
- Basic research skills:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting and summarizing information.
- Regulations (provincial, regional and national) which apply across the industry in the following areas (name, primary objective and impact on individual staff only):
 - consumer protection
 - equal opportunity
 - anti-discrimination
 - workplace relations.

Critical Aspects of Assessment – Look for:

- ability to source information
- general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

B How to Teach the Competency Standard

This section shows tasks/activities, overhead transparencies and handouts that correspond to the competency standard.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.1 Sources of information on the tourism industry are correctly identified and accessed.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Underpinning Skills and Knowledge ▪ Critical Aspects of Assessment. 	<p>Trainer to present sources of information available for use by tourism industry staff.</p> <p>OHT 1,25,26 HO 2,26,27</p> <p>Trainer to explain the differences in the types/categories of information obtained from formal sources such as books and journals, and informal sources such as by networking.</p> <p>Trainer to explain the importance of using accurate and current information by tourism industry staff.</p> <p>Trainees are given Tasks 1 and 2.</p> <p>Task 1,2</p> <p>The groups regroup and pool their findings on each task.</p> <p>The trainer discusses and summarizes the content and relevance of the information presented.</p>
<p>1.2 Information to assist effective work performance within the industry is obtained, including information on:</p>	
<p>1.2.1 Economic and social significance of the tourism industry and the role of local communities.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	<p>Trainer to discuss the scope of economic and social significance of the tourism industry and the role of local communities</p> <p>OHT 2,3,4,5,6 HO 3,4,5,6,7</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to set Task 3 to be done by trainees.</p> <p>Task 3</p> <p>Trainer to discuss and summarize the key findings with the group.</p>
<p>1.2.2 Marketing Issues</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to identify and describe the reasons why people travel.</p> <p>Trainer to define the types of information required about potential customers</p> <p>Trainer to define and describe the concept of 'the tourism market'.</p> <p>OHT 7,8,9 HO 8,9,10</p> <p>Trainer to set trainees to research Task 4 and Task 5.</p> <p>Task 4,5</p> <p>Trainer summarises key findings with respect to different tourism markets and their relevance to industry sectors.</p>
<p>1.2.3 Interrelationship with other industries</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Brainstorm the industries that interact with the tourism industry.</p> <p>Trainer to present a list of industries that work with the tourism industry</p> <p>OHT 10 HO 11</p> <p>Discuss with trainees the relationship of the tourism industry with other industries as indicated.</p> <p>Trainer to set trainees Task 6.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	<div>Task 6</div> <p>Trainer regroups the trainees and summarises key findings.</p>
1.2.5 Major tourism bodies: Note: Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to identify the need for industry coordination and representation.</p> <p>Trainer to outline the role of major tourism bodies.</p> <div>OHT 11</div> <div>HO 12</div> <p>Trainer to group trainees into small groups to work on Task 7. Each group will research one industry association.</p> <div>Task 7</div> <p>Trainer summarises key findings with respect to the research processes used by trainees and the quality of information provided.</p>
1.2.6 Environmental issues for tourism Note: Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to present a range of environmental issues in tourism.</p> <p>Trainer to describe the scope of impact that tourism may have on the environment.</p> <div>OHT 12,13</div> <div>HO 13,14</div> <p>The trainees are divided into 7 groups to carry out research on environmental issues in tourism detailed in Task 8.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	<div data-bbox="758 337 909 423" data-label="Section-Header"> <h3>Task 8</h3> </div> <p>Possible solutions are presented and discussed with the class.</p>
<p>1.2.7 Industrial relations</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to define and describe - legal requirements</p> <p>Trainer to present a list of types of regulations that cover staff in the tourism sector.</p> <p>Trainer to identify and describe the scope of impact of regulations on staff.</p> <div data-bbox="758 651 999 716" data-label="Text"> <p>OHT 14,15,16</p> </div> <div data-bbox="1037 651 1268 716" data-label="Text"> <p>HO 15,16,17</p> </div> <p>Trainees are presented with Task 9 by the trainer.</p> <div data-bbox="758 797 909 883" data-label="Section-Header"> <h3>Task 9</h3> </div> <p>Trainer summarises key findings of the group and discusses the scope and impact with respect to industrial relations issues.</p>
<p>1.2.8 Specific features of the local / regional industry</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer discusses the types of features and their importance to the tourist.</p> <div data-bbox="758 1040 900 1105" data-label="Text"> <p>OHT 17</p> </div> <div data-bbox="947 1040 1079 1105" data-label="Text"> <p>HO 18</p> </div> <p>Trainer takes the group of trainees on a bus/walking tour to research specific features of the local/regional tourism industry.</p> <p>Trainer presents Task 10 to the trainees.</p> <div data-bbox="758 1260 926 1346" data-label="Section-Header"> <h3>Task 10</h3> </div>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	The trainees are asked to regroup where they will pool their findings and discuss outcomes with their trainer.
<p>1.2.9 Career opportunities</p> <ul style="list-style-type: none"> ▪ Segments of the industry ▪ Different job roles and responsibilities ▪ Career paths and opportunities. 	<p>Trainer to identify and detail the advantages and disadvantages of a career in the travel and tourism industry.</p> <p>Trainer to identify and describe the skills and attitudes required by staff in order to make an effective contribution to travel and tourism businesses.</p> <p>Trainer to detail possible career paths in the retail travel sector.</p> <p>OHT 18,19,20,21 HO 19,20,21,22</p> <p>Trainer to arrange a guest speaker from industry to address the group</p> <p>Trainees are given Task 11.</p> <p>Task 11</p> <p>Trainer summarises and discusses the outcomes of the session with trainees.</p>
<p>1.2.10 Roles and responsibilities of staff members in a successful tourism business.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer defines the characteristics of good work performance.</p> <p>OHT 21 HO 22</p> <p>Trainer divides the class into groups of 5 people maximum to carry out Task 12.</p> <p>Task 12</p> <p>Trainer reviews and discusses the findings with the group.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.2.11 – 1.2.12 Relevant issues</p> <p>Research issues of:</p> <ul style="list-style-type: none"> ▪ Quality ▪ Service ▪ Product. <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to provide information on quality control procedures applicable to travel and tourism industry businesses.</p> <p>Trainee to discuss the key elements of quality standards and service as applicable to travel and tourism enterprises.</p> <p>OHT 22,23,24 HO 23,24,25</p> <p>Trainer to set task for trainees to research and report on the application of quality principles to work organization and time management.</p> <p>Task 13</p> <p>Trainer discusses the outcomes of Task 13 with trainees as a group.</p>
<p>1.4 Industry information is correctly applied in day to day work activities</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer to provide practical experience to trainees in sourcing and applying information. Trainer to provide feedback to trainees on the processes and outcomes of their tasks.</p> <p>Task 14,15,16</p>
<p>2.1 Informal and / formal research is used to update general knowledge of the tourism industry.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	<p>Trainer to define and describe the differences between formal and informal research methods.</p> <p>OHT 25,26 HO 26,27</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainees are given Task 17.</p> <div data-bbox="758 397 928 483" style="border: 3px double black; padding: 5px; text-align: center;"> Task 17 </div> <p>Trainer discusses the outcomes of this experience with the group of trainees to pool their findings.</p>
<p>2.2 Updated knowledge is shared with customers and colleagues as appropriate, and incorporated into day-to-day work activities.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer discusses the importance of sharing information with colleagues.</p> <p>Trainees are given Task 18 to reinforce the importance of sharing information with colleagues.</p> <div data-bbox="758 672 928 758" style="border: 3px double black; padding: 5px; text-align: center;"> Task 18 </div> <p>Trainer to discuss the outcomes of the individual findings with the whole group to pool their findings.</p>

C Teacher Support Materials

(Overhead Transparencies / Handouts etc)

HO 1

Trainee Assessment Sheet

(Underpinning Skills and Knowledge)

Develop and Update Tourism Industry Knowledge

Trainee Name:

Group:

- 1 List the sectors of the tourism industry
- 2 Describe each sector of the tourism industry
- 3 Outline some of the regulations that apply to at least two industry sectors
- 4 Identify information sources relevant to the tourism industry
- 5 Define the term Quality Assurance and explain how it may apply to the tourism industry.
- 6 Define the following terms:
 - a. Consumer protection
 - b. Equal opportunity
 - c. Anti-discrimination
 - d. Workplace relations
- 7 Explain why time management is important when you work in the tourism industry.
- 8 Explain how you would research a tourism issue.

Seeking Information

Sources of information available for use by tourism industry Staff includes:

- **Media including industry magazines, daily press**
- **Reference books**
- **Libraries (books, CD ROM's, Videos, etc)**
- **Unions**
- **Industry associations and organizations**
- **Industry journals**
- **Computers (including internet, CD ROM's, etc)**
- **Personal observations and experience.**

Seeking Information

The destinations that travellers choose and their behaviour have tremendous impacts on the host destination.

These impacts may be beneficial or unfavourable. They can be divided into three major categories, namely:

- **Economic**
- **Social**
- **Environmental.**

Seeking Information

Positive economic impacts of tourism may include:

- **Increasing government revenue eg airport and fuel taxes**
- **Stimulating domestic demand – tourism employees spending more locally**
- **Creating a favourable balance of trade possibility eg money spent by international tourists**
- **Creating new employment opportunities for locals**
- **Promoting local production – to meet tourists demands**
- **Assisting in the development of specific regions and infrastructure eg airports, shopping centres**

Sectors that receive the biggest boost from tourism are:

- **Transport**
- **Accommodation**
- **Food and refreshments**
- **Recreation and entertainment**

Seeking Information

Possible economic impacts of tourism spending on local communities include:

New money

Money that a tourist has brought from another area

Keeping leakages to a minimum

Leakage occurs when new money to an area leaves that area.

Eg. Japanese tourist buys a souvenir on their trip to Indonesia. If the souvenir is manufactured in China, most of the money spent leaves or leaks from the Indonesian economy.

Multiplier effect

Multiplier effect is the way in which expenditure filters down throughout the economy, stimulating other sectors as it does so.

E.g., a new resort is built in a local area. This opens up opportunities for employment for a range of professional staff such as architects, builders, electricians, plumbers, cooks and other employees. The income they receive will flow into the local economy through the purchases they make.

Seeking Information

Local amenities / facilities are often affected by tourism developments

For example:

- **Community infrastructure eg roads, electricity, airport**
- **Increased parking facilities**
- **New transport terminals**
- **Extra policing**
- **Upgraded roads**
- **Additional health facilities.**

Seeking Information

There may also be some social impacts of tourism on local communities

These may include:

- **Tourism breathing new life into a region by providing employment opportunities. This usually involves both full and part time work in a variety of industries and is often especially targeted at women**
- **A greater level of communication, understanding and tolerance between different groups in the society**
- **An overall improvement in lifestyle eg better housing, medical services, transport facilities**
- **Unfortunately, there may be some undesirable effects eg increased level of crime, introduction of prostitution/illegal drugs**

Seeking Information

People travel for many reasons. These may include:

- **Sight-seeing**
- **Cultural eg to see how people live and work**
- **Leisure eg sun-bathing, skiing, sport**
- **Socialising eg visiting family and friends**
- **Recreation eg bushwalking, golf**
- **Business**
- **Entertainment eg night life, visit a theme park**
- **Religious eg Mecca, Lourdes, Rome**
- **Conventions, festivals and exhibitions.**

Seeking Information

Types of information required about potential customers includes:

- **Country or region of origin**
- **Age**
- **Gender**
- **Occupation**
- **Reason for travel**
- **Attitudes to travel**
- **Means of transport used to get to destination**
- **Means of transport used at the destination**
- **Principle activity at the destination**
- **Type of accommodation requested**
- **How often they travel**
- **How long they want to be away.**

Seeking Information

For practical purposes, a tourist is defined as:

A visitor whose visit is for at least one night and whose main purpose of visit may be classified under one of the following three groups:

- **Leisure and holidays**
- **Business and professional**
- **Other tourism purposes.**

Seeking Information

The tourism industry works with many other industries

These include:

- **Entertainment**
- **Arts**
- **Sports**
- **Agriculture**
- **Conservation**
- **Science**
- **Retail**
- **Recreation**
- **Mining**
- **Marine**
- **Forestry**
- **Others.**

Seeking Information

The tourism industry is vast. There is a need for coordination and control by industry associations and/or government departments.

Today there are hundreds of national and international associations. A selection of the major bodies are listed below.

- **Indonesian**
 - **The Association of Indonesian Tourism Attractions (PUTRI)**
 - **Association of Indonesian Tours and Travel Agencies (ASITA)**
 - **Society of Indonesian Professional Conference Organisers (SIPCO)**
 - **Indonesia Congress and Convention Association (INCCA)**
 - **Indonesian Guides Association (HPI).**
- **International**
 - **World Tourism Organization (WTO)**
 - **International Air Transport Association (IATA)**
 - **Universal Federation of Travel Agents (UFTAA)**
 - **Pacific Asia Travel Association (PATA).**

Seeking Information

Environmental issues must also be considered as part of tourism development.

Issues may relate to:

- **Protection of national and cultural integrity**
- **Minimal impact operations of tourism businesses**
- **Environmental sustainability**
- **Waste management**
- **Energy efficient operations**
- **Land ownership/leasing**
- **Land water access and usage.**

Seeking Information

Popular tourist destinations are faced with the challenge of overcoming the negative effects of:

- **overloading the public transport systems**
- **increased traffic chaos, delays**
- **increased pollution (air, water, noise etc) and associated health problems**
- **overloading of services and facilities such as:**
 - **police**
 - **emergency personnel**
 - **water supply**
 - **electricity**
 - **sewage**
- **over-development, land degradation.**

Seeking Information

While there is no specific way to define the law clearly, it can be explained as a set of rules developed over time that regulates the interaction of people and is given government recognition and enforcement.

There are two forms of law:

- **Formal law**
 - **Taken from a government or judicial source**

Failure to conform to these laws may bring penalties (financial and/or jail)

- **Informal law**
 - **Taken from social activities**

These have developed over time and can be identified in the moral or social behaviour based on the values of the group or community.

Seeking Information

Regulations/work ethics that may apply in the tourism industry include:

- **Building regulations**
- **Health and safety procedures**
- **Hygiene regulations and procedures**
- **Workers compensation regulations**
- **Consumer Protection laws**
- **Equal Employment Opportunity regulations**
- **Anti-Discrimination laws**
- **Immigration laws**
- **Finance regulations**
- **Foreign exchange regulations**
- **Industrial Relations laws**
- **Religious edicts**
- **Cultural beliefs, customs**
- **Transport regulations.**

Seeking Information

The following staff issues will be directly affected by regulations/laws in place

- **Working conditions eg hours of attendance**
- **Contracts eg annual /sick leave**
- **Responsibilities task to be performed**
- **Worker's compensation**
- **Health and safety**
- **Hygiene.**

Seeking Information

Specific features of the local/regional industry may include:

- **Special cultural activities eg handicraft production**
- **Unique dancing and/or local dress**
- **Architecture eg long house**
- **Other unique aspects of the region based on ethnic background eg special foods, methods of transport.**

Seeking Information

Advantages and Disadvantages of a Career in Travel and Tourism include:

Advantages

- Meeting a wide variety of people
- Access to familiarisations provided by the industry
- Flexibility in employment – many different types of jobs
- Ability to move between sub-sectors of the industry
- Variety of work/tasks
- Opportunities for promotion and career advancement
- Job satisfaction.

Disadvantages

- High stress levels
- Low wages, especially at entry level
- Shift work and irregular hours(for some people)
- High propensity for casual and part-time work (may also be an advantage)
- May be expected to move from your local area..

Seeking Information

A manager or supervisor looks for skills and attitudes that will enhance the effectiveness and profitability of the business.

These include:

- **Appropriate appearance (clean, neat, tidy)**
- **Apply service mentality**
- **Credibility amongst colleagues/customers**
- **Ability to show empathy**
- **Level of education**
- **Communication skills**
- **Language skills**
- **Experience (from work and/or general life)**
- **Ability to sell**
- **Calm temperament**
- **Aptitude for learning new skills**
- **Desire to learn and improve.**

Seeking Information

Example : Retail Travel Career Path

The actual job descriptions of travel consultants will depend on the size and type of agency concerned.

In a very small agency with 2-3 staff, different levels are not so easily defined as most tasks are undertaken by all consultants.

With larger offices, the career paths can be more clearly defined.

Below is a typical sequence of a career path:

- **Receptionist**
- **Travel Clerk**
- **Travel Consultant**
- **International Travel Consultant**
- **Senior Travel Consultant**
- **Travel Sales Supervisor**
- **Travel Manager.**

Seeking Information

Qualities of a good tourism employee include:

- **Professionalism in attitude and work ethics**
- **Ability to work in a team**
- **Good communication skills**
- **Strong customer focus way of thinking**
- **Ability to work well under pressure**
- **Having appropriate technical skills and knowledge**
- **Good organizational skills**
- **Excellent presentation and grooming standards.**

Seeking Information

Quality management systems are a set of guidelines to assist tourism organizations to achieve high standards of service delivery. These systems put the customer at the centre of all business activities and are often referred to as “quality assurance” principles.

The guidelines provide organizations with a framework within which to establish a system that will lead to the consistent delivery of quality products and services

- **Establish a system that will provide the guidelines that will lead to the consistent delivery of quality products and services,**
- **Organizations can request an audit of their quality control management systems against the requirements of the standards. This is carried out by an authorised third party.**

Seeking Information

Key Elements of Quality Standards are:

They must relate to the

- **Organisation is structural requirements
structure requirements**
- **They are concerned with meeting customer's
needs**
- **The cover day to day activities**
 - **Design of products and services**
 - **Purchasing procedures**
 - **Production and service delivery protocols**
 - **Human resources issues**
 - **Handling, storage, package and delivery
methods**
 - **Checking inputs, processes and outputs and
correcting errors**
 - **Handling storage, package and delivery**

Seeking Information

Key Features of Quality Service are:

- **It is defined from the customer's viewpoint**
- **It centres around what the customer perceives/believes**
- **It should be an experience for the customer, not just an incident that leaves no great impression**
- **It should consistently meet the customer's expectations.**

“ Service excellence is when the customer's perception of the service experience consistently meets their expectations”.

Updating Information

Used to update knowledge formal and informal research can be used to update knowledge of tourism.

Formal research is undertaken taken in a number of ways, including:

- Industry association reports/publications
- Government reports
- Bureau of statistics
- Internet sites
- Journals
- Books.

Informal research is usually done through:

- Conversation with a person/people who have relevant knowledge/experience,
- TV programs (news, documentaries)
- Video
- CD ROM's
- Reading media (newspapers, leisure and lifestyle magazines).

Updating Information

Research Methods and Activities include:

- **Reading travel guide books**
- **Discussions with colleagues**
- **Reading brochures**
- **Reading trade and general media**
- **Networking with colleagues**
- **First hand personal travel related experiences**
- **Familiarization trips**
- **Educationals**
- **In-service workshops**
- **Seminars**
- **Product launches/updates**
- **Reading publications from government departments of tourism and culture**
- **Using printed materials**
- **Atlases, maps**
- **Reading tourism industry publications**
- **Listening to the radio and television programs**
- **Watching videos, CD ROM's**
- **Using computer applications eg internet, computer reservation systems.**

Task 1

Identification and accessing tourism information

Trainees are split into two groups and asked to research a current tourism issue relevant to their area or tourism employment possibilities

The research is to be carried out using the following steps with respect to the answer/s you need:

- Identify the questions you need to ask
- Use appropriate questioning techniques
- Sort your information using appropriate headings
- Summarise the information into 1-2 paragraphs.

Write up your findings in report format and present it to your trainer for comment.

Task 2

Identification and accessing tourism information

You are working for a travel agency. Your supervisor has asked you to research some information about a local tourist attraction such as Taman Mini or Taman Safari. Using research methods, find the current facts on each of the following:

- Description of main features and facilities
- Number of visitors
- Visitor patterns
- Any proposed changes to the attraction
- Opening and closing hours
- Location
- Accessibility
- Details of ownership (eg., private/government)
- Staffing numbers
- Staffing profiles (part time/full time)
- Availability of foreign speaking guides
- Prices for children, adults, discount rates
- Availability of merchandise for sale
- Special requirements

Write up your findings in report format and present it to your trainer for comment.

Task 3

Economic and social significance of tourism

Identify a major tourism company and one major tourism attraction in your region.

Use basic research skills to answer these questions from an economic and social perspective:

- If these two businesses close down, what would be the economic and social significance?
- If these two businesses expanded, what would be the economic and social significance? Show the economic multiplier effect in the form of a diagram.

Write up your findings in the form of a short report.

Share your findings with the class under the supervision of your trainer.

Task 4

Marketing issues

Using your basic research skills, carry out the following:

- Define the term 'tourist'.
- Identify possible reasons why people might travel / purchase the tourism product.

You may interview 5-10 tourists to research the reasons.

Present your information to your trainer and group for discussion and feedback.

Task 5

Marketing issues

Identify the target markets for your region and Indonesia using basic research methods.

Information sources available to you include:

- Media
- Meference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience

Present your information to your trainer and group for discussion and feedback.

Task 6

Interrelationship with other industries

Think about your last major holiday, short break or visit to the relatives. Make a list of the sectors you used. Under each industry sector list how you used these sectors.

Answer the following questions:

- How did you access information about the holiday or visit?
- How did you make bookings for each service you used?
- Did one industry appear to promote another industry?

Present the results of your research to your class and trainer for discussion and comment.

Task 7

Major tourism bodies

Using your research skills, find the following information on the role of your allocated industry association:

- Classification of the organisation (local, regional, national, international)
- Role/objective of the organisation
- Membership, including types of members and who they are
- Role of members
- Benefits obtained by members
- Community impact.

Present the results of your group's research to the other members of your class for discussion and comment by your trainer.

Task 8

Environmental issues in tourism

Research and present information on one of these environmental issues:

- Protection of national and cultural integrity
- Minimal impact operations
- Environmental sustainability
- Waste management
- Energy efficient operations
- Land ownership

- Land access and usage

Information should be presented on:

- the scope of the environmental issue
- the impact of the environmental issue on:
 - the industry
 - the community.

Present the results of your research to the whole class for discussion and comment by your trainer.

Task 9

Industrial relations

Using your basic research skills, establish the facts and report your findings on the case study below.

Imagine you are working for a local tourist operator employing 10 permanent/ casual employees. The company offers the following services and facilities:

- Airport “meet and greet”
- Guided tours
- Travel booking service
- Event management
- 5 tour buses
- Computerized reservations
- Customer reception area

1. List five responsibilities that the owner of the company has to:
 - the customer
 - the employee
2. As a customer, identify two rights and two responsibilities you have.

Task 10

Specific features of the local / regional industry

You are to conduct a walking tour/bus tour. During this tour you must research what you consider to be the key features of the local tourism industry.

In order to obtain relevant material, consider each of the following:

- Reasons why people travel
- Types/categories of possible potential customers
- Likely environmental issues
- What the locality has to offer the tourist

You may wish to carry out preliminary research relevant to this area using the information sources available to you from the list below:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience.

Record your findings and report these to your class and your trainer for evaluation and comment.

Task 11

Career opportunities

A guest speaker is to be arranged by the trainer.

The person should be briefed to deliver details of the following:

- Segments of the industry
- Different job roles and responsibilities
- Career paths and opportunities

Trainees are asked to record the outcomes of the session and to follow up with research using information sources such as:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience.

Trainees are asked to present a report detailing their findings to the group and their trainer for comment and discussion.

Task 12

Roles and responsibilities of tourism staff

Trainees are divided into groups of 5 people.

Some groups are given the task to research and draw a picture of an effective / ideal employee.

Other groups are given the task of researching and drawing the employee you would never want to employ.

Use the group discussions to identify the characteristics of effective and ineffective employees in general.

The preliminary research by the trainees will need to include research using:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience.

and also on:

- Employment
- Effect on local amenities/facilities
- Population change due to tourism development
- Community role in tourism
- Infrastructure development
- Changes in lifestyle.

Trainees are asked to present a report detailing their findings to the group and trainer for comment and discussion.

Task 13

Application of quality assurance principles to work organisation and time management

Imagine that you are working for a medium sized retail travel agency. You are asked to research the importance and application of quality principles to work organisation and time management. List issues that could be considered under the following headings and indicate how you would ensure a high quality outcome:

- Quality control procedures (eg appropriate filing system)
- Quality standards (eg guarantee customer service within a specific time frame)
- Quality service (eg providing service to customers after business hours/ provision of home delivery of documents)

Carry out research using the following sources of information :

- Media
- Reference books
- Libraries
- Unions

- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience.

Present your research findings in the form of a short report to your trainer and group for comment and feedback.

Task 14

Application of industry information in daily work activities

You are working for a travel agency.

Your supervisor has asked you to update the enterprise's files on the key features of the Indonesian tourism industry such as:

- The breakdown of international and domestic markets
- Changes to the mix of the inbound tourism market
- Changes to the mix of the outbound tourism market

Outline how you can use this information in your work as a junior travel agent.

Your sources of information may come from:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience
- Networking
- Sharing information with colleagues

Present your research findings in the form of a short report to your trainer and group for comment and feedback.

Task 15

Application of industry information in daily work activities

You are asked to investigate and record information about your local travel and tourism industry. In your investigations you will need to consider and research each of the following sub-sectors:

- Accommodation
- Attractions and theme parks
- Tour operators

- Tour wholesalers
- Retail travel agents
- Information services sector (local, regional, national)
- Events, including MICE.

Explain how the information would be used if you worked in each of the sub-sectors of the tourism industry.

Consider each of the following sources of information:

- Media
- Reference books
- Libraries
- Unions
- Industry associations and organizations
- Industry journals
- Computer data, including internet, CD ROMs
- Personal observations and experience
- Networking
- Sharing information with colleagues

Present your research findings in the form of a short report to your trainer and group for comment and feedback.

Task 16

Application of industry information in daily work activities

You work for a small retail travel agent. Your manager has asked you to carry out the following task to industry standard:

- Identify a client need accurately within the framework of providing excellent customer service. In order to do this you may create a client file under the following headings:
 - Travel
 - Accommodation
 - Tours
 - Car hire
 - Insurance
 - Meals etc
- Provide relevant, accurate, current information to suit the client in a timely manner.

Carry out both tasks under the supervision of your trainer.

Task 17

Use of formal and informal research to update general knowledge of the tourism industry

Your office needs to update information on tour guiding activities in your local area.

List and describe the steps you would take to do this by referring to specific resources.

Carry out the process you have described.

Task 18

Updated knowledge is shared with customers and colleagues and incorporated into daily work activities

You work as a tour guide for a medium sized organisation.

You have just received some new information.

- Describe how and why you would share this information with the colleagues in your office
- Apply this knowledge to your job as a tour guide.

Discuss the process and outcomes of your task with your trainer and your group.

Section 5 How to Assess This Unit

What is assessment?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in the competency standard. At the appropriate point, judgment is made as to whether competence has been achieved.

Assessment identifies the achievements of the trainee rather than relating the performance of the trainee to other trainees.

What do we mean by competent?

Ask the question, “What does an employee really need to be able to do?” The answer will tell you what we mean by the word “competent”. To be competent in a work related skill implies that the person is able to:

- perform at an acceptable level of skill
- organize the required tasks
- respond and react appropriately when things go wrong
- fulfil a role in the scheme of things at work
- transfer skills and knowledge to new situations.

When you assess this competency you must take into account all of the above issues to reflect the real nature of work.

Qualifications of assessors

This unit must be assessed by a qualified assessor, or a trainer qualified to assess.

Those qualified to assess, may choose from the methods offered in this guide, or develop their own. Assessors must look at the evidence guides in the competency standard before choosing at the assessment methods.

The following pages list some methods to assess this competency. The assessments have been designed to address each element, performance criteria and underpinning skills and knowledge for the competency.

Results of successful assessment should indicate sufficient and relevant knowledge and understanding to be able to infer competence.

It is not appropriate to provide a numeric mark, since the 30% a candidate did not get right may be the most important aspect of the competence. The trainee is assessed as either competent or not yet competent.

Recognition of Current Competence

An integrated national assessment system provides for the recognition of current competencies regardless of where they have been acquired. Assessment recognizes that individuals can achieve competence in a variety of ways including prior qualifications or informal learning.

Recognition of Current Competence gathers evidence to assess an individual against competency standards to determine if they have achieved the required competence for a job or for a formal qualification.

Assessment

Suggested Assessment for Develop and Update Tourism Industry Knowledge

Suggested Evidence Gathering Methods
<p>Assessment of practical demonstration in the workplace may include observation of the trainee:</p> <ul style="list-style-type: none">▪ Demonstrating industry knowledge in communication with fellow trainees and colleagues▪ Undertaking processes to source industry information.
<p>Third party/documentary evidence may include:</p> <ul style="list-style-type: none">▪ Peer or supervisor report (written or oral)▪ Details of previous training experience▪ Customer report (written or oral)▪ Examples of information sourced by the trainee.
<p>In off the job assessment, simulated activities could be used to allow the trainee to provide evidence of skills through practical demonstration:</p> <ul style="list-style-type: none">▪ Activity that allows the trainee to research information relevant to a practical workplace situation (eg, the legal issues associated with selling tourism products)▪ Activity to research information on the local industry.

Sample Role Plays, Case Studies, Projects

Assessment Task 1

You are helping a friend set up a small coach touring operation, which will carry both domestic and overseas visitors. He/she would like you to find out about any major legal issues he/she needs to consider. Find information and provide your friend with a verbal or written report.

Assessment Task 2

You come home from a careers day and say to your parents “I want to work in the tourism industry”. They ask if it this means you want to work in a hotel. Explain the diversity of the tourism industry to your parents, giving them information on all the different industry sectors.

Questioning Should Focus On:

Techniques and processes

Assessment Task 3

How would you go about finding information of the tourism industry and what types of formal and informal research could you use?

Assessment Task 4

How would you keep up to date with changes in the tourism industry?

Assessment Task 5

Organization and planning

How would you organize the process of obtaining information on tourism in your local area, and when might you need to do so?

Assessment Task 6

Communication with others

Why is it important to share industry information with colleagues and customers and in what sorts of situations?

Assessment Task 7

Problem solving

You are finding it difficult to obtain general information about tourism industry careers in your local area. What are your options?

Assessment Task 8

Health and safety

What are some of the health and safety issues that are particularly relevant to the tourism industry?

Suggested assessor checklist for

Develop and Update Tourism Industry Knowledge

Candidate Name:		Assessor Name:	
Has the candidate provided sufficient evidence to show that he/she can:		Notes	
Apply the skills and knowledge as specified in linkages to other units: <ul style="list-style-type: none"> This unit underpins effective performance in all other units. 			
Demonstrate Knowledge: <ul style="list-style-type: none"> Define the different sectors of the tourism industry and their interrelationships, including a general knowledge of the roles and functions of accommodation, attractions and theme parks, tour operators, tour wholesalers, retail travel agents, information services sector (provincial, regional, and national), events, including MICE. Explain the meaning of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance Explain different ways of organising time and work in different industry contexts. Define a range of tourism industry information sources. Define the basic skills needed for research including identification of relevant information, questioning techniques to obtain information, sorting and summarising information. Identify and describe regulations (provincial, regional, and national) which apply across the industry in areas of consumer protection, equal opportunity, anti-discrimination and workplace relations. 			
Perform technical skills / procedures to the standard required by the enterprise, including correct use of any equipment: <ul style="list-style-type: none"> Identify a range of information sources on the tourism industry including where to find information on: <ul style="list-style-type: none"> economic and social significance of the tourism industry and the role of local communities different tourism markets and their relevance to industry sectors relationships between tourism and other industries, different sectors of the industry, their interrelationships and the services available in each sector, major tourism industry bodies 			

<ul style="list-style-type: none"> ▪ special features of the local/regional industry ▪ career opportunities within the industry ▪ the roles and responsibilities of individual staff members in a successful tourism business ▪ work organization and time management ▪ quality assurance <ul style="list-style-type: none"> ▪ Access specific information on the sector of work ▪ Use informal and/or formal research to update general knowledge of the tourism industry. 	
Plan and organise activities effectively: <ul style="list-style-type: none"> ▪ Explain why and when industry knowledge needs to be updated ▪ Integrate industry knowledge in day-to-day activities. 	
Work and communicate with colleagues and customers: <ul style="list-style-type: none"> ▪ Explain the importance of sharing industry information with colleagues. 	
Respond to problems that may occur with the work activity: <ul style="list-style-type: none"> ▪ Respond to a situation where the required information cannot be found. 	
Integrate health, safety and security procedures: <ul style="list-style-type: none"> ▪ Describe some of the major health, safety and security issues for the tourism industry. 	

Competency Assessment Sheet

Unit: PARUJPPKU05C

Develop and Update Tourism Industry Knowledge

Trainee Name:

Assessor Name:

The Trainee was assessed as:	Competent	<input type="checkbox"/>
	Competency to be achieved	<input type="checkbox"/>
Feedback to Trainee		

Signatures

The trainee has been informed of the assessment result and the reasons for the decision	Signature of assessor: Date:
I have been informed of the assessment result and the reasons for the decision	Signature of trainee: Date:

Follow Health, Safety and Security Procedures

Unit Code: PARUJPPKU03C

Competency Standard

Teacher Focused & Student Centred Materials

Assessment Tasks

Acknowledgements

Indonesia Australia Partnership for Skills Development Travel and Tourism Project Team gratefully acknowledges the contribution and support of the following organizations and businesses

Association of the Indonesian Tours and Travel Agencies (ASITA)

Indonesian Guides Association (HPI)

Society of Indonesian Professional Conference Organisers (SIPCO)

Indonesia Congress and Convention Association (INCCA)

Association of Indonesian Tourism Attractions (PUTRI)

Ministry of Culture and Tourism (MOCT)

Ministry of Manpower and Transmigration (MOMT)

Ministry of National Education (MONE)

Australian National Training Authority (ANTA)

Australian Agency for International Development (AusAID)

Tourism Training Australia (TTA)

PT. Abacus Distribution Systems Indonesia

In addition, the Project Team would like to thank the following individuals for their valuable input into the writing and production of these materials.

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AA. Gede Oka Geria ,SS	Maharani Leksmono, SE
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Beatrix L.L.R Marbun	Nani Harsojo
Budi A. Sambas, S.Pd	Ni Ketut Citra Yuni, SS
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Eveline Adhiyasa	Tetty Ariyanto
Handono Eko Prabowo, T, Drs, MBA	Tigor Tambunan
Heben Ezer	Titus Odong Kusumajati, Drs, MA
Herry Maridjo, H, Drs, M.Si	Tri Harsono Udjianto
I Gusti Ayu Waliwati, Dra	Trikarya Satyawan
I Made Wardhana, Drs	Trisnawati Rahayu, M. SE, Akt
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Effective undertaking of the coursework involved to enable competency requires the following level of literacy and numeracy

Level	Literacy
1	Capable of reading, interpreting and producing basic text. Limited ability to integrate information in order to generate meaning.

Level	Numeracy
1	Ability to use basic symbols, diagrams and mathematical terminology in familiar and predictable contexts and be able to communicate mathematically.

Section 1 Introduction to this Guide

Welcome to this guide.

This guide uses competency-based training to teach workplace skills. It is based on a competency standard that is a nationally agreed statement of the skills, knowledge and attitude needed for a particular task. The major emphasis is on what an individual can do as a result of training. One of the most important characteristics of competency-based training is its focus on training individuals for actual jobs in the workplace.

This guide will help you teach, provide student centred activities and assess in line with the competency standard titled Follow Health, Safety and Security Procedures.

This guide deals with the skills knowledge and attitude required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It does not cover hygiene or first aid, which are found in separate units.

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organizations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Trainers should structure their sessions according to the:

- needs of their trainees
- requirements of their organization
- time available for training
- training situation.

A delivery strategy, including a content plan, has been provided for trainers. The suggested content gives an indication of what needs to be covered in the program to meet the competency standard.

The delivery strategy used and assessment provided in this package are not compulsory and should be used as a guide. Trainers are encouraged to utilize their own industry knowledge, experience, local examples and products to adapt the materials or develop their own resources, in order to ensure the relevance of the training.

Definitions





In the training materials, a person attempting to achieve competence is referred to as a trainee. In your own training situation this person may be referred to as a student, a learner, or a participant. Similarly, a person teaching this competence is referred to as a trainer. In your own training situation, this person may be referred to as a teacher, mentor, facilitator or supervisor.

How long will this competency take to achieve

Under competency-based training, the focus should be on achieving competence, not on fulfilling a particular time requirement, as different trainees may take different lengths of time to be competent in a particular skill.

Symbols

Throughout the training package you will see a range of symbols. This is what they mean:

Symbol	Meaning
	Handout for trainees
	Overhead Transparency of information to be transferred to a chalkboard or flipchart for trainer
	Assessment Task to be completed
	Task or Activity to be completed

Glossary

Access and Equity

Refers to the fact that training should be accessible to everyone regardless of age, gender, social, cultural, religious or educational background.

Assessment

The formal process ensuring training meets the standards required by industry. This process is performed by a qualified assessor within a nationally agreed framework.

Competent

Able to do the job and has all the necessary skills, knowledge and attitude to perform effectively in the workplace, according to agreed standards.

Competency-Based Training

Training that is concerned with what people must be able to do and measures performance against agreed standards.

Critical Aspects of Assessment

Explains the central point of the assessment and the key points to look for when assessing.

Context of Assessment

Specifies where, how and by what methods assessment should occur.

Elements

The skills which make up a unit of competence.

Evidence Guide

These are guidelines on how a unit should be assessed.

Fair

Does not disadvantage particular candidates.

Flexible

Acknowledges that there is no single approach to the delivery and assessment of performance in a competency-based system.

Formative Assessment

These are small assessment tasks done during training. They assist in making sure that learning is taking place and also give the trainees feedback on their progress.

Key Ability

Abilities that underpin all work performance. These are collecting, analysing and organizing ideas and information, communicating ideas and information, planning and organizing activities, working with others and in teams, solving problems, using technology, using mathematical ideas and techniques.

These abilities are graded in different levels as follows:

Level of ability to be demonstrated in achieving this capability	
Level	Characteristics
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Supervisor upon completion checks work.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Linkages to Other Units

Describes the role of the unit and its place within the full set of competencies specified by industry. It provides guidance as to which units may be assessed together.

National Competency Standards

Nationally agreed statements of the skills, knowledge and attitude people need at work and the standards of performance that are required.

Performance Criteria

This is used to judge whether an individual has achieved competence in a unit.

Qualified Assessor

A person who is qualified to assess.

Range of Variables

This details the range of different contexts that may apply to a particular unit.

Reliable

Uses methods and procedures that engender confidence that competency standards and their levels are interpreted and applied consistently in all contexts and to all trainees.

Standards and Certification Institute

Ministry of Manpower (MOM) has given authority to the Association of Indonesian Travel Agents (ASITA) and the Indonesian Hotels and Restaurants Association (PHRI) to establish the Institute for the Standardisation and Certification of the Competency of Indonesian workers in the Tourism, Hotels and Restaurant Industries. The Institute will develop competency standards and information systems for the standardisation and certification of competencies, administer competency tests and certify Indonesian workers in the tourism industry.

Summative Assessment

The assessment done after training of the completed unit of competence to ensure that trainees have achieved the performance criteria.

Underpinning Skills and Knowledge

Defines the skills and knowledge required to be competent at the specified level.

Unit descriptor

A general description of the competency standard.

Valid

Judgment on the same evidence and criteria will produce the same assessment outcomes from different assessors.

Section 2 Help for the Trainer

A competency standard is a nationally agreed statement of the three interrelated components of skills, knowledge and attitude needed to carry out a particular task effectively.

The range of training activities that has been suggested for delivering this competency may include:

- practical tasks
- projects and assignments
- case studies
- lectures
- videos and references
- group activities
- role plays and simulations.

Trainers should select training strategies that are appropriate for the competency being taught, the situation and the needs of the learners. For example, if practicing on the job is not possible, varied simulations and role-plays may be appropriate.

The role of the trainer

One of your roles as a trainer is to ensure high standards of service through effective training. In order to train trainees in this competency you must be competent in all aspects of it.

To ensure that you are ready to start working on this competency with trainees, consider the following questions.

- How confident do you feel about your own expertise of workplace skills, knowledge and attitude required to deliver each element?
- Is there any new information or laws that you may need to access before you start training?
- Do you feel confident about demonstrating the practical tasks?
- Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
- Are you aware of the scope of industry situations in which the competency may apply?
- Are you aware of the language, literacy and numeracy skills your trainees need to demonstrate competence in this competency standard?
- Have you considered access and equity issues in planning the delivery of this training program?

From an assessment perspective, it is assumed that appropriate attitudes are integrated into the assessment of skills and knowledge specified within the competency standard.

Regulations

Be aware of relevant laws and guidelines that affect your operations, and make sure that your trainees comply.

Training aids needed to deliver this competency

Standard theory delivery requirements:

Classroom space for delivery to trainees, whiteboard / blackboard, overhead projector, overhead projector screen, flip chart, flip chart paper.

Specialized delivery requirements:

None

Where to get more information

Sources of information may include some of the following categories:

Useful texts

- Title:
 - Author:
 - Publisher:
 - Date of publication:
 - Place of publication:
 - ISBN No:
-
- Title:
 - Author:
 - Publisher:
 - Date of publication:
 - Place of publication:
 - ISBN No:
-
- Title:
 - Author:
 - Publisher:
 - Date of publication:
 - Place of publication:
 - ISBN No:

Travel Indonesia Magazine

Publisher: PT. Travia Duta

Telp: (62 21) 380 5555 Ext 76006

Fax: (62 21) 38406143

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Indonesian Guides Association (HPI)
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Internet sites

Direktorat Dikmenjur
<http://dikmenjur.freehosting.net/>
SMK 8 Makassar
<http://www.geocities.com/smkknupg/>

Boeing Company
<http://www.boeing.com/>

Environmental Information
<http://www.boris.qub.ac.uk/cvni/info.html/>

Green Net
<http://www.gn.apc.org/>

Internet World Travel Guide
<http://www.iwtg.com/>

Planet Earth Home Page
<http://www.planeteearth.net/info.html/>

Tourism Training Australia
<http://www.tourismtraining.com.au/>

United Nations Development Program
<http://www.undp.org/>

Virtual Tourist II
<http://www.vtourist.com/vrt/>

World Tourism Organization: World Tourism Information Centre
<http://www.world-tourism.org/>

You can add your own list of resources for delivering this competency.

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The need for updating your own skills and knowledge

Due to the constantly changing nature of the industry, trainers should critically review and update resources and maintain current knowledge of all industry practices.

Section 3 Competency Standard

Use this section to:

- Identify what trainees have to do
- Identify what trainees have already done
- Check trainees' progress
- Ensure that you have covered all Elements and Performance Criteria in training
- Ensure that you have covered all Element and Performance Criteria if assessing.

Unit Title

Follow Health, Safety and Security Procedures

Unit Descriptor

This unit deals with the skills knowledge and attitude required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It does not cover hygiene or first aid, which are found in separate units.

Element	Performance Criteria
01 Follow workplace procedures on health, safety and security.	1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant government regulation and insurance requirements 1.2 Breaches of health, safety and security procedures are identified and promptly reported 1.3 Any suspicious behaviour or occurrences are promptly reported to the designated person.
02 Deal with emergency situations.	2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility 2.2 Emergency procedures are correctly followed in accordance with enterprise procedures 2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate 2.4 Details of emergency situations are accurately reported in accordance with enterprise policy.
03 Maintain safe personal presentation standards.	3.1 Personal presentation takes account of the workplace environment and health and safety issues including: 3.1.1 appropriate personal grooming and hygiene 3.1.2 appropriate clothing and footwear
04 Provide feedback on health, safety and security.	4.1 Issues requiring attention are promptly identified. 4.2 Issues are raised with the designated person in accordance with enterprise and government requirements.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- Emergency, fire and accident
- Hazard identification and control
- Use of personal protective clothing and equipment
- Safe sitting, lifting and handling
- Security of documents, cash, equipment, people
- Key control systems.

Emergency situations may include but are not limited to:

- Bomb threats
- Deranged customers
- Accidents
- Robbery
- Fire
- Armed hold up
- Floods
- Earthquakes.

Underpinning Skills and Knowledge

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces
- Major causes of workplace accidents relevant to the work environment.

Context of Assessment

This unit may be assessed on or off the job. Assessment should include a range of methods to assess skills and underpinning knowledge.

Critical Aspects of Assessment

Look for:

- Ability to follow established procedures
- Understanding of the implications of disregarding those procedures
- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organizations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Key abilities to be demonstrated in this unit	Task Level
Collecting, organizing and analysing information	1
Communicating ideas and information	1
Planning and organizing activities	1
Working with others and in teams	1
Using mathematical Ideas and techniques	-
Solving problems	1
Using technology	1

Level of ability to be demonstrated in achieving this competency	
Level	Characteristic
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Work is checked by supervisor upon completion.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Section 4 - Delivery Strategy

A The Content Plan

Note: In delivering the material below, trainers, trainees and assessors ensure compliance with full details spelled out in the competency standard.

1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant government regulation and insurance requirements.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
 - Emergency, fire and accident
 - Hazard identification and control
 - Use of personal protective clothing and equipment
 - Safe sitting, lifting and handling
 - Security of documents, cash, equipment, people
 - Key control systems.

Underpinning Skills and Knowledge

- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

1.2 Breaches of health, safety and security procedures are identified and promptly reported.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
 - Emergency, fire and accident
 - Hazard identification and control
 - Use of personal protective clothing and equipment
 - Safe sitting, lifting and handling
 - Security of documents, cash, equipment, people
 - Key control systems.

Underpinning Skills and Knowledge

- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the implications of disregarding those procedures.

1.3 Any suspicious behaviour or occurrences are promptly reported to the designated person.**Range of Variables**

- This unit applies to all tourism and hospitality sectors.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the implications of disregarding those procedures.

2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility.**Range of Variables**

- This unit applies to all tourism and hospitality sectors.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Common health, safety and security procedures in tourism and hospitality workplaces

- Major causes of workplace accidents relevant to the work environment.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures.

2.2 Emergency procedures are correctly followed in accordance with enterprise procedures.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the implications of disregarding those procedures.

2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures.

2.4 Details of emergency situations are accurately reported in accordance with enterprise policy.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the implications of disregarding those procedures
- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

3.1 Personal presentation takes account of the workplace environment and health and safety issues including:

3.1.1 appropriate personal grooming and hygiene

3.1.2 appropriate clothing and footwear.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
 - Emergency, fire and accident
 - Hazard identification and control
 - Use of personal protective clothing and equipment

- Safe sitting, lifting and handling
- Security of documents, cash, equipment, people
- Key control systems.

Underpinning Skills and Knowledge

- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Ability to follow established procedures
- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

4.1 Issues requiring attention are promptly identified.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
 - Emergency, fire and accident
 - Hazard identification and control
 - Use of personal protective clothing and equipment
 - Safe sitting, lifting and handling
 - Security of documents, cash, equipment, people
 - Key control systems.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Understanding of the implications of disregarding those procedures
- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

4.2 Issues are raised with the designated person in accordance with enterprise and government requirements.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Health, safety and security procedures may include but are not limited to procedures for:
 - Emergency, fire and accident
 - Hazard identification and control
 - Use of personal protective clothing and equipment
 - Safe sitting, lifting and handling
 - Security of documents, cash, equipment, people
 - Key control systems.
- Emergency situations may include but are not limited to:
 - Bomb threats
 - Deranged customers
 - Accidents
 - Robbery
 - Fire
 - Armed hold up
 - Floods
 - Earthquakes.

Underpinning Skills and Knowledge

- Industry/sector insurance and liability requirements in relation to individual staff responsibilities
- Relevant national/provincial/or regional occupational health and safety regulations in relation to obligations of employers and employees
- Common health, safety and security procedures in tourism and hospitality workplaces.

Critical Aspects of Assessment – Look for:

- Understanding of the legal requirement to work in accordance with health, safety and security procedures.

B How to Teach the Competency Standard

This section shows tasks/activities, overhead transparencies and handouts that correspond to the competency standard.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant government regulation and insurance requirements</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer lists some examples of costs that arise through injury and illness.</p> <p>Trainer identifies typical health, safety and security issues and provides examples of issues that effect health, safety and security procedures in the workplace.</p> <p>OHT 1,2,3 HO 2,3,4</p> <p>Trainer sets Task 1, provides assistance and feedback to trainees.</p> <p>Task 1</p>
<p>1.2 Breaches of health, safety and security procedures are identified and promptly reported.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the concept of “duty of care”.</p> <p>Trainer explains what may lead to breaches in guidelines or regulations and the importance of reporting such breaches.</p> <p>OHT 4,5 HO 5,6</p> <p>Trainer sets Task 2, provides assistance and feedback to trainees.</p> <p>Task 2</p>
<p>1.3 Any suspicious behaviour or occurrences are promptly reported to the designated person.</p>	<p>Trainer explains what may constitute suspicious behaviour and how it should be handled.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>OHT 6 HO 7</p> <p>Trainer sets Task 3, provides assistance and feedback to trainees.</p> <p>Task 3</p>
<p>2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility.</p> <p>2.2 Emergency procedures are correctly followed in accordance with enterprise procedures.</p> <p>2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the types of emergency situations or hazards that may arise and how they may be avoided or resolved.</p> <p>OHT 7,8,9 HO 8,9,10,11</p> <p>Trainer sets Task 4, provides assistance and feedback to trainees.</p> <p>Task 4</p>
<p>2.4 Details of emergency situations are accurately reported in accordance with enterprise policy.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	<p>Trainer explains what details of the emergency or hazard should be reported.</p> <p>OHT 10 HO 12</p> <p>Trainer sets Task 5, provides assistance and feedback to trainees.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
Knowledge <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<div>Task 5</div>
<p>3.1 Personal presentation takes account of the workplace environment and health and safety issues including:</p> <p>3.1.1 appropriate personal grooming and hygiene</p> <p>3.1.2 appropriate clothing and footwear.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of personal factors in relation to health and safety issues in the work place.</p> <div>OHT 11</div> <div>HO 13</div> <p>Trainer sets Task 6, provides assistance and feedback to trainees.</p> <div>Task 6</div>
<p>4.1 Issues requiring attention are promptly identified.</p> <p>4.2 Issues are raised with the designated person in accordance with enterprise and government requirements.</p> <p>Note: Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of identifying health, safety and security issues in the workplace and of notifying appropriate people of their existence.</p> <div>OHT 12</div> <div>HO 14</div> <p>Trainer sets Task 7, provides assistance and feedback to trainees.</p> <div>Task 7</div>

C Teacher Support Materials

(Overhead Transparencies / Handouts etc)

HO 1

Trainee Assessment Sheet

(Underpinning Skills and Knowledge)

Follow Health, Safety and Security Procedures

Trainee Name:

Group:

1. Ability to follow workplace procedures in relation to health, safety and security issues.
2. Within limits of authority and ability, deal with emergencies in accordance with company policies.
3. Maintain high personal presentation standards.
4. Where appropriate, provide feedback to management on health, safety and security issues.

Following Workplace Procedures

Costs of workplace injury and illness may include:

- **Financial – loss of income**
- **Permanent or temporary pain and suffering**
- **Cost of counselling**
- **Medical and rehabilitation expenses**
- **Change in lifestyle due to loss of income**
- **Extra wages to replace an employee**
- **Cost of training a new employee**
- **Temporary loss of productivity**
- **Higher insurance premiums.**

Following Workplace Procedures

Health, safety and security procedures may relate to:

- Emergencies eg fire, accident, robbery, earthquakes, floods
- Workplace hazards eg storage of chemicals, exposed electrical wiring
- Use of protective clothing or equipment
- Techniques for lifting or handling
- Correct sitting position
- Storage or carrying of documents, cash, equipment
- Customer and staff security.

Following Workplace Procedures

All staff should be familiar with the organisation's security procedures and health regulations or suggestions.

For example:

- **Office keys:**
 - **Who controls the issuing of keys and master keys?**
 - **Is there a key register system?**
 - **Are keys signed for on issue and return?**
 - **How are spare keys stored?**
 - **What is to be locked and when?**
 - **What happens if keys are lost or stolen?**
- **Locking up the premises:**
 - **What items must be securely stored at the end of each day?**
 - **Who is responsible for checking doors and windows?**
 - **What security lighting is required after the office is closed**
 - **Who activates the alarm system?**
 - **What internal areas are isolated and closed off?**

- **Banking procedures:**
 - Who does the banking?
 - How are the times and route varied?
 - What happens if you are held up?
 - How many people are usually involved?
 - What documents are issued?
 - Are there policies regarding the use of taxis, security firms etc?
 - How much money can be carried?
- **Working at the computer:**
 - **Monitor**
 - Tilted at correct angle to reduce glare and see properly
 - Correct contrast and brightness to reduce eye strain
 - Place 40-70 cm from eyes
 - Top of the screen at eye level.
 - **Chair**
 - Correct height so feet touch the floor
 - Back rest adjusted for comfort
 - On castors if possible for ease of movement.
 - **Desk**
 - Thighs fit comfortably underneath the desk top
 - Space for documents and equipment.
 - **Keyboard**
 - Allows for comfortable reach
 - Tilted to permit elbows to be 90° and wrists in line with fore arms.

Following Workplace Procedures

Both employers and employees have a “Duty of Care” in relation to health, safety and security issues in the workplace.

- **Employers should provide:**
 - **For the health, safety and welfare of employees and visitors to the workplace**
 - **Safe access to the workplace**
 - **Information, training and supervision.**
- **Employees should:**
 - **Co-operate with the employer**
 - **Work and use equipment safely**
 - **Take care of the health and safety of others at the place of work.**

Following Workplace Procedures

Breaches to procedures or regulations may occur through:

- **Obstruction eg exit door blocked**
- **Spillage eg chemicals**
- **Faulty maintenance eg frayed electrical cord**
- **Poor lighting**
- **Incorrect storage eg heavy items should be stored on the bottom**
- **Unsafe shelving**
- **Incorrect use of equipment**
- **Personal accidents due to careless or untrained staff**
- **Insufficient work space.**

Following Workplace Procedures

Identifying suspicious behaviour may involve:

- **Seeing people in areas where they clearly do not belong**
- **Noticing people who are not the type of customer who normally visits the business.**
- **Such occurrences should be reported to the supervisor and/or security.**

Deal with Emergencies/Hazards

Emergencies may relate to:

- **Bomb threats**
- **Mentally unstable customer**
- **Accidents**
- **Robbery**
- **Fire**
- **Armed hold-up**
- **Physical event eg flood, earthquake**
- **Medical problem.**

Deal with Emergencies/Hazards

Possible solutions may include:

- **Robberies**
 - Don't keep large amounts of cash
 - Bank regularly
 - Change times/routes to the bank
 - Don't fight robbers – it is better to remember details about them eg age, dress, appearance.

- **Bomb threats**
 - Ask questions eg who are you, where is it, when will it go off, what type is it
 - Write down as much detail as possible
 - Call a supervisor/manager
 - Follow management's instructions and evacuate.

- **Fire**
 - **Report the fire – location, size, type**
 - **Listen for instructions**
 - **Warn others and leave the area**
 - **Don't return until instructed to.**

- **Medical**
 - **Inform your Supervisor/Manager**
 - **If necessary, call for an ambulance**
 - **If possible obtain as many details as possible from the patient – how it happened, are they in pain, are they on medication etc**
 - **If not conscious, call for help and wait for expert help.**

- **Accidents**
 - **Always use appropriate equipment and clothing**
 - **Use correct storage techniques**
 - **Don't use faulty equipment**
 - **Make sure lighting is adequate**
 - **Report machine faults.**

Deal with Emergencies/Hazards

Potential hazards may include:

- **Mechanical**

eg filing cabinets tend to tip over when heavily laden top drawers are opened.

- **Physical**

eg poorly designed chairs, glare from VDU screens.

- **Chemical**

eg vapours in the air.

- **Psychological**

eg repetitive and boring work practices.

Identifying Workplace Hazards

Example of items to be included in a check list to prevent problems arising:

- **Job design**
 - Is there variety in tasks performed?
 - How are employees given feedback about their performance?
- **Manual tasks**
 - Are there objects that require regular pushing, pulling, carrying, holding etc?
- **Lighting**
 - Is there sufficient for the tasks performed?
- **Noise**
 - Is it a problem?
- **In-door air quality**
 - Are there complaints about odours, draughts, lack of fresh air?

- **Office lay out**
 - Is there sufficient space?
 - Is there dedicated space for special equipment?
- **Work stations**
 - Do they meet the needs of workers?
- **Storage**
 - Is there sufficient space?
- **Computers (if applicable) and copying equipment**
 - Are they appropriately located?
- **Hazardous goods**
 - Are they stored/used appropriately?
- **Housekeeping**
 - Are stairways, storage areas kept free of obstruction/maintained etc?
- **Electrical connections**
 - Are they inspected regularly?

Deal with Emergencies/Hazards

Important aspects may include:

- **Who reported the incident**
- **Who was it reported to**
- **Date of the incident/report of hazard**
- **Description of the incident/hazard**
- **What action is required (if known)**
- **An assessment of the risks involved and possible consequences**
- **Any follow up procedures deemed necessary.**

Personal Presentation Standards

It is important to consider:

- **Appropriate personal grooming and hygiene**

eg

- Take daily showers/wash
- Wear clean clothes
- Have neat and clean hair
- Limit jewellery
- Clean teeth regularly
- Keep any open cuts/wounds covered
- Wash hands after eating, handling garbage, using the bathroom

- **Appropriate clothing and footwear**

Remember – if you look clean and smart, the customer will know that you will adopt the same codes of practice for the office.

Providing Feedback

There are 2 main issues to be considered in health, safety and security:

- **Hazards ie factors that may cause injury or illness**
- **Risk ie the likelihood of injury or illness arising from exposure to the hazards.**

Consideration must take account of:

- **Frequency and level of exposure to the hazard ie how often and how much exposure**
- **Pattern of exposure ie is it continuous or intermittent**
- **Adequacy of existing control mechanisms ie can effects be minimised or eliminated.**
- **Issues of concern should be raised with appropriate people at the workplace.**

Task 1

Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant government regulation and insurance requirements.

Trainer divides the group into smaller groups comprising three trainees.

Each group is to visit a tourism related workplace and prepare a report on the procedures in place that cover health, safety and security issues.

Each group to present their report and compare their findings.

Task 2

Breaches of health, safety and security procedures are identified and promptly reported.

Each group should identify how breaches are identified and establish if there is a reporting procedure for problems.

This should be added to the report in Task 1.

Task 3

Any suspicious behaviour or occurrences are promptly reported to the designated person.

During the visit, discuss with staff how they deal with suspicious behaviour. Is there a company policy? If so, include it in the report.

Task 4

Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility.

Emergency procedures are correctly followed in accordance with enterprise procedures.

Assistance is promptly sought from colleagues and/or other authorities where appropriate.

Discover what policies or procedures are in place to handle emergencies.

Prepare a report outlining some suggestions that could improve the current arrangements.

Task 5

Details of emergency situations are accurately reported in accordance with enterprise policy.

Design a form that could be used to report on potential emergencies or actual hazards in the workplace.

Discuss the format and content with other trainees and the trainer.

Task 6

Personal presentation takes account of the workplace environment and health and safety issues including:

- **Appropriate personal grooming and hygiene**
- **Appropriate clothing and footwear**

Role play

You are helping to induct a new employee.

Explain to him/her why high personal presentation standards are important in this industry and provide some examples of their appearance/behaviour that are particularly important.

Task 7

Issues requiring attention are promptly identified.

Issues are raised with the designated person in accordance with enterprise and government requirements.

Role play

Continue the discussion by emphasizing the importance of identifying potential risks and hazards and of acting promptly to resolve them or notifying a supervisor of their existence.

Section 5 How to Assess This Unit

What is assessment?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in the competency standard. At the appropriate point, judgment is made as to whether competence has been achieved.

Assessment identifies the achievements of the trainee rather than relating the performance of the trainee to other trainees.

What do we mean by competent?

Ask the question, “What does an employee really need to be able to do?” The answer will tell you what we mean by the word “competent”. To be competent in a work related skill implies that the person is able to:

- Perform at an acceptable level of skill
- Organize the required tasks
- Respond and react appropriately when things go wrong
- Fulfil a role in the scheme of things at work
- Transfer skills and knowledge to new situations.

When you assess this competency you must take into account all of the above issues to reflect the real nature of work.

Qualifications of assessors

This unit must be assessed by a qualified assessor, or a trainer qualified to assess.

Those qualified to assess, may choose from the methods in this guide, or develop their own. Assessors must look at the evidence guides in the competency standard before choosing assessment methods.

The following pages list some methods to assess this competency. The assessments have been designed to address each element, performance criteria and underpinning skills and knowledge for the competency.

Results of successful assessment should indicate sufficient and relevant knowledge and understanding to be able to infer competence.

It is not appropriate to provide a numeric mark, since the 30% a candidate did not get right may be the most important aspect of the competence. The trainee is assessed as either competent or not yet competent.

Recognition of Current Competence

An integrated national assessment system provides for the recognition of current competencies regardless of where they have been acquired. Assessment recognizes that individuals can achieve competence in a variety of ways including prior qualifications or informal learning

Recognition of Current Competence gathers evidence to assess an individual against competency standards to determine if they have achieved the required competence for a job or for a formal qualification.

Assessment

Suggested Assessment for Follow Health, Safety and Security Procedures

Suggested Evidence Gathering Methods
Assessment of practical demonstration in the workplace may include observation of the trainee: <ul style="list-style-type: none">▪ Conducting day-to-day activities in accordance with health and safety procedures▪ Responding to an emergency situation (real or simulated)▪ Handling potential and actual hazards in the workplace▪ Maintaining appropriate personal presentation standards.
Third party/documentary evidence may include: <ul style="list-style-type: none">▪ Peer or supervisor report (written or oral)▪ Details of previous training, work experience▪ Copies of items such as incident reports completed by the candidate.
In off the job assessment, simulated activities could be used to allow the trainee to provide evidence of skills through practical demonstration: <ul style="list-style-type: none">▪ Role-play to demonstrate response to a given emergency situation▪ Requirement for ongoing demonstration of personal presentation standards▪ Set up of a simulated workplace that allows the candidate to demonstrate safe and secure workplace procedures while completing day-to-day duties.

Sample Role Plays, Case Studies, Projects

Assessment Task 1

You have a new work colleague and your supervisor/manager has asked you to explain the health, safety and security procedures that all employees must follow in your company. You must also detail the company emergency procedures in the event of a customer falling ill on the premises or a fire occurring.

Assessment Task 2

You need to move a computer from one desk to another. Complete this process and explain the safety issues to be taken into consideration.

Assessment Task 3

You are to guide a small group of visitors through your establishment. What are the health, safety and security issues you need to consider prior to commencing the tour?

Assessment Task 4

An accident occurs in your workplace involving a customer. Complete an accident report for the accident.

Assessment Task 5

You are collecting food from the kitchen at work and taking it back to your desk for lunch. Complete this process and explain the hygiene and safety issues to be taken into consideration.

Questioning Should Focus On:

Techniques and processes

Assessment Task 6

What are the health, safety and security procedures you should follow in your workplace for fire, accident and bomb threat?

Underpinning knowledge

Assessment Task 7

Outline employee responsibilities under occupational health and safety regulations.

Assessment Task 8

Identify the potential hazards in your workplace and the procedures to follow to minimise risks in relation to these hazards.

Organization and planning

Assessment Task 9

What are the health, safety and security dangers that apply in your workplace when you are really busy?

Communication with others

Assessment Task 10

What communication should you have with colleagues on workplace health, safety and security issues?

Assessment Task 11

Provide examples of effective communication to prevent accidents.

Problem solving

Assessment Task 12

What would you do if a customer tripped and fell in your workplace?

Assessment Task 13

How would you respond to a threatening phone call?

Suggested assessor checklist for Follow Health, Safety and Security Procedures	
Candidate Name:	Assessor Name:
Has the candidate provided sufficient evidence to show that he/she can:	Notes
Apply the skills and knowledge as specified in linkages to other units: <ul style="list-style-type: none"> ▪ This unit underpins effective performance in all other units. 	
Demonstrate Knowledge: <ul style="list-style-type: none"> ▪ Outline the industry/sector insurance and liability requirements in relation to the responsibilities of individual staff members ▪ Outline the major features of the relevant regulations, specifically the obligations of employers and employees ▪ Identify the major causes of workplace accidents relevant to the work environment ▪ Outline common health, safety and security procedures in tourism and hospitality workplaces. 	
Perform technical skills / procedures to the standard required by the enterprise, including correct use of any equipment: <ul style="list-style-type: none"> ▪ Follow health, safety and security procedures in accordance with enterprise policy, relevant regulations and insurance requirements. This could include: <ul style="list-style-type: none"> ▪ Safe sitting, lifting and handling ▪ Emergency, fire and accident procedures ▪ Security procedures for documents, cash or people ▪ Use of protective clothing ▪ Hygienic handling of food. 	
Plan and organise activities effectively: <ul style="list-style-type: none"> ▪ Follow emergency procedures in a logical manner. 	
Work and communicate with colleagues and customers: <ul style="list-style-type: none"> ▪ Report breaches of procedures, emergencies or suspicious behaviour/occurrences to the designated person ▪ Report emergency situations accurately in accordance with enterprise policy ▪ Identify and raise general workplace health, safety and security issues in accordance with enterprise and legislative requirements. 	
Respond to problems that may occur with the work activity: <ul style="list-style-type: none"> ▪ Identify breaches of health, safety and security procedures ▪ Identify emergency or potential emergency situations and take appropriate action within scope of individual responsibility 	

<ul style="list-style-type: none"> ▪ Follow emergency procedures ▪ Seek assistance with emergencies from colleagues and/or other authorities where appropriate. 	
<p>Integrate health, safety and security procedures:</p> <ul style="list-style-type: none"> ▪ Demonstrate safe personal presentation including appropriate personal grooming, hygiene and appropriate clothing and footwear. 	

Competency Assessment Sheet

Unit: PARUJPPKU03C

Follow Health, Safety and Security Procedures

Trainee Name:

Assessor Name:

The Trainee was assessed as:	Competent	<input type="checkbox"/>
	Competency to be achieved	<input type="checkbox"/>
Feedback to Trainee		

Signatures

The trainee has been informed of the assessment result and the reasons for the decision	Signature of assessor: Date:
I have been informed of the assessment result and the reasons for the decision	Signature of trainee: Date:

Work in a Socially Diverse Environment

Unit Code: PARUJPPKU02C

Competency Standard

Teacher Focused & Student Centred Materials

Assessment Tasks

Acknowledgements

Indonesia Australia Partnership for Skills Development Travel and Tourism Project Team gratefully acknowledges the contribution of the following organizations and businesses

Association of the Indonesian Tours and Travel Agencies (ASITA)

Indonesian Guides Association (HPI)

Society of Indonesian Professional Conference Organisers (SIPCO)

Indonesia Congress and Convention Association (INCCA)

Association of Indonesian Tourism Attractions (PUTRI)

Ministry of Culture and Tourism (MOCT)

Ministry of Manpower and Transmigration (MOMT)

Ministry of National Education (MONE)

Australian National Training Authority (ANTA)

Australian Agency for International Development (AusAID)

Tourism Training Australia (TTA)

PT. Abacus Distribution Systems Indonesia

In addition, the Project Team would like to thank the following individuals for their valuable input into the writing and production of these materials

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Effective undertaking of the coursework involved to enable competency requires the following level of literacy and numeracy

Level	Literacy
1	Capable of reading, interpreting and producing basic text. Limited ability to integrate information in order to generate meaning.

Level	Numeracy
1	Ability to use basic symbols, diagrams and mathematical terminology in familiar and predictable contexts and be able to communicate mathematically.

Section 1 Introduction to this Guide

Welcome to this guide.

This guide uses competency-based training to teach workplace skills. It is based on a competency standard that is a nationally agreed statement of the skills, knowledge and attitude needed for a particular task. The major emphasis is on what an individual can do as a result of training. One of the most important characteristics of competency-based training is its focus on training individuals for actual jobs in the workplace.

This guide will help you teach, provide student centred activities and assess in line with the competency standard entitled Work in a Socially Diverse Environment.

This guide deals with the skills, knowledge and attitude required to the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units. This unit also has a strong link with PARUJPPKU01C - Work With Colleagues and Customers and repetition in training should be avoided.

Care should be taken in developing training to meet the requirements of this unit. For general and prevocational training, organizations providing training which takes into consideration the full range of industry contexts, with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Trainers should structure their sessions according to the:

- needs of their trainees
- requirements of their organization
- time available for training
- training situation.

A delivery strategy, including a content plan, has been provided for trainers. The suggested content gives an indication of what needs to be covered in the program to meet the competency standard.

The delivery strategy used and assessment provided in this package are not compulsory and should be used as a guide. Trainers are encouraged to utilize their own industry knowledge, experience, local examples and products to adapt the materials or develop their own resources, in order to ensure the relevance of the training.

Definitions





In the training materials, a person attempting to achieve competence is referred to as a trainee. In your own training situation this person may be referred to as a student, a learner, or a participant. Similarly, a person teaching this competence is referred to as a trainer. In your own training situation, this person may be referred to as a teacher, mentor, facilitator or supervisor.

How long will this competency take to achieve

Under competency-based training, the focus should be on achieving competence, not on fulfilling a particular time requirement, as different trainees may take different lengths of time to be competent in a particular skill.

Symbols

Throughout the training package you will see a range of symbols. This is what they mean:

Symbol	Meaning
	Handout for trainees
	Overhead Transparency of information to be transferred to a chalkboard or flipchart for trainer
	Assessment Task to be completed
	Task or Activity to be completed

Glossary

Access and Equity

Refers to the fact that training should be accessible to everyone regardless of age, gender, social, cultural, religious or educational background.

Assessment

The formal process ensuring training meets the standards required by industry. This process is performed by a qualified assessor within a nationally agreed framework.

Competent

Able to do the job and has all the necessary skills, knowledge and attitude to perform effectively in the workplace, according to agreed standards.

Competency-Based Training

Training that is concerned with what people must be able to do and measures performance against agreed standards.

Critical Aspects of Assessment

Explains the central point of the assessment and the key points to look for when assessing.

Context of Assessment

Specifies where, how and by what methods assessment should occur.

Elements

The skills which make up a unit of competence.

Evidence Guide

These are guidelines on how a unit should be assessed.

Fair

Does not disadvantage particular candidates.

Flexible

Acknowledges that there is no single approach to the delivery and assessment of performance in a competency-based system.

Formative Assessment

These are small assessment tasks done during training. They assist in making sure that learning is taking place and also give the trainees feedback on their progress.

Key Ability

Abilities that underpin all work performance. These are collecting, analysing and organizing ideas and information, communicating ideas and information, planning and organizing activities, working with others and in teams, solving problems, using technology, using mathematical ideas and techniques.

These abilities are graded in different levels as follows:

Level of ability to be demonstrated in achieving this capability	
Level	Characteristics
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Supervisor upon completion checks work.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Linkages to Other Units

Describes the role of the unit and its place within the full set of competencies specified by industry. It provides guidance as to which units may be assessed together.

National Competency Standards

Nationally agreed statements of the skills, knowledge and attitude people need at work and the standards of performance that are required.

Performance Criteria

This is used to judge whether an individual has achieved competence in a unit.

Qualified Assessor

A person who is qualified to assess.

Range of Variables

This details the range of different contexts that may apply to a particular unit.

Reliable

Uses methods and procedures that engender confidence that competency standards and their levels are interpreted and applied consistently in all contexts and to all trainees.

Standards and Certification Institute

Ministry of Manpower (MOM) has given authority to the Association of Indonesian Travel Agents (ASITA) and the Indonesian Hotels and Restaurants Association (PHRI) to establish the Institute for the Standardisation and Certification of the Competency of Indonesian workers in the Tourism, Hotels and Restaurant Industries. The Institute will develop competency standards and information systems for the standardisation and certification of competencies, administer competency tests and certify Indonesian workers in the tourism industry.

Summative Assessment

The assessment done after training of the completed unit of competence to ensure that trainees have achieved the performance criteria.

Underpinning Skills and Knowledge

Defines the skills and knowledge required to be competent at the specified level.

Unit descriptor

A general description of the competency standard.

Valid

Judgment on the same evidence and criteria will produce the same assessment outcomes from different assessors.

Section 2 Help for the Trainer

A competency standard is a nationally agreed statement of the three interrelated components of skills, knowledge and attitude needed to carry out a particular task effectively.

The range of training activities that has been suggested for delivering this competency may include:

- practical tasks
- projects and assignments
- case studies
- lectures
- videos and references
- group activities
- role plays and simulations.

Trainers should select training strategies that are appropriate for the competency being taught, the situation and the needs of the learners. For example, if practicing on the job is not possible, varied simulations and role-plays may be appropriate.

The role of the trainer

One of your roles as a trainer is to ensure high standards of service through effective training. In order to train trainees in this competency you must be competent in all aspects of it.

To ensure that you are ready to start working on this competency with trainees, consider the following questions.

- How confident do you feel about your own expertise of workplace skills, knowledge and attitude required to deliver each element?
- Is there any new information or laws that you may need to access before you start training?
- Do you feel confident about demonstrating the practical tasks?
- Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
- Are you aware of the scope of industry situations in which the competency may apply?
- Are you aware of the language, literacy and numeracy skills your trainees need to demonstrate competence in this competency standard?
- Have you considered access and equity issues in planning the delivery of this training program?

From an assessment perspective, it is assumed that appropriate attitudes are integrated into the assessment of skills and knowledge specified within the competency standard.

Regulations

Be aware of relevant laws and guidelines that affect your operations, and make sure that your trainees comply.

Training aids needed to deliver this competency

Standard theory delivery requirements:

Classroom space for delivery to trainees, whiteboard / blackboard, overhead projector, overhead projector screen, flip chart, flip chart paper.

Specialized delivery requirements:

None

Where to get more information

Sources of information may include some of the following categories:

Travel Indonesia Magazine

Publisher: PT. Travia Duta

Telp: (62 21) 380 5555 Ext 76006

Fax: (62 21) 38406143

Teacher Associations - PPPG

Jl.Raya Parung KM.22-23 Bojongsari, Sawangan – Bogor

Telp: (021) 7431271

The Association of the Indonesian Tourism Attractions (PUTRI)

Gedung Sasana Griya

A 15 Lt II

Taman Mini Indonesia Indah, Jakarta

Telp: (021)- 8401-719

Fax: (021)-8400-709

Association of The Indonesian Tours and Travel Agencies (ASITA)

Komp Golden Plaza Blok A/30

Jl RS Fatmawati No 15, Jakarta

Telp: (021)-7590-0094-95

Fax: (021)-7507-537

Society of Indonesian Professional Conference Organisers (SIPCO)

Setia Travel

Jl H.Anshari No 33 B Jakarta

Telp: (021)-6385-8611

Fax: (021)-6386-4182

Indonesia Congress and Convention Association INCCA

Hotel Wisata

Arcade 13A, Jakarta

Telp: (021)-3140-982

Fax: (021)-334-470

Indonesian Guides Association (HPI)
Ade Sumatri
Telp: (021)-9133-921
Fax: (021)-5213-257 (Via Dinas Pariwisata DKI)

Internet sites

Direktorat Dikmenjur
<http://dikmenjur.freehosting.net/>
SMK 8 Makassar
<http://www.geocities.com/smkknupg/>
Boeing Company
<http://www.boeing.com/>
Environmental Information
<http://www.boris.qub.ac.uk/cvni/info.html/>
Green Net
<http://www.gn.apc.org/>
Internet World Travel Guide
<http://www.iwtg.com/>
Planet Earth Home Page
<http://www.planeteearth.net/info.html/>
Tourism Training Australia
<http://www.tourismtraining.com.au/>
United Nations Development Program
<http://www.undp.org/>
Virtual Tourist II
<http://www.vtourist.com/vrt/>
World Tourism Organization: World Tourism Information Centre
<http://www.world-tourism.org/>

You can add your own list of resources for delivering this competency.

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The need for updating your own skills and knowledge.

Due to the constantly changing nature of the industry, trainers should critically review and update resources and maintain current knowledge of all industry practices.

Section 3 Competency Standard

Use this section to:

- Identify what trainees have to do
- Identify what trainees have already done
- Check trainees' progress
- Ensure that you have covered all Elements and Performance Criteria in training
- Ensure that you have covered all Elements and Performance Criteria if assessing.

Unit Title

Work in a Socially Diverse Environment

Unit Descriptor

This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

Element	Performance Criteria
01 Communicate with customers and colleagues from diverse backgrounds	<p>1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.</p> <p>1.2 Verbal and non-verbal communication takes account of cultural differences.</p> <p>1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language.</p> <p>1.4 Assistance from colleagues, reference books or outside organizations is obtained when required.</p>
02 Deal with cross cultural misunderstandings	<p>2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified.</p> <p>2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders.</p> <p>2.3 When difficulties or misunderstandings occur, possible cultural differences are considered.</p> <p>2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations.</p> <p>2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.</p>

Range of Variables

This unit applies to all tourism and hospitality sectors.

Cultural differences may include but are not limited to those of the following nature: (examples only):

- Race
- Language
- Special needs

- Disabilities
- Family structure
- Gender
- Age

Possible cultural differences may include but are not limited to:

- Language spoken
- Forms of address
- Levels of formality/informality
- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Customs
- Special needs
- Product preferences.

Attempts to overcome language barriers may be made to:

- Meet and greet/farewell customers
- Give simple directions
- Give simple instructions
- Answer simple enquiries
- Prepare for, serve and assist customers
- Describe goods and services
- Outside organisations may include but are not limited to:
- Interpreter services
- Diplomatic services
- Local cultural organizations
- Appropriate government agencies
- Educational institutions.

Underpinning Skills and Knowledge

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- Principles that underpin cultural awareness
- Recognition of the different cultural groups in Indonesian society
- Basic knowledge of the culture of Indonesia's indigenous and non indigenous peoples
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace)
- Principles of equal employment opportunity and anti-discrimination as they apply to individuals in the workplace

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. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment

The focus of this unit will vary depending upon the cultural context of the workplace and the cultural background of the individual. Assessment should take account of the cultural variances and requirements that apply in particular situations.

Evidence of competence should relate to different communication and customer service contexts and may need to be collected over a period of time.

Look for:

- Knowledge of what it means to be culturally aware
- Ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units. This unit also has a very strong link with PARUJPPKU01C Work with Colleagues and Customers and repetition in training should be avoided.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Key abilities to be demonstrated in this unit	Task Level
Collecting, organizing and analysing information	1
Communicating ideas and information	1
Planning and organizing activities	1
Working with others and in teams	1
Using mathematical Ideas and techniques	-
Solving problems	1
Using technology	-

Level of ability to be demonstrated in achieving this competency	
Level	Characteristic
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Work is checked by supervisor upon completion.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Section 4 - Delivery Strategy

A The Content Plan

Note: In delivering the material below, trainers, trainees and assessors ensure compliance with full details spelled out in the competency standard.

1.1. Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.

Range of Variables

- Cultural differences may include but are not limited to those of the following nature (example only):
 - Race
 - Language
 - Special needs
 - Disabilities
 - Family structure
 - Gender
 - Age

Underpinning Skills and Knowledge

- Principles that underpin cultural awareness.
- Recognition of the different groups in Indonesian society.
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace)

Critical Aspects of Assessment – Look for:

- Ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

1.2. Verbal and non-verbal communication takes account of cultural differences.

Range of Variables

- Cultural differences may include but are not limited to those of the following nature (example only):
 - Race
 - Language
 - Special needs
 - Disabilities
 - Family structure
 - Gender
 - Age.
- Possible cultural differences may include but are not limited to:
 - Language spoken
 - Forms of address
 - Levels of formality/informality

- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Customs
- Special needs
- Product Preferences.

Critical Aspects of Assessment – Look for:

- Knowledge of what it means to be culturally aware
- Ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

1.3. Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language.

Range of Variables

- Attempts to overcome language barriers may be made to:
 - Meet and greet/farewell customers
 - Give simple directions
 - Give simple instructions
 - Answer simple enquiries
 - Prepare for, serve and assist customers
 - Describe goods and services.

Underpinning Skills and Knowledge

- Recognition of various international tourist groups (as appropriate to the sector and individual workplace).

Critical Aspects of Assessment – Look for:

- Knowledge of what it means to be culturally aware
- Ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

1.4. Assistance from colleagues, reference books or outside organizations is obtained when required

Range of Variables

- Outside organizations may include but are not limited to:
 - Interpretative services
 - Diplomatic services
 - Local cultural organizations
 - Appropriate government agencies
 - Educational institutions.

Underpinning Skills and Knowledge

- Basic knowledge of the culture of Indonesia's indigenous and non-indigenous peoples

- Principles of Equal Employment Opportunity and anti-discrimination policy as they apply to individual employees

2.1. Issues, which may cause conflict or misunderstanding in the workplace, are identified.

Range of Variables

- Possible cultural differences may include but are not limited to:
 - Language spoken
 - Forms of address
 - Levels of formality/informality
 - Non-verbal behaviour
 - Work ethics
 - Personal grooming
 - Family obligations
 - Recognised holidays
 - Customs
 - Special needs
 - Product Preferences.

Underpinning Skills and Knowledge

- Principles that underpin cultural awareness.
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace)
- Principles of Equal Employment Opportunity and anti-discrimination policy as they apply to individual employees.

Critical Aspects of Assessment – Look for:

- Knowledge of what it means to be culturally aware.

2.2. Difficulties are addressed with the appropriate people and assistance is sought from team leaders.

2.3. When difficulties or misunderstandings occur, possible cultural differences are considered.

Range of Variables

- Cultural differences may include but are not limited to those of the following nature (example only):
 - Race
 - Language
 - Special needs
 - Disabilities
 - Family structure
 - Gender
 - Age.

Underpinning Skills and Knowledge

- Principles that underpin cultural awareness
- Recognition of the different cultural groups in Indonesian society
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace).

Critical Aspects of Assessment – Look for:

- Knowledge of what it means to be culturally aware.

2.4. Efforts are made to resolve the misunderstanding, taking account of cultural considerations**Underpinning Skills and Knowledge**

- Principles that underpin cultural awareness
- Recognition of the different cultural groups in Indonesian society
- Recognition of various international tourist groups (as appropriate to the sector and individual workplace).

Critical Aspects of Assessment – Look for:

- Ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role.

2.5. Issues and problems are referred to the appropriate team leader/supervisor for follow up.**Range of Variables**

- Possible cultural differences may include but are not limited to:
 - Language spoken
 - Forms of address
 - Levels of formality/informality
 - Non-verbal behaviour
 - Work ethics
 - Personal grooming
 - Family obligations
 - Recognised holidays
 - Customs
 - Special needs
 - Product Preferences.

Underpinning Skills and Knowledge











- Principles of Equal Employment Opportunity and anti-discrimination policy as they apply to individual employees.

Critical Aspects of Assessment – Look for:

- Knowledge of what it means to be culturally aware.

B How to Teach the Competency Standard

This section shows tasks/activities, overhead transparencies and handouts that correspond to the competency standard.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.</p>	<p>Trainer to question the trainees as to their understanding of “cultural differences.” Trainer to list trainee responses on the board.</p> <p> </p> <p>Trainees to brainstorm – “What is respect?”</p> <p> </p> <p>Trainees to brainstorm – “What is sensitivity?”</p> <p> </p> <p>Trainer to Brainstorm with trainees - How To Treat Different Cultures With Respect.</p> <p> </p> <p>Trainer to Brainstorm with trainees - How To Treat Different Cultures With Sensitivity.</p> <p> </p> <p>Trainer to set Task 1.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	<div data-bbox="758 337 909 423" data-label="Section-Header"> <h3>Task 1</h3> </div> <p>Trainer to evaluate trainee competence, provide feedback and conduct group discussion.</p>
<p>1.2 Verbal and non-verbal communication takes account of cultural differences.</p>	<p>Trainees to brainstorm the concept of verbal communication? Trainer to show and discuss types of verbal communication and when it is used.</p> <div data-bbox="758 574 884 643" data-label="Text"> <p>OHT 6</p> </div> <div data-bbox="947 574 1064 651" data-label="Text"> <p>HO 7</p> </div> <p>Trainer to brainstorm the concept of non-verbal communication. Trainer to define and discuss non-verbal communication.</p> <div data-bbox="758 776 884 844" data-label="Text"> <p>OHT 7</p> </div> <div data-bbox="947 776 1064 852" data-label="Text"> <p>HO 8</p> </div> <p>Trainer to set Task 2.</p> <div data-bbox="758 922 909 1008" data-label="Section-Header"> <h3>Task 2</h3> </div> <p>Trainer to evaluate trainee tasks, provide feedback and conduct group discussion.</p>
<p>1.3 Where language barrier exist, efforts are made to communicate through use of gestures or simple words in the other person's language.</p>	<p>Trainees to brainstorm - What are simple words that we use everyday? Trainer to discuss situations where simple words may be used:</p> <ul style="list-style-type: none"> ▪ Forms of address ▪ Meet and greet ▪ Saying good by to a customer ▪ Giving simple directions ▪ Answering enquiries ▪ Describing goods and services.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	<p>Trainer to show – Commonly used words in the tourism industry.</p> <p>OHT 8 HO 9</p> <p>Trainer to brainstorm – What are gestures?</p> <p>Trainer to define – What is a gesture?</p> <p>OHT 9 HO 10</p> <p>Trainer to ask the trainees to demonstrate positive gestures.</p> <p>Trainer to ask the trainees to demonstrate negative gestures.</p> <p>Trainees to work in small groups to discuss types of gestures that may be appropriate to use with different cultural groups. E.g.:</p> <ul style="list-style-type: none"> ▪ Meet and greet ▪ Saying good by to a customer ▪ Giving simple directions ▪ Answering enquiries. <p>Trainees to perform a role-play using simple words in their communication.</p> <p>Trainer to set Task 3.</p> <p>Task 3</p> <p>Trainer to evaluate trainee competence, provide feedback and conduct group discussion.</p>
<p>1.4 Assistance from colleagues, reference books or outside organizations is obtained when required.</p>	<p>Trainer to brainstorm with trainees where to go for assistance if required.</p> <p>Trainer to group the trainees answers into:</p> <ul style="list-style-type: none"> ▪ Colleagues ▪ References books

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	<ul style="list-style-type: none"> ▪ Outside organizations ▪ Friends and relatives <div data-bbox="758 418 900 483" style="border: 2px solid black; padding: 2px; display: inline-block;">OHT 10</div> <div data-bbox="947 418 1129 483" style="border: 2px solid black; padding: 2px; display: inline-block;">HO 11,15</div> <p>Trainer to set Task 4.</p> <p>Trainees to work small in groups to complete the case study.</p> <div data-bbox="758 594 909 675" style="border: 2px solid black; padding: 2px; display: inline-block;">Task 4</div> <p>Trainer to brainstorm with the trainees about types of assistance they may need while in the work place (Trainer to record the trainee responses on the whiteboard).</p> <p>Trainees to work in small groups to identify types of assistance that could occur between colleagues in a typical large travel agency.</p> <div data-bbox="758 841 909 922" style="border: 2px solid black; padding: 2px; display: inline-block;">Task 5</div> <p>Trainer to ask trainees to present the result s, provide feedback and conduct group discussion.</p>
<p>2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified.</p>	<p>Trainees to brainstorm the causes of conflict or misunderstandings.</p> <div data-bbox="758 1036 900 1101" style="border: 2px solid black; padding: 2px; display: inline-block;">OHT 11</div> <div data-bbox="947 1036 1079 1101" style="border: 2px solid black; padding: 2px; display: inline-block;">HO 12</div> <p>Trainees to give examples of conflict & misunderstanding with customers because of cultural differences.</p> <p>Trainer to set Task 6.</p> <div data-bbox="758 1243 909 1325" style="border: 2px solid black; padding: 2px; display: inline-block;">Task 6</div>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
	Trainer to evaluate trainee tasks, provide feedback and conduct group discussion.
2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders	<p>Trainees brainstorm the appropriate people to assist with difficulties</p> <p>Trainer to detail OHT 12 – Appropriate people to assist with difficulties.</p> <p>OHT 12 HO 13</p> <p>Trainer to set Task 7.</p> <p>Task 7</p> <p>Trainer to evaluate trainee tasks, provide feedback and conduct group discussion.</p>
<p>2.3 When difficulties or misunderstandings occur, possible cultural differences are considered</p> <p>2.4 Efforts are made to resolve the misunderstanding, taking account of cultural considerations</p> <p>2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.</p>	<p>Trainer to brainstorm about resolving or handling difficulties or misunderstandings.</p> <p>Trainer to list and discuss ideas from trainees on how to handle/resolve difficulties or misunderstandings due to different cultures.</p> <p>Trainer to organise the trainees into pairs to take part in a role-play about resolving difficulties & misunderstandings and identifying the role-of the supervisor in following up the problem.</p> <p>OHT 13 HO 14</p> <p>Trainer to set Task 8.</p> <p>Task 8</p> <p>Trainer to evaluate trainee tasks, provide feedback and conduct group discussion.</p>

C Teacher Support Materials

(Overhead Transparencies / Handouts etc)



Trainee Assessment Sheet

(Underpinning Skills and Knowledge)

Work in a Socially Diverse Environment

Trainee Name:.....

Group:

1. Describe and apply the principles that underpin cultural awareness and sensitivity.
2. Describe the different cultural groups in Indonesian society.
3. Know where to look/go for assistance when dealing with cultural issues.
4. Deal with cultural misunderstandings and/or problems.

Communicating with Colleagues and Customers

What are Cultural Differences?

Cultural differences are different ways of behaving and interacting with people from different cultures. Sometimes the different ways will seem strange or offensive to someone else. Awareness of the cultural differences will allow you to understand why people act as they do and react to you as they do.

Cultural differences may relate to:

- **Races/ethnic groups**
- **Languages**
- **People with disabilities**
- **Family structures**
- **Gender**
- **Age**
- **Sexual preference**
- **Religion**
- **Social Status.**

Communicating with Colleagues and Customers

Respect can be defined as:

Consideration and awareness for the different ways that people live.

For example:

Communicating with Colleagues and Customers

Sensitivity can be described as:

- **An appreciation of another persons background and culture.**
- **Acting in a non-judgmental way when interacting with them.**

For example:

Communicating with Colleagues and Customers

We can show respect to different cultures by:

- **Welcoming people in a friendly manner**
- **Being sincere**
- **Being prepared to use their solutions even if we have a good one**
- **Recognising and trying to relate to their background (nationality, race, age etc)**
- **Offering suggestions rather than instructions or orders**
- **Listening to what they are saying**
- **Trying to understand their needs and their wants.**

Communicating with Colleagues and Customers

We can be sensitive to different cultures by:

- **Being responsive to their questions, problems and needs**
- **Asking questions to ascertain their situation**
- **Showing empathy and understanding to their situation**
- **Giving them our full attention, and not be distracted by other happenings**
- **Not making value judgements about them.**

Communicating with Colleagues and Customers

Types of Verbal Communication include:

- Talking
- Discussions
- Questions
- Lectures
- Presentations
- Dialogue
- Conversations
- Debates
- Arguments
- Chats.

Verbal communication is commonly used:

- Meet and greet people
- Give directions
- Give instructions
- Answer enquires
- Serve a customer
- Assist with a customer problem
- Describe goods and services
- Handle complaints
- Make an apology
- Communicate with colleagues.

Communicating with Colleagues and Customers

Non-Verbal Communication may involve the use of:

- **Body language**
- **Signage**
- **Sign language**
- **Gestures**
- **Diagrams and photographs**
- **Directory / brochures (in different languages)**
- **Alarms.**

Communicating with Colleagues and Customers

Examples of commonly used words in the tourism industry:

- **You're welcome**
- **Thank you/Thanks**
- **Please**
- **No**
- **Yes**
- **See you/ Good Bye**
- **O.K./ All right**
- **Pardon**
- **Can I help you?**
- **Have a good day**
- **Excuse me**
- **Sorry**
- **I understand.**

Communicating with Colleagues and Customers

Gestures can be best described as:

- **The use of the body, especially the hands to express a certain meaning.**
- **Physical actions, which show ones feelings or intentions.**

For example:

Communicating with Colleagues and Customers

Assistance may be obtained from:

- **Colleagues**
 - From the same workplace
 - From the same industry sector
 - From associated industries.
- **Friends and Relatives**
- **Reference Books**
 - Travel guides
 - Encyclopaedia
 - Books about specific topics.
- **Outside Organizations**
 - Interpreting services
 - Diplomatic services
 - Local cultural organizations
 - Appropriate government agencies
 - Educational institutions.

Dealing with Misunderstandings

Conflict or misunderstanding may occur because of:

- **Poor understanding of the other person's culture or situation**
- **Poor understanding of the other person's problem**
- **Lack of appropriate procedures in place**
- **Limited communications**
- **Poor communication techniques**
- **Lack of respect for other cultures**
- **Lack of respect for other colleagues**
- **Prejudice**
- **Racism**
- **Other reasons.**

Dealing with Misunderstandings

Appropriate People to assist with Difficulties may include:

- **Heads of Departments/Team Leaders**
- **Supervisors**
- **Colleagues in your department**
- **Colleagues in other departments**
- **Friends**
- **Human resources staff**
- **Sales manager/General Manager**
- **External counsellors.**

Dealing with Misunderstandings

Ways to handle difficulties/misunderstandings include:

- **Listening carefully**
- **Not interrupting**
- **Waiting until the person has completely finished speaking**
- **Apologising for the misunderstanding**
- **Asking questions to make clear your understanding of the problem**
- **Showing empathy and understanding and telling the person that you wish to help fix the problem**
- **Speaking normally, and not raising your voice**
- **Remaining calm and courteous**
- **Explaining what action will be taken**
- **Referring to appropriate people where required**
- **Keeping the person informed.**

Note: The tasks detailed below may be done using a simulated environment or in the workplace.

Task 1

Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity.

You are working in a travel agency in your local area.

Your colleagues are from many different cultural groups.

Explain in detail each of the following:

- What does it mean to be culturally aware in dealing with your co-workers?
- How would you ensure that you treat your co-workers with respect and sensitivity?

Write up your answer to these questions and have your trainer evaluate it and provide feedback.

Demonstrate how you would do this when a controversial issue arises at work.

Have your trainer evaluate your competence and provide feedback.

Task 2

Verbal and non-verbal communication takes account of cultural differences.

You are working as a tour guide. Your group members from Europe are being escorted to Bali from Java.

- Identify the things you would tell your European tour members about how to communicate with Javanese and Balinese people effectively whilst on their tour.

Write up your response in the form of a report. Submit it to your trainer for evaluate and feedback.

Task 3

Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other persons language.

You work as a tour guide taking a tour of English tourists to your local attraction. You have just found that you have a language barrier with your group members when directing them to the restaurant for their lunch.

Demonstrate ways in which you would overcome this communication problem using gestures or simple words in English.

Have your trainer evaluate your competence and provide feedback.

Task 4

Assistance from colleagues, reference books or outside organizations is obtained when required.

You are working for a large travel agency that is planning to open a new business conducting tours in Indonesia for Japanese tourists.

Your supervisor has asked you to find out information on Japanese customs and culture so that the company tour guides can start to prepare their information.

- Identify the assistance you would need to get the information.
- Explain how you would get the required assistance.

Write up your answer in the form of a report.

Present it to your trainer for evaluation and feedback.

Task 5

Assistance from colleagues, reference books or outside organizations is obtained when required.

You are working for a travel agency. You are expecting a group of tourists from Central Europe. The group includes Germans, Italians and Dutch people. They will be escorted by your tour leader through Java next month.

- Identify the correct ways of communicating with this group of tourists to ensure that your communications are appropriate.
- Explain how you would access information from each of these sources:
 - Colleagues
 - Reference books
 - Outside organizations.
- Demonstrate these using role-play with members of your group.

Write up your response in the form of a report.

Have your trainer evaluate your competence and provide feedback.

Task 6

Issues, which may cause conflict or misunderstanding in the workplace are identified.

You work for a travel agency in your local area. A customer from a foreign country has come into your office to ask you about the latest airfares to Bali next month, flying economy class. She wishes to book next week, but will need to confer with her husband and family before confirming arrangements.

Identify possible courses of misunderstanding or potential conflict due to cultural differences.

Carry out a role-play with members of your group to demonstrate how these misunderstandings might occur.

Have your trainer evaluate your competence and provide feedback.

Task 7

Difficulties are addressed with the appropriate people and assistance is sought from team leaders.

You work for a travel agency in your local area.

Your client described in Task 6 has given your instructions to book the economy tickets next month to Bali. You have confirmed the availability of the tickets and have sent a letter detailing her itinerary. Later in the week you receive a visit from her indicating that there was a misunderstanding of what was wanted. This misunderstanding was due to cross-cultural misunderstanding.

- Explain in detail how you would resolve this problem to the satisfaction of all parties concerned.
- Demonstrate your solution using role-play

Have your trainer evaluate your competence and provide feedback.

Task 8

When difficulties or misunderstandings occur, possible cultural difference are considered.

Efforts are made to resolve the misunderstanding taking account of cultural considerations.

Issues and problems are referred to the appropriate team leader/supervisor for follow up.

You work as a tour guide for a travel agency in your local area. Your supervisor has asked you to collect a group from the airport and settle the group members into their hotel, as arranged a few months ago. The group is from Japan. You have just had a misunderstanding with one of the group members about accommodation arrangements made.

- Describe the problem that has resulted from a cultural misunderstanding.
- How would you resolve the misunderstanding, so that you take account of the cultural difference?
- Explain when and why you would refer the issues/problems to your supervisor for follow-up.

Write the answers to each of these questions.

Role-play these issues with members of your group.

Have your trainer evaluate your competence and provide feedback.

Section 5 How to Assess This Unit

What is assessment?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in the competency standard. At the appropriate point, judgment is made as to whether competence has been achieved.

Assessment identifies the achievements of the trainee rather than relating the performance of the trainee to other trainees.

What do we mean by competent?

Ask the question, “What does an employee really need to be able to do?” The answer will tell you what we mean by the word “competent”. To be competent in a work related skill implies that the person is able to:

- perform at an acceptable level of skill
- organize the required tasks
- respond and react appropriately when things go wrong
- fulfil a role in the scheme of things at work
- transfer skills and knowledge to new situations.

When you assess this competency you must take into account all of the above issues to reflect the real nature of work.

Qualifications of assessors

This unit must be assessed by a qualified assessor, or a trainer qualified to assess.

Those qualified to assess, may choose from the methods in this guide, or develop their own. Assessors must look at the evidence guides in the competency standard before choosing assessment methods.

The following pages list some methods to assess this competency. The assessments have been designed to address each element, performance criteria and underpinning skills and knowledge for the competency.

Results of successful assessment should indicate sufficient and relevant knowledge and understanding to be able to infer competence.

It is not appropriate to provide a numeric mark, since the 30% a candidate did not get right may be the most important aspect of the competence. The trainee is assessed as either competent or not yet competent.

Recognition of Current Competence

An integrated national assessment system provides for the recognition of current competencies regardless of where they have been acquired. Assessment recognizes that individuals can achieve competence in a variety of ways including prior qualifications or informal learning

Recognition of Current Competence gathers evidence to assess an individual against competency standards to determine if they have achieved the required competence for a job or for a formal qualification.

Assessment

Suggested Assessment for Work in a Socially Diverse Environment

Suggested Evidence Gathering Methods
Assessment of practical demonstration in the workplace may include observation of the trainee: <ul style="list-style-type: none">▪ Interacting with colleagues and customers from diverse backgrounds▪ Handling difficult cross-cultural interpersonal situations.
Third party/documentary evidence may include: <ul style="list-style-type: none">▪ Customer report (written or oral)▪ Details of previous training, work experience▪ Peer or supervisor report (written or oral)
In off- the- job assessment, simulated activities could be used to allow the trainee to provide evidence of skills through practical demonstration: <ul style="list-style-type: none">▪ Role-play to demonstrate appropriate cross-cultural communication▪ Role-play that allows the candidate to respond to a particular cross-cultural workplace issue.

Sample Role Plays, Case Studies, Projects

Assessment Task 1

Your enterprise is beginning a marketing campaign to attract more customers from a particular market group. Find out about the general service and product preferences of that group and work out how you might tailor your service style to meet their needs. Present your findings either verbally or in a brief report.

Assessment Task 2

You are approached by an overseas visitor asking directions to a local tourist attraction. He/she speaks very little Bahasa Indonesia. How would you handle this situation?

Assessment Task 3

Select a ritual from your own culture (getting married, a birthday celebration, a football match) and describe this ritual from the perspective of a person who has just landed on earth from the moon. What does this exercise teach you about cultural awareness?

Assessment Task 4

Research some information about your local ethnic Indonesian culture and history or a current issue relating to ethnic Indonesian people. Present your findings either verbally or in a brief report.

Questioning Should Focus On:

Underpinning knowledge

Assessment Task 5

How would you define cultural awareness?

Assessment Task 6

Why is cultural awareness important in the tourism and industry?

Assessment Task 7

How does culture influence our daily lives?

Assessment Task 8

What are the dangers of stereotyping people?

Assessment Task 9

Outline the general characteristics of two overseas customer groups applicable to your workplace.

Organization and planning

Assessment Task 10

What are the health, safety and security dangers that apply in your workplace when you are really busy?

Communication with others

Assessment Task 11

What should you do and not do when communicating with a person who speaks a different language?

Assessment Task 12

What are some verbal and non-verbal communication differences between people of different cultures?

Problem solving

Assessment Task 13

What would you do if the behaviour of a person from a different cultural group was really annoying you?

Assessment Task 14

Why do cross-cultural misunderstanding occur and how can you identify cross-cultural difficulties?

Health and safety

Assessment Task 15

Describe a situation where cultural differences may affect workplace health and safety.

Suggested assessor checklist for	
Work in a Socially Diverse Environment	
Candidate Name:	Assessor Name:
Has the candidate provided sufficient evidence to show that he/she can:	Notes
Apply the skills and knowledge as specified in linkages to other units: <ul style="list-style-type: none"> This unit underpins effective performance in all other units. 	
Demonstrate Knowledge: <ul style="list-style-type: none"> Describe the principles that underpin cultural awareness Describe the different cultural groups in Indonesian society Identify key aspects of Indonesia's culture Describe characteristics of various international tourists groups (as appropriate to the sector/individual workplace) Outline the principles of Equal Employment Opportunity (EEO) and anti-discrimination as they apply to individual employees in the workplace. 	
Perform technical skills / procedures to the standard required by the enterprise, including correct use of any equipment: <ul style="list-style-type: none"> Not applicable to this unit but assessment should be integrated with the performance of technical skills. 	
Plan and organise activities effectively: <ul style="list-style-type: none"> Communicate with a person who speaks another language in a time-pressured situation. 	
Work and communicate with colleagues and customers: <ul style="list-style-type: none"> Treat customers and colleagues from all cultural groups with respect and sensitivity Take account of cultural differences in both verbal and non-verbal communication Use appropriate gestures or simple words in the other person's language where language barriers exist Obtain assistance in cross-cultural communication from other individuals, organization or references when required. 	
Respond to problems that may occur with the work activity: <ul style="list-style-type: none"> Identify issues that may cause conflict or misunderstanding in the workplace Identify cultural differences that may contribute to difficulties or misunderstandings Seek to resolve differences, taking account of cultural considerations Seek assistance from team leaders in addressing cross- 	

cultural difficulties.	
Integrate health, safety and security procedures: <ul style="list-style-type: none"> Identify situations where cultural differences may have health and safety implications in the workplace. 	

Competency Assessment Sheet

Unit: PARUJPPKU02C

Work in a Socially Diverse Environment

Trainee Name:

Assessor Name:

The Trainee was assessed as:

Competent

☐

Competency to be achieved

☐

Feedback to Trainee

Signatures

The trainee has been informed of the assessment result and the reasons for the decision

Signature of assessor:

Date:

I have been informed of the assessment result and the reasons for the decision

Signature of trainee:

Date:

Work with Colleagues and Customers

Unit Code: PARUJPPKU01C

Competency Standard

Teacher Focused & Student Centred Materials

Assessment Tasks

Acknowledgements

Indonesia Australia Partnership for Skills Development Travel and Tourism Project Team gratefully acknowledges the contribution and support of the following organizations and businesses

Association of the Indonesian Tours and Travel Agencies (ASITA)

Indonesian Guides Association (HPI)

Society of Indonesian Professional Conference Organisers (SIPCO)

Indonesia Congress and Convention Association (INCCA)

Association of Indonesian Tourism Attractions (PUTRI)

Ministry of Culture and Tourism (MOCT)

Ministry of Manpower and Transmigration (MOMT)

Ministry of National Education (MONE)

Australian National Training Authority (ANTA)

Australian Agency for International Development (AusAID)

Tourism Training Australia (TTA)

PT. Abacus Distribution Systems Indonesia

In addition, the Project Team would like to thank the following individuals for their valuable input into the writing and production of these materials

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Effective undertaking of the coursework involved to enable competency requires the following level of literacy and numeracy

Level	Literacy
1	Capable of reading, interpreting and producing basic text. Limited ability to integrate information in order to generate meaning.

Level	Numeracy
1	Ability to use basic symbols, diagrams and mathematical terminology in familiar and predictable contexts and be able to communicate mathematically.

Section 1 Introduction to this Guide

Welcome to this guide.

This guide uses competency-based training to teach workplace skills. It is based on a competency standard that is a nationally agreed statement of the skills, knowledge and attitude needed for a particular task. The major emphasis is on what an individual can do as a result of training. One of the most important characteristics of competency-based training is its focus on training individuals for actual jobs in the workplace.

This guide will help you teach, provide student centred activities and assess in line with the competency standard titled Work with Colleagues and Customers.

This unit deals with the interpersonal, communication and customer service skills knowledge and attitudes required by all people working in the tourism and hospitality industries.

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organizations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Trainers should structure their sessions according to the:

- needs of their trainees
- requirements of their organization
- time available for training
- training situation.

A delivery strategy, including a content plan, has been provided for trainers. The suggested content gives an indication of what needs to be covered in the program to meet the competency standard.

The delivery strategy used and assessment provided in this package are not compulsory and should be used as a guide. Trainers are encouraged to utilize their own industry knowledge, experience, local examples and products to adapt the materials or develop their own resources, in order to ensure the relevance of the training.

Definitions





In the training materials, a person attempting to achieve competence is referred to as a trainee. In your own training situation this person may be referred to as a student, a learner, or a participant. Similarly, a person teaching this competence is referred to as a trainer. In your own training situation, this person may be referred to as a teacher, mentor, facilitator or supervisor.

How long will this competency take to achieve

Under competency-based training, the focus should be on achieving competence, not on fulfilling a particular time requirement, as different trainees may take different lengths of time to be competent in a particular skill.

Symbols

Throughout the training package you will see a range of symbols. This is what they mean:

Symbol	Meaning
	Handout for trainees
	Overhead Transparency of information to be transferred to a chalkboard or flipchart for trainer
	Assessment Task to be completed
	Task or Activity to be completed

Glossary

Access and Equity

Refers to the fact that training should be accessible to everyone regardless of age, gender, social, cultural, religious or educational background.

Assessment

The formal process ensuring training meets the standards required by industry. This process is performed by a qualified assessor within a nationally agreed framework.

Competent

Able to do the job and has all the necessary skills, knowledge and attitude to perform effectively in the workplace, according to agreed standards.

Competency-Based Training

Training that is concerned with what people must be able to do and measures performance against agreed standards.

Critical Aspects of Assessment

Explains the central point of the assessment and the key points to look for when assessing.

Context of Assessment

Specifies where, how and by what methods assessment should occur.

Elements

The skills which make up a unit of competence.

Evidence Guide

These are guidelines on how a unit should be assessed.

Fair

Does not disadvantage particular candidates.

Flexible

Acknowledges that there is no single approach to the delivery and assessment of performance in a competency-based system.

Formative Assessment

These are small assessment tasks done during training. They assist in making sure that learning is taking place and also give the trainees feedback on their progress.

Key Ability

Abilities that underpin all work performance. These are collecting, analysing and organizing ideas and information, communicating ideas and information, planning and organizing activities, working with others and in teams, solving problems, using technology, using mathematical ideas and techniques.

These abilities are graded in different levels as follows:

Level of ability to be demonstrated in achieving this capability	
Level	Characteristics
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Supervisor upon completion checks work.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Linkages to Other Units

Describes the role of the unit and its place within the full set of competencies specified by industry. It provides guidance as to which units may be assessed together.

National Competency Standards

Nationally agreed statements of the skills, knowledge and attitude people need at work and the standards of performance that are required.

Performance Criteria

This is used to judge whether an individual has achieved competence in a unit.

Qualified Assessor

A person who is qualified to assess.

Range of Variables

This details the range of different contexts that may apply to a particular unit.

Reliable

Uses methods and procedures that engender confidence that competency standards and their levels are interpreted and applied consistently in all contexts and to all trainees.

Standards and Certification Institute

Ministry of Manpower (MOM) has given authority to the Association of Indonesian Travel Agents (ASITA) and the Indonesian Hotels and Restaurants Association (PHRI) to establish the Institute for the Standardisation and Certification of the Competency of Indonesian workers in the Tourism, Hotels and Restaurant Industries. The Institute will develop competency standards and information systems for the standardisation and certification of competencies, administer competency tests and certify Indonesian workers in the tourism industry.

Summative Assessment

The assessment done after training of the completed unit of competence to ensure that trainees have achieved the performance criteria.

Underpinning Skills and Knowledge

Defines the skills and knowledge required to be competent at the specified level.

Unit descriptor

A general description of the competency standard.

Valid

Judgment on the same evidence and criteria will produce the same assessment outcomes from different assessors.

Section 2 Help for the Trainer

A competency standard is a nationally agreed statement of the three interrelated components of skills, knowledge and attitude needed to carry out a particular task effectively.

The range of training activities that has been suggested for delivering this competency may include:

- practical tasks
- projects and assignments
- case studies
- lectures
- videos and references
- group activities
- role plays and simulations.

Trainers should select training strategies that are appropriate for the competency being taught, the situation and the needs of the learners. For example, if practicing on the job is not possible, varied simulations and role-plays may be appropriate.

The role of the trainer

One of your roles as a trainer is to ensure high standards of service through effective training. In order to train trainees in this competency you must be competent in all aspects of it.

To ensure that you are ready to start working on this competency with trainees, consider the following questions.

- How confident do you feel about your own expertise of workplace skills, knowledge and attitude required to deliver each element?
- Is there any new information or laws that you may need to access before you start training?
- Do you feel confident about demonstrating the practical tasks?
- Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
- Are you aware of the scope of industry situations in which the competency may apply?
- Are you aware of the language, literacy and numeracy skills your trainees need to demonstrate competence in this competency standard?
- Have you considered access and equity issues in planning the delivery of this training program?

From an assessment perspective, it is assumed that appropriate attitudes are integrated into the assessment of skills and knowledge specified within the competency standard.

Regulations

Be aware of relevant laws and guidelines that affect your operations, and make sure that your trainees comply.

Training aids needed to deliver this competency

Standard theory delivery requirements:

Classroom space for delivery to trainees, whiteboard / blackboard, overhead projector, overhead projector screen, flip chart, flip chart paper.

Specialized delivery requirements:

None

Where to get more information

Sources of information may include some of the following categories:

Useful texts

- Title: Introduction to Travel and Tourism
- Author: D. Johnson
- Publisher: McGraw Hill
- Date of publication: 1997
- Place of publication: Sydney
- ISBN No: 007 4705261

- Title: Cases in Hospitality Management
- Author: T. Hinkin
- Publisher: J. Wiley and Sons
- Date of publication: 1995
- Place of publication: New York
- ISBN No: 0 471 10754 9

Travel Indonesia Magazine

Publisher: PT. Travia Duta

Telp: (62 21) 380 5555 Ext 76006

Fax: (62 21) 38406143

Teacher Associations - PPPG

Jl.Raya Parung KM.22-23 Bojongsari, Sawangan – Bogor

Telp: (021) 7431271

The Association of the Indonesian Tourism Attractions (PUTRI)

Gedung Sasana Griya

A 15 Lt II

Taman Mini Indonesia Indah, Jakarta

Telp: (021)- 8401-719

Fax: (021)-8400-709

Association of The Indonesian Tours and Travel Agencies (ASITA)
Komp Golden Plaza Blok A/30
Jl RS Fatmawati No 15, Jakarta
Telp: (021)-7590-0094-95
Fax: (021)-7507-537

Society of Indonesian Professional Conference Organisers (SIPCO)
Setia Travel
Jl H.Anshari No 33 B Jakarta
Telp: (021)-6385-8611
Fax: (021)-6386-4182

Indonesia Congress and Convention Association INCCA
Hotel Wisata
Arcade 13A, Jakarta
Telp: (021)-3140-982
Fax: (021)-334-470

Indonesian Guides Association (HPI)
Ade Sumatri
Telp: (021)-9133-921
Fax: (021)-5213-257 (Via Dinas Pariwisata DKI)

Internet sites

Direktorat Dikmenjur
<http://dikmenjur.freehosting.net/>
SMK 8 Makassar
<http://www.geocities.com/smkknupg/>
Boeing Company
<http://www.boeing.com/>
Environmental Information
<http://www.boris.qub.ac.uk/cvni/info.html/>
Green Net
<http://www.gn.apc.org/>
Internet World Travel Guide
<http://www.iwtg.com/>
Planet Earth Home Page
<http://www.planeteearth.net/info.html/>
Tourism Training Australia
<http://www.tourismtraining.com.au/>
United Nations Development Program
<http://www.undp.org/>

Virtual Tourist II

<http://www.vtourist.com/vrt/>

World Tourism Organization: World Tourism Information Centre

<http://www.world-tourism.org/>

You can add your own list of resources for delivering this competency.

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The need for updating your own skills and knowledge

Due to the constantly changing nature of the industry, trainers should critically review and update resources and maintain current knowledge of all industry practices.

Section 3 Competency Standard

Use this section to:

- Identify what trainees have to do
- Identify what trainees have already done
- Check trainees' progress
- Ensure that you have covered all Elements and Performance Criteria in training
- Ensure that you have covered all Elements and Performance Criteria if assessing.

Unit Title

Work with Colleagues and Customers

Unit Descriptor

This unit deals with the interpersonal, communication and customer service skills knowledge and attitudes required by all people working in the tourism and hospitality industries.

Element	Performance Criteria
01 Communicate in the workplace.	<p>1.1 Communications with customers and colleagues are conducted in an open, professional and friendly manner.</p> <p>1.2 Appropriate language and tone is used.</p> <p>1.3 Effect of personal body language is considered.</p> <p>1.4 Sensitivity to cultural and social differences is shown.</p> <p>1.5 Active listening and questioning are used to ensure effective two-way communication.</p> <p>1.6 Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.</p>
02 Provide assistance to internal and external customers.	<p>2.1 Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.</p> <p>2.2 All communications with customers are friendly and courteous.</p> <p>2.3 All reasonable needs and requests of customers are met within acceptable enterprise time frames.</p> <p>2.4 Opportunities to enhance the quality of service are identified and taken whenever possible.</p> <p>2.5 Customer dissatisfaction is promptly recognised and action taken to resolve the situation according to individual level of responsibility and enterprise procedures.</p> <p>2.6 Customer complaints are handled positively, sensitively and politely.</p> <p>2.7 Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.</p>
03 Maintain personal	<p>3.1 High standards of personal presentation are practised with consideration of:</p>

presentation standards.	3.1.1 Work location 3.1.2 Health and safety issues 3.1.3 Impact on different types of customers 3.1.4 Specific presentation requirements for particular work functions.
04 Work in a team.	4.1 Trust, support and respect is shown to team members in day-to-day work activities. 4.2 Cultural differences within the team are accommodated. 4.3 Work team goals are jointly identified. 4.4 Individual tasks are identified, prioritised and completed within designated time frames. 4.5 Assistance is sought from other team members when required. 4.6 Assistance is offered to colleagues to ensure designated work goals are met. 4.7 Feedback and information from other team members is acknowledged. 4.8 Changes to individual responsibilities are re-negotiated to meet reviewed work goals.

Range of Variables

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- Members of other tourism and hospitality industry sectors
- Internal individuals or groups
- Local residents
- Visitors
- Media
- Workmates/colleagues.

Customers with specific needs may include:

- Those with disabilities
- Special cultural needs
- Unaccompanied children
- Parents with young children.

Underpinning Skills and Knowledge

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- Needs and expectations of different customers as appropriate to industry sector
- Knowledge of effective communication in relation to listening, questioning and non verbal communication
- Understanding of teamwork principles.

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. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment

The focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the cultural variances and special requirements that apply in particular situations.

Evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time.

Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role.
- Ability to work in a team
- Ability to respond effectively to a range of different customer service situations
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and service units.

Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organizations should provide training, which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

Key abilities to be demonstrated in this unit	Task Level
Collecting, organizing and analysing information	1
Communicating ideas and information	1
Planning and organizing activities	1
Working with others and in teams	1
Using mathematical Ideas and techniques	-
Solving problems	1
Using technology	1

Level of ability to be demonstrated in achieving this competency	
Level	Characteristic
1	Undertakes routine tasks within established procedures and is subject to frequent progress checks by supervisor.
2	Undertakes broader and more complex tasks with increasing personal autonomy for own work. Work is checked by supervisor upon completion.
3	Undertakes complex and non-routine activities, is self directed and responsible for the work of others.

Section 4 - Delivery Strategy

A The Content Plan

Note: In delivering the material below, trainers, trainees and assessors ensure compliance with full details spelled out in the competency standard.

1.1 Communications with customers and colleagues are conducted in an open, professional and friendly manner.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

1.2 Appropriate language and tone is used.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media

- Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

1.3 Effect of personal body language is considered.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Knowledge of effective communication in relation to listening, questioning and non-verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

1.4 Sensitivity to cultural and social differences is shown.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:

- Members of other tourism and hospitality industry sectors
- Internal individuals or groups
- Local residents
- Visitors
- Media
- Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector
- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

1.5 Active listening and questioning are used to ensure effective two-way communication.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Knowledge of effective communication in relation to listening, questioning and non verbal communication

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

1.6 Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.**Range of Variables**

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector
- Knowledge of effective communication in relation to listening, questioning and non verbal communication

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

2.1 Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.**Range of Variables**

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors

- Media
- Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector

Critical Aspects of Assessment—Look for:

- Ability to respond effectively to a range of different customer service situations.

2.2 All communications with customer are friendly and courteous.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

2.3 All reasonable needs and requests of customers are met within acceptable enterprise time frames.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

2.4 Opportunities to enhance the quality of service are identified and taken whenever possible.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector.

Critical Aspects of Assessment—Look for:

- Ability to respond effectively to a range of different customer service situations

- Understanding of communication and customer service and its importance in a tourism/hospitality context.

2.5 Customer dissatisfaction is promptly recognised and action taken to resolve the situation according to individual level of responsibility and enterprise procedures.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector
- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

2.6 Customer complaints are handled positively, sensitively and politely.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities

- Special cultural needs
- Unaccompanied children
- Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector
- Knowledge of effective communication in relation to listening, questioning and non verbal communication.

Critical Aspects of Assessment—Look for:

- Ability to respond effectively to a range of different customer service situations

2.7 Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.
- Customers with specific needs may include:
 - Those with disabilities
 - Special cultural needs
 - Unaccompanied children
 - Parents with young children.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector

Critical Aspects of Assessment—Look for:

- Ability to communicate effectively with customers and colleagues (including those with special needs) within the range of situations required for the relevant job role
- Ability to respond effectively to a range of different customer service situations.

3.1 High standards of personal presentation are practised with consideration of:

3.1.1 Work location

3.1.2 Health and safety issues

3.1.3 Impact on different types of customers

3.1.4 Specific presentation requirements for particular work functions.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector.

Critical Aspects of Assessment—Look for:

- Understanding of communication and customer service and its importance in a tourism/hospitality context.

4.1 Trust, support and respect is shown to team members in day-to-day work activities.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team.

4.2 Cultural differences within the team are accommodated.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector
- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team
- Ability to respond effectively to a range of different customer service situations.

4.3 Work team goals are jointly identified.**Range of Variables**

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team.

4.4 Individual tasks are identified, prioritised and completed within designated time frames.**Range of Variables**

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Needs and expectations of different customers as appropriate to industry sector.

Critical Aspects of Assessment—Look for:

- Ability to work in a team.

4.5 Assistance is sought from other team members when required.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

4.6 Assistance is offered to colleagues to ensure designated work goals are met.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

4.7 Feedback and information from other team members is acknowledged.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors

- Media
- Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team.

4.8 Changes to individual responsibilities are re-negotiated to meet reviewed work goals.

Range of Variables

- Depending upon the organization and the specific situation customers may include but are not limited to:
 - Members of other tourism and hospitality industry sectors
 - Internal individuals or groups
 - Local residents
 - Visitors
 - Media
 - Workmates/colleagues.

Underpinning Skills and Knowledge

- Understanding of teamwork principles.

Critical Aspects of Assessment—Look for:

- Ability to work in a team
- Understanding of communication and customer service and its importance in a tourism/hospitality context.

B How to Teach the Competency Standard

This section shows tasks/activities, overhead transparencies and handouts that correspond to the competency standard.

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>1.1 Communications with customers and colleagues are conducted in an open, professional and friendly manner.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of communicating with colleagues and customers in an appropriate manner.</p> <p>OHT 1,2 HO 2,3</p> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <p>Task 1</p>
<p>1.2 Appropriate language and tone is used.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of using appropriate language and tone in dealing with customers.</p> <p>OHT 3,4 HO 4,5</p> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <p>Task 1</p>
<p>1.3 Effect of personal body language is considered.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables 	<p>Trainer to define examples of appropriate body language and other aspects of non-verbal communication and explains their importance in customer relations.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<ul style="list-style-type: none"> ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<div data-bbox="758 347 884 412">OHT 5</div> <div data-bbox="947 347 1073 412">HO 6,7</div> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <div data-bbox="758 493 909 581">Task 1</div>
<p>1.4 Sensitivity to cultural and social differences is shown.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of being sensitive to cultural and social differences and what types of factors need to be considered.</p> <div data-bbox="758 695 884 760">OHT 6</div> <div data-bbox="947 695 1073 760">HO 8</div> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <div data-bbox="758 841 909 928">Task 1</div>
<p>1.5 Active listening and questioning are used to ensure effective two-way communication.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of active listening and questioning in effective communication and provides examples of appropriate techniques.</p> <div data-bbox="758 1045 884 1110">OHT 7</div> <div data-bbox="947 1045 1073 1110">HO 9</div> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <div data-bbox="758 1192 909 1279">Task 1</div>
<p>1.6 Potential and existing conflicts are identified and solutions sought with</p>	<p>Trainer provides examples of typical potential conflicts and how they may be resolved.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>assistance from colleagues where required.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>OHT 8 HO 10</p> <p>Trainer presents Task 1 for trainees to complete and provides feedback.</p> <p>Task 1</p>
<p>2.1 Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer provides examples of factors likely to affect needs and expectations.</p> <p>OHT 9 HO 11</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>2.2 All communications with customer are friendly and courteous.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of providing friendly and courteous service.</p> <p>OHT 10 HO 12</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>2.3 All reasonable needs and requests of customers are met within acceptable enterprise time frames.</p>	<p>Trainer explains the importance of meeting customer needs and requests within reasonable timeframes and the repercussions for not doing so.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>OHT 11 HO 13</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>2.4 Opportunities to enhance the quality of service are identified and taken whenever possible.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer provides examples of opportunities to enhance the quality of service.</p> <p>OHT 12,13 HO 14,15</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>2.5 Customer dissatisfaction is promptly recognised and action taken to resolve the situation according to individual level of responsibility and enterprise procedures.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the symptoms of customer dissatisfaction and how it can be resolved (within individual level of responsibility).</p> <p>OHT 14 HO 16</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>2.6 Customer complaints are handled positively, sensitively and politely.</p>	<p>Trainer explains how to handle customer complaints.</p> <p>Trainer explains that some complaints must be referred to an appropriate person for follow up.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<p>2.7 Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>OHT 15 HO 17</p> <p>Trainer presents Task 2 for trainees to complete and provides feedback.</p> <p>Task 2</p>
<p>3.1 High standards of personal presentation are practised with consideration of:</p> <p>3.1.1 Work location</p> <p>3.1.2 Health and safety issues</p> <p>3.1.3 Impact on different types of customers</p> <p>3.1.4 Specific presentation requirements for particular work functions</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>OHT 16,17 HO 18,19</p> <p>Trainer presents Task 3 for trainees to complete and provides feedback.</p> <p>Task 3</p>
<p>4.1 Trust, support and respect is shown to team members in day-to-day work activities.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and 	<p>OHT 18,19 HO 20,21</p> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
Knowledge <ul style="list-style-type: none"> ▪ Appropriate Critical Aspects of Assessment. 	<div>Task 4</div>
4.2 Cultural differences within the team are accommodated. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of including cultural factors in encouraging teamwork.</p> <div>OHT 20</div> <div>HO 22</div> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p> <div>Task 4</div>
4.3 Work team goals are jointly identified. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of setting team goals and lists the criteria for setting them.</p> <div>OHT 21,22</div> <div>HO 23,24</div> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p> <div>Task 4</div>
4.4 Individual tasks are identified, prioritised and completed within designated time frames. Refer to Content Plan for: <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of 	<p>Trainer explains the importance of identifying and prioritising individual tasks within the team.</p> <p>Trainer explains what factors may affect an individual's contribution to the team.</p> <div>OHT 23,24</div> <div>HO 25,26</div> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
Assessment.	Task 4
<p>4.5 Assistance is sought from other team members when required.</p> <p>4.6 Assistance is offered to colleagues to ensure designated work goals are met.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains that in some situations, assistance may be sought from team members.</p> <p>Trainer explains that assistance may also be provided to work colleagues.</p> <p>Trainer outlines the potential advantages of these arrangements.</p> <p>OHT 25 HO 27</p> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p> <p>Task 4</p>
<p>4.7 Feedback and information from other team members is acknowledged.</p> <p>Refer to Content Plan for:</p> <ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer explains the importance of feedback and provides examples of how outstanding performance may be rewarded.</p> <p>OHT 26,27 HO 28,29</p> <p>Trainer presents Task 4 for trainees to complete and provides feedback.</p> <p>Task 4</p>
<p>4.8 Changes to individual responsibilities are re-negotiated to meet reviewed work goals.</p> <p>Refer to Content Plan for:</p>	<p>Trainer explains that individual responsibilities may need to change to meet new work requirements.</p> <p>OHT 28,29 HO 30,31</p>

What skills, knowledge and attitude do I want the trainee to have?	How will I transfer the skills, knowledge and attitude to the trainee?
<ul style="list-style-type: none"> ▪ Appropriate Range of Variables ▪ Appropriate Underpinning Skills and Knowledge ▪ Appropriate Critical Aspects of Assessment. 	<p>Trainer presents Task 4 for trainees to complete and provides feedback.</p> <div data-bbox="758 380 909 464" data-label="Image"> <p>The graphic consists of the text 'Task 4' in a bold, sans-serif font, centered within a square frame. This frame is itself enclosed within a larger, double-lined square border.</p> </div>

C Teacher Support Materials

(Overhead Transparencies / Handouts etc)

HO 1

Trainee Assessment Sheet

(Underpinning Skills and Knowledge)

Work with Colleagues and Customers

Trainee Name:

Group:

- 1 Understand and apply the principles required for effective communication in the workplace.
- 2 Understand and apply customer relations principles relating to the provision of service to customers.
- 3 Understand the importance of maintaining high personal presentation standards.
- 4 Describe and apply the principles relating to successful teamwork in the workplace.

Communication in the Workplace

Communications should be:

- **Open**
- **Professional**
- **Friendly**
- **Courteous**
- **Polite**
- **Sensitive.**

With:

- **Work colleagues**
- **Media**
- **Visitors or customers**
- **Local residents**
- **Members of other tourism organizations or sectors.**

Communication in the Workplace

Examples of good inter-personal skills:

- **Appropriate appearance**
- **Facing the person you are speaking to**
- **Maintaining eye contact (if appropriate)**
- **Smiling and establishing rapport**
- **Using names (if known)**
- **Listening attentively**
- **Asking questions within the topic of conversation**
- **Maintaining a good posture**
- **Keeping a social distance (about 1 (one) metre)**
- **Reacting quickly to requests or complaints.**

Communication in the Workplace

Using appropriate language requires consideration of:

- **The purpose of the message**
- **The ability of the receiver to understand**
- **Leaving out unnecessary words**
- **Correct pronunciation, inflection, tone, speed, volume of voice and the use of pauses to emphasize key points**
- **Other language factors, eg sound of the voice often reflects one's appearance and thoughts**
eg speaking in a loud or soft voice (depending on the culture) may show that a person is angry or upset.

Communication in the Workplace

Using appropriate written language requires consideration of:

- **Legibility of the handwriting (if used)**
- **Sentence construction (keep short and simple)**
- **Avoiding or explaining jargon**
- **Technical details (if used, include explanations)**
- **How much the recipient knows about the subject matter**
- **Using correct sentence structure**
- **Using correct spelling, grammar and punctuation.**

Communication in the Workplace

Non-verbal communication is also an essential component of inter-personal realtions.

This includes:

- **Body language**
- **Physical characteristics and appearance**
- **Space**
- **Environment**
- **Time.**

Non Verbal Communication

Body language

This includes bodily actions such as stance, facial expressions, use of hands and gestures that are used when interacting with others. Sometimes they transmit feelings, which are not consistent with the verbal message being sent.

Physical appearance

This includes eyes, lips, mouth, hair, nose, chin, hands, arms, legs etc as well as sitting position.

Space

Individuals control the space around them and this can be used to deliver a message to other people. It is important to understand the difference between social distance i.e. space when speaking to people (about one metre is acceptable) and personal space which may vary with the individual.

Environment

This applies to the setting in which you work factors such as light, darkness, noise levels and number of people all impact on peoples' behaviour and styles of communication.

Time

Punctuality demonstrates that you care for others (not wasting their time). Lateness may also send a message that you may not come at all.

Communication in the Workplace

It is important to be sensitive to peoples' different social and cultural values.

Such differences may be based on:

- **Age**
- **Gender**
- **Level of education**
- **Position in society**
- **Race**
- **Language**
- **Background (customs, beliefs, culture)**
- **Level of confidence**
- **Position in the workplace.**

Communication in the Workplace

Effective communication requires active listening and questioning.

Showing empathy means:

- **Listening to the words**
- **Understanding the mood and feelings of the sender.**

For example:

- **Keep an open mind – avoid value judgements**
- **Listen to the full story**
- **Give the impression your time is their time**
- **Recognize feelings and emotions**
- **Re-state what was said to show understanding**
- **Use questioning to confirm understanding**
- **Remain objective – avoid becoming emotional.**

Communication in the Workplace

Sources of potential conflict include:

- **Communication is perceived as a one way operation eg a manager makes all decisions and there is no discussion**
- **Lack of time to fully discuss an issue**
- **People making value judgements during the communication**
- **Lack of attention or interest in the discussion**
- **Jumping to conclusions**
- **Personal emotions take over eg anger, fear**
- **When people send mixed messages i.e. their position is not consistent**
- **Physical factors eg noise, tiredness, illness**
- **Personality differences**
- **Lack of feedback.**

Providing Assistance

Needs and expectations may depend on:

- **Cultural factors (language, customs, beliefs)**
- **Socio-economic factors (income, job, family situation)**
- **Health factors (fitness, diet, mobility)**
- **Time available**
- **Age (children, elderly, teenagers)**
- **Personality (outgoing, quiet)**
- **Interests, hobbies (outdoor, indoor, adventure)**
- **Physical abilities (able bodied, disabled, fit, unfit).**

Providing Assistance

Social interaction is best described as the way you conduct yourself with others. It involves verbal and non verbal communication that:

- **Shows your attitudes towards them**
- **Establishes your degree of comfort in dealing with them**
- **Invites them to respond to you in the same way.**

In other words:

“You get back what you give out.”

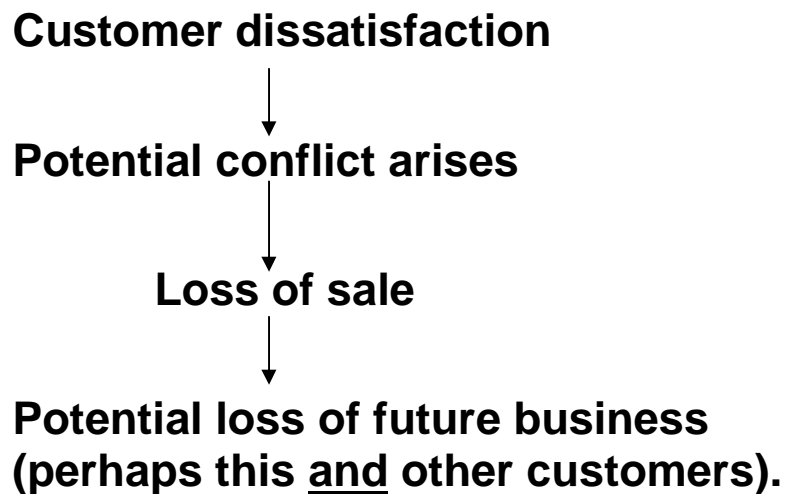
Providing Assistance

Customer needs and requests should be dealt with promptly and efficiently, preferably by the person on the scene or who receives the request.

For example:

- **Answering the telephone before three rings**
- **Responding to e-mails/faxes within a day.**

If not:



Providing Assistance

All customers have some expectations about service. It may include:

- **To feel welcome and respected**
- **To be served in a friendly, efficient and courteous manner**
- **To receive help when required**
- **To be in clean, comfortable and safe surroundings**
- **To feel recognised and remembered**
- **To be listened to and understood**
- **To receive prompt and attentive service.**

Providing Assistance

Methods of enhancing customer service may include:

- **Communicating in a manner that promotes goodwill, trust and satisfaction**
- **Identifying potential hidden needs and providing appropriate assistance**
- **Correctly anticipating, understanding and fulfilling customers needs and expectations**
- **Providing friendly, courteous and knowledgeable service beyond the customers' original request**
- **Promoting the company's services and products to encourage repeat visitation or business**
- **Developing rapport with the customer during service delivery eg using customer's name**
- **Remembering them from previous visits.**

Providing Assistance

The main causes of customer dissatisfaction are:

- **Being ignored**
- **Slow service**
- **Inattentive behaviour**
- **Lack of product knowledge**
- **Lack of respect, courtesy**
- **Not fulfilling customers needs or expectations**
- **Poor ambience or atmosphere eg noisy, crowded.**

Prompt action to resolve the problem is better than the customer leaving, never to return and telling everyone they know about the unfavourable experience.

Providing Assistance

Example of how to handle complaints:

- **Listen**—be sensitive, polite, courteous and discreet
- **Acknowledge the complaint**—establish the nature and details of the complaint
- **Respond**—advise the customer of your intentions and seek their approval
- **Take action**—resolve the complaint within your range of authority
- **Report**—refer the complaint to a higher authority if necessary and inform the customer
- **Follow up**—complete appropriate documentation accurately and legibly (as necessary).

Personal Presentation Standards

Personal standards should take account of:

- **Work location eg reception, outdoor requirements will be different**
- **Health and safety issues eg protective clothes, special head gear**
- **How your appearance may impact on the customer eg casual clothes in the office**
- **Special needs for specific functions eg fancy dress for a presentation**
- **Dress, grooming and hygiene factors**
- **Company policies eg is a uniform required.**

Personal Presentation Standards

Six factors are important:

- **Personal hygiene**
Skin care, hands and nails, hair care, dental care
- **Grooming**
Make up and jewellery should be tasteful and limited
- **Poise and deportment**
Confidence, calmness, behaviour, posture, pleasant attitude
- **Speech**
Pronunciation, clarity, tone, speed
- **Etiquette**
Manners, social behaviour, respect
- **Dress professionally**
Looks are important.

Remember—first impressions are very important.

Teamwork

Teamwork is the ability to work with others for a common purpose or towards a common goal.

It requires:

- **Trust**
- **Support**
- **Respect**
- **Tolerance**
- **Honesty**
- **Commitment**
- **Flexibility eg accept additional duties, assist colleagues**
- **Accepting the views of others even when they are different to your own.**

Teamwork

The main benefits are:

- It builds awareness of inter-dependence
- Co-operation between colleagues stimulates higher levels of accomplishment
- It builds and reinforces recognition and mutual support of everyone's efforts
- It leads to greater commitment to the company's goals.

Success will depend on the individuals':

- Personalities and temperaments
- Competencies and abilities
- Tolerance of cultural differences
- Interpersonal skills.

Teamwork

Cultural diversity is an advantage in teamwork as it:

- **Provides differing viewpoints**
- **Encourages mutual understanding and respect**
- **Stimulates contact and assists “bonding” between colleagues**
- **Extends the range of skills and knowledge available to the business.**

Examples may relate to:

- **Levels of formality or informality**
- **Appropriate non verbal behaviour**
- **Dress and behaviour**
- **Work ethic**
- **Handling customer expectations.**

Teamwork

Team goals should be jointly identified by the team. They are the most important factor in teamwork.

Goals:

- **Should be challenging**
- **Must be achievable**
- **May be tangible or intangible**
- **Must be understood by all members**
- **Should have meaning for each individual**
- **Should be limited in number at any one time**
- **Must be written down**
- **Should be monitored for progress.**

Teamwork

Example of how to set goals:

- **Identify objectives (overall goal)**
- **Establish the “stepping stones” (small, reachable goals)**
- **Set priorities**
- **Establish resources required**
- **Establish check points (to check progress)**
- **Define performance levels**
- **Make adjustments to goals as necessary (eg timeframes, quality, costs)**
- **Motivate people eg incentives, bonuses, benefits for members**
- **Identify possible internal and external barriers**
- **Decide on method of implementation (eg is outside assistance required—when, who?)**
- **Provide recognition (key point in motivation) for achievement.**

Teamwork

- Within the team goals, individual needs may be different for each member of the team. Examples may include power, need for social interaction or security
- Research shows that productivity is highest when tasks can simultaneously be used to achieve team goals and individual needs
- Tasks and the availability of human and physical resources must be identified, assessed and prioritised to ensure maximum efficiency and effectiveness
- For maximum effectiveness tasks must be completed within appropriate timeframes – these are usually based on acceptable industry wide work practices.

Teamwork

An individual's contribution depends on their:

- **Competencies, abilities, skills**
- **Experience**
- **Attitudes and values**
- **Expectations**
- **Motivation**
- **Personality.**

Teamwork

Offering and receiving assistance is an essential component of teamwork—it relates to one of the strongest needs of human nature.

TO BELONG

It can:

- **Be an effective avenue for communication and consultation**
- **Provide opportunities for job rotation or at least involvement in a wider work environment**
- **Lead to more effective performance and commitment to goals**
- **Help to nurture the feelings of trust, respect and co-operation between staff**
- **Provide opportunities to learn new skills.**

Teamwork

It is important to let people know how their efforts and skills have contributed to the team's performance. This can be done by providing feedback.

It can take many forms.

For example:

- **Verbal comments to the individual**
- **Special mention (for outstanding work) in public forum eg staff meeting**
- **Memo/e-mail of appreciation**
- **Financial reward eg bonus**
- **Special certificate of contribution**
- **Comments to colleagues**
- **Special gift**
- **Notation in human resources file.**

Teamwork

- It is also important to acknowledge feedback received from colleagues
- Feedback may be positive or negative but should always be constructive i.e. helpful and useful for the future
- In this way feedback can be used to build trust, co-operation and team spirit.

Teamwork

Sometimes people may need to re-negotiate their responsibilities within the team structure.

This may be due to a review of work goals or major change in company policy.

For example:

- **Change in strategic direction of the business**
- **Review of the company marketing plan**
- **Review of organizational structure**
- **Change in job specifications or profile.**

Teamwork

People must continually look for ways to improve their inter-personal skills and how they complete tasks and relate to colleagues and customers.

“If you are not improving, you must be going backwards.”

This will lead to:

- **Increased productivity**
- **Greater respect**
- **Greater personal satisfaction**
- **More professional image.**

Task 1

Communications with customers and colleagues are conducted in an open, professional and friendly manner.

Appropriate language and tone is used.

Effect of personal body language is considered.

Sensitivity to cultural and social differences is shown.

Active listening and questioning are used to ensure effective two-way communication.

Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.

Case Study

Three people are needed for this exercise—two to role-play and one to provide feedback on the styles of communication used (adapted from points raised in OHT 1-8).

Hera Ariadne is a travel consultant in a large travel and tour agency. She works with 6 (six) other consultants who all report to Pak Herry Kustanto, the manager of the agency. Hera is an honest and friendly worker with an outward going personality and a genuine concern for other people. She does not come from the local city and moved from her small village on another island five years ago. She is pleased that her peers often ask her for advice and feels that she contributes well to the overall morale of her work colleagues.

The office consists of a reception area, two main rooms set up for consulting and a small room upstairs currently used as a store room.

One morning when Hera arrived for work, she found that her desk, computer and cabinet had been removed to the room upstairs because a new photocopier and printer had been delivered and placed at her workstation.

Hera was confused and upset, she didn't know the reasons for the change and thought she may have done something wrong. Was there a conspiracy between her co-workers or had there been a miscommunication?

She confronted Pak Herry about the situation. He reminded her that she had been told about "all this" at the staff meeting last week. Hera recalled that the new equipment had been discussed, but her re-positioning was not mentioned. Pak Herry explained he was "sorry" about the misunderstanding but could she please calm down. The equipment was urgently needed and had to be located near the majority of the workstations.

Now separated from her colleagues, Hera felt isolated and no longer liked or appreciated by the company. Her interactions with other staff virtually stopped. She was now suspicious of Pak Herry because she was sure that the move had not been discussed. She has continued to work well but has lost some confidence in herself and is not as trusting of others.

Role-play

Two trainees should role-play the case study. The third trainee should provide feedback relating to:

- Communication styles
- Language used
- Body language used
- Sensitivity to the people involved
- Listening and questioning skills used
- The resolution of the conflict.

Trainer to provide additional feedback.

Task 2

Customer needs and expectations, including those with specific needs, are correctly identified and appropriate products and services are provided.

All communications with customers are friendly and courteous.

All reasonable needs and requests of customers are met within acceptable enterprise time frames.

Opportunities to enhance the quality of service are identified and taken whenever possible.

Customer dissatisfaction is promptly recognised and action taken to resolved the situation according to individual level of responsibility and enterprise procedures.

Customer complaints are handled positively, sensitively and politely.

Complaints are referred to the appropriate person for follow up in accordance with individual level of responsibility.

Case Study

Three people are needed for this exercise—two to role-play and one to provide feedback on the provision of assistance (using information from OHT 9-15).

Handono works at the front desk of a large resort complex. The property has won several awards for its outstanding customer service standards and quality of facilities. During the main holiday season, the front office area is very busy and on this occasion it was important that everything went smoothly because all rooms had been booked. The procedure for checking in people is straightforward—collect the voucher from the customer, get the

key, take a credit card imprint and check the customer into the computer system.

Mr and Mrs Apriani approached the desk and presented Handono with the appropriate vouchers—however they were not listed as having made a booking.

Handono double checked the computer without success and soon found that the resort was already oversold by 10 (ten) reservations that night. He knew he could not fix the problem immediately so asked the customers to leave their bags and go and have a coffee in the restaurant while he sorted it out. Mr Apriano was quite upset and said if it was not fixed in 30 (thirty) minutes, he wanted to see the manager.

Handono called the travel agency where they had booked but this only confirmed the booking and the fact that vouchers were issued. He then contacted the reservations department at the resort and although there was nothing on the computer, there was a fax relating to the reservation. Realising it was the hotel's fault; Handono decided to check the customers in and in doing so re-imbursed them for their coffees and presented them with a free voucher for dinner. Although annoyed about the inconvenience, the Aprianis were understanding and relieved to see the problem resolved.

Role-play

Two trainees should role-play the case study. The third trainee should provide feedback relating to:

- Identifying customer needs and expectations
- Manner of handling communications
- Meeting of reasonable requests
- Taking opportunities to enhance customer service
- Identifying potential customer dissatisfaction
- Handling of complaints.

Trainer to provide additional feedback.

Task 3

High standards of personal presentation are practised with consideration of:

- **Work location**
- **Health and safety issues**
- **Impact on different types of customers**
- **Specific presentation requirements for particular work functions.**

Based on the six principles of personal presentation in OHT 17, the group is to prepare a “comments sheet” that each trainee can use to “assess” standards in a workplace.

Each trainee should then visit a tourism related work place eg resort, hotel, travel and tour agency, tourist attraction to observe the front line (customer contract) staff at work.

Trainees complete the comments sheet and use the information to discuss with other trainees and the trainer.

Task 4

Trust, support and respect is shown to team members in day to day work activities.

Cultural differences within the team are accommodated.

Work team goals are jointly identified.

Individual tasks are identified, prioritised and completed within designated time frames.

Assistance is sought from other team members when required.

Assistance is offered to colleagues to ensure designated work goals are met.

Feedback and information from other team members is acknowledged.

Changes to individual responsibilities are re-negotiated to meet reviewed work goals.

Trainees to be divided into groups—based on a group activity they are undertaking for another competency standard.

Each group to prepare a report that summarises the operation of the group in terms of:

- How has trust, support and respect been demonstrated by the group in its activities
- How the group accepted and used cultural differences during their time together to improve their performance.
- How they identified the overall plan for their activity and what was the outcome
- How they identified what each individual would contribute and how that input would be monitored. Did it work? Why or why not?
- What mechanisms were put in place to allow members of the group to offer or receive assistance from colleagues? How and when were they used?
- Was feedback to colleagues used during the exercise? What form did it take and did it help?
- Were changes in individual tasks necessary? Why did this occur and how was it resolved?

Section 5 How to Assess This Unit

What is assessment?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in the competency standard. At the appropriate point, judgment is made as to whether competence has been achieved.

Assessment identifies the achievements of the trainee rather than relating the performance of the trainee to other trainees.

What do we mean by competent?

Ask the question, “What does an employee really need to be able to do?” The answer will tell you what we mean by the word “competent”. To be competent in a work related skill implies that the person is able to:

- perform at an acceptable level of skill
- organize the required tasks
- respond and react appropriately when things go wrong
- fulfil a role in the scheme of things at work
- transfer skills and knowledge to new situations.

When you assess this competency you must take into account all of the above issues to reflect the real nature of work.

Qualifications of assessors

This unit must be assessed by a qualified assessor, or a trainer qualified to assess.

Those qualified to assess, may choose from the methods offered in this guide, or develop their own. Assessors must look at the evidence guides in the competency standard before choosing at the assessment methods.

The following pages list some methods to assess this competency. The assessments have been designed to address each element, performance criteria and underpinning skills and knowledge for the competency.

Results of successful assessment should indicate sufficient and relevant knowledge and understanding to be able to infer competence.

It is not appropriate to provide a numeric mark, since the 30% a candidate did not get right may be the most important aspect of the competence. The trainee is assessed as either competent or not yet competent.

Recognition of Current Competence

An integrated national assessment system provides for the recognition of current competencies regardless of where they have been acquired. Assessment recognizes that individuals can achieve competence in a variety of ways including prior qualifications or informal learning.

Recognition of Current Competence gathers evidence to assess an individual against competency standards to determine if they have achieved the required competence for a job or for a formal qualification.

Assessment

Suggested Assessment for Work with Colleagues and Customers

Suggested Evidence Gathering Methods
<p>Assessment of practical demonstration in the workplace may include observation of the trainee:</p> <ul style="list-style-type: none">▪ Interacting with colleagues and customers▪ Dealing with a difficult customer▪ Handling difficult interpersonal situations with colleagues.
<p>Third party/documentary evidence may include:</p> <ul style="list-style-type: none">▪ Customer report (written or oral)▪ Details of previous training, work experience▪ Peer or supervisor report (written or oral)
<p>In off the job assessment, simulated activities could be used to allow the trainee to provide evidence of skills through practical demonstration:</p> <ul style="list-style-type: none">▪ Role-play to demonstrate effective communication in customer service situations (including difficult interpersonal situations)▪ Role-play that requires the candidate to integrate interpersonal communication with practical tasks▪ Set up of a simulated workplace environment that allows the candidate to demonstrate effective communication and teamwork while completing multiple and varied tasks over a period of time▪ Completion of a team-based project that allows the candidate to demonstrate effective teamwork.

Sample Role Plays, Case Studies, Projects

Assessment Task 1

Your supervisor/manager keeps getting annoyed that your work area is really messy. You and your workmates agree, but there's no system or rules to follow. Work together to come up with a way of ensuring the area is kept clean and tidy. Present the idea to your supervisor/manager and obtain his/her support.

Assessment Task 2

Two customers start complaining loudly that they have been waiting too long to be served. You are in the middle of serving another customer. What would you do?

Assessment Task 3

You go home and tell your family that you've just been offered a job in customer service. Your younger brother says "What does customer service mean?" What would you do?

Assessment Task 4

You are sure that the storage cupboard should be set up in a particular way. Your colleague is equally sure that it should be set up differently. What would you do to solve this problem?

Questioning Should Focus On:

Underpinning knowledge

Assessment Task 5

What is active listening?

Assessment Task 6

What are open and closed questions?

Assessment Task 7

What are the key elements of effective teamwork?

Organization and planning

Assessment Task 8

Why is it important to have team goals?

Assessment Task 9

What are the ways in which you could prioritise your tasks and what should you do if you are unable to complete a task within the required timeframe?

Communication with others

Assessment Task 10

Why is it important to treat other people with respect and courtesy?

Assessment Task 11

What are ways in which you can enhance the quality of the service that you personally provide to customers or the quality of communication with colleagues?

Assessment Task 12

What are some of the special needs your customers may have?

Problem solving

Assessment Task 13

What are the steps involved in handling a complaint?

Assessment Task 14

How would you like someone to respond to a complaint that you have?

Health and safety

Assessment Task 15

What are the health and safety issues related to your personal presentation at work?

Suggested assessor checklist for

Work with Colleagues and Customers

Candidate Name:		Assessor Name:	
Has the candidate provided sufficient evidence to show that he/she can:		Notes	
Apply the skills and knowledge as specified in linkages to other units: <ul style="list-style-type: none"> ▪ This unit underpins effective performance in all other units. 			
Demonstrate Knowledge: <ul style="list-style-type: none"> ▪ Describe the personal presentation issues to be considered in the workplace based on the requirements of the work function, location and customer expectations ▪ Outline the needs and expectations of different customers as appropriate to the industry sector ▪ Describe the principles of effective communication including listening, questioning and non verbal communication ▪ Describe the principles of effective teamwork. 			
Perform technical skills / procedures to the standard required by the enterprise, including correct use of any equipment: <ul style="list-style-type: none"> ▪ Not applicable to this unit but assessment should be integrated with the performance of technical skills. 			
Plan and organise activities effectively: <ul style="list-style-type: none"> ▪ Identify work team goals ▪ Identify, prioritise and complete tasks within designated timeframes ▪ Seek assistance from others and offer assistance to others to assist in completion of tasks ▪ Negotiate changes to individual responsibilities to meet reviewed work goals. 			
Work and communicate with colleagues and customers: <ul style="list-style-type: none"> ▪ Communicate in an open, professional and friendly manner with customers and colleagues ▪ Use appropriate language and tone ▪ Take account of body language ▪ Show sensitivity to cultural and social differences with customers and with other team members ▪ Show trust, respect and support for others in day to day work activities ▪ Use listening, questioning and feedback techniques to ensure effective two way communication ▪ Identify potential and actual conflicts and seek solutions 			

<p>to those conflicts</p> <ul style="list-style-type: none"> ▪ Identify different customer needs and expectations, including those with special needs, and provide appropriate products and services ▪ Respond to customer needs and requests. 	
<p>Respond to problems that may occur with the work activity:</p> <ul style="list-style-type: none"> ▪ Recognise customer dissatisfaction and take action to resolve the situation according to individual level of responsibility and enterprise procedures ▪ Handle customer complaints positively, sensitively and politely ▪ Refer complaint to the appropriate person for follow up in accordance with individual level of responsibility. 	
<p>Integrate health, safety and security procedures:</p> <ul style="list-style-type: none"> ▪ Describe the health and safety issues to be considered in personal presentation. 	

Competency Assessment Sheet

Unit: PARUJPPKU01C

Work with Colleagues and Customers

Trainee Name:

Assessor Name:

The Trainee was assessed as:	Competent	<input type="checkbox"/>
	Competency to be achieved	<input type="checkbox"/>
Feedback to Trainee		

Signatures

The trainee has been informed of the assessment result and the reasons for the decision	Signature of assessor: Date:
I have been informed of the assessment result and the reasons for the decision	Signature of trainee: Date: