Build and maintain a team approach to service delivery

D2.TCS.CL5.03

Trainee Manual

Australian Aid

asean

William Angliss Institute

Specialist centre for foods, tourism & hospitality

Build and maintain a team approach to service delivery

D2.TCS.CL5.03

Trainee Manual

Australian Aid
asean
William Angliss Institute
Specialist centre for foods, tourism & hospitality

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Project Manager Jim Irwin
Chief Writer: Alan Hickman
Subject Writer: Quentin Derrick
Editor: Jim Irwin
DTP/Production: Daniel Chee, Mai Vu, Cindy Curran

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on “Toolbox Development for Tourism Labour Divisions for Travel Agencies and Tour Operations”.

This publication is supported by the Australian Government’s aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2015.

All rights reserved.

Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: http://creativecommons.org/licenses/by/2.0/deed.en

File name: TM_Build_maintain_a_team_approach_to_service_delivery_270115

Table of contents

Introduction to trainee manual 1
Unit descriptor 3
Assessment matrix 5
Glossary 9
Element 1: Develop service standards 11
Element 2: Establish service teams 25
Element 3: Work to improve service 33
Element 4: Liaise with management regarding service delivery 49
Element 5: Lead service delivery team 57
Presentation of written work 67
Recommended reading 69
Trainee evaluation sheet 71
Trainee self-assessment checklist 73

Introduction to trainee manual

To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim is of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees' chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

© ASEAN 2015

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria". An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title:* statement about what is to be done in the workplace
- *Unit Number:* unique number identifying the particular competency
- *Nominal hours:* number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.

© ASEAN 2015

Unit descriptor

Build and maintain a team approach to service delivery

This unit deals with the skills and knowledge required to delivery in a range of settings within the travel industries workplace context.

Unit Code:

D2.TCS.CL5.03

Nominal Hours:

80

Element 1: Develop service standards

Performance Criteria

1.1 Identify the internal and external factors impacting on the level of customer service to be provided

1.2 Research customer expectations and opinions regarding current level, and expected level, of service delivery

1.3 Integrate research findings into draft service standards

1.4 Liaise with management to ratify service standards

1.5 Produce written service standards for team use

Element 2: Establish service teams

Performance Criteria

2.1 Nominate the service teams that are required to support required levels of service delivery

2.2 Identify membership of the nominated service delivery teams and oversee the establishment of teams

2.3 Communicate established service standards to team members

2.4 Train staff in service delivery standards

Element 3: Work to improve service

Performance Criteria

3.1 Monitor team performance in terms of service delivery

3.2 Review policies, procedures and standards relating to service delivery

3.3 Allocate resources to enable the provision of identified service delivery standards

3.4 Assist team members to resolve customer complaints regarding the provision of service delivery

3.5 Support team members to rectify instances of deficient service delivery

3.6 Monitor the extent to which service delivery targets are achieved

3.7 Take action to address failure to meet service delivery targets

3.8 Maintain records relating to service delivery

Element 4: Liaise with management regarding service delivery

Performance Criteria

4.1 Discuss suggestions for improvements to service delivery with management

4.2 Discuss significant instances of failure to deliver identified service delivery standards with management

4.3 Provide operational information regarding service delivery to management

4.4 Participate in developing service delivery teams and standards for emerging and new business activities and markets

Element 5: Lead service delivery team

Performance Criteria

5.1 Interpret stated service delivery standards for team members

5.2 Encourage team members to take advantage of opportunities to enhance service delivery

5.3 Allocate service delivery tasks to team members

5.4 Advise team members of changes to service delivery standards and/or targets

5.5 Provide feedback to team members regarding the provision of service delivery

5.6 Encourage team members to contribute feedback in regard to achievement of service and performance targets

5.7 Handle routine problems using appropriate problem-solving techniques

© ASEAN 2015

Assessment matrix

Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

The Assessment Matrix indicates three of the most common assessment activities your Assessor may use to assess your understanding of the content of this manual and your performance - Work Projects, Written Questions and Oral Questions. It also indicates where you can find the subject content related to these assessment activities in the Trainee Manual (i.e. under which element or performance criteria). As explained in the Introduction, however, the assessors are free to choose which assessment activities are most suitable to best capture evidence of competency as they deem appropriate for individual students.

		Work Projects	Written Questions	Oral Questions
Element 1: Develop service standards				
1.1	Identify the internal and external factors impacting on the level of customer service to be provided	1.1	1,2	1
1.2	Research customer expectations and opinions regarding current level, and expected level, of service delivery	1.2	3,4	2
1.3	Integrate research findings into draft service standards	1.3	5,6	3
1.4	Liaise with management to ratify service standards	1.4	7,8	4
1.5	Produce written service standards for team use	1.5	9,10	5
Element 2: Establish service teams				
2.1	Nominate the service teams that are required to support required levels of service delivery	2.1	11,12	6
2.2	Identify membership of the nominated service delivery teams and oversee the establishment of teams	2.2	13,14	7
2.3	Communicate established service standards to team members	2.3	15,16	8
2.4	Train staff in service delivery standards	2.4	17,18	9

		Work Projects	Written Questions	Oral Questions
Element 3: Work to improve service				
3.1	Monitor team performance in terms of service delivery	3.1	19	10
3.2	Review policies, procedures and standards relating to service delivery	3.2	20	11
3.3	Allocate resources to enable the provision of identified service delivery standards	3.3	21	12
3.4	Assist team members to resolve customer complaints regarding the provision of service delivery	3.4	22	13
3.5	Support team members to rectify instances of deficient service delivery	3.5	23	14
3.6	Monitor the extent to which service delivery targets are achieved	3.6	24	15
3.7	Take action to address failure to meet service delivery targets	3.7	25	16
3.8	Maintain records relating to service delivery	3.8	26	17
Element 4: Liaise with management regarding service delivery				
4.1	Discuss suggestions for improvements to service delivery with management	4.1	27	18
4.2	Discuss significant instances of failure to deliver identified service delivery standards with management	4.2	28	19
4.3	Provide operational information regarding service delivery to management	4.3	29	20
4.4	Participate in developing service delivery teams and standards for emerging and new business activities and markets	4.4	30	21

© ASEAN 2015

		Work Projects	Written Questions	Oral Questions
Element 5: Lead service delivery team				
5.1	Interpret stated service delivery standards for team members	5.1	31	22
5.2	Encourage team members to take advantage of opportunities to enhance service delivery	5.2	32	23
5.3	Allocate service delivery tasks to team members	5.3	33	24
5.4	Advise team members of changes to service delivery standards and/or targets	5.4	34	25
5.5	Provide feedback to team members regarding the provision of service delivery	5.5	35	26
5.6	Encourage team members to contribute feedback in regard to achievement of service and performance targets	5.6	36	27
5.7	Handle routine problems using appropriate problem-solving techniques	5.7	37	28

© ASEAN 2015

Glossary

Term	Explanation
Customer	Somebody who consumes, buys or uses a product or service
Delegate	To assign a task to someone else
Demonstrate	To show through action how to do something
Ensure	To make sure or confirm something
Expectation	An idea or view of the level of how something should be or be done
Feedback	Information relating to performance of an activity or service
Intervene	To consciously become involved in a situation or action
Maintain	To keep at the same level
Mandatory	Compulsory
Monitor	To watch and evaluate
Nominate	To assign or suggest someone to do something
Observe	To watch and analyse activity
Ratify	To sign or give formal consent
Research	To investigate systematically
Review	Examine or assess something
Standard	A level of quality or attainment
Support	Assist, help

© ASEAN 2015

Element 1: Develop service standards

1.1 Identify the internal and external factors impacting on the level of customer service to be provided

Introduction

Customer service management has become one of the most important areas of focus for many service industries and the hospitality and tourism industry invests a large amount of time and money on developing customer service initiatives that respond to customer needs.

Exceeding customer expectations is the goal for all organisations but it is a challenging task as there are many factors that influence a customer's experience. In deciding the level of customer service that an organisation will provide, it is first necessary to identify the internal and external factors that influence the customer journey.

Intangibility, Inseparability, Heterogeneity and Perishability

There is a large amount of literature which identifies the difference between services and products and that it is difficult to manage customer expectations of services because of the unique aspects of selling a service. Services differ from products and have four distinct characteristics:

Intangibility

A product is tangible or you can touch it, feel it and see it. It is much more difficult to see the result of a service or to identify the outcomes of a service. You can touch a new computer, feel it, use it every day and in the future, and enjoy the software that has been installed but it is much more challenging to see, feel, touch and taste a service as it is a performance rather than an object.

Inseparability

This relates to the simultaneous production and consumption of a service. Products or goods are produced, then sold and then consumed or used, whereas services are sold first and then produced and consumed at the same time.

Heterogeneity (Variability)

Services have a high degree of variability in terms of the performance of the service. A product, on the other hand, can be easily manufactured to the same standard all the time. Consider a can of soft-drink compared with a massage. It is more likely that a can of soft-drink will taste the same every time you drink as compared to a massage delivered by a different person or even the same person.

Perishability

This refers to the fact that a service cannot be stored or saved. If a hotel room is not booked today, or a seat on a plane is not used, you cannot store this and save it for another time. This is an important concept in the hospitality and tourism industry as there is often too much demand and not enough supply or too many rooms available and not enough customers.

Internal and External factors affecting customer service delivery

Organisations have to make decisions on what level of customer service they will provide and there are many factors that will determine what level of customer service should be provided and what level of customer service can realistically be provided. A company may decide that it wants to respond to all complaints within 12 hours of receiving the complaint but there may not be enough staff to achieve this service goal. Another service provider may have large numbers of guest liaison staff but their customers may not require personal assistance that often. It is crucial to determine the internal and external factors that affect the level of customer service to be provided.

Read the suggested factors below and add more examples to each group.

Internal factors

- Staff
  - If there aren't enough staff to provide a certain level of customer service, then the customer's expectation may not be met and this will create a negative experience for the client
  - Are staff trained or competent to deliver the required customer service level?
  - Staff appearance. Do they need to be well-groomed, clean-shaven and wearing a uniform or can they wear jeans and have piercings and tattoos?
- Facilities/equipment
  - Do the rooms, toilets, pool, lifts, spa in a hotel or resort meet the expectations of the customer?
  - Does the equipment for a rock-climbing tour company fit all customer shapes and sizes, is it safe and comfortable, and is there enough equipment?
  - Is the air-conditioning system broken, are there enough towels in the gym, and is there drinking water available at all times?
- Safety issues
  - These could be internal and external factors and may relate to staff training, access to specific equipment, qualified staff, location specific factors such as service levels for a staff member in an office context as opposed to on a horse-riding tour
- What are the advertised levels of customer service?
  - Does the organisation claim to respond to all emails within 24 hours?
  - Does the hotel advertise free internet access in all areas?
- Budget
  - How much funding is available for customer service initiatives?
  - Is management aware of the required costs for implementing customer service levels at advertised levels?
  - How many staff can the organisation afford to employ?
- Communication/feedback
  - Does the organisation have access to current information regarding their customer's needs?

© ASEAN 2015

- Is there a system in place to gather, review and respond to customer feedback?
- Is there a system in pace to gather, review and respond to internal/staff customer feedback?

- Organisational culture and structure
  - What is the vision and mission of the organisation?
  - What is the leadership and management style of the organisation?
  - Image and past performance of the service provider
  - Do staff enjoy working in the organisation?
- Location of the service delivery
  - This could be an external factor as well, but the location of the service delivery will impact on the level of customer service that is possible. A hot-air balloon has limited options for changing the space of the basket whereas a large hotel can renovate the interior of its building to reflect customer needs
  - Serving food in a restaurant would have different customer service needs or expectations than providing dinner on a camping tour in the outdoors.

External factors

- Customer expectations
  - What do customers want?
  - What level of customer service delivery are competitors implementing?
- Customer profiles
  - What type of customer purchases the service?
- Location of the service delivery
  - If the customer chooses the location, for example a wedding or party, the location is not controlled by the service provider. This will impact on the level of customer service that can be provided depending upon the facilities and equipment available, the weather in outdoor locations, transportation and extra services like ATMs or internet access
- Competitors
  - What are competitors doing in terms of customer service delivery?
- Society and culture
  - How do consumers, families and communities behave and what are their beliefs?
- Legal requirements
  - What government regulations and requirements relate to the service?
- Politics
  - What is the political situation or context in the service delivery environment? If there is a political shift occurring this may influence what level of customer service delivery is possible.

Activity

In groups, decide which are the three most important factors that affect customer service delivery levels?

1.2 Research customer expectations and opinions regarding current level, and expected level, of service delivery

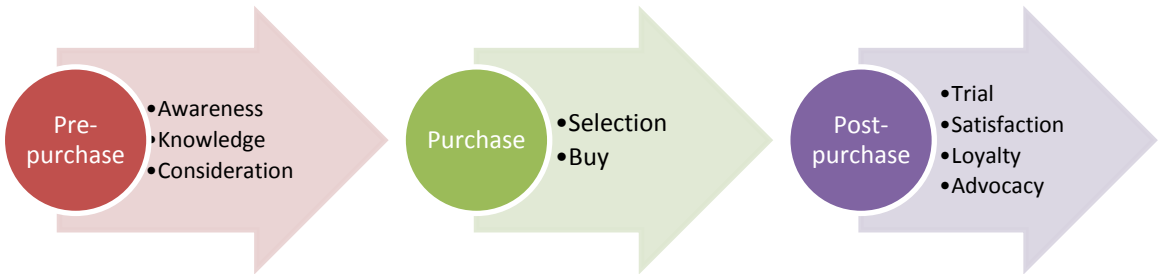
Introduction

It is common for organisations to think they know what their customers want but often what the customer expects is not aligned to what the service provider is delivering. This can be very damaging to a business and it is important to understand what customers expect from a service. As a result, it is critical for service providers to gather information about the service they provide by researching what customers desire from the service. It is not enough to ask one customer and staff member, and then base customer service standards of delivery on this information. Any research of customer expectations and opinions needs to include multiple sources of data, as many people as possible, be collected over time and at different times, and it should encourage honest feedback.

Customer Buying Cycle

In researching customer expectations and opinions it is necessary to understand the customer buying cycle or the stages that a customer progresses through in purchasing service or product. Identifying this process enables an organisation to identify the customer journey which can assist in gathering data at points along the journey. Customers progress through three stages in the cycle: the pre-purchase, purchase and post-purchase. Customer expectations and needs are different at each stage in the process.

In the pre-purchase phase, customers are just becoming aware of the product or service. They haven't made a decision yet, but they are considering different options. This could range from buying a new mini-van for a hotel to deciding which airline to fly with. At the purchase stage, customers make a decision on which product or service they wish to buy. At the post-purchase phase, customers evaluate the product or service they have purchased and decide whether they liked it or not. This experience of the product or service will lead to the customer either becoming an enthusiastic advocate of the service or product, or if the experience did not meet the expectations of the customer, they may tell other customers not to purchase the product or service. (See table below)



Adapted from White & Hockley et al, (2008) From Teacher to Manager, CUP

© ASEAN 2015

Moments of Truth

Any time when a customer comes into contact with an organisation or service, they have an opportunity to develop an impression or opinion of the service or organisation. These occasions were called 'moments of truth' by Jan Carlzon (1989) who was president of Scandinavian Airlines in the 1980's. These moments of truth usually involve contact with front-line staff but some occasions will not involve people, such as website viewing. The customer journey, especially in the hospitality and tourism sector, will involve interaction with many different people and services and it is at these points or moments of truth where the customer will form an opinion of the service or organisation. Identifying these moments of truth within your organisation or customer buying cycle is the first step in being able to respond to them but it is important to determine what the customer is expecting at each stage and what service level they are actually getting from the company.

How do we know what customers want and what they are getting?

As we are all consumers of services and products, it is possible to draw upon personal experience to determine a customer expectation for a service but customers are diverse in their expectations and it is critical to examine the current level of service that your organisation is providing and to match that against customers' expected levels of service. This data needs to be gathered from a variety of sources with clear information in order to ensure that service delivery is at the correct standard. There are many options for gathering customer service feedback or information and this data can both be primary or secondary.

<table>
<tr><th colspan="4">Data Collection</th></tr>
<tr><th colspan="2">Primary</th><th colspan="2">Secondary</th></tr>
<tr><td>Observation</td><td>Watching customer/staff behaviour and service delivery</td><td>Company records</td><td>Investigating historical data</td></tr>
<tr><td>Experiment</td><td>Testing situations or customer contact areas</td><td>Industry associations</td><td>Looking at data gathered by industry</td></tr>
<tr><td>Survey</td><td>Questionnaires, focus groups, interviews</td><td>Government statistics</td><td>Utilising government gathered data</td></tr>
<tr><td rowspan="2">Simulation</td><td rowspan="2">Recreating a certain customer service context and observing outcomes</td><td>Research reports</td><td>Various groups may develop reports</td></tr>
<tr><td>Other published sources</td><td>Magazines, journals, academic studies</td></tr>
</table>

There is a wealth of information and data available within every organisation that can be gathered, analysed and used to develop improvements in customer service delivery. Some of the most useful examples of customer service feedback could be:

- Customer feedback data including complaints and compliments
- Observing current service delivery and analysing the standard against stated levels and customer expectations
- Interviewing both internal and external customers to determine their experience of the service and service delivery
- Identifying what levels of service standard are being delivered in other organisations in your sector
- Examining industry research relating to your service sector.

© ASEAN 2015

1.3 Integrate research findings into draft service standards

Introduction

After identifying customer service areas to be analysed and gathering information, it is then necessary to use the information to draft service standards. These service standards could be completely new, if it is a new business, or they could be amendments to existing service standard documents. Service standards should be reviewed regularly in order to respond to changes in the market, industry or the organisation itself.

Customer Service Standards

Service standards create a target for organisations to aim for in terms of meeting or exceeding customer expectations. They provide the foundation for creating an enjoyable and successful customer journey. Service standards:

- Provide a goal for staff or the organisation to concentrate efforts on
- Outline a clear set of directions for staff to follow
- Set a benchmark that needs to be attained
- Allow actual service activities to be measured against desired levels
- Help to shape and reflect organisational culture.

Any objective should follow the ‘SMART’ guideline where standards should be framed in a way that they are:

- Specific: standards should clearly state what they trying to achieve
- Measurable: standards should be quantified. For example, ‘A room attendant should be able to clean 8 rooms per shift
- Agreed: standards should be agreed between all staff and managers
- Realistic: standards should be achievable. A two star resort may not be able to deliver five star service in a restaurant outlet so they shouldn’t develop standards at a level above what they can realistically deliver
- Time-bound: a timeframe or deadline should be stated. For example, ‘Emails must be responded to within 24hours of receipt.’

Some literature adds an ‘S’ to the concept to make the acronym ‘SMARTS’. The final ‘S’ relates to:

- Supported: that the systems, facility and technology available in the organisation are able to support the stated standards. This could be included in the ‘Realistic’ section though.

Service Standard Examples

There are many examples of service standards in the hospitality and tourism industry. Standards can range from how many staff are required to support a conference of 200 people, to how many rings a phone should be answered within. These standards guide the level of service that is to be delivered. Levels of service standards may vary within an organisation and could depend upon the context within the service landscape. For example, a five star resort may have eight different food and beverage outlets and one restaurant could be a Michelin starred outlet whereas there may also be a pub on the beach. The staff/customer ratio levels and skills required to meet the needs of the restaurant may be significantly higher than the beach pub. Another example could be in the airline industry where there are different classes of travel. First class passengers may have more staff looking after them than economy seat passengers. These different service standard levels would need to be documented and follow the 'SMART' parameters to be effective and deliver a level of service that meets customer expectations.

Below are some examples of service standards. Do they fit the 'SMART' guidelines?

X Airlines

1. X Airlines will always disclose on our website, at our ticket counters, and on our phone reservation line, that the lowest fare offered may be located elsewhere
2. X Airlines shall deliver baggage on time, make every reasonable attempt to return mishandled baggage within 24 hours, compensate passengers for reasonable expenses associated with delayed delivery as required by applicable international agreements, and reimburse customers for lost baggage
3. X Airlines will provide prompt refunds after receiving a complete refund application, where ticket refunds are due - within seven business days for credit card purchases and within 20 business days for purchases made by cash or check.

ACME Device Refund and Returns Policy

ACME wants you to love the devices and accessories that you buy from the ACME Play store. If you aren't happy with something you bought, you can return an item within 15 calendar days after the day you received it. We'll send a full refund (minus your original shipping & handling charges) to your ACME account within 14 business days after ACME receives the device.

Big Coffee House

Coffee orders should be taken at the counter but sometimes you can take an order at a table.

All coffee should be made as quickly as possible.

© ASEAN 2015

Activity

In small groups, discuss examples of service standards at your workplace and/or examples of customer service standards you have experienced. (Restaurants, booking hotels, buying things online, taxis)

Have you ever had to make a complaint or have you given a compliment about service you have received?

Have you received a compliment in your workplace?

Integrating research into draft service standards

In the previous unit you explored ways to gather data about the customer service standards within an organisation. Once that information has been collated, it is important to use that information to guide the development of new standards and to improve or confirm existing service standards. For example, if after reviewing customer complaints it was identified that check-in at reception in the mornings took too long, then it may be necessary to schedule more reception staff in the mornings. At this stage, it would only be a suggestion or draft service standard, as it is necessary to get agreement from all people involved in the service area.

It is important to make sure that any monitoring or reviewing of existing service standards uses methods that are objective and effective. It may not be necessary to change a service standard because one person complained about it but it is important to use many sources of feedback to determine if current service standards are meeting customer expectations. It may also be necessary to examine the level of training provided before a staff member is allowed to deliver a service. If staff are unable to deliver service at the required level, then more training may be needed. Gathering feedback is important as it creates the basis for any changes that need to be made to service standard statements or guidelines.

Discussion questions

- How often are service standards reviewed in your workplace?
- Who organises and manages the review?
- Are all people involved in the service delivery asked for their feedback?

Summary

Develop service standards

Developing service standards provides the foundation for the level of service that your organisation will deliver. There are many aspects to consider in developing effective service standards and it is important to remember the customers, both internal and external, when developing standards. There is a process that needs to be followed when developing service standards which includes:

- Identifying customers and factors influencing service standards
- Research customer expectations
- Integrate any research findings into draft service standards
- Work with management to agree on service standard details
- Produce written service standards

© ASEAN 2015

Element 2:
Establish service teams

2.1 Nominate the service teams that are required to support required levels of service delivery

Introduction

After creating written service standards that meet the company's and customer's requirements, it is necessary to organise teams that can successfully deliver the desired levels of service standard.

As has been explored in previous units, there are many different factors that will influence the content of service standards and there are also many aspects that will impact on the development of teams that can deliver the services required.

Creating service teams

There are many things to consider when determining how many and what type of service teams your organisation requires. The first and most significant factor is budget. It is critical to make sure that required service teams fit within the budget guidelines of the company. You might want to allocate more people to a team, but it may be outside of budget parameters so it may not be possible. In nominating service teams it is important to:

Map out the customer journey

It is critical to identify all of the times when a customer will interact with the host enterprise's staff or facilities. Understanding the customer journey will help to identify the 'moments of truth' or touch points where a customer forms an impression of the service they are receiving. Highlighting these interactions allows a clearer plan to be developed which identifies how many teams and what skills are required of team members to deliver service to the required level. For example, if many orders or bookings are made by phone, the reception team must be large enough to allow phones to be answered within the required service standard guidelines. If bookings or orders are mostly done by email, then there may be less staff needed in the service team, to meet the required standard as emails could be answered at different times. They don't need to be answered immediately.

Determine the size of service delivery teams

In identifying the size of a service delivery team, it is important to understand:

- What the service requires. If there is special equipment involved or if there is a set number of people required to deliver the service, this will impact on staff numbers. For example, operating a parasailing service would require a minimum of a boat driver, person to monitor the customers, and perhaps two people on the beach to help the customer land. It would be difficult to safely deliver this service with any less people in the team

- Timing of the service. Is the service required 24 hours a day, seven days a week or is it a service that only operates for a short period of time? For example, room service may be required all day and night so someone must be available to take orders, prepare, and deliver the request all day and night. There may also be busy times so the service team may require more staff at certain times and less at other times.

Identifying individuals to join the service team

Once it the size of the service team has been decided, individual staff members need to be identified to become members of the team. There are many factors that may influence who joins a particular team. This could include:

- Individual skills suitable for the service
- Attitude, knowledge and experience in delivering the service standard
- Individual desire to join the team
- Availability of an individual staff member
- Team dynamic and skills mix. There needs to be a diversity of personalities, attitudes and skills to form an effective team.

Permanent and flexible teams

There is always a desired and appropriate number of people to fill a particular service team, but in reality there are many factors outside of our control that can impact on service team numbers. Illness, annual leave, emergencies, busy times, and quiet times are all factors that will impact on service team numbers and effectiveness. It may be necessary, therefore, to have permanent teams and flexible teams that are available to assist other service teams when required. It would be important to identify the skills needed for the service team and then to match other staff members' skills and experience to that team. There is also the possibility of utilising part-time staff that can be called upon when needed.

© ASEAN 2015

2.2 Identify membership of the nominated service delivery teams and oversee the establishment of teams

Introduction

After suitable candidates for service teams have been identified and they have agreed to join the service team, it is crucial that the establishment of the service team is effective. Successful teams require a lot of support and effort from all members. It is vital that employees work as a team. It is important not only to their personal success and advancement, but also to that of their co-workers and to the company.

Building an effective service team

Effective teams do not just happen. They require different levels of support at different stages and they require a variety of skills and attributes to function well. Psychologist Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "Development Sequence in Small Groups." He used it to describe the path that most teams follow on their way to high performance. Later, an extra stage was added called “adjourning”.

Forming

The stage of group development when the team discusses its purpose, defines and assigns tasks, establishes timelines, and begins forming personal relationships.

Storming

The stage of group development when the team clarifies its goals and its strategy for achieving them

Norming

The stage of group development when the team establishes its values for how individuals will interact and collaborate

Performing

The stage of group development when team members have productive relationships and are able to communicate and coordinate effectively and efficiently

Adjourning and Transforming

This when a team finishes a project or task and breaks up; in the service sector this does not necessarily happen as the service is continuing but changes to team members and the service standard may occur which then transforms the team.

Ideas for making service teams successful

When establishing service sector teams it is important to understand these stages of team development in order to provide support and guidance whilst the team progresses. Team members may be anxious at the forming stage as they may not know the other team members well and they may not be familiar with the service standards or skills required. It is important to provide clear guidelines and support at this stage. The storming stage may be a good opportunity to gather feedback in order to clarify exactly what is expected. The norming stage is when team members agree on how the team will provide the service standard and the performing stage see the team delivery the service at the required level. It is important to provide encouragement, feedback and support at the performing stage in order to maintain the desired level of service standard.

© ASEAN 2015

2.3 Communicate established service standards to team members

Introduction

Once the service teams are formed, it is necessary to explain what the established service standards are and ensure that teams are able to perform the service at the desired level. It is not effective to only tell teams what they are expected to do. It is important to observe the service standard being delivered at the appropriate level.

Communicating effectively

It takes time to learn something new and it takes longer for a skill to be mastered. Providing a written description of a service standard to a team would not guarantee that the team could deliver the service standard to the expected level. Communicating service standards requires a variety of methods in order to make sure that all team members understand what they are required to do. To ensure that all team members understand how to deliver the service standard, it may be necessary to:

- First, provide verbal and written descriptions and explanations of the service standard. This may be done using a Power Point presentation with handouts and notes available. Team members could ask questions for clarification at this stage
- Demonstrate the service standard, explaining required techniques and procedures during the demonstration. Team members could take notes and ask for certain aspects of the service standard to be repeated or explained in more detail
- Include the service standard descriptions in staff operating manuals and asking team members to read manuals before commencing delivery of the designated service. It may be advantageous to check staff knowledge of service standards at induction and any areas of weakness could become a focus for future training
- New service standards or difficult standards could be posted on notice boards in staff areas to remind staff of the required level of service. It is common to see service standards relating to personal appearance and uniform or clothing displayed in staff areas in order to remind team members on how they should look before they engage in service delivery. This constant reminder helps to establish a code of practice or culture that new staff members can see immediately
- Concept check service standards; ask team members to explain what the required service standard is. This ensures they know what they are expected to do or it can highlight areas for attention and further explanation.

2.4 Train staff in service delivery standards

Introduction

Communicating established service standards to team members is a critical stage in developing correct delivery of service and the more effective the communication strategy the easier it will be to train staff in service delivery standards. It is important to make sure every team member fully understands what the service delivery standard is and as we all learn in different ways, it is important to provide multiple opportunities and contexts to learn the service standard.

Conduct service standard training

By incorporating service standard procedures and guidelines into staff operating manuals and providing verbal instructions, team members are able to develop the knowledge required to deliver the service but it is important to show staff how to do deliver the service standard through training sessions. Training may include:

- Demonstration of the service delivery techniques, strategies and procedures. Staff can observe 'best practice' and develop an idea of the expected level that they should be aiming for. Team members can take notes, ask questions and discuss different aspects of the service delivery
- Providing opportunities for staff to practice the required delivery service standards and procedures. This is an important stage as it allows staff to demonstrate their knowledge of the standard in a practical way. They can experience the context of the delivery in a controlled and safe setting and the trainer can provide input to correct or commend examples of the service delivery standard
- Assessing staff members' competency in delivering the service standard and providing feedback to identify areas for improvement
- Remedial training if it is necessary. Having staff members demonstrate service delivery enables the trainer to identify areas for further training. Not all staff members may require further training but observation enables the trainer to see where possible areas of difficulty are
- Determine who is competent and who is not yet ready to deliver the service. It is important to only allow competent staff members to deliver the designated service but to also provide opportunities for not yet competent staff to improve their performance.

© ASEAN 2015

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

2.1 Identify one area of service delivery at your organisation and outline:

- How many people you think should be in the team or how many are in the team?
- What are the services that are delivered?
- Is there a determined budget for the service team in this service area?

2.2. Describe a service team or other team that you have been involved in. Outline:

- How the team was formed
- Were there any issues or problems within the team
- What role did you play in the team

2.3. Bring an example of a service standard to your class and in groups share how you would or have explained the standard. Were there any difficulties?

2.4. Prepare a training session for your class. Choose a specific service standard and deliver the session in your class. Arrange a time with your trainer and submit a training outline before delivering the training session.

Summary

Establish service teams

Establishing and developing effective service teams is an integral process in any service industry organisation. Effective teams require team members to work together as a group and to aim to achieve service delivery goals. In establishing effective service teams it is important to:

- Identify the need, role and members of the service team. It is necessary to determine all of the parts of the service and how many people are needed to deliver that service appropriately
- Form a team that can align personal and team goals with organisational goals
- Explain service standards clearly to team members and check their understanding
- Train staff through theory, knowledge, observation, practice and feedback.

© ASEAN 2015

Element 3:
Work to improve service

3.1 Monitor team performance in terms of service delivery

Introduction

Effective training will provide a solid foundation for staff to deliver service standards at the desired level but it is important to monitor service delivery performance to ensure that service standards are being delivered at the required level consistently. Although the context of the service delivery may be the same most of the time, external factors can influence the delivery and it is important to make sure that the service standard remains the same irrespective of unforseen influences.

Monitoring team performance

Monitoring and evaluating team service delivery should not be seen as a negative experience and it is important for any monitoring processes to be transparent and supportive. All staff members should be informed of performance monitoring procedures and it is critical that they understand clearly the parameters on which their performance will be assessed. Developing service delivery checklists that identify and evaluate the different aspects of the designated service standard and showing these to staff before they are monitored helps to ensure that team members are assessed objectively and fairly and provides clear examples for feedback or further training.

Observing team members whilst they are delivering a particular service enables the observer to evaluate performance in a real world context. It is important for the observation to be as unobtrusive as possible and not to impact on that actual service delivery. Checklists make it easier for the observer to identify compliance to service standards and also to identify areas for improvement. Observing teams delivering service may also help to identify staff who are exceeding the service standard, see adaptations of the service standard, and identify challenges that may not be attributed to the staff members but to other factors.

It is an important step in the monitoring process to gather feedback from both the staff that are delivering the service and from the recipients of the service. As an observer, it is difficult to experience the service delivery from a distance, so asking for feedback from the customer can help to create a clearer understanding of the staff member's performance.

Below is an example checklist for a service standard. PC = Pass Competent and NYC = Not Yet Competent.

Service Standard Monitoring Checklist: Greeting a guest and providing assistance.			
Service Standard	**Observation**	**PC/NYC**	**Comments**
Greet guest with appropriate greeting: Good morning/Good afternoon/Good evening Sir/Madam/Mr or Mrs Smith	Team member used appropriate greeting: "Good morning, sir."	PC	Team member was polite and smiled during greeting.
Personal appearance: Uniform, grooming	Uniform was worn correctly.	NYC	Hair was brushed neatly but staff member had not shaved. Need to remind staff member about need for shaving daily.
Ask guest if they need anything.	Team member asked "How may I help you, sir?"	PC	Team member was polite and friendly.

Activity

Develop a checklist for a service delivery standard and provide examples of appropriate service standards.

What else needs to be included in the checklist? Look at the assessment checklist and plan below to help you.

Candidate	Rachel Watson, Office Trainee, ABC Transport and Logistics
Assessor	Sharon Smith, Workplace Trainer and Assessor, Big Training Institute
Date prepared	3 March 2010
Date assessment due	The assessment process will cover 1 month from the date of training. If additional time is needed then this will be negotiated with both Rachel and her Supervisor.
Assessment Benchmark or Standard	Prepare workplace documents
Purpose of assessment	Identify and assess current skills and knowledge of Rachel
Context of assessment	Rachel's job involves her preparing reports, invoices and other documents for the office staff at ABC Transport and Logistics. The assessment process involves using actual work activities conducted in Rachel's office. These activities have been designed to recognise Rachel's competence in preparing workplace documents.

© ASEAN 2015

Assessment methods	Assigning Rachel with a written resource and written assessment Observing Rachel preparing workplace documents Questioning Rachel on her knowledge of computer programs, preparing, formatting and editing documents Reviewing the evidence Rachel provides in her portfolio Reviewing the report from Rachel's supervisor in her ability to prepare workplace documents.
Assessment tools	3rd party report Observation checklist Oral questions to be used in conjunction with the observation checklist and written assessment Written assessment Evidence portfolio
Location of assessment	Rachel's office at ABC Transport and Logistics, 61 – 69 Kent St Sydney NSW 2000
Venue requirements	Access to Rachel's office equipment including a printer and computer
Evidence requirements	Rachel's assessment must confirm appropriate knowledge and skills to: • locate, interpret and apply relevant information • plan document in accordance with guidelines/proformas • prepare and check document using appropriate technology • complete forms to meet regulatory and workplace requirements • convey information in written and oral form • select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
Additional personnel	Ashleigh Ferguson, Rachel's Supervisor at ABC Transport and Logistics.
Provision for specialist support	Rachel has been Language, Literacy and Numeracy assessed and does not have these issues. Specialist support is available if needed.

OSH issues	OSH contact Reece Wilson is available Emergency evacuation procedures reviewed and available If First Aid kit is needed who is the contact
Reasonable adjustment/s	Work based project or case study may be used instead of written assessment if needed
Special arrangements	Sharon Smith must organise the next assessment visit with Rachel at the end of the training visit. This will then be approved and confirmed by ABC Transport and Logistics.
Recording and reporting arrangements for assessment	Feedback form Assessment report Portfolio of evidence Evidence collection and evaluation checklist
Review mechanisms	Assessment Validation Candidate Feedback Form

© ASEAN 2015

3.2 Review policies, procedures and standards relating to service delivery

Introduction

It is important to review policies, procedures and standards relating to service standards at regular intervals to ensure that the delivery of service is meeting the expectations of customers.

Conducting reviews

Regular reviews of the policies, procedures and standards in terms of service delivery should be documented and carried out as per internal or external requirements. Reviews allow different stakeholders to provide comments and feedback relating to service delivery standards and enable suggestions and improvements to be implemented. A review mechanism should include:

- Dates and time of review
- Items for review
- Data/information/feedback gathered
- Issues or matters for attention
- Who conducted the review
- Recommendations for improvement
- Date for next review
- A mechanism for communicating updates or changes to the review system to relevant stakeholders
- Provision of resources to complete the review (staff, time, technology, funding).

Regular meetings may also be used to review and update review results. In reviewing service standard delivery certain questions need to be asked and answered and these can be classified into different areas. The areas could include:

- Administration issues such as candidate information collection, staff or participant interviews, templates, database use, staffing, space requirements for storage of documents, security issues
- Content related issues such as new information required to maintain currency and alignment with current industry practice or areas for improvement, remedial training
- Technical issues including technology upgrades.

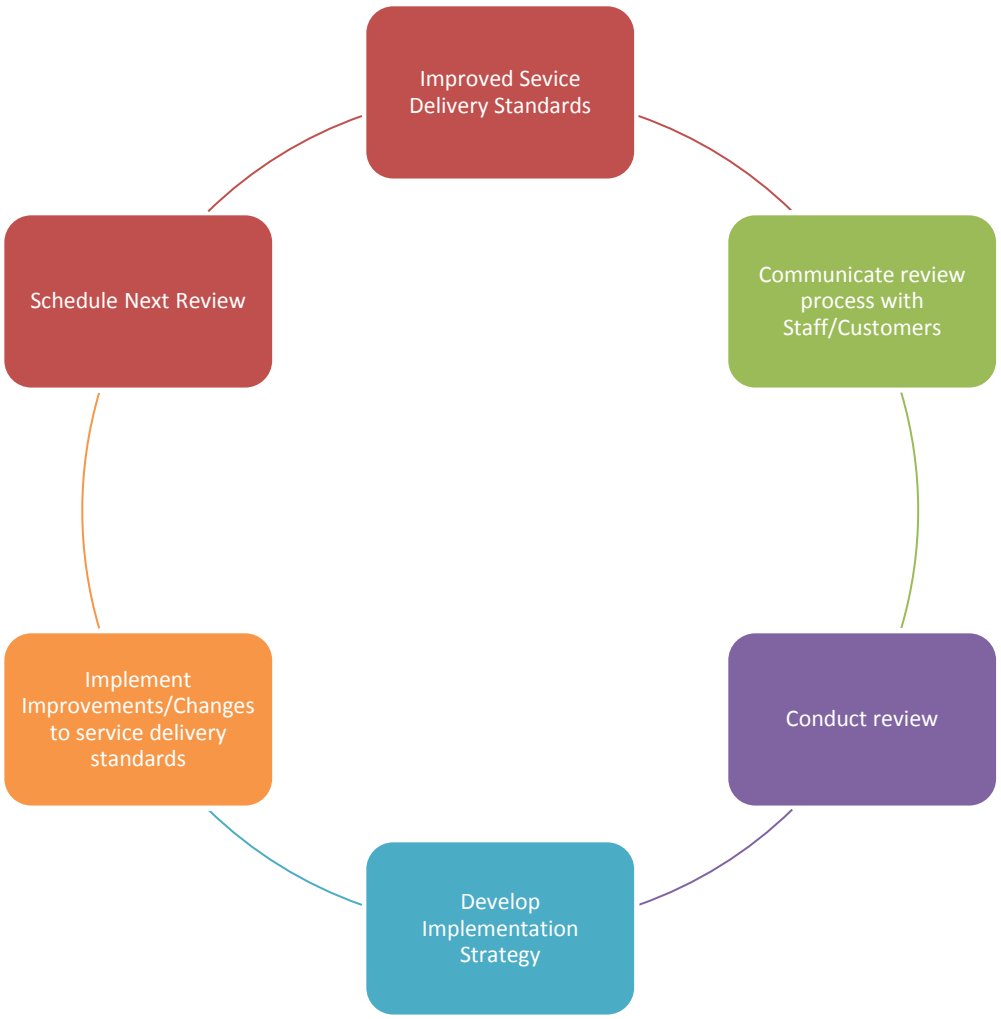
Review content

Reviewing service delivery policies, procedures and standards may require significant time and effort so it is important to make the process as simple and effective as possible. It is also necessary to gather information that can be used to improve service standards. The review may utilise information collected from:

- Customer feedback relating to expectation of service delivery and actual service delivery standards
- Competitor service standard research
- Accrediting body guidelines or reviews
- Industry association reviews and feedback.

In conducting a review it may be discovered that your company is meeting customer expectations of service delivery or there may be areas that need to be improved or changed. The review mechanism is a part of a continuous improvement cycle that allows service delivery standards to meet or exceed customer needs. An important aspect of any review system is documenting evidence gathered and recommendations for future service delivery standards. This information needs to be readily accessible for all staff involved in the designated service delivery area. It is important that reviews are regular and conducted objectively and efficiently.

Review Process



3.3 Allocate resources to enable the provision of identified service delivery standards

Introduction

At this stage, service delivery standards have been developed, explained, demonstrated, trialled, observed, assessed and reviewed. It is now necessary to make sure that there are adequate resources available to deliver the desired level of service standards. Resources can include many different areas and it is critical to have all required resources available.

Resources

In order to deliver services adequately, it is obvious that there needs to be enough suitably competent people available and allocated to the provision of the identified service. There are also other resources that may impact on the successful delivery of the service. These could include:

- Time: if the identified service delivery standard requires a certain amount of time to be able to deliver it effectively, it is not effective to reduce this time. This may lead to inferior service delivery standards which may ultimately negatively impact on the customer experience
- Training: staff members need to be trained appropriately before they are able to deliver a particular service. Training may involve written and verbal materials, demonstration, practice, observation, assessment and feedback
- Physical resources: specialised equipment may be needed to deliver a service effectively. Access to technology and adequate space may also be required
- Information: staff operating manuals, emails, technical manuals, equipment operation guidelines, and updates will also help to provide effective service delivery.

Activity

In groups discuss all of the resources required to deliver one aspect of service delivery in your work context.

3.4 Assist team members to resolve customer complaints regarding the provision of service delivery

Introduction

Dealing with complaints is an unfortunate but common occurrence in the hospitality and tourism industry. Responding to a complaint effectively can actually turn a potentially negative customer service experience into a positive one. The way in which staff deal with complaints provides an image of the company as a whole and it is important that staff follow the service standards outlined within their particular organisation in terms of how to deal with a complaint.

Dealing with complaints

When a guest makes a complaint or has a problem, it is essential to handle the situation properly. In dealing with a complaint, it is important to follow these steps and use the following language.

1. Apologise

- I am terribly sorry…
- I am really sorry about the...
- I apologise for the…
- I would like to apologise on behalf of….

2. Summarise the problem so you show you understand

- You say you have lost all of your luggage
- That is not what you ordered
- You want a suite, not a standard room
- You were hoping to go on a tour and it has been cancelled.

3. Let the customer know you understand their feelings

- I understand how you feel
- I know how you must be feeling
- I understand what you are saying
- I can appreciate what you are saying.

© ASEAN 2015

4. Offer a solution

- I will talk to my supervisor right away
- I will see to it immediately
- I will see what I can do
- If you give me a minute I will give you an answer.

5. Apologise again

- Once again I am sorry about the problem
- Again I am sorry about what happened
- My apologies again for the mistake
- Thank you for your patience and I would just like to apologies once again.

Assisting team members to resolve a complaint

There a many things that you can do to assist another team member in handling a complaint and it is the responsibility of the whole team to come up with a satisfactory resolution for the complaint. The most important aspect in dealing with complaints is to actively listen to the customer and ask questions in order to develop a clear understanding of what the problem is. If you don't know why the customer is upset, you will not be able to offer an appropriate solution.

Some of us are better at dealing with difficult situations than others and the great thing about working in teams is that you have more than one resource available to deal with a complaint. In order to help other team members deal with a complaint it is possible to:

- Intervene when team members appear to be unable to resolve the situation. This should be done in a supportive and collegial manner as it is important for the customer to see you are trying to help and not make the situation worse as well as the staff member
- Support team members in their handling of complaints. This could be during the process or after the complaint has been made. Sometimes it is difficult for staff members to move on from the complaint and it is important to support team members by assisting them to address any negative emotions they may have built up during the complaint process

- Lead by example. The easiest way to assist team members in dealing with a complaint is to show them how to do it in real situations. By remaining calm, listening and responding effectively to a customer complaint other staff can see that the complaint process does not have to be a terrible experience for anyone involved. Avoiding potential conflict situations is not an effective way to deal with complaints. Confronting a complaint as soon as it occurs can help other team members to see the best way to address the problem
- Help team members complete an action report that may be a part of internal documentation procedures within the organisation.

3.5 Support team members to rectify instances of deficient service delivery

Introduction

When a team member is observed delivering sub-standard service it is not an effective response to yell at them or embarrass them in front of other staff members or customers. There are many possible reasons why a staff member may not deliver a designated service at the correct standard and all that is important is to correct the deficiency and to assist the staff member to deliver the service correctly.

Identify and rectify sub-standard service delivery

As a part of a review process or just in observation, it may become apparent that some team members are performing delivery of services at a level that is not standard. This can be a frustrating situation especially if it seems that enough support has been given for staff to understand how to deliver the identified service. It is important to remember that it is correcting the sub-standard service delivery that is the goal and to find ways to support team members to reach the required standard. The first step is to identify the part of the service delivery that is in need of improvement. Speaking to a team member and asking them if they are aware of the delivery standard might reveal that the person had forgotten or had misinterpreted what they were supposed to do and just discussing the correct procedure might rectify the issue immediately.

It is important to present an approachable and supportive manner so that team members feel they can ask for help when they need it. If team members are scared of approaching someone for help, the service delivery element may not improve and the customer, staff member and other team members can all be negatively affected by the poor performance. Some ideas for rectifying deficient service delivery could be:

- Discussing the issue with the team member and drawing their attention to the problem
- Providing further training through demonstration, observing other team members who are delivering the service to standard, and encouraging the staff member to practice in a controlled context until the standard is achieved
- Providing access to information, training manuals, resources and other material that may help align the staff member's service delivery meet the expected standard
- Moving the staff member to other duties until the required skill level or standard is reached
- Applying disciplinary procedures and counselling for team members who are unable to deliver the service to standard.

© ASEAN 2015

3.6 Monitor the extent to which service delivery targets are achieved

Introduction

Often an organisation will set targets for service delivery. These may range from the amount of complaints received for a designated service to customer ratings received that meet the standard. It is important to monitor that targets are being achieved in order to continue established good service, identify areas for improvement, and show team members where they are meeting outlined goals. Targets could include internal targets set by the team, organisational targets, or targets set by accrediting bodies.

Monitoring service delivery target achievement

As has been explored in previous units, monitoring service delivery standards is critical to ensuring consistent service delivery that meets customer and organisation standards. Monitoring needs to be regularly scheduled and based upon multiple sources of feedback or sources. Monitoring processes need to be transparent and thoroughly explained to team members before being implemented and the outlined process needs to be adhered to. Team members need to know how they are being assessed, when they are being monitored and what consequences or support is available if service targets are not being achieved.

Monitoring achievement of service level targets could be conducted in many ways including:

- Using objective evaluation and assessment methods which use the service standards as a guide
- Interviewing and speaking to customers formally and informally to gather their feedback regarding designated service contexts
- Gathering feedback from staff/team members
- Investigating complaints, compliments, incident reports and accident and damage reports
- Observing team members in the identified service delivery area

If service delivery targets are not being achieved a close examination of all evidence and feedback would be required to determine where the failure in service delivery is. This could be an isolated and minor concern or it could be a systemic failure in internal training and professional development mechanisms. The main point is to identify if targets are being met and why they are or are not being met.

3.7 Take action to address failure to meet service delivery targets

Introduction

Monitoring achievement of service delivery targets enables an organisation or department to identify service areas that need to be improved. Without a monitoring process and without setting targets, there is no service delivery goal to aim for but in observing failures to meet delivery targets there also needs tube a process to address them. Any action that is implemented as a result of identified failures in meeting service delivery targets, should be relevant an appropriate to the service item.

Implementing changes to service delivery

If the monitoring process highlights areas of failure in reaching service delivery targets, action needs to be taken to rectify the issues. It is critical that the action decided upon is agreed to by all staff members involved in the service item and that any action responds appropriately to the failure. Allowing team members to provide feedback regarding any action encourages them to be involved in the solution and draws upon their experience and knowledge which makes them more likely to support any changes that are implemented.

Taking action to address any failures in service delivery targets could include:

- Revising original procedures, processes and service standards due to them being unrealistic or due to changes in the context from when they were first developed. Skilled staff may have left the organisation, new competitors may have entered the market and changed the ‘service-scape’ or service delivery environment, new technology or equipment may have become available and implemented, and training may not have been sufficient or appropriate for the desired target levels
- Allocating more resources and/or different resources to help achieve targets including additional staff members or staff members with different skills
- Rearranging the service delivery team. New staff may have joined the organisation who already have the necessary skills and experience to address failures in service delivery. The original team may be transferred to different departments or required to attend additional training until their skills match the required service delivery standards.

© ASEAN 2015

Below is an example of a quick summary of a monitoring process of customer feedback that could be used to outline possible action based upon evidence collected.

Requirement Statement Worksheet

Customer Comment	Problem/Issue	Requirement Statement
I had to wait 30 minutes for my food.	Slow customer service	All orders must be completed in 10 minutes. If wait time is longer than 30 minutes, explain reasons for wait and offer free dessert.
My fork was dirty and when I asked our server to replace it she practically sneered at me.	Rude customer service. Unacceptable level of cleanliness.	Employees must be trained on how to handle complaints. Upgrade dishwashers. Silverware must be visually inspected by manager on duty before it's placed in the restaurant.
Our server forgot about the dessert we ordered yet it appeared on the bill.	Order filled incorrectly	Food orders should be transferred to kitchen within 2 minutes of taking them from customer to minimize chance for confusion.
We got someone else's check. It had this guy's entire credit card number and expiration date printed on it. I wonder where mine went?	Bill incorrect.	Before placing bill at a table, check to make sure it is the correct one. Install new cash registers that don't print entire credit card numbers on check.
I came in with two toddlers only to be told you didn't have high chair or booster seat for the kids. This is a family restaurant, no?	No seating arrangements for kids	All restaurants must be equipped with at least 5 booster seats and 5 high chairs.
I specifically asked the waitress to not put ranch dressing on my salad (I'm lactose intolerant) and asked for my coke without ice. I got both ranch dressing and ice.	Order filled incorrectly.	Orders must be written down and double checked with customer before leaving the table.

3.8 Maintain records relating to service delivery

Introduction

There are many records that need to be kept in any organisation. Records allow for information to be evaluated, comparisons to be made, and they provide evidence of stated objectives or targets. Records need to be maintained in an effective manner or they become meaningless and difficult to use. Maintaining records is an integral part of any successful organisation and developing systems that are easily accessible and comprehensive is important in any role.

Service delivery records

There are many different types of records that relate to service delivery and these records need to be maintained in order for the information contained in them to be useful and meaningful. Records need to be updated regularly and some records may need to be adjusted more often than others.

Customer complaint records are ongoing but may experience more need for maintenance and updating at different times due to external factors like bad weather, internet access issues, or equipment maintenance or failure. Up to date and clear records allow the organisation to gather data and feedback about service delivery standards which in turn allows positive changes to be implemented or action to be taken.

Some of the records that relate to service delivery could include:

- Staff rosters and work schedules
- Salary sheets and records of hours
- Training reports, written records of personal observations, staff appraisals
- Feedback surveys from customers and staff including complaint forms and compliment sheets
- Incident reports
- Action reports
- Target reports.

Any record keeping system needs to be easy to use in order for it to be effective. With computer technology readily available nowadays, a filing system that uses databases or computer generated filing systems is an easy and effective option for maintaining records related to service delivery. This may be combined with a paper based system which offers back-up if the technology fails. If both paper-based and computer generated systems are used it is critical to have a system that enables both forms to updated, otherwise the system is ineffective.

It is also important to consider who and why people may need to access the records before developing a filing system.

© ASEAN 2015

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

3.1 Complete a spread sheet that includes suitable information for monitoring team performance in a service delivery team. Print out and show to your trainer.

3.2. Outline a procedure, policy and service standard that your organisation has developed and determine if there needs to be any changes to the standard. Include feedback from staff, customers, managers and suppliers if available. Explain why the item needs to be updated.

3.3. Describe a service delivery item at your workplace and the team that delivers the service. Is there enough time, people, resources allocated to the service delivery item? Bring the information to your class and discuss with your partner.

3.4. Write down or show your trainer an example of a customer complaint and explain how you dealt with the complaint and supported a staff member. Did you follow organisation policies and procedures? What was the result?

3.5 Describe a situation where a team member did not deliver service to the required standard. Explain how you supported the team member to lift their service delivery standard.

3.6 Outline service delivery standards within your service area and the targets for the service delivery. Explain which targets have been met and which have not. Offer reasons why the targets have/have not been met and what can be done to maintain or develop the service delivery item.

3.7 Describe a situation where you had to take action to fix a failed service delivery situation. Discuss this with your classmates and share ideas on successful ways to address a failure.

3.8 Bring examples of service delivery records from your workplace and show your trainer. Explain the process of maintaining the records.

Summary

Work to improve service

A continuous improvement cycle should always be a part of any service delivery enterprise. It is not enough to think that the service that is being delivered is meeting customer expectations. It is necessary to check service delivery using many different options for feedback in order to identify and rectify any areas of service that need improvement. Service teams need to:

- Be monitored regularly
- Be chosen and developed effectively
- Have access to adequate resources to deliver service at the required standard
- Provide support for team members who are not meeting service delivery standards
- Be empowered to respond to failures in service delivery
- Keep up to date records of service delivery and to monitor achievement or failure to meet outlined service delivery targets

© ASEAN 2015

Element 4:
Liaise with management regarding service delivery

4.1 Discuss suggestions for improvements to service delivery with management

Introduction

In a continual improvement system, it is necessary to review and update procedures, policies and standards regularly.

An important part of this process is to discuss suggestions for improvement with management in order to inform them of any changes and to allow them to provide feedback as required.

Presenting suggestions

After analysing feedback and identifying areas for improvement, it is necessary to get approval for any suggested improvements to service delivery from management. It is important to explain clearly to management why the improvements need to be made in order for them to approve the changes. In discussing suggestions for improvements to service delivery with management, it is important to ensure that:

- Relevant data and feedback to support changes has been gathered and is available to present if asked for
- Feedback, observations, evidence and data relating to service delivery is clearly understood
- Information is presented in a clear and logical manner. Using PowerPoint, charts, graphs and tables may be useful to present information
- Management is able to see the need for improvements to service delivery. A comparison of desired standards and actual service delivery standard should be provided with follow-up suggestions and actions outlined
- All participants in the discussion have access to relevant information. It may be useful to make this information available before the discussion is arranged
- Management is provided with an opportunity to respond to suggestions for improvement
- The review process is explained to management
- Costs are discussed and explained.

Activity

In pairs, discuss what questions management might ask concerning improvements to service delivery.

4.2 Discuss significant instances of failure to deliver identified service delivery standards with management

Introduction

After conducting a review there may have been some significant areas of service delivery failure identified.

It is important to raise any serious instances of failure with management in order form them to be aware and to be able to offer feedback or guidance on how to rectify the issue. There could be many reasons why service delivery standards have failed and it is important that when discussing these issues with management that an explanation and possible solutions are shared with management.

Presenting significant failures in service delivery to management

There may be many instances of sub-standard service delivery within an organisation but not all failures to meet standards will be significant. Many instances of not meeting delivery standards can be improved easily through discussion with team members and demonstration or further training. Some instances of failure to meet delivery standards may be more serious and could be a result of many different factors. These factors could include technology failure or inadequacies, cost issues, lack of skilled staff or rapid growth in customers. Identifying failures in service delivery standards is not something that should be avoided. Being able to identify serious issues with service delivery shows that the review system is working and it is important to address the issues as soon as possible in order to rectify them. Keeping management informed enables them to deal with any potential negative effects of the sub-standard service delivery. Management can anticipate issues that could arise and they are able to plan a strategy to deal with any impacts caused by the service delivery failure.

When meeting with management to discuss the significant failure in service delivery it may be useful to:

- Thoroughly and clearly describe the context of the situation. This could include describing the desired service delivery standard, outlining what the failure is and how it was identified, offering an explanation on how it may have occurred, providing some possible solutions, and outlining any actions that may have been taken already to address the failure
- Involve relevant team members in the discussion with management
- Offer support to any team members responsible for the failure during the discussion in order to show them that it is better to be accountable for the issue than to avoid it
- Discuss solutions with management and provide a timeline for implementation of the improvements and expected outcomes of the changes
- Complete an incident report to document the situation for future reference.

© ASEAN 2015

4.3 Provide operational information regarding service delivery to management

Introduction

Management need to be updated on service delivery challenges and success in order to plan for future targets. Clear communication between team members, supervisors, and management enables the organisation the best opportunity to reach the service delivery targets that have been set. There are many operational issues that impact on service delivery and this information needs to be shared with management in a timely and effective manner.

Operational information relating to service delivery

Many factors affect service delivery standards and it is not always possible to anticipate all of these factors.

Operational issues have a major influence on service delivery standards and identifying key operational information that relates to service delivery is an important step in the service delivery process.

Service standards are often a “perfect” model for service but after implementing the standards and operating, it may be discovered that the context and service standards are not realistic. It is necessary to analyse operational feedback and data to determine how service delivery is affected by operational issues in order to identify ways to improve service delivery.

As management is often removed from day to day operations, it is important to share information about operational issues that may be impacting the effective delivery of service standards.

Service delivery standards affect both staff and customers and it is hoped that the service standards are meeting or exceeding customer expectations but this may be challenging for staff. Unrealistic service delivery standards can frustrate team members and lead to a negative experience for customers.

It is important to gather feedback from staff to determine if the implemented service delivery standards are appropriate and if they aren’t, then this information needs to be shared with management. Conducting interviews with staff, observing service delivery, and providing suggestions boxes or feedback opportunities for staff and customers can help to identify any operational issues that are affecting service delivery standards being achieved. For example, the number of kitchen production staff may have been determined based upon a competitor’s numbers, but after engaging in service delivery it may have become apparent that the kitchen in the competitor’s facility was much larger. This may mean that there are too many staff in the kitchen which negatively impacts on service delivery as there is limited space to perform service delivery effectively and to standard. In this situation, it would be necessary to inform managers of the issue and provide the operational information that would support a change to the delivery standard.

Other operational factors that can impact on service delivery standards include:

- Cost issues: labour costs may have changed or been adjusted due to competitor standards which may affect service delivery standards in terms of service team budgeting. This information would need to be discussed with management in order to alter service delivery standards. Training costs could also impact on service delivery standards and if extra training is required than outlined in original procedures to reach the stated service standard, again management would need to be informed of this
- Physical resources and equipment may impact on service delivery and the costs associated with these resources may be higher or lower than expected
- Alterations or improvements to service delivery standards that have been implemented already due to immediate need. For example, if equipment or technology that is being used in service delivery is different from equipment or technology that was used as a basis for the service delivery standard, changes may have been implemented to the standard in order to be able to conduct service delivery effectively. This information would need to be shared with management so service procedures could be altered to reflect the service delivery needs

- Technology that may be redundant or new technology that may have become available that could improve service delivery standards.

© ASEAN 2015

4.4 Participate in developing service delivery teams and standards for emerging and new business activities and markets

Introduction

An important aspect of developing effective teams is the idea of engaging team members. Repetition can lead to disengaged staff and this loss of enthusiasm can negatively impact on service delivery quality. Access to new business activities and new markets may require staff to be trained in new service skills. New business opportunities can offer an opportunity to develop new service teams and reengage staff through providing professional development opportunities.

Developing teams and standards for new activities

In previous units, ideas relating to establishing effective teams was outlined including forming, storming, norming, performing and adjourning, were explored. These concepts are applicable to the development of any team and could be drawn upon where an existing team is trained to perform new service delivery tasks. In developing service delivery teams and standards to respond to market opportunities and new business activities, it is critical to:

- Have a clear understanding of the requirements of the new activity or emerging market and conduct research
- Inform staff of the opportunity and ask for expressions of interest from staff
- Gather feedback regarding current staff abilities and determine what gaps, if any, there are and what training or support may be required to address any shortfalls
- Recruit new staff if required
- Identify suitable staff for new activities and ask for their feedback and input
- Supply information that can assist in drafting new service delivery standards that relate to the new activity
- Develop training materials and programs that will assist team members to be able to deliver the service effectively
- Identify any equipment, technology or materials that may be needed for the new activity and inform management
- Investigate costs related to the developing a new service delivery standard or activity
- Allow enough time and resources to develop and implement the new standard or activity.

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

4.1 Bring an example of a meeting with management that related to service delivery improvements. This could include emails, meeting notes, action plans etc. Show your trainer and explain the situation.

4.2. Describe a time when service delivery standards were not met. Write down what the situation was and how you raised the issue with management. Provide the written outline to your trainer.

4.3. Provide an example of operational information you have shared with management in your workplace. Show your trainer and explain what the operational information is and how it is used.

4.4. Outline a new service delivery standard or business activity that your team will be implementing. Write down what the new activity is, why it has been developed and describe the process that is required to implement the new standard or service activity.

© ASEAN 2015

Summary

Liaise with management regarding service delivery

Working on the frontline of service delivery enables a service team to experience and understand the context and challenges that relate to the delivery of a service to a required standard. Sometimes the standards do not match the context and customer expectations may not be met. It is necessary in these situations to provide timely and effective feedback to management in order to implement changes that can improve service delivery. It is important to discuss service delivery failures with management so they can provide suggestions and support that can help respond to the situation. Often there will be a need to develop new standards and new business activities that respond to market needs and it is important to follow a logical and inclusive process when developing new service delivery activities.

© ASEAN 2015

Element 5:
Lead service delivery team

5.1 Interpret stated service delivery standards for team members

Introduction

It is important that staff understand the information contained in service delivery standards in order for them to be able to perform the required tasks. Different types of services will require vastly different procedures and the content language will vary from service to service. It is necessary to first read and consider the content of a designated service delivery standard before attempting to explain or train other team members to do that activity.

Interpreting service delivery standards

Each service delivery standard within a department and organisation will be different. The level of standard, equipment, technology, skills and tasks may all vary according the type of service delivery. A lot of the language involved in service delivery standards will include sequencing type vocabulary and imperatives or commands. For example,

- First, greet the customer using their title and name if known “Good, morning Mr. Jones.”
- Next ask if the customer needs assistance “How may I help you?
- Then ask the customer to wait while" you gather the required information “Please wait a moment while I connect you.”

There may be a lot of language or terminology that is specific to certain tasks and service delivery and again these may relate to commands or verbs such as:

- Twist, shake, stir, heat, turn, melt, emulsify, grate, put, turn-on, turn-off.

There may also be language that relates to equipment or technology such as:

- Knob, button, switch, display, screen, monitor, hook, nozzle, tube, surface.

It is critical that all of the language and terminology is understood and clear before it is possible to assist team members by explaining the service delivery standards and service levels. It may be necessary to define and explain certain challenging or new terminology and definitions should be available if required. It is important to anticipate language and terminology that may be difficult to understand, and be prepared for any questions or clarification needed. It will also be necessary to understand the service delivery context and environment to be able to clarify and service-related issues. This may mean that it is necessary to practice the service delivery standard before explaining it or assisting other team members.

5.2 Encourage team members to take advantage of opportunities to enhance service delivery

Introduction

Learning new skills or tasks is often challenging and it takes time to master a new skill. If a service delivery standard is completely new to team members they could become anxious and fearful of their ability to perform the service delivery standard which will affect their chances of delivery the service to the required standard or level. It is important to offer support to team members and to encourage them to look for ways and opportunities to improve or enhance service delivery.

Encouraging team members

The person who coined this phrase, “You can’t teach an old dog new tricks”, obviously did not have to function as a student or an employee in today’s competitive market. Today all “dogs” must constantly be on the lookout for learning new and improved ways for performing the “tricks” that they already know as well as learning as many new tricks as possible.

We have to face the facts that lifelong learning is the key to retaining success over a long period of time. We cannot afford the luxury of being complacent in today’s rapidly changing world. Technology forces us to constantly re-learn how to perform a task. Those of us who realise the value of continuous learning and take advantage of the increasing opportunities for obtaining new skills or improving old ones are the ones who will remain successful for the long haul. Those who do not recognise the value of continuous self-improvement or fail to seize opportunities to learn will be bypassed by those who do. Perhaps the old cliché, “Get on board the train or get out of its path”, says it best!

The most successful staff members are those who are motivated and engaged. It is not effective to aim to only meet the designated service delivery standard and to do the minimum required to achieve the outlined level of service. An effective team is one that constantly strives to exceed customer expectations by delivering exceptional service. Although there will be service delivery standards that are expected to be performed, there are always opportunities to enhance or improve services and motivating and encouraging team members to take advantage of these opportunities is an effective way to keep service teams engaged and working well.

Establishing a team culture where every team member is looking for ways to improve service delivery means that the team has a clear understanding of the service delivery procedures and is motivated. There are many opportunities for team members to enhance service delivery and it is important to encourage staff to look for ways to improve the service delivery by:

- Providing incentives or rewards for enhancing service
- Motivating team members. This could be through public verbal recognition, emails acknowledging excellent service delivery, asking team members to show other team members how they have enhanced service, setting targets that exceed the delivery standard, or competition with other teams
- Identifying and providing examples of opportunities where team members can deliver high levels of customer service

© ASEAN 2015

- Encouraging team members to look for examples of excellent customer service in industry magazines, websites, training materials, or competitor service delivery observations
- Showing team members how to enhance service delivery. Leading by example.

5.3 Allocate service delivery tasks to team members

Introduction

In order to effectively allocate service delivery tasks to team members, there must be a good understanding of individual members' skills and attributes. Some team members may enjoy doing certain service delivery than others so it is important to match the team member to the service delivery task that they enjoy, are good at, or want to try. Sometimes it is an effective strategy to change team member service delivery tasks in order to motivate them and challenge them.

Allocating tasks to team members

It is important to develop a supportive and inclusive team culture in order to form an effective team. Teams that are clear about personal goals, team goals and organisational goals, and how they align, have a much better chance of delivering exceptional service. Including team members in the allocation of service delivery tasks may help to motivate them and support each other by volunteering for certain duties and choosing to assist other team members.

It may be necessary, however, to allocate team members to certain tasks or delegate duties to team members. It is important to record or remember which team member has been allocated to which service delivery task and to recognise when team members have been allocated to the same task over and over again. Allocating service delivery duties to team members should be a fair and objective process and should allow all team members to experience different aspects of service delivery duties or roles.

Scheduling staff for customer service delivery duties may be planned in advance through staff rosters and by completing duty allocations in advance and making them available to team members as early as possible can assist the team to achieve service delivery targets more effectively. Staff are able to see what service they will be responsible for, they can ask to change roles if they have a reason, they can prepare through reading operating manuals or asking for assistance and clarification, and they can see who they will be working with. It may also be necessary to assign extra duties to service teams during interactions with customers and any extra duties should be explained carefully and clearly so team members can perform the tasks effectively.

5.4 Advise team members of changes to service delivery standards and/or targets

Introduction

Communication is an integral part of any successful team and it is important to advise team members when changes occur to service delivery standards or targets. Changes to service delivery standards may require extra training and this would have to be arranged as well. The most important task is to ensure that all staff members affected are aware of the changes in order for the team to be able to continue to deliver service at the required standard.

Communicating changes to team members

Service delivery standards may need to be updated to make sure that they are meeting the expectations of the customer and organisation. It is important to advise team members of any changes that may affect them as soon as possible so they can implement the changes into their service delivery. Some changes may be minor and may only require an email or written note placed on the staff notice board but other changes may require more detailed communication. There are many ways that team members could be advised of service delivery changes including:

- Emailing team members and asking for confirmation of email receipt
- Writing notes and putting on the staff notice board, newsletters
- Arranging a team meeting
- Phoning or text messaging team members if urgent
- Meeting with staff members individually
- Asking a team member to pass on information to others
- A combination of the above.

It is important to get confirmation from team members that they are aware of the changes to ensure that all team members are clear about the service delivery changes and to keep service delivery standards at the required level.

© ASEAN 2015

5.5 Provide feedback to team members regarding the provision of service delivery

Introduction

Learning should always be ongoing and as has been seen in previous units, team learning is critical to ensuring the improvement of service delivery standards. It is possible to reflect upon personal performance but there are many ways in which feedback concerning service delivery can be acquired and often this feedback is collected by other people in the organisation. It is, therefore, necessary to share feedback with team members about their service delivery performance.

Communicating feedback to team members

In any service industry, feedback about the service is been given and received constantly. It is possible to monitor individual performance and this should be encouraged but often feedback from customers may be collected by other staff members and at times after the service has been delivered. This could take the form of verbal feedback to managers or supervisors, formal feedback forms or surveys completed during or after the service delivery has occurred, and through external feedback on third party websites such as Trip Advisor or Agoda. There is a lot of feedback that is being gathered within service oriented organisations, and this feedback needs to be shared with team members to assist them in their performance.

Feedback to team members could include:

- Praise, acknowledgement of good service, and rewarding service delivery efforts. This could be for individual team members or for the team as a whole
- Advising team members when they are not producing service delivery to the standard or levels required
- Monitoring implementation of feedback by team members
- Sharing customer compliments and complaints.

Feedback could be provided to team members:

- Individually
- Publically in staff newsletters or at staff/team meetings
- Regular recognition ceremonies or events
- Via email or notes
- Verbally or written
- As received or at designated and scheduled times.

Feedback can be a powerful tool for motivating staff and it should be used effectively to help teams develop their service delivery performance.

5.6 Encourage team members to contribute feedback in regard to achievement of service and performance targets

Introduction

Another desirable workplace behaviour is assertiveness. Assertiveness is speaking your mind or making your opinions known without being brash or pushy. Being assertive is speaking boldly and with self-confidence. One assertive person will promote candour in the team culture or work environment. This candour will encourage others to voice their opinions. The benefit of having each person's input is invaluable.

First of all, if each person feels that he/she has contributed to the solution, he/she will be more committed to its implementation. Second, the voicing of one's opinion tends to stimulate development of opinion from others.

Contributing feedback

Providing feedback can also lead to increased awareness and respect for an individual. Those employees who speak up for themselves and voice their opinions earn respect from their peers and their superiors. The old saying that the squeaky wheel gets the oil is a prime example of the benefit of assertiveness. After all, who is more likely to receive the outcome he/she desires—the person who is brave enough to express concern or to ask for particular treatment or the one who sits back and does not utter a word?

In order to obtain honest feedback from team members, it is important to make sure that team members feel confident that their feedback will be listened to and respected otherwise they will not feel comfortable to share their ideas. It is important to encourage a feedback culture within service delivery teams, where team members are able to openly provide feedback about service delivery issues. This can be encouraged through:

- Organising regular meetings where team members can share ideas, issues and information pertaining to their job tasks
- Showing staff that their feedback is important and respected whether it is negative or positive
- Acting upon feedback received and communicating any actions taken to team members
- Taking feedback to management and supporting team member contributions.

© ASEAN 2015

5.7 Handle routine problems using appropriate problem-solving techniques

Introduction

It is inevitable that all teams will face problems in service delivery at some point. Some factors can be controlled and some issues are dependent upon external influences beyond our control. Responding to routine problems is a normal part of working life and the only thing that can be truly controlled is the way an individual handles the issue. It is important to remain calm and listen to the issue and look for solutions.

Listening skills

Effective listening is active participation in a conversation. It is an activity which helps the speaker become understood and it is an important step in handling routine problems. The listener must actually hear and not assume what is said. A passive listener is attentive but does nothing to assist the speaker. Active listeners sit or stand alertly, maintain eye contact with the speaker, concentrate on the speaker's words, make verbal responses, and summarise parts of what has been said when clarity is needed.

Because there is a difference in how fast one can speak and how fast others can listen, a time lag exists in conversations. Good listeners do not daydream during this lag; they use the time to organise what is being said and to relate to the message. The listener must guard against distractions to the message. The speaker's mannerisms, accent, dress or grooming, language style, or delivery can be distracting if the listener does not learn to tune them out. Also, listeners need to learn to avoid letting first impressions of a speaker influence their ability to hear the message.

We cannot learn anything from others if we try to do all the talking. Therefore, let speakers finish out their own sentences. Don't interrupt them to interject your own thoughts. We need to pay attention to the tone of the words and the nonverbal cues of the speaker. Sometimes, these things undermine the actual meanings of the words themselves. For instance, someone might be telling you that he or she is not upset, but the tone or the body language might tell you otherwise.

Overall, effective listening can be expressed as follows. You should concentrate so that competing external and internal distractions are eliminated. You should probe and reflect by asking questions to seek clarification and greater understanding. You might ask "Is this what you mean?" or "Could you repeat that?" or "Are you saying that…?" Finally, you should summarise (paraphrase) and feed back to the speaker what you think you have heard. When the speaker agrees that your understanding is indeed accurate, then effective listening and effective communication have taken place.

Listening actively to team members shows you care about their problem and demonstrates sympathy and empathy. Some problems may happen regularly and it may be possible to plan and communicate a response for these situations. For example, internet connections can be interrupted from time to time, so it may be possible to develop a service delivery response for team members when this situation arises. It is important that any responses for dealing with routine problems are communicated to all team members.

In dealing with routine problems it is possible to follow a procedure including:

- Identification of the problem
- Listening carefully and understanding the true nature of the issue
- Considering options for resolving the issue
- Making a decision
- Reviewing the decision
- Reporting the problem and resolution to management if required.

© ASEAN 2015

Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

5.1 Provide an example of a service standard or operating procedure and explain how you would present the item to your team. You could provide a lesson plan, a video of you delivering a training session, a power point presentation or a verbal explanation to your trainer.

5.2. Provide your trainer with three examples of information or materials that you have researched from the internet, competitor service delivery, industry magazines, industry associations or internal feedback surveys, which have assisted in improving service delivery within your service team.

5.3. Provide an example of a spread sheet that shows service delivery activities designated for service team members. This could be a roster, schedule or training/skills matrix.

5.4. Provide an example of a memo, email or meeting agenda which outlines changes to service delivery standards.

5.5 Outline and demonstrate to your trainer an example of when you have provided feedback to a team member about their service delivery performance. Explain what the feedback was, how you delivered the feedback and the response from the team member.

5.6 Provide your trainer with three examples of feedback collected from team members regarding service delivery. These could be emails, letters, notes, records of discussions or meeting notes.

5.7 Provide your trainer with two examples of routine problems that you dealt with at your workplace. Outline the process you employed to deal with the problems and the result of any actions taken.

Summary

Lead service delivery team

Leading a service delivery team is a rewarding and sometimes challenging role. Customer's expectations are often different and it is important to maintain consistent standards whilst also being able to adapt to changes in the service delivery context. Communication and clear guidelines are key to maintaining high standards of service delivery and enabling staff to perform at their best abilities. Leading a service delivery team requires the ability to encourage team members and to also provide feedback and opportunities for staff to make changes to their service delivery to meet organisation standards and levels. A team leader needs to be able to:

- Communicate effectively
- Identify team member strengths and areas for improvement
- Encourage team members
- Provide feedback to support service delivery teams
- Develop solutions for routine problems

© ASEAN 2015

Presentation of written work

1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

2. Style

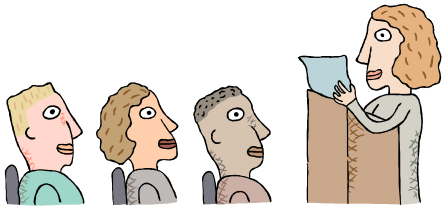
Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organised. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognise and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

3. Presenting Written Work

Types of written work

Students may be asked to write:



- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.

Format

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

Cover Sheet

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

Keeping a Copy

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

Inclusive language

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patients in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	*Humankind*
Barman/maid	*Bar attendant*
Host/hostess	*Host*
Waiter/waitress	*Waiter or waiting staff*

© ASEAN 2015

Recommended reading

Ford, R, Sturman. M. Heaton.C. (2011*) Managing Quality Service in Hospitality: How organisations achieve excellence in the Guest Experience*, Cengage Learning

Senge. P., (1990), *The Fifth Discipline: The Art and Practice of the Learning Organisation*, Random House Inc., USA

White. R., et al, (2008), *From Teacher to Manager: Managing Language Teaching Organisations*, CUP, UK

© ASEAN 2015

Trainee evaluation sheet

Build and maintain a team approach to service delivery

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	☐	☐	☐	☐
Most of the competency seemed relevant to me.	☐	☐	☐	☐
The competency was at the right level for me.	☐	☐	☐	☐
I got enough help from my trainer.	☐	☐	☐	☐
The amount of activities was sufficient.	☐	☐	☐	☐
The competency allowed me to use my own initiative.	☐	☐	☐	☐
My training was well-organised.	☐	☐	☐	☐
My trainer had time to answer my questions.	☐	☐	☐	☐
I understood how I was going to be assessed.	☐	☐	☐	☐
I was given enough time to practice.	☐	☐	☐	☐
My trainer feedback was useful.	☐	☐	☐	☐
Enough equipment was available and it worked well.	☐	☐	☐	☐
The activities were too hard for me.	☐	☐	☐	☐

The best things about this unit were:

The worst things about this unit were:

The things you should change in this unit are:

© ASEAN 2015

Trainee self-assessment checklist

As an indicator to your Trainer/Assessor of your readiness for assessment in this unit please complete the following and hand to your Trainer/Assessor.

Build and maintain a team approach to service delivery

		Yes	No*
Element 1: : Develop service standards			
1.1	Identify the internal and external factors impacting on the level of customer service to be provided	☐	☐
1.2	Research customer expectations and opinions regarding current level, and expected level, of service delivery	☐	☐
1.3	Integrate research findings into draft service standards	☐	☐
1.4	Liaise with management to ratify service standards	☐	☐
1.5	Produce written service standards for team use	☐	☐
Element 2: Establish service teams			
2.1	Nominate the service teams that are required to support required levels of service delivery	☐	☐
2.2	Identify membership of the nominated service delivery teams and oversee the establishment of teams	☐	☐
2.3	Communicate established service standards to team members	☐	☐
2.4	Train staff in service delivery standards	☐	☐
Element 3: : Work to improve service			
3.1	Monitor team performance in terms of service delivery	☐	☐
3.2	Review policies, procedures and standards relating to service delivery	☐	☐
3.3	Allocate resources to enable the provision of identified service delivery standards	☐	☐
3.4	Assist team members to resolve customer complaints regarding the provision of service delivery	☐	☐
3.5	Support team members to rectify instances of deficient service delivery	☐	☐
3.6	Monitor the extent to which service delivery targets are achieved	☐	☐
3.7	Take action to address failure to meet service delivery targets	☐	☐
3.8	Maintain records relating to service delivery	☐	☐

© ASEAN 2015

		Yes	No*
Element 4: Liaise with management regarding service delivery			
4.1	Discuss suggestions for improvements to service delivery with management	☐	☐
4.2	Discuss significant instances of failure to deliver identified service delivery standards with management	☐	☐
4.3	Provide operational information regarding service delivery to management	☐	☐
4.4	Participate in developing service delivery teams and standards for emerging and new business activities and markets	☐	☐
Element 5: Lead service delivery team			
5.1	Interpret stated service delivery standards for team members	☐	☐
5.2	Encourage team members to take advantage of opportunities to enhance service delivery	☐	☐
5.3	Allocate service delivery tasks to team members	☐	☐
5.4	Advise team members of changes to service delivery standards and/or targets	☐	☐
5.5	Provide feedback to team members regarding the provision of service delivery	☐	☐
5.6	Encourage team members to contribute feedback in regard to achievement of service and performance targets	☐	☐
5.7	Handle routine problems using appropriate problem-solving techniques	☐	☐

Statement by Trainee:

I believe I am ready to be assessed on the following as indicated above:

Signed: _____ **Date:** _____

Note:

For all boxes where a **No*** is ticked, please provide details of the extra steps or work you need to do to become ready for assessment.

© ASEAN 2015

William
Angliss
Institute
Specialist centre
for foods, tourism
& hospitality
asean
Australian
Aid