



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

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| Title: | Interpersonal communications skills (Tongan and English) | | | | |
| TQF Level: | 3 | Credits: | 15 | Version: | 1 |
| National standard code: | NS001-03 (tentatively coded as CS301) | | | | |
| Associated qualification (and code): | National Certificate in Customer Service Level 3 (QR-03-NQ-018-01-0903-18-01) | | | | |
| Approval date: | 27 Dec 2018 | Review date: | 27 Dec 2023 | | |
| Purpose: | This unit standard is for people entering, or employed in, the service sector who wish to build their customer service skills. People credited with this unit standard are able to: describe customer service in both English and Tongan; provide customer service; respond to a customer complaint and be knowledgeable of health and safety requirement. | | | | |
| Learning Outcome 1 (LO1) | Describe customer service in both English and Tongan | | | | |
| Performance standards | <p>1.1 Customer service is described in terms of its significance to an organisation, using both the English language and the Tongan language;</p> <p>1.2 Interpersonal factors are described in terms of their influence on customer service, using both the English language and the Tongan language:</p> <p style="padding-left: 40px;">a) Integrity (Angatonu);</p> | | | | |

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| | <ul style="list-style-type: none"> b) Honesty (Faitotonu); a) Respect (Faka'apa'apa) b) Friendliness (Anga fakakaume'a); c) Communication (Fetu'utaki); d) Etcetera (mo ha toe ni'ihi) <p>1.3 Personal factors that contribute to professional appearance are described in terms of their effects on customer service:</p> <ul style="list-style-type: none"> a) Dress code; b) Personal hygiene and cleanliness; c) Etiquette (Tongan and Western). |
| Learning Outcome 2 (LO2) | Provide customer service |
| Performance Standards | <p>2.1 Maintain a professional outlook:</p> <ul style="list-style-type: none"> a) Neatly dressed at all time (and in accordance with company dress code); b) Well-groomed and practice good personal hygiene, including bathing, using deodorant, and practicing oral cleaning habits; <p>2.2 Skills for customer service are demonstrated in accordance with workplace requirements:</p> <ul style="list-style-type: none"> a) Skill 1 Good communication skills (verbal, non-verbal, facial and body gestures, listening,) b) Skill 2 Ability to work under pressure (maintain respectfulness and exercise grace in stressful situations) c) Skill 3 Flexibility (adjust to the dynamics of customer situations) d) Skill 4 Interpersonal skills (right level of self-confidence, professionalism and strong work ethic, ability to work as part of team, receptive to feedback), <p>2.3 Customer is effectively greeted:</p> <ul style="list-style-type: none"> a) In a culturally appropriate way (including the use of the correct form of the Tongan language for the three lexical levels <i>Tui</i>, <i>Hou'eiki</i>, and <i>Kakai</i>) and in accordance with workplace requirements; b) In either Tongan or English; c) Respectfully and courteously; d) With empathy and understanding; |

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| | <p>2.5 Customer requirements are met to customer satisfaction or customer is referred to more experienced staff in accordance with workplace requirements:</p> <ul style="list-style-type: none"> a) In a culturally appropriate way (including the use of the correct form of the Tongan language for the three lexical levels <i>Tui</i>, <i>Hou'eiki</i>, and <i>Kakai</i>) and in accordance with workplace requirements; b) In either Tongan or English; c) Respectfully and courteously; d) With empathy and understanding; |
| Learning Outcome 3 (LO3) | Respond to a customer complaint. |
| Performance standards | <p>3.1 The nature of customer's complaint is identified in accordance with workplace requirements.</p> <p>3.2 Skills for handling customer's complaint are demonstrated in accordance with workplace requirements:</p> <ul style="list-style-type: none"> a) Listening carefully to understand the details; b) Show empathy (see the problem from the point of view of customer, acknowledge and apologise); c) Problem solving (Execute and follow-up); d) Innovative (create ways to solve problems). <p>3.3 Customer's complaint is met to customer satisfaction, or promptly referred to more experienced staff in accordance with workplace requirements:</p> <ul style="list-style-type: none"> a) In a culturally appropriate way (including the use of the correct form of the Tongan language for the three lexical levels <i>Tui</i>, <i>Hou'eiki</i>, and <i>Kakai</i>) and in accordance with workplace requirements; b) In either Tongan or English; c) Respectfully and courteously; d) With empathy and understanding; |
| Learning Outcome 4 (LO4) | Apply communication skills to provide sales and service opportunities to customers. |
| Performance standards | <p>4.1 Customer verbal and non-verbal communication signals are identified in terms of their impact on providing travel sales and service opportunities.</p> <p>4.2 Verbal and non-verbal communication skills are used consistent with the situation, context and establishment requirements.</p> |

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| | 4.3 Customer requirements are met to customer satisfaction or customer is referred to more experienced travel staff where appropriate, in accordance with establishment requirements. |
| Learning Outcome 5 (LO5) | Identify the principles of workplace safety in a given workplace, such as: <ul style="list-style-type: none"> • Electrical Safety principles; • Housekeeping area safety principles; • Kitchen and dietary area safety principles; • Laundry area safety principles; • Office and administration safety principles; • Etc. |
| Performance standards | 5.1 Safe work practices are identified in relation to organisational requirements. 5.2 Workplace hazard identification systems are identified. 5.3 The importance of clear and effective communication is explained in terms of good workplace health and safety practice. 5.4 Communication methods and procedures are described according to organisational requirements. |
| Learning Outcome 6 (LO6) | Demonstrate safe work practices in a specific workplace |
| Performance standards | 6.1 Routine work activities are carried out in accordance with organisational requirements. 6.2 Communication methods and procedures are applied according to workplace activities and organisational requirements. 6.3 Workplace hazard identification methods are applied according to organisational requirements. 6.4 Unsafe work practices are identified, and corrective actions applied in accordance with organisational requirements. 6.5 Documentation relating to safe work practices, in accordance with organisational requirements, is identified and followed. |
| Pre-requisites | N/A |
| Co-requisites | N/A |
| Underpinning skill and knowledge | <ul style="list-style-type: none"> • Customer service knowledge • Health and safety knowledge |

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| | <ul style="list-style-type: none"> • Use of conventional information communication technologies such as Internet, computers and mobile devices, and social media. |
| Suggested assessment methods | <p>1) <u>Final Examination (40%).</u></p> <p>2) <u>Coursework (60%).</u></p> <p><u>Examples:</u></p> <p>a) Mid-semester test</p> <p>b) Role play: Stimulated environment</p> <p>c) Written assignments based on:</p> <ul style="list-style-type: none"> • Research of relevant literature; • Critiquing practice (real life or video recorded scenarios); • Etcetera <p>Chart/Poster making (e.g. OHS, Safety in the workplace, etc.)</p> |
| Resource requirements | <ul style="list-style-type: none"> • Computer with Internet access • Standard classroom resources. • Relevant readings |
| Moderation arrangements | <p>Provider Moderation processes, OR TNQAB Moderation processes:</p> <ul style="list-style-type: none"> • Pre-marking • Intra-marking • Post-marking |
| Requirements to complete this unit | <p>Learners must achieve at least 50% in all coursework, and examinations.</p> |
| Public comments on unit | <p>Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p> |