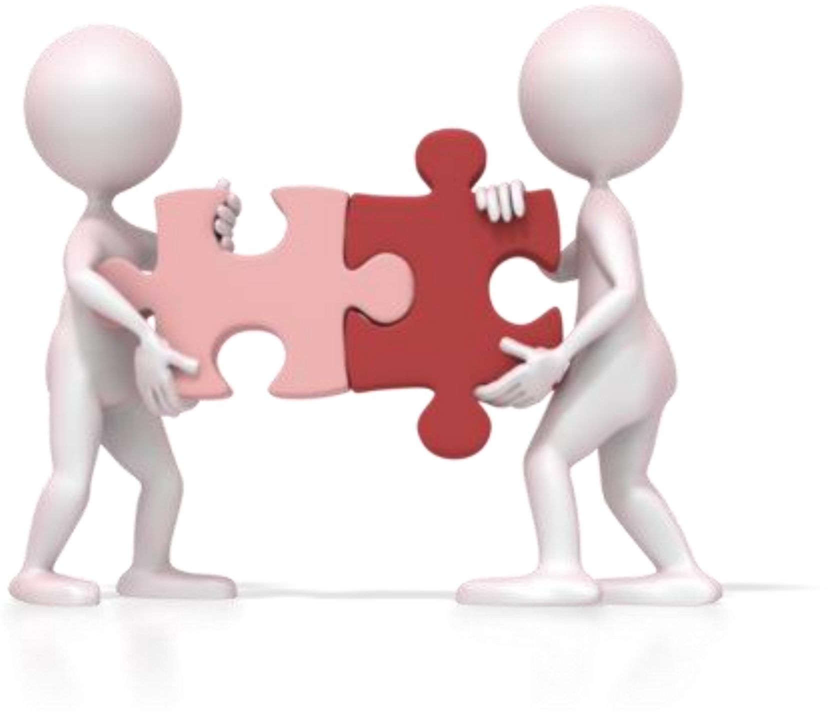
FSKOCM007

Interact effectively with others at work

Learner Guide



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Unit of Competency

Application

This unit describes the skills and knowledge required to interact effectively with others in the workplace, including external clients and internal staff. Interactions include giving or responding to spoken instructions, responding to customer queries and complaints, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Mapping Information

Supersedes and is equivalent to FSKOCM07 Interact effectively with others at work.

Pre-requisite Unit

None stated

Unit Sector

Oral communication

Performance Criteria

Element *Elements describe the essential outcomes.*	Performance Criteria *Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to interact with others at work	**1.1** Identify type of interaction and audience **1.2** Interpret purpose of interaction and the information required for exchange **1.3** Establish appropriate style, tone and register of communication to meet audience needs **1.4** Identify oral communication strategies required for spoken interaction
2. Participate in interactions with others	**2.1** Use oral communication strategies to communicate effectively **2.2** Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to the workplace **2.3** Recognise and use appropriate non-verbal communication strategies
3. Review performance	**3.1** Confirm if intended meaning and information has been communicated **3.2** Seek feedback and evaluate effectiveness of own performance **3.3** Identify strategies for improvement.

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Participate in at least two different spoken interactions at work appropriate to audience and purpose.

Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Different types of workplace interactions and their typical audiences
- Common purposes of workplace interactions
- Different registers, styles and tones of workplace interactions and their application to differing audiences
- Relevant oral communication strategies that support effective spoken interactions at work
- Range of tenses and appropriate use
- Intelligible pronunciation of key language
- Routine and some specialised vocabulary
- Non-verbal feedback strategies and their application.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- Own familiar support resources
- Participants for interactions described in performance evidence.

Assessors must:

- Satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- Have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- Have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- Have completed the following or equivalent:
    - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
    - a higher level education qualification, such as:
        - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
        - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

1. Prepare to interact with others at work

1.1. Identify type of interaction and audience

1.2. Interpret purpose of interaction and the information required for exchange

1.3. Establish appropriate style, tone and register of communication to meet audience needs

1.4. Identify oral communication strategies required for spoken interaction

1.1 – Identify type of interaction and audience

By the end of this chapter, the learner should be able to:

- Determine types of interactions relevant to the workplace
- Identify who they may need to interact with, in communications.

Interacting with others at work

We need to interact at work with a wide range of people for a variety of reasons. Communication is essential for making sure that work is carried out and business operations progress according to plans. You may need to work and get along with others as part of a team, or you may need to work individually alongside others to carry out business activities.

It should be remembered that effective communication is a vital component of a successful organisation. To ensure the mechanisms of work are performed correctly and effectively, it will be necessary to engage with others in spoken (*and written*) communications, to provide and receive information.

The people that you interact with may include:

- External clients:
  - members of the public
  - customers
  - suppliers
  - other external visitors to your workplace, etc.
- Internal staff:
  - your work colleagues
  - people working in other departments of your organisation
  - your supervisor
  - senior managers
  - other internal staff, etc.

Types of interactions

The types of interactions that you make will influence how you need to prepare for and conduct communications; each will require an approach that is appropriate to the nature and purpose of the interaction. For example, a business to customer interaction will need to be professional and conducted to organisational customer standards. Some types will require a formal style, while others may be carried out informally without any specific structure.

Types of interactions will include:

- Business to business
- Business to customer (or vice versa)
- Business to the community (or vice versa)
- Business to local government (or vice versa).

Equally, these can be broken down into individual interaction types, such as:

- Employee to manager
- Colleague to colleague
- Employee to client
- Employee to customer.

Your organisation should have clear guidelines on how each type of interaction will need to be handled.

Identifying the interaction-type and the audience

When engaging in workplace interactions, you will need to be clear on the type of interaction that is going to take place and who the audience will be. It may be a regular type of communication that you need to make, such as a weekly update meeting with your manager or speaking with a business contractor to provide instructions. If so, you will develop a good understanding of what needs to be done and how you should prepare for this.

If you interact with many different types of persons, it may be necessary for you to stop and assess exactly what each one requires. However, types of interactions will have typical audiences, and knowing this can help you to reach a conclusion more quickly.

Types of interactions and their typical audiences include:

- Business to business will include audiences, such as:
  - utility companies and service providers
  - suppliers and manufacturers
  - industry associations, bodies and experts
- Business to customer will include audiences, such as:
  - new customers
  - repeat or ongoing customers
  - business clients
- Business to the community will include audiences, such as:
  - the general public

  - specific groups in the community, such as young people
  - neighbouring businesses or residential areas
- Business to local government will include audiences, such as:
  - business advisors
  - regulators
  - inspectors.

1.2 – Interpret purpose of interaction and the information required for exchange

By the end of this chapter, the learner should be able to:

- Prepare for common types of workplace interactions
- Use organisational knowledge to interpret the purpose of workplace interactions
- Adapt information in interactions to suit the audience and context.

Understanding the purpose of the interaction

Before your interaction starts, it is a good idea to get an understanding of the purpose of the communication. It may not always be possible to do this in advance, such as when a customer telephones or visits without prior notice; however, where possible, it will help to know what needs to be achieved or what someone will need to know. When an interaction takes place without preparation, you will need to determine the purpose by asking the person and listening clearly to their responses.

Your work role and type of business will also mean that you will experience some common purposes for your interactions. For example, you may need to report work activities to a manager each week, or you may need to speak with business contacts to carry out organisational business. In this situation, you will actively prepare for the interaction beforehand, such as gathering together information or establishing the key points that need to be discussed.

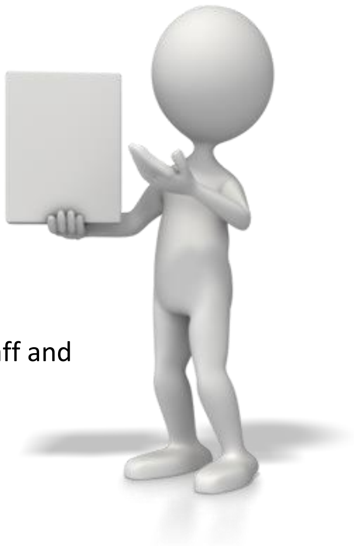
You will need to use the resources that you have to hand, for example:

- Accessing information from work records
- Speaking with work colleagues or other departments
- Researching business information from authoritative sources.

The nature of your interactions will be relevant to what you and your organisation does; therefore, having the correct organisational knowledge will also make interpreting the purpose easier. This should be something that you gain over time, or which you need to actively seek out during the course of business.

Common purposes of workplace interactions include:

- Giving spoken instructions to individuals and work teams
- Responding to spoken instructions
- Reporting to internal or external contacts
- Responding to customer queries and/or complaints
- Providing information about your organisation's business to staff and customers



- Giving a work presentation to explain or report information to others
- Negotiating with co-workers and management on work requirements
- Explaining a workplace procedure to a colleague, business contact or a customer
- Taking telephone calls from customers and/or internal staff, etc.

Reasons for interacting with others

There are many possible reasons why you would need to interact with other people at work. The information that needs to be exchanged between you and others must be appropriate to the person (your audience). One of the keys to effective communication is that you should adapt the way that you communicate, depending on the situation (i.e., the purpose) and who you are communicating with (i.e., the audience).

For example:

Imagine a parent or carer asking a teenager to tidy their room – a typical response might involve a sharp tone of voice, no response at all, or some aggression. This is perfectly normal behaviour from most teenagers! However, in the workplace, if a member of staff responded to the boss asking them to tidy the office in this way, it would not be considered appropriate and may even lead to a warning. This is because the 'rules' are different – the context of the communication is different. In the teenager's example, it may be appropriate to respond in this way – this is not acceptable in the workplace, though.

The first step when preparing to interact with other people at work, is to think about the purpose of the interaction and the person or people that you are going to be interacting with. The way that you say something to a customer may be very different from the way that you'd speak to a colleague that you know very well, for example. Also, if you are going to ask a colleague to do something to help you, the way you do this may be very different from the way you'd ask them when they were due to take their break, for example.

When preparing to interact with others, it's useful to think about:

- Why am I communicating with them? What do I want to achieve?
- Who am I communicating with?
- How do I need to adapt what I say and how do I say it to suit the purpose and the audience?

1.3 – Establish appropriate style, tone and register of communication to meet audience needs

By the end of this chapter, the learner should be able to:

- Identify how to use style, tone and register in communications
- Respond to audience needs to use an appropriate style, tone and register.

Establishing style, tone and register

When communicating in-person, you will need to use the correct style, tone and register in your spoken communications. Each aspect will help you to communicate more effectively as this will mean that you adapt your interactions to what is needed.

Style

In spoken communications, this is about how you deliver your words. It is important to use an approach that is relevant to the interaction and its purpose. Styles can be beneficial to use, but some should also be avoided. Having an understanding of how you and others interact, or prefer to interact, can help you to improve how you communicate with others.

Styles will include:

- Formal – this will involve using professional etiquette and business language; this lets the other person know that you represent your organisation and can help to create appropriate professional boundaries for the communication
- Informal – in contrast, this style is less planned and is more ad hoc in its delivery. This is a style that is used most often between colleagues and known contacts, and where business relationships have been developed and formalities can be more relaxed
- Assertive – this is communicating with focus on the end-goal and working towards achieving this in a fair manner that does not disregard the position or viewpoint of the other person
- Aggressive – this is a step on from assertive, in that an aggressive style is about winning the point or achieving the end-goal without care or regard for the other person. It is not a style that should be used, as it can be one that bullies; however, it is important to recognise this in case this is experienced
- Passive-aggressive – this style is where an outwardly passive approach hides a more underlying aggressive position. An individual may steer communications their way through using a pleasant and friendly manner. This should also be avoided and recognised accordingly
- Manipulative – this is trying to reach an end-goal by influencing and using a calculated approach; although it may seem one to avoid, if used with good intent and transparency, this can help to further business and reach goals

- Relating – this is where you show that you have empathy and understanding of others and take a cooperative approach in communications and reaching outcomes
- Interactive – this is using direct communications to achieve requirements; it is communicating regularly to manage and carry out business. This is useful for team working.

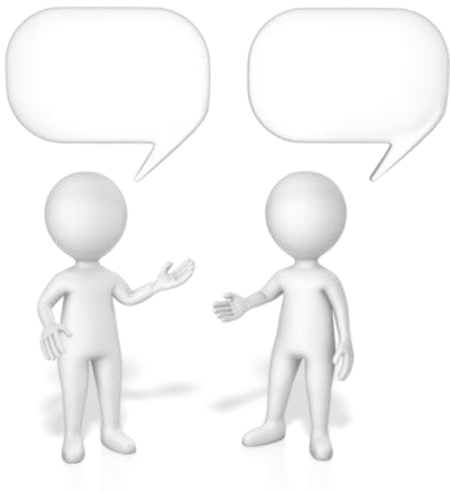
Tone

This relates to the way that you say your words; this can be through the words that you choose and also the emphasis that you put on your delivery of these. For example, you may want to use neutral words and phrases when dealing with complaints to prevent placing blame, and use a positive approach to prevent your words from sounding terse or angry. Your audience will be able to interpret your tone and will respond accordingly to this.

Tone is being mindful of how your message will come across to others. It is being aware of your feelings and adjusting or taking control of these to prevent them from influencing your interactions negatively. To keep a positive tone, you will need to think about what your words will sound like to others and use a friendly and confident voice that does not place personal bias in communications. Equally, it is being able to respond to the tone of the conversation, to either connect with the other person or to change the tone to a more positive one.

Register

This is where you identify and choose the type of language and approach that is best suited to your audience. This can also relate to formality and tone; it is choosing the right way to communicate in a given situation.



This may be best explained using an example; imagine that you need to give a short presentation to two audiences, one audience group is your colleagues, and the other is a client. In the first situation, you may use language that is less formal and use business terms and acronyms that the organisation uses often. In the second situation, you would need to adapt this to use a more formal approach, one that may include more explanations and only terms that the audience will understand.

Audience needs

Audiences will have different needs; for example, they may want information from you, they may want you to resolve a problem, or they may want you to give them instructions. Each type of interaction that you need to make will have an underlying audience need.

The following are examples of audience needs and the style, tone and register that could be used:

- Giving instructions – a formal style delivered in a confident tone, using clear words; the register would be appropriate for a business interaction, with the use of business terminology and an understanding that the audience is there to listen

- Responding to customer queries and complaints – an assertive style delivered in a positive tone, making sure information is explained according to the individual's situation and needs; the register would be formal and should include having a polite and respectful manner
- Explaining a workplace procedure – an assertive style, delivered in a friendly tone, using plain English to avoid confusion; the register needs to be professional but can be more relaxed and interactive with the audience
- Taking telephone calls from the general public – a formal style using a happy tone, making sure that the person is listened to and given clear information; once again the register would be polite and respectful, with each person taking turns to speak
- Taking telephone calls from internal contacts – an informal style using a relaxed tone and register; the register will vary depending on the persons speaking and their working relationship. It may be formal or informal.

1.4 – Identify oral communication strategies required for spoken interaction

By the end of this chapter, the learner should be able to:

- Decide how to communicate for a successful interaction
- Plan and determine oral communication strategies that consider the verbal, non-verbal and tonal messages of the interaction.

Oral communication strategies

Workplace communications will often require a strategy to direct the interaction and to help achieve the required outcome. This is deciding the best way to communicate in order to successfully achieve the purpose of the interaction.

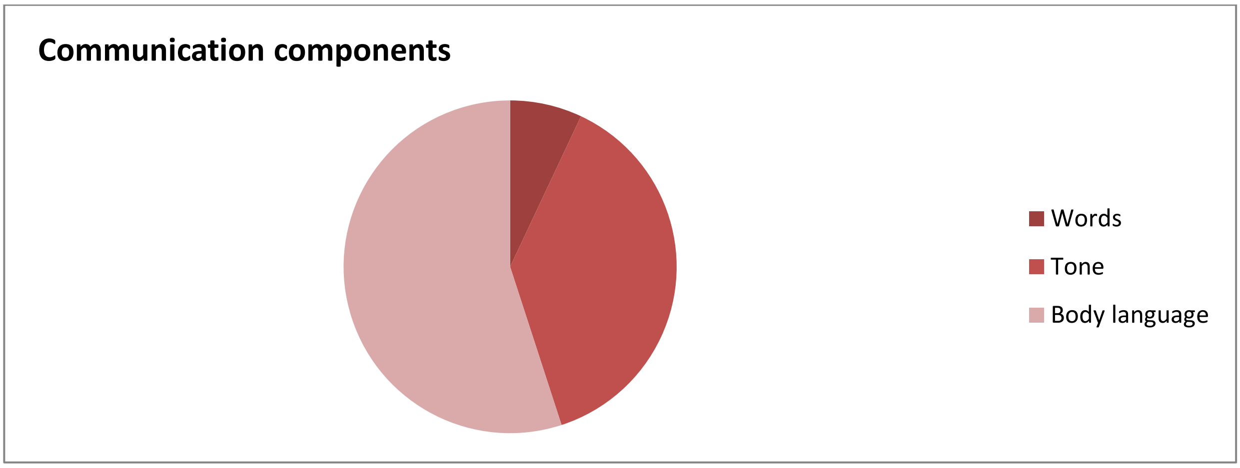
Oral communication strategies consist of three key components:

- The verbal message – the words that you use
- The non-verbal message – the non-verbal signals (or body language) that you use
- The tonal message – the tone of voice that you use.

Therefore, your communication strategies will need to address all three key components.

Research shows that the content of a message is influenced by some of these factors more than others. You would think that the words – the actual message itself – would be the most important factor in a spoken communication between two people.

However, the research findings below show otherwise:



These findings are based on research conducted by Albert Mehrabian in 1967 and are widely used in communication skills training worldwide. It shows that the true meaning of a message is conveyed mainly via the body language and the tone of voice used and that the actual words are of least importance.

Further information can be found at 'Albert Mehrabian', from the British Library's website (https://www.bl.uk/people/albert-mehrabian).

This might seem strange at first but consider the following example. A managing director stood up to welcome 300 staff to a training conference. He shuffled to the front of the stage, looked down at his feet, shuffled his feet some more, stuck his hands in his pockets and said in a depressed and mumbling tone of voice 'Good morning – I am delighted to be here...'.

Let's analyse this a little:

- The words he used were: Good morning, I am delighted to be here
- His voice tone lacked energy and he mumbled
- His body language was nervous, shifty, disengaged.

What the audience heard was someone giving a fairly standard greeting at the start of the session. What they actually saw was someone who would rather have been anywhere else in the world except on that stage at that precise moment! They believed the tone and the body language despite the positive words that he spoke – the impression they got was that he really didn't want to be there at all and this affected how much they engaged with the session that followed. Their thinking was that if the managing director couldn't be bothered, then why should anyone else get excited by this?

It's useful to know that others pick up and respond to our tone and non-verbal signals much more than we realise, this includes the emphasis that is placed on certain words in a sentence as this can alter its meaning. A customer asking you for some information might interrupt what you were doing, but they will notice if you sigh, slam down your paperwork, drag your feet as you walk over to them, use a disinterested tone of voice, etc. Your colleague will notice if you talk enthusiastically about a new procedure, for example, and that enthusiasm will help to convince them that it's a good idea too – they will also notice and respond to your tone and body language.

It is, of course, important to consider the words that you use when interacting with others as well. Some words will be OK to use with internal people but not with external people. For example, everyone in your company might know what Form PK2 is, but if you refer to it as that with a supplier or customer it would probably mean nothing to them, and straight away, by using jargon, you have created a communication barrier between you and the other person.

Jargon is a useful form of shorthand that we all use at work – every organisation uses its own particular brand of jargon, and it can be a handy way of explaining things quickly, but only if everyone understands it. A general rule is not to use jargon with external people, and only use it with internal people if you are sure that they understand it (do you remember the feeling of not knowing what people were talking about during your first day at work – did it seem like they were talking a different language?).

One strategy is to plan what you are going to say before you interact with the person.

Here are some tips to help you do this:

- Think about why you are communicating with them – what do you want to achieve as a result of the conversation?
- Then note down some key points that you want to make – this helps you to remember everything that you want to say
- Write down any questions that you want to ask them
- Think about how you are going to end the conversation (e.g., are you looking for them to do something as a result of your conversation? Do you have to do anything, etc.?).

Another few key things to think about when deciding communication strategies:

- Choose the right time – e.g., asking your boss for a day off when he/she is rushing off late to a meeting, is not a good time
- Choose the right place – does the conversation need to take place in a private place, or will anywhere do?
- Remove distractions – if you are working on a computer, for example, turn away from it – give the other person your full attention
- Be organised in your thoughts – plan what you are going to say and how you are going do this.

2. Participate in interactions with others

2.1. Use oral communication strategies to communicate effectively

2.2. Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to the workplace

2.3. Recognise and use appropriate non-verbal communication strategies

2.1 – Use oral communication strategies to communicate effectively

By the end of this chapter, the learner should be able to:

- Conduct oral communications using appropriate strategies
- Assess interactions and adjust strategies to accommodate changing needs.

Using oral communication strategies

Having prepared for your planned interactions, you will then need to use your chosen oral communication strategies. You will need to keep in mind what you have decided and use this approach. As you carry out your communications, it may be necessary for you to adjust your strategy according to the situation; you will need to assess how the interaction is going and be ready to alter this to accommodate any changing needs. Therefore, a degree of flexibility and an ability to read the situation will be required.

The following are oral communication strategies that can be used in general situations.

Build rapport

Put the other person at ease and build rapport with them – avoid jumping straight to the point, especially if the message is not good news. Take a moment to build rapport by asking how they are, making an appropriate comment, etc. This helps to pave the way for the conversation – it helps to oil the wheels, so to speak.

Stay focused

Keep to the point – this saves time and keeps the other person interested. It also stops you from rambling.

Have clarity

Be clear in what you are saying and how you are saying it – avoid mumbling as this can lead to frustration in the other person, and it can result in misunderstandings where they thought you said X and you actually said Y.

Match words, tone and body language

Make sure that your words, tone and body language all say the same thing – as we looked at in the previous section, people will believe what they see regardless of the words used. In telephone conversations where there is no body language being seen by the other person, the message they take from the tone of voice is greatly heightened.

Vary vocal tone

Vary your voice tone to make it interesting to listen to – a monotonous voice can sound dull and uninteresting, and this can be difficult to listen to over a period of time. Try to inject some variation in your vocal tone to make your voice sound interesting. It's important not to over-do this as it can become annoying if too much energy and variation are used. If you need to practise varying your voice tone, try reading aloud a few pages from a book that is aimed at three to five years old children, or an article from a gossip magazine – the words and phrases are written in such a way that it's difficult to read them aloud without varying the vocal tone.

<u>Make eye contact</u>

Make eye contact with the other person – this shows that you have an interest in them and the discussion. It also helps to engage with and maintain the attention of the other person(s) – it shows that you are giving them your full attention.

<u>Prepare to listen</u>

Listen to what the other person says without interrupting them – it can be tempting to jump in and correct other people or to answer questions that they haven't yet asked, but this is a barrier to effective communication – wait until the other person has stopped speaking before making your next point. Interruptions can be frustrating for the other person and can make a difficult conversation even more difficult.

<u>Ask questions</u>

If you need to find out more information or understand another person's point of view, ask questions. You should use questioning techniques that will facilitate information gathering. For example, closed questioning are questions that require a short response, such as a 'yes' or a 'no'; open questioning is where you encourage the person to provide you with a fuller or more detailed answer (e.g., 'Do you think….?' or 'What did you find when...?')

<u>Give a summary</u>

Summarise what you have agreed so that you both understand what's happening next, if appropriate – it is a good idea to summarise the main points from the conversation. This is a form of repeating the main points in a shortened format, and it's an excellent way of avoiding misunderstandings. For example, at the end of a conversation about a missing delivery, the caller may say:

'OK, so you're going to check with the driver where he is, and then call me back to let me know when to expect the delivery...'

This gives the other person an opportunity to either confirm this is correct or to clarify anything that you have got wrong. They might say for example: 'Yes, I'll check with the driver, and if he's going to get to you later than one o'clock, then I'll ring you to let you know – if you don't hear from me, you'll know it's on its way.'

The clarification is important – how often do we suffer from communication breakdowns where one person's understanding is different from others'? This can be avoided simply by summarising what has been agreed.

<u>Thank them</u>

Thank the other person for listening and for their time. Not only is this courteous, but it also makes the other person feel good about communicating with you again in the future. The next time they interact with you, you will be building on the successful outcome of this conversation, which makes it much easier to build rapport in future interactions.

2.2 – Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to the workplace

By the end of this chapter, the learner should be able to:

- Assess grammar for its use in the workplace
- Use everyday and specialised vocabulary during the course of business
- Determine pronunciation of vocabulary for the workplace.

Grammar

Our use of grammar is important when interacting with others. It enables us to be clear in what we say, and this helps us to be understood, which is the main purpose of communication. Poor grammar can lead others to think that a person is poorly-educated, and that leads to other misconceptions or judgements, which just get in the way of effective communication.

Grammar involves different components; some are mentioned below:

- Verbs – the action that is being communicated
- Nouns and pronouns – nouns are the people, places or things that relate to the verb; pronouns are the words that can be used instead of nouns, such as 'he', 'they', 'it'
- Sentence structure (and punctuation) – this is how you give meaning to your words, such as the order you put words in, how you put words and phrases together, how you divide or give pause to points and information
- Tenses – these tell you when something happens (past, present and future).

<u>Some examples of bad grammar</u>

I *go* to the store and I *bought* milk – the verbs '*go*' and '*bought*' are different tenses – one is in the present and one is in the past – they should be in the same tense.

Anna and Mike *is* going skiing – the verb '*is*' is incorrect – it should be '*are*'.

I *don't want no* training – this is a double negative where '*don't want*' and '*no*' cancel each other out and the sentence actually means that the person does want some training. If the person doesn't actually want training, they should say 'I don't want *any* training.'

Because of the late delivery – this is just part of a sentence which doesn't tell you what exactly happened because of the late delivery – this would be acceptable as an answer to a question perhaps, but on its own as a sentence, it means little.

He *don't* understand the process – the use of don't is incorrect – it should be 'doesn't'.

The list of examples is endless, but this gives a general idea of the types of common mistakes that people make. The key thing to remember is that it is important to be clear when communicating with others – poor grammar can cause confusion if words are missing, the wrong tense is used, or if the words cancel each other out (as in the double negative example). Poor grammar also creates a poor impression of the speaker and the organisation, so it is worth taking some time to learn the rules.

English is notoriously a difficult language to learn with all its rules and exceptions to the rules; however, you can improve your grammar by:

- Reading quality newspapers and books
- Watching serious news programmes on television and listening to the presenter
- Reading corporate websites, etc.

Tenses

As mentioned, these tell you when something happens. It is important to make sure you use the correct tense, so others are aware of when actions take place.

For example:

- I am writing a report
- I have written a report
- I will write a report.

The tenses have a further categorisation that should be noted:

- Simple – this is the base form of a verb, for example:
    - present – I write
    - past – I wrote
    - future – I will write
- Continuous – this is what is happening, for example:
    - present – I am writing
    - past – I was writing
    - future – I am going to write
- Perfect – this tells you what is completed, for example:
    - present – I have written
    - past – I had written
    - future – I will have written

- Perfect continuous – this tells you when an action is being done, for example:
    - present – I have been writing
    - past – I had been writing
    - future – I will have been writing.

Vocabulary

Our vocabulary (the words that we use) is important, as it may change from one situation to another. We might use informal slang language with colleagues but not with customers. We might use formal language with external people but not with internal staff. We might use jargon with colleagues but not with anyone from outside the company, etc.

It is also important to note that general vocabulary refers to the everyday words that we use; these can be understood by anyone with a reasonable standard of English. Specialised vocabulary relates to the words that are applicable to a specific group, such as a niche industry language; the words that are only relevant to those who need to know them.

One thing that is really important about our vocabulary is using the correct words to say what we mean.

This sounds very obvious, but how many times do you hear people saying things like:

- ‘I’ll do that as soon as possible...’
- ‘I’ll try to have a look at that for you...’
- ‘It’ll probably come tomorrow...’
- ‘Maybe someone will do something about that for you...’

These are all vague statements which, when you look at them, mean absolutely nothing, see the analysis below:

What they say...	**Could actually mean...**
‘I’ll do that as soon as possible...’	‘I’ll do that sometime if I don’t forget. Maybe sometime next month...’
‘I’ll try to have a look at that for you...’	‘I have no intention of looking at that for you’
‘It’ll probably come tomorrow...’	‘It’s not coming at all’
‘Maybe someone will do something about that for you...’	‘It’s anyone’s guess. You’re on your own...’

We often fall into using these vague terms as a way of avoiding being pinned down to specific actions. It's very hard for a customer to challenge a member of staff who says they'll do something 'as soon as possible' – to the customer 'as soon as possible' might mean 'in the next hour'. To the member of staff, it might mean 'sometime in the next month or so'. You can see where misunderstandings and frustration can occur.

These can be avoided by using clear and specific language, for example:

- I will...
- ... by tomorrow
- Joe will call you this afternoon...
- I am going to speak to my boss today and then...

These are all much clearer and much more specific, and much more helpful when it comes to interacting effectively with other people as both parties know exactly what has been agreed.

Pronunciation

This can be illustrated with a quick example; a customer ordered a 'tagine' from the menu in a casual diner. She'd only ever seen the word written down and had never heard it spoken before, so she pronounced it the way she thought was correct: 'tag –een'. The waitress sneered, pointed out that this wasn't the correct pronunciation, that most people get it wrong and then went on to deliver a short lesson on the correct way to say 'tagine' (incidentally, it is 'tah-jean')! The customer felt stupid for getting it wrong but didn't appreciate the way that the waitress mishandled the situation and hasn't returned to that diner since.

Using incorrect pronunciation can also lead to misunderstandings and frustration, but there are some things that you can do to ensure that you are pronouncing words correctly.

For example, you can:

- Use an online or physical dictionary – these both break words down into their syllables (individual sections) and give guidance on how each syllable should be spoken
- Ask others to pronounce unfamiliar or complex words for you (e.g., some names, place names, technical terms are not easy to pronounce)
- Write down or point to the word if you are unsure how to pronounce it – the other person will help you out if they happen to know the correct pronunciation
- Point out that you're not sure about the pronunciation, and then have a go (e.g., *I'm not sure how to pronounce this – I think it's 'tag-een'*?) – this gives the other person permission to correct you if you get it wrong, and lets them know that you are aware you may not be using the correct pronunciation.

2.3 – Recognise and use appropriate non-verbal communication strategies

By the end of this chapter, the learner should be able to:

- Identify non-verbal features that can be used in communication strategies
- Develop appropriate non-verbal strategies that help to engage with the audience
- Incorporate the cultural and social requirements of others in non-verbal communication strategies.

Non-verbal communication strategies

As we explored earlier in section 2.1 of this unit, non-verbal communication makes up a large part of the message that is conveyed to the other person. Therefore, it is important that your words and body language are saying the same thing. In your oral communication strategies, you will need to have an understanding of the cultural and social differences of others and how they may impact the strategies you choose. This refers to your verbal and non-verbal strategies.

Cultural and social differences in communications can lead to frustration and misunderstandings, and may even cause offence. The guidance given below on non-verbal communication strategies is based on western cultural norms, but it is important to learn about the 'rules' that apply to people with different cultural and social backgrounds, so that you can adapt your behaviour accordingly.

Strategies that you can use in terms of non-verbal communication include the following.

Making eye contact

As mentioned in section 2.1, eye contact will help you to engage with your audience. Make sure that your eye contact with the other person is comfortable and frequent. Avoid piercing, staring eye contact as this can be threatening to the other person. On the other end of the spectrum, avoiding eye contact altogether can give the impression that you are bored or disinterested, or have something to hide. Eye contact shows the person that you are giving them your full attention, and it enables you to pick up visual clues from them, which may indicate if they are in agreement, unhappy, puzzled, etc. This is useful information as you can use this to guide your communication, such as asking relevant questions to check out their reaction (e.g., 'You're looking a little puzzled about that...?'). This is another communication strategy, reading the non-verbal cues of your audience.

Facial expression

Make sure that your facial expression also matches what you are saying. You will need to be aware of your feelings and take care not to express inappropriate emotions or thoughts. For example, a store assistant serves a middle-aged woman, who is buying wine with her teenage son. The assistant says, 'The alcohol must be consumed by adults only'. She says this whilst raising her eyebrows, tilting her head to one side and grinning, all of which implies that she thinks the alcohol is being bought for the teenager (which is not the case). The facial expression used isn't appropriate and causes offence.

Not fidgeting or becoming distracted

When communicating, you will be observed by the audience; you should check that you maintain a calm and confident disposition and avoid characteristics that may be interpreted as disinterest. This includes fidgeting, such as twirling a pen or tapping your foot. It may also include not having and answering a mobile phone alert (unless an important and expected message is being waited on).

Gestures

Gestures are the non-verbal equivalent of punctuation in the written word – they underline and emphasise key points. Hand and arm gestures can support or dismiss a key point, for example. It is important that gestures are used sparingly and only when necessary – too much hand and arm movement can be very distracting, and the other person is at risk of concentrating on your gestures rather than what you are saying.

Positioning

The way that you physically position yourself in relation to the other person is really important. Too far away, and they may struggle to hear you. Too close and they may feel that their space has been invaded, and then feel defensive or threatened, etc. Neither of these situations helps an interaction to be effective. Another aspect of positioning is body posture – a slumped body posture suggests disinterest and a lack of energy, whereas an upright, alert body posture suggests that the person is ready to interact positively.

Touch

Physically touching another person can be a minefield - a general rule is that it is best avoided and limited only to a handshake.

3. Review performance

3.1. Confirm if intended meaning and information has been communicated

3.2. Seek feedback and evaluate effectiveness of own performance

3.3. Identify strategies for improvement

3.1 – Confirm if intended meaning and information has been communicated

By the end of this chapter, the learner should be able to:

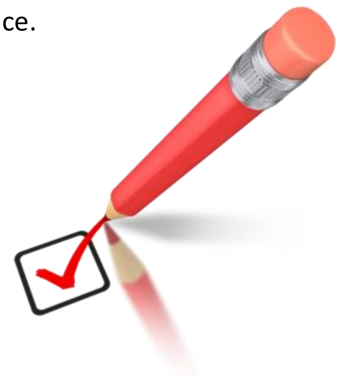
- Determine ways to seek confirmation
- Check that intended meaning and information have been received and understood.

Confirm understanding

At the end of a communication, or after this has taken place, you should make sure that the audience has understood you correctly. You may simply need to ask the person(s) if they have understood the meaning, or you may need to confirm this in writing for organisational recordkeeping.

Verbal confirmation

A simple verbal exchange may be enough to check that the individual has indeed understood you, and any information that has been given. For example, if you are telling a colleague about a new work procedure, you may just need a simple, 'Yes, I've got that' as an informal acknowledgement. Internal interactions can be quickly confirmed through face-to-face confirmations; these may be informal or formal, depending on the subject matter. Some types of communications may need to be logged or recorded (such as a signature that confirms an employee has read the staff handbook after their induction), and a more formal procedure to confirm this will need to take place.



You can confirm that a person has understood you by:

- Asking them if they have understood you
- Asking questions to check their knowledge
- Asking them to summarise the key points
- Asking them to sign a document or tick a confirmation box
- Assessing their body language to check this matches their words (e.g., if the person does not face you or look at you while they speak to confirm they have understood the message, this may indicate they are not paying full attention)
- Assessing facial expressions and gestures for signs they may not have understood information (such as frowning or fidgeting).

When confirming information with external persons, you may not speak face-to-face. If so, you will need to listen carefully to their words, register and tone, to make sure that these match the response you receive. If there is any doubt, you should go through the information again to clarify this with them.

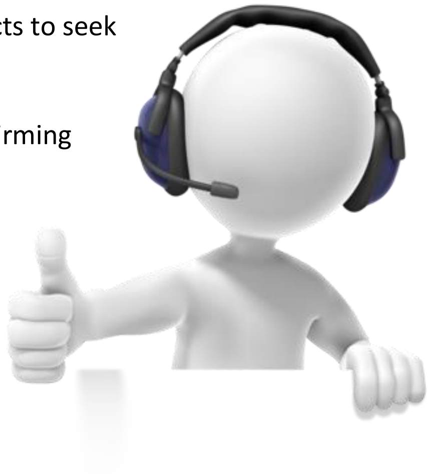
Procedures to seek confirmation in writing may also be used, such as sending a response form for them to fill out, or asking them to confirm their agreement by email.

When speaking with customers, clients and suppliers, you may need to document confirmations to show accountabilities. Therefore, it is important to take the time to check the other person does understand the meaning and is able to respond to the information in the correct way.

Seeking confirmation

Workplaces will differ in the types of situations that confirmations will be required. You may need to obtain confirmations just from work personnel, or you may need to interact with a wide range of people who use/work with your organisation. Procedures to obtain confirmations must be communicated to all staff and used in the appropriate situations.

Procedures may include:



- How to communicate and speak with external contacts to seek confirmation (such as customers or clients)
- Specific confirmation statements (such as when confirming customers have understood terms and conditions)
- The methods to obtain confirmation, such as a spoken confirmation or a more formal process to obtain this in writing
- Logging and recording confirmations to workplace records.

When seeking confirmation or giving this, you will need to be clear on what exactly needs to be confirmed. A general confirmation that a statement or report has been understood may be taken at the end. However, when different points need to be confirmed, this is better done in stages, so each one is given appropriate consideration. A summary of the points can then be made at the end to clarify and confirm the final understanding.

3.2 – Seek feedback and evaluate effectiveness of own performance

By the end of this chapter, the learner should be able to:

- Identify ways to obtain feedback on their work performance
- Assess feedback and self-reflect to evaluate own work performance
- Evaluate their work performance for improvement practices.

The importance of feedback

Feedback is an essential ingredient if we are to be successful at work – this applies to everyone, no matter how old you are or how senior you are in the organisation. Everyone needs feedback. We tend to see things from our own point of view, through our own 'camera lens'. Sometimes, people can be very critical of themselves and never be satisfied with what they do and how they do it – these are life's perfectionists – they are rarely happy and can always spot things that need improving.

However, not everyone has a 'critical lens', and many people can't see the things that they do and the effect they have on others. This is where feedback is needed – to point out what the person is doing well and to suggest things that the person could work on.

Take the following example:

- Jo is a receptionist in a busy doctors' surgery. She is busy all day, every day. When she's not dealing with patients at the front desk, she's handling phone calls, talking to suppliers, responding to emails, filing paperwork, etc. When she's dealing with patients who arrive for their appointments, she keeps her head down and carries on working at her computer even when she knows that someone is standing right in front of her at the desk. When she's ready, she says 'Name' and then books them in for their appointment while carrying on with the task that she was doing before she was interrupted. She never looks at the patient once and certainly doesn't smile. Jo thinks that she is 'multi-tasking' and being efficient. What the patients see is a receptionist who can't even be bothered to stop what she is doing and look at them while she books them in.

This is a perfect example of Jo being unaware of the effect that her behaviour is having on others, and only feedback will sort that out. Jo's manager needs to observe her in action over a period of time and make a note of the positive things that they have seen and the things that they'd like Jo to change. They then need to have a private conversation with Jo to explain what they noticed and discuss how Jo can change her behaviour so that she interacts in a more friendly and professional way with customers.

So, feedback is essential to our ongoing development – we only tend to see things from our own point of view, and feedback gives us a different perspective – how things look from someone else's point of view.

Seeking feedback

Your organisation may have feedback processes in place for continuous improvement practices, such as weekly meetings to discuss how work activities went, and performance reviews. However, feedback can be obtained more often and after specific activities have taken place for real-time feedback. This may be through informal conversations with your colleagues or your manager as you discuss work, and in conversations with the contacts you deal with on a frequent basis (i.e., those that you have an established relationship with). It should be remembered that if seeking feedback from external contacts, this should be in accordance with organisational standards and procedures.

You can obtain feedback about your interactions with others in a variety of ways, including:

- Formal assessments of your performance
- Your organisation's performance review processes
- A trainer working with you on a training programme
- Your supervisor on a day-to-day basis
- Your colleagues when you have dealt with a challenging situation
- Asking others for their feedback (e.g., 'How do you think I handled...?)
- Customer reviews or comments, either online, in writing or in person, etc.

When asking for feedback, you should be clear on what it is you are seeking feedback on, for example, how you resolved a problem or how you spoke with a person. Questions should be focused and straightforward (and not too many). You should be prepared to listen and hear the comments that are given to you in a constructive manner.

Feedback should be seen as an opportunity for improvement and not taken personally, if this is not as positive as you would like it to be. Another way to look at feedback is as advice rather than criticism.

Ways to evaluate your performance

We can only improve our performance if we stop from time to time to think about what we are doing well and what else we could be doing to get better. This is the same for everyone throughout an organisation – we should never stop learning.

Feedback gives us information about how others see us and is extremely useful for making improvements. However, our own reflections and opinions are important too. Your existing performance review and development process at work may already encourage you to think about your own performance and discuss it with your supervisor.

If you don't have a structured process to follow, then these evaluation steps may help you to identify what you could do to improve your interactions with others:

- Reflect on your interactions with other people as soon as they have happened. If it was successful, what did you say and do that made it successful? If it was unsuccessful or difficult, why was this? What could you do next time to have a better outcome?
- Look for evidence of your successful interactions with other people – this might include emails, written feedback, online reviews and comments, nominations for awards, special mentions at meetings, etc.
- Think about the feedback that you have had from other people – is there a trend? Are people saying similar things? Are there some things that you need to act upon, etc.?

Evaluating your own performance will require you to take an objective approach. You should be open to looking at what you did well and what you may not have done as well.

3.3 – Identify strategies for improvement

By the end of this chapter, the learner should be able to:

- Assess feedback and their performance to identify improvement strategies
- Determine how to implement strategies for improvement.

Improvement strategies

When you have evaluated your own performance, the next step is to think about what you are going to do next. You will need to determine if and where improvements are needed, and what you are going to do to make these. You will also need to know how you are you going to do this, and what help you are able to receive (if needed) from your manager or organisation.

There are many possible actions that you could take to improve and develop your interactions with others.

These include, but are not limited to:

- Observe colleagues who are 'good with people' – notice how they behave, what they say and do, and how people respond to them
- Ask colleagues who are 'good with people' what their top tips are
- Ask someone to observe you dealing with a challenging interaction with another person and give you feedback on what you did well and what else you might do in future
- Ask for training to develop your communication skills
- Continue to 'people watch' – notice the non-verbal behaviour signals and what they are telling you about the effectiveness of the communication that is taking place
- Notice people who interact with others badly – note the things to avoid in your own interactions with others, etc.
- Set specific goals – such as increasing customer satisfaction levels; goals will help you to focus on the areas that need improving.

You may want to work with your manager to identify appropriate improvement strategies that are in line with performance reviews or department work goals. There may be an opportunity to access further help, such as training or mentoring.

Strategies that are self-implemented should be in accordance with workplace policy and procedures. All strategies should clearly identify how improvements can be made.

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills Activity
- Knowledge Activity
- Performance Activity.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!

References

These suggested references are for further reading and do not necessarily represent the contents of this unit.

Websites

'Albert Mehrabian' at the British Library: https://www.bl.uk/people/albert-mehrabian

All references accessed on and correct as of 10.03.2020, unless otherwise stated.

FSKOCM008

Use oral communication skills to facilitate workplace negotiations

Learner Guide

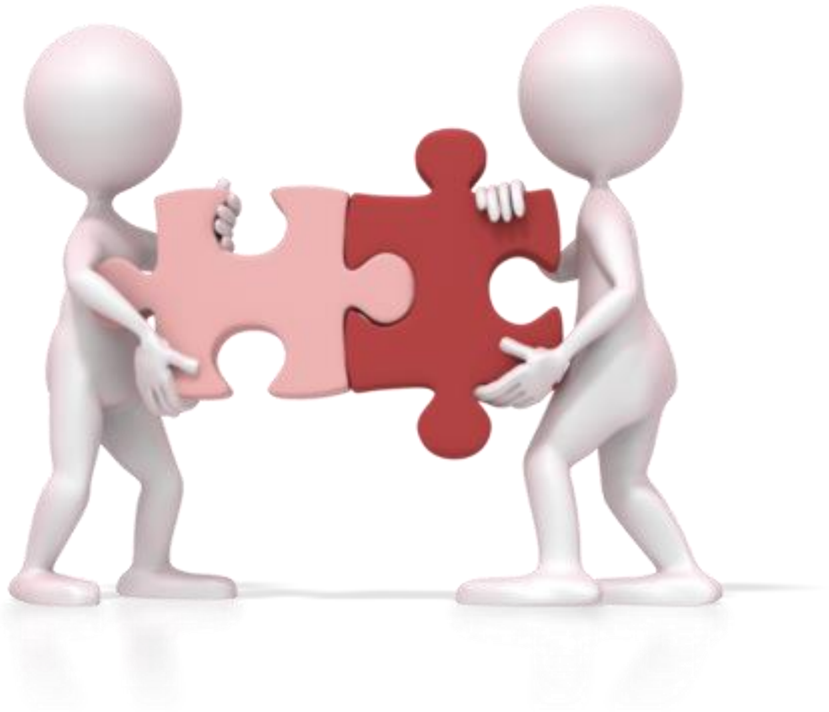


Table of Contents

Unit of Competency

Application

This unit describes the skills and knowledge required to interact effectively with others in the workplace, including external clients and internal staff. Interactions include giving or responding to spoken instructions, responding to customer queries and complaints, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Mapping Information

Supersedes and is equivalent to FSKOCM008 Use oral communication skills to facilitate workplace negotiations

Pre-requisite Unit

None stated

Unit Sector

Oral communication

Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to facilitate complex workplace negotiation	1.1 Define the purpose of the negotiation and identify desired outcome 1.2 Identify negotiation participants, roles and responsibilities and required level of formality 1.3 Identify level of sensitivity and confidentiality and develop plan to manage throughout negotiation 1.4 Draw on knowledge of context to plan structure of negotiation to meet identified purpose
2. Facilitate workplace negotiation	2.1 Use appropriate oral communication strategies for workplace negotiation 2.2 Recognise and use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication strategies 2.4 Monitor effectiveness of negotiation and make adjustments to oral communication strategies as required
3. Finalise negotiation and review performance	3.1 Establish outcome of negotiation and compare with intended outcome 3.2 Seek feedback on and review management of sensitive and confidential materials 3.3 Critically evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate at least one complex workplace negotiation.

Facilitation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and outcomes of complex workplace negotiations
- relevant policies and procedures and role in workplace communications
- typical participants of complex workplace negotiations and their roles and responsibilities
- registers of communication and applicability to different workplace contexts
- techniques to identify and manage sensitivities or confidentialities in workplace negotiations
- relevant oral communication strategies that support facilitation of complex workplace negotiations
- non-verbal communication strategies to facilitate workplace negotiations
- grammar, vocabulary and pronunciation to facilitate workplace negotiations
- specialised vocabulary, idioms and colloquialisms relevant to workplace
- techniques to monitor effectiveness of interaction and strategies to influence change in direction
- strategies to review performance.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- Own familiar support resources
- Participants for interactions described in performance evidence.

Assessors must:

- Satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- Have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- Have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- Have completed the following or equivalent:
    - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
    - a higher level education qualification, such as:
        - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
        - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Electronic Media

Electronic media is the media that one can share on any electronic device for the audiences viewing, unlike static media (Printed) electronic media is broadcasted to the wider community. Examples of Electronic media are things such as the television the radio, or the internet.

Electronic media is an efficient way to communicate to one another, either using media devices, emails and networks or social media platforms such as Facebook, Instagram etc.

The Internet is one of the most diverse Electronic media devices, almost any type of information can be found using the internet, both good and bad.

Every workplace will have a Electronic Media Policy that will explain the allowable usage of Internet access, emails and other relevant electronic media platforms.

Sample Internet Policy

Policy brief & purpose

Our employee internet usage policy outlines our guidelines for using our company's internet connection, network and equipment. We want to avoid inappropriate or illegal internet use that creates risks for our company's legality and reputation.

Scope

This employee internet usage policy applies to all our employees, contractors, volunteers and partners who access our network and computers.

Employee internet usage policy elements

What is appropriate employee internet usage?

Our employees are advised to use our company's internet connection for the following reasons:

- To complete their job duties.
- To seek out information that they can use to improve their work.
- To access their social media accounts, while conforming to our social media policy.

We don't want to restrict our employees' access to websites of their choice, but we expect our employees to exercise good judgement and remain productive at work while using the internet.

Any use of our network and connection must follow our confidentiality and data protection policy.

Employees should:

- Keep their passwords secret at all times.
- Log into their corporate accounts only from safe devices.
- Use strong passwords to log into work-related websites and services.

What is inappropriate employee internet usage?

Our employees mustn't use our network to:

- Download or upload obscene, offensive or illegal material.
- Send confidential information to unauthorized recipients.
- Invade another person's privacy and sensitive information.
- Download or upload movies, music and other copyrighted material and software.
- Visit potentially dangerous websites that can compromise the safety of our network and computers.
- Perform unauthorized or illegal actions, like hacking, fraud, buying/selling illegal goods and more.

We also advise our employees to be careful when downloading and opening/executing files and software. If they're unsure if a file is safe, they should ask [*their supervisor/ IT manager/ etc.*]

Our company may install anti-virus and disk encryption software on our company computers. Employees may not deactivate or configure settings and firewalls without managerial approval.

We won't assume any responsibility if employee devices are infected by malicious software, or if their personal data are compromised as a result of inappropriate employee use.

Company-issued equipment

We expect our employees to respect and protect our company's equipment. "Company equipment" in this computer usage policy for employees includes company-issued phones, laptops, tablets and any other electronic equipment, and belongs to our company.

We advise our employees to lock their devices in their desks when they're not using them. Our employees are responsible for their equipment whenever they take it out of their offices.

Email

Our employees can use their [corporate email accounts](#) for both work-related and personal purposes as long as they don't violate this policy's rules. Employees shouldn't use their corporate email to:

- Register to illegal, unsafe, disreputable or suspect websites and services.
- Send obscene, offensive or discriminatory messages and content.
- Send unauthorized advertisements or solicitation emails.
- Sign up for a competitor's services unless authorized.

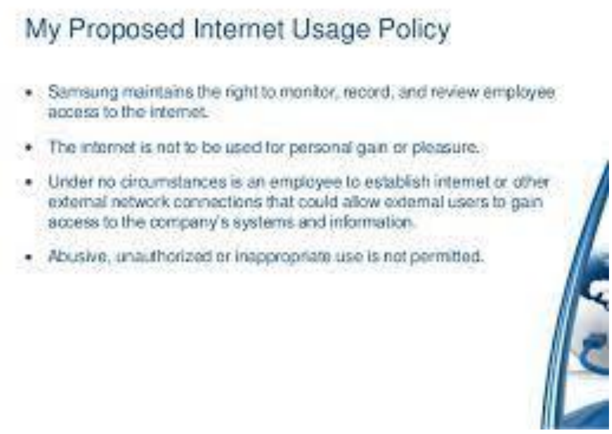
Our company has the right to monitor corporate emails. We also have the right to monitor websites employees visit on our computers.

Disciplinary Action

Employees who don't conform to this employee internet usage policy will face disciplinary action. Serious violations will be cause for termination of employment, or legal action when appropriate. Examples of serious violations are:

- Using our internet connection to steal or engage in other illegal activities.
- Causing our computers to be infected by viruses, worms or other malicious software.
- Sending offensive or inappropriate emails to our customers, colleagues or partners.

Sample internet policy poster



Communication in the workplace

Employee Happiness is important. Satisfied employees lead to higher productivity, better customer interactions and even improved adherence to safety procedures. Consistently strong levels of employee happiness are a lofty goal, however, it's one that is certainly achievable. There are many solutions out there for boosting satisfaction, but we think that fundamentally, you need a solid foundation to build this from. That foundation is rostering. If you get this right, you're off to a great start and can continue building employee happiness from there.

Many managers across shift-based work industries understand the intricacies of organising team scheduling. This is because you have to consider a plethora of different factors when scheduling shifts, from personal employee preferences to employment law, to the business performance of the location you're scheduling. However, you can turn rostering into the foundational basis of your employee happiness.

Employee schedules are a great basis to ensure that everyone is fundamentally happy with when they're in and out of work. It also avoids tired, overworked people being on-shift, ensuring that your business gets the quality treatment it deserves.

In the Security industry, people generally are shift workers. The added bonus of shift work is that you can generally find shift times suit different people, thus many Security Officers enjoy their jobs because of flexibility and convenience that scheduled work provides. Some of your employees may have young families and two working parents with each parent needing to be able to work a different time of day to do three things.

1. Allow one parent to be with children at most time
2. The ability to have dual incomes
3. Work life balance

To assist employees, it is necessary to have a system in place that will allow shift changes within a certain time frame. In addition you need to ensure that you are scheduling peoples hours appropriately to the times that they are available to work and whether they are full time, part time or casual workers.

It is vital when assigning employees to a shift, that the shift fits their skill level and role. You wouldn't send a brand new security officer out on their first shift as a single crowd controller. The shifts need to fit the experience level of the employee.

Taking into account the employee preferences is vital in having a happy workforce.

Holiday periods

The Security industry is generally under high demand during holiday periods just as long weekends, Easter and Christmas.

You will need to be able to be flexible with your employees. Some staff may wish to work all holiday periods for financial reward. Others will be wanting to spend time with family. How do you ensure you have enough staff to cover these busy periods, whilst still keeping every employee needs covered?

Compromise

This is required, not only by the Security Company, but it will also be required by the employees. You could have an agreement with staff that they can have one holiday period as a break if they agree to work another holiday period. Some staff might like to work the holiday period in exchange for time in lieu, meaning they can have an extended paid break at a different time of the year.

Negotiation is vital, have meetings with your staff, ensure they are happy with working at various times. See who is available and who is not, offering an employee other options may mean you will have more available staff during the peak seasons.

Understanding negotiation

Negotiation is a method by which people settle differences. It is a process by which compromise, or agreement is reached while avoiding argument and dispute. ... Negotiation skills can be of great benefit in resolving any differences that arise between you and others. The outcome is that all parties feel satisfied.

In any negotiation, the following three elements are important and likely to affect the ultimate outcome of the negotiation:

1. Attitudes
2. Knowledge
3. Interpersonal Skills

Attitudes

All negotiation is strongly influenced by underlying attitudes to the process itself, for example attitudes to the issues and personalities involved in the particular case or attitudes linked to personal needs for recognition.

Always be aware that:

- Negotiation is **not** an arena for the realisation of individual achievements.
- There can be resentment of the need to negotiate by those in authority.
- Certain features of negotiation may influence a person's behaviour, for example some people may become defensive.

Knowledge

The more knowledge you possess of the issues in question, the greater your participation in the process of negotiation. In other words, good preparation is essential.

Do your homework and gather as much information about the issues as you can.

Furthermore, the way issues are negotiated must be understood as negotiating will require different methods in different situations.

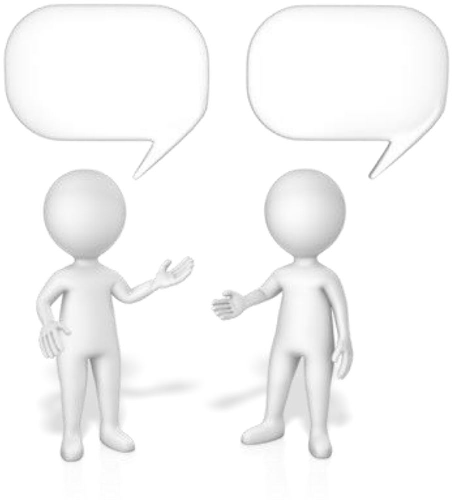
Interpersonal Skills

Good interpersonal skills are essential for effective negotiations, both in formal situations and in less formal or one-to-one negotiations.

These skills include:

- Effective verbal communication.
- Listening.
- Reducing misunderstandings is a key part of effective negotiation.
- Rapport Building. Build stronger working relationships based on mutual respect.
- Problem Solving.
- Decision Making.
- Assertiveness is an essential skill for successful negotiation
- Dealing with Difficult Situations.
- Contending
- Yielding

- Compromising



Strategies for negotiating

Good negotiating outcomes are a result of good relationships and relationships must be developed over time. Because of that, good negotiators are constantly looking for opportunities to enhance the relationship and strengthen their position. In some cases, the result of the negotiation is determined even before the individuals meet for discussion.

Many negotiators underestimate themselves because they don't perceive the power they have inside of themselves accurately. In most negotiating situations, you have more power than you think. You must believe that the other party needs what you bring to the table as much as you want the negotiation to be a success. Also, be sure that that positivity is visible during the negotiation. Be aware of the tone of your voice and non-verbal body language while interacting with the other party.

Information is crucial for negotiation. Research the history, past problems or any sensitive points of the other party. The more knowledge you have about the situation of the other party, the better position you'll be in to negotiate. The most important part of preparation is Practice! The study of negotiation is like golf or karate. You have to practice to execute well.

Don't be upset if things don't go your way. In these instances, it's a good time to re-evaluate all positions and return to the table. In most cases, as long as you know the highest and lowest expectations of each party a middle ground can usually be reached in the overlapping areas.

This is key, and it's what separates the good negotiators from the masters. When you have a strong belief in what you're negotiating for, you will shine. Become a master at presenting your thoughts and ideas so that others see the value.

A tip on how to do that well:

- Be direct when presenting a situation. Be clear about what is expected. Discuss ways to apply how it can happen.
- Don't simply talk about what needs to happen. Discuss the consequences – how your solution will be beneficial to the other party.

When a person gives something up or concedes on part of a negotiation, always make sure to get something in return. Otherwise, you're conditioning the other party to ask for more while reducing your position and value. Maintaining a balance will establish that both parties are equal.

Ten Negotiation Techniques:

- ✓ **Prepare, prepare, prepare.**
- ✓ **Pay attention to details.**
- ✓ **Leave behind your ego.**
- ✓ **Ramp up your listening skills.**
- ✓ **If you don't ask, you don't get.**
- ✓ **Anticipate compromise.**
- ✓ **Offer and expect commitment.**
- ✓ **Don't absorb their problems.**
- ✓ **Stick to your principles.**
- ✓ **Close with confirmation.**

Pitching a deal

To pitch a deal, you need to be able to give a speech in order to persuade someone to buy something.

How to Make a Sales Pitch

1. Make it short.
2. Make it clear.
3. Explain who your customers are.
4. Explain the problem they're facing.
5. Explain how your product addresses their needs.
6. Describe what success will look like as a result of using your product.

For example, if you were required to provide security officers, manpower, on a new construction site. You would need to establish resources required, the quantity of staff required to cover both the area of the site and the hours that the manpower is required. You would need to budget these costs and include an amount for overheads. Once you have established your costs, you would then need to add an additional amount so the company could make a profit. Consider time frames, how long do you need to prepare resources and staff before you could provide the services.

Feedback

Feedback is information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Positive feedback helps motivation, boosts confidence, and shows people you value them. It helps people to understand and develop their skills. And all this has a positive impact on individual, team, and organisational performance. As a manager, giving positive feedback should be a simple part of your practice.

Negative feedback is the communication of dissatisfaction from customers, employees, managers is regards to performance, services or products. It the workplace it needs to be given carefully as to not lower morale or destroy self confidence.

Using Negative Feedback

Negative feedback is the process of pointing out what an employee is doing poorly and telling him how to change it. It also can involve telling a person that the attitude he is displaying is inappropriate or that certain behaviours and habits are causing problems. A manager can deliver negative feedback whether the employee's actions are intentional or not.

Try to use specific feedback instead of general feedback. Specific feedback can open the door to a discussion about a problem or solution, while general feedback can just discourage employees.

Using Positive Feedback

Positive feedback works on the premise of building on a person's strengths. It tells an employee what he is doing well and praises him for good performance. The theory behind positive feedback is that if you tell a person what he is doing well, that person will likely repeat the behaviour to secure continued approval. This is the difference between positive feedback and developmental feedback.

Managers can give positive feedback in both a formal manner, such as in a performance evaluation or informally, such as a comment made during the workday that praises work done. Just as when delivering negative feedback, try to make your positive feedback as specific as possible so your employee will know what you liked, which can increase the chances he'll end up repeating this behaviour.

Appropriate Times for Each

Most experts encourage managers to use positive feedback more often than negative feedback. Managers who make a habit of dispensing positive feedback throughout the workweek are likely to have more motivated employees who perform with confidence and autonomy. However, negative feedback is a highly effective tool for correcting problems or bad behaviours and attitudes. It is sometimes necessary to point out when something is being done incorrectly to allow the employee to fix it. When possible, give positive feedback in public and negative feedback in private.

Sandwich Method

The sandwich method of feedback suggests that managers sandwich negative comments between two pieces of positive feedback. Using this method, a manager would begin a conversation by telling the employee something that he is doing well or something that the manager appreciates about him. She then delivers the negative feedback and follows it up with additional positive feedback, such as expressing confidence in the employee's ability to change the source of the negative feedback. The drawback to habitual use of the sandwich method is that employees start to treat positive feedback suspiciously because they are waiting for the negative feedback that follows.

Workplace and Toolbox Meetings

As a Security officer, you will have ample opportunities to raise Health & Safety questions and take an active role in ensuring everyone on site remains safe. One way many Security firms tackle this is through toolbox meetings.

A toolbox meeting is an informal daily or weekly chat, usually done on-site, about the work that will be done that week. This is where staff can raise any concerns they have, as well as discuss incidents that have happened since the last talk.

What is a toolbox meeting?

There are varied ideas around what a toolbox meeting is, what should be incorporated in it and why it needs to be done.

It is an opportunity for a business owner or supervisor to engage with workers on-site (including other contractors), to discuss current and future health and safety risks, as well as health and safety needs.

Most health and safety legislation around the world requires two-way communication and agreement duties around health & safety matters. The law aside, good communication and cooperation between workers and contractors operating on the same worksite is key to good productivity. If done well, toolbox meetings can help ensure everyone goes home safe at the end of the day.

It is very important that when one worker's activities on site adversely impact another, that these activities are coordinated between workers. A good forum to do this is through toolbox meetings.

Tips for successful toolbox meetings

A toolbox meeting should not just be a bunch of workers or contractors discussing a particular risk. While this is useful, a toolbox meeting gives you an opportunity to discuss various health and safety related subjects in one meeting.

Below are some tips to guide the discussion around key subjects. While not all the points will be relevant every day or at every site, it's an excellent prompt for initiating discussion.

Toolbox Meeting subjects can include:

- Recent findings from a site review and what actions are needed to improve risks that aren't being adequately controlled.
- Risks associated with a current or upcoming task, and what controls you need to put in place to manage these.
- Findings from any recent events (injury/illness/incident/near miss) that need to be discussed to prevent the event from occurring again.
- Emergency planning for the workplace.
- Worker and job induction procedures.
- Expected training, competency and supervision standards for the workplace.
- Specific worksite rules – such as no 3-step ladders or dry sweeping.
- The minimum required PPE and when it's to be used.
- Management of hazardous substances.
- Worksite facilities for health and safety.

And the most important aspect of any toolbox meeting:

- Feedback from contractors and workers around health and safety.

When should you have your toolbox meeting?

Ideally, a toolbox meeting should be conducted weekly, as work and the associated risks change regularly. Contractors come and go from a site, so there is always something new that might influence others.

First thing on a Monday morning is an ideal time for a toolbox talk – to reflect on what happened last week and discuss what's coming up for the week ahead. It's good to get everybody on the same page at the start of the week.

Benefits of a toolbox meeting

Toolbox meetings are an effective leadership tool that affords a supervisor or manager the opportunity to guide the worksite and demonstrate their commitment and the company's dedication to running a safe worksite, promoting teamwork and driving the message of 'safety first'.

They're also a great opportunity for workers to voice their concerns or support, and this should be actively encouraged. If you're serious about managing safety in the workplace, then toolbox talks should be a vital part of your process. If done well, they reinforce safety messages and drive behaviour that supports a culture of safety before anything else.

Conflict in the workplace

Conflict is inevitable – it's a fact of life.

No two people are the same, and when our different motivations, processes, and goals clash, conflicts arise. Conflict isn't always something to fear, however, because out of conflict comes change. When resolved properly, conflicts can lead to better ideas, better understanding, and better working relationships.

Through considerate conflict resolution in the workplace, companies and their employees can improve themselves.

Workplace Conflicts and Resolutions

So many conflicts in life are caused by a lack of or poor communication, and the workplace is no different. Misunderstandings, closed-mindedness, and passive-aggressive behaviour all contribute to the following workplace conflicts.

Interdependence/Task-Based Conflicts

These disagreements arise in situations when individuals in an interdependent project network must coordinate their tasks so that everyone can successfully get their part done.

The solution? Delegate tasks effectively. Communicate with the team the importance of responsibility and accountability. Clarify what everyone should be doing in their role so they're all on the same page when deadlines approach.

Leadership Conflicts

Everybody has a different leadership style, and everybody reacts differently to those leadership styles. Some leaders are bold and charismatic, others are more laid-back, warm, and inviting. Some are highly technical and strict on rules and deadlines, and others are so hands-off you hardly see them.

To solve potential conflicts, you should emphasize mutual respect of differences throughout the company. Also, leaders should be aware of their own leaderships styles and how they interact with the work styles and personalities of people on their team. They should be able to adjust and connect with their employees no matter their leadership preferences.

Work Style Conflicts

Just as there are different leadership styles, there are different work styles. Some people prefer to work in groups while others do their best work alone. Some people need no extra direction to complete a task, while others like external input and direction every step of the way. Some people get more work done under pressure, and others like to knock their tasks out early.

The same idea of mutual respect and understanding applies here, as well as throughout all workplace conflicts and any interaction involving other people. We may prefer a particular work style, but sometimes in groups, teams must collaborate to come up with an idea greater than one mind could think up alone – meaning they have to learn to deal with each other's differences.

Personality-Based Conflicts

We are all different. We're not always going to like everyone we meet, and it's not easy to work with someone whose personality we find distasteful. It's helpful to remember that who we perceive someone to be is not necessarily who they actually *are.* This circles back to the theme of empathy and understanding. Don't let what you've seen define everything you'll think about someone in the future.

Discrimination

This is where workplace conflict gets more serious, and where human resources might have to get involved. If there's harassment or discrimination going on due to age, race, ethnicity, gender, or what have you, there's a serious need for the company to explicitly emphasize open-mindedness, acceptance, and understanding.

Creative Idea Conflict

Conflict when it comes to idea brainstorming is actually an excellent opportunity to make the idea even better. Employees need to recognize the ideas of others, voice their own, and then gather the best pieces together for a stunning solution..

Why Conflict Resolution in the Workplace Is Important

Leaving conflict unresolved can cause serious problems to workplace morale, productivity, and company culture. No one wants to work in a tense, passive-aggressive environment where they're constantly uncomfortable. When people don't want to be at work, it shows higher staff turnover, more sick days, and poor job performance.

Conflict Resolution Steps for the Workplace: A Summary

Calm Down

The first step is to calm down and accept the reality of conflict. Next, come up with a plan to deal with the problem by talking with the other person(s) involved before the tension grows into something unbearable between you.

Communicate via Active Listening

It's not only important to get together and talk, it's important to get together and *listen*. Tap into your empathy and *have a dialogue* with each other. Don't avoid it.

Active listening is critically important to true conflict resolution. We all like to feel like we've been heard.

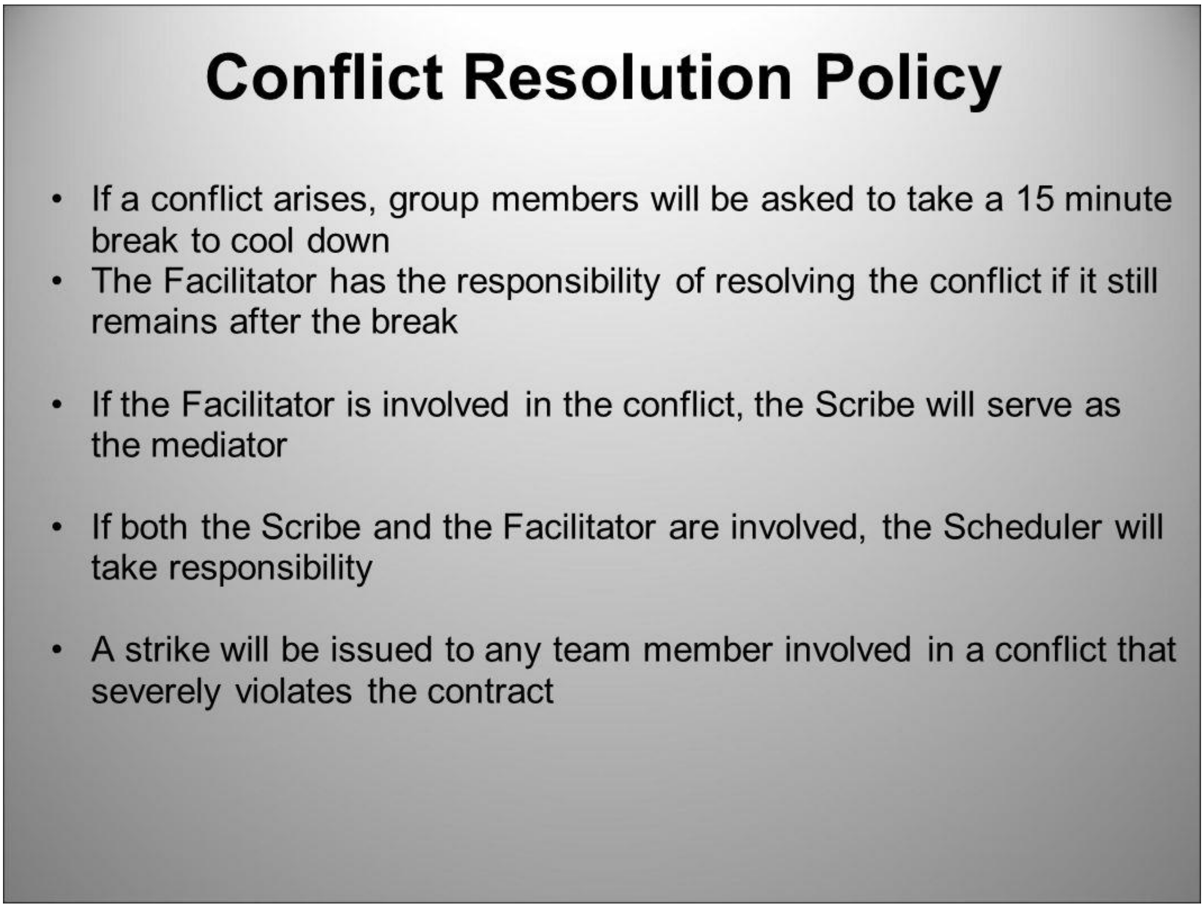
Self-Reflect and Resolve Conflict

You never really understand a person until you consider things from their point of view … until you climb into their skin and walk around in it.

Self-reflect on both sides of the situation. It helps to see from the other person's point of view and helps you to understand what they're thinking and feeling so you can resolve the conflict.

Focus on where you agree and not so much on where you disagree.

Be forgiving – we're all only human. We make mistakes and we misinterpret situations. If we all have empathy for each other, we can resolve conflicts and help build each other into better people.



Body language in negotiation

Body language is a type of nonverbal communication in which physical behaviours, as opposed to words, are used to express or convey the information. Such behaviour includes facial expressions, body posture, gestures, eye movement, touch and the use of space.

In any negotiation, engagement, disengagement, and stress are the most important signals to monitor in the other person's body language. Engagement behaviours (eye contact, head nods, smiles, forward leans, etc.) indicate interest, receptivity, or agreement. Disengagement behaviours (looking away, leaning back, narrowed eyes, frowns, etc.) signal that a person is bored, angry, or defensive. Stress signals (higher vocal tone, face-touching, tightly crossed ankles, etc.) most often accompany bluffing or discomfort with how the negotiation is proceeding.

it is very important for a negotiator to employ suitable body language in communication with employees, clients or future business partners to avoid any misunderstandings.

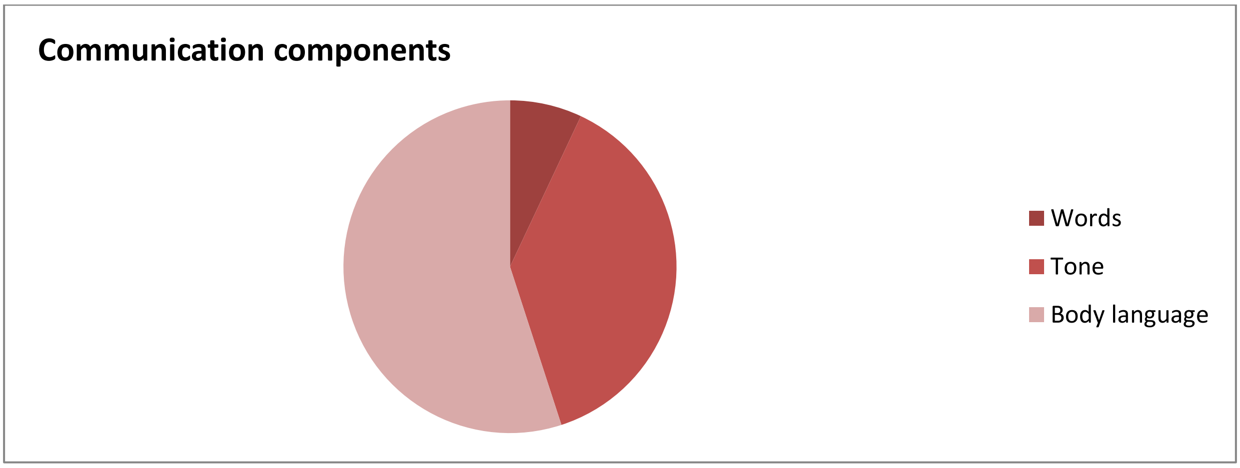
Good verbal and non-verbal communication are the most crucial prerequisite for successful negotiations. Negotiation is a dialog between two or more individuals or associations that want to reach an understanding, find solutions to a problem, bargain for advantage and create outcomes to satisfy the different interests of the parties involved.

In this process, each party involved wants to gain an advantage by the time the negotiations end. Therefore, negotiation is oriented towards reaching a compromise.

To be a successful negotiator, it is crucial to understand the importance of body language which can affect the resolution of disagreements and disputes.

Body language and nonverbal behaviour in negotiation differs from one culture to the other; the cultural background and context of all parties involved influence what nonverbal behaviour is suitable and how it should be interpreted. However, some negotiators claim that certain nonverbal cues and behaviours are culturally universal.

There are several important "categories" of nonverbal communication relevant to negotiation:



Space and distance: Some people prefer keeping distance when engaging in negotiations - they choose, for example, sitting on opposite ends of a table.

Body and posture: Some negotiators favour environments that reinforce formal, controlled behaviour such as sitting rather than standing.

Physical appearance and clothing: Some people may count on appearance attributes to express respect for the situation.

Paralanguage: Negotiators may choose to (not) trust decisions based on facial expressions, tone of voice, rate, etc.

Social/cultural conventions: Specific manners, rituals and conventions can be crucial in the pre negotiation phase.

Nonverbal messages and behaviours should be interpreted in context, taking into account the sequence in which they occur. They are especially important when they are inconsistent or when they are discrepant with verbal messages.

Effective negotiators must be able to read facial expressions, motions, gestures, etc. of others, as well as control their own.

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills Activity
- Knowledge Activity
- Performance Activity.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!

SITHFAB002

Provide responsible service of alcohol

Learner Guide

Table of Contents

Unit of Competency

Application

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

Responsible practices must be undertaken wherever alcohol is sold or served, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is sold or served, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

The unit applies to all levels of sales personnel involved in the sale, service and promotional service of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; packaged liquor sales persons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; and supplier sales representatives. The unit also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol.

Certification requirements differ across states and territories. In some cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities require candidates to complete a bridging course to address these specific differences.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Unit Sector

Hospitality

Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Sell or serve alcohol responsibly	**1.1** Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles **1.2** Where appropriate, request and obtain acceptable proof of age prior to sale or service **1.3** Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation **1.4** Assist customers with information on the range of non-alcoholic beverages available for purchase **1.5** Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service
2. Assist customers to drink within appropriate limits	**2.1** Prepare and serve standard drinks or samples according to industry requirements and professional standards **2.2** Use a professional manner to encourage customers to drink within appropriate limits **2.3** Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action **2.4** Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or other drug use **2.5** Where appropriate, offer food and non-alcoholic beverages **2.6** Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal
3. Assess alcohol affected customers and identify those to whom sale or service must be refused	**3.1** Assess intoxication levels of customers using appropriate methods **3.2** When assessing intoxication, take into account factors that may affect individual responses to alcohol **3.3** Identify customers to whom sale or service must be refused according to state and territory legislation

Element *Elements describe the essential outcomes.*	**Performance Criteria** *Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Refuse to provide alcohol	**4.1** Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage **4.2** Provide appropriate assistance to customers when refusing service **4.3** Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations **4.4** Use appropriate communication and conflict resolution skills to handle difficult situations **4.5** Refer difficult situations beyond the scope of own responsibility to the appropriate person **4.6** Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Reading skills to:

- Read at times complex information in:
  - general regulatory and advisory information issued by local, or state and territory liquor licensing authorities
  - in house policies and procedures
  - specific provisions of relevant state or territory legislation and licensing requirements
- Read a range of identification (ID) and proof of age documents, statutory signage, and warning signs and wording within in house policies and procedures

Oral communication skills to:

- Provide complex information on responsible service of alcohol laws in a way that is easily understandable for customers
- Speak firmly and clearly with intoxicated customers in a manner that de-escalates conflict

Numeracy skills to:

- Measure and calculate standard drinks or samples
- Determine customer’s age from date of birth on ID and proof of age documents

Learning skills to:

- Source relevant information on laws, regulations and codes of practice or conduct relating to responsible service of alcohol and continuously update knowledge of changes in that information

Teamwork skills to:

- Share customer information with team members to ensure proper responsible service of alcohol practices within the organisation

Self-management skills to:

- Deal with hostile and uncooperative customers in a professional manner and in line with organisational procedures

Assessment Requirements

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- Interpret the legal requirements for responsible sale or service of alcohol for the local state or territory law
- Document organisational policies and procedures that must be followed for the responsible sale or service of alcohol
- Identify at least three early indicators of intoxication and identify suitable intervention strategies to prevent intoxication
- Demonstrate procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers:
  - those in emotional or physical distress
  - those with no food consumption during extended service of alcohol
  - those who appear to be under the effect of illicit substances or other drugs
- Demonstrate organisational or house requirements and use effective communication and conflict-resolution skills when asking the following different intoxicated customers to leave the premises:
  - one compliant customer
  - one difficult customer refusing to leave

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Public interest reasons for implementing responsible service of alcohol (RSA) practices:
    - government and community concern with alcohol misuse and abuse
    - alcohol-impaired driving accidents, crime, public violence, family violence and anti-social behaviour associated with alcohol abuse
- Ways of assessing intoxication:
    - observing changes in behaviour
    - observing emotional and physical state
    - monitoring noise levels and drink purchases
- Customers to whom sale or service must be refused according to state and territory legislation:
    - minors and those purchasing on behalf of minors
    - intoxicated persons
    - persons affected by the consumption of illicit and other drugs
- Impact of excessive drinking on:
    - local neighbourhood and community
    - the night-time economy
    - premises and staff
    - customers
    - particular types of customers who are at heightened risk:
        - Aboriginal and Torres Strait Islanders
        - minors
        - people affected by the consumption of illicit and other drugs
        - women, particularly pregnant women
        - young people
    - physical and mental health of individuals who drink to excess
    - productivity of individuals who drink to excess

- those around the person drinking to excess:
  - family
  - friends
  - colleagues
- government agencies:
  - local police
  - health facilities
  - road authorities
  - local councils

- Key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- Methods of supplying information on responsible sale or service of alcohol to customers:
  - use of fact sheets and advertising material that comply with legislative requirements
  - use of mandatory signage
  - verbally
  - websites
- Current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- Effects of alcohol on:
  - emotional state
  - health
  - physical alertness
- Factors that affect individual responses to alcohol:
  - food consumption
  - gender
  - general health
  - rate of consumption

- other substances taken
- weight

- Time for effects of alcohol to be registered
- What constitutes a standard drink for different beverage types and acceptable measures of alcohol:
  - types and strengths of standard drinks
  - alcoholic percentages of a range of frequently sold alcoholic beverages
- Indicators of erratic drinking patterns:
  - mixing a wide range of drink types
  - drinking quickly and asking for more immediately
  - ordering more than one drink for own consumption
  - mixing alcohol consumption with consumption of prescription or illicit drugs
  - consistently returning to the tasting site to request more samples
  - ordering multiple samples
  - ordering large samples
  - ordering ‘triple shots’ or extra-large drinks
- Ways of assessing customers affected by the consumption of illicit and other drugs
- Communications methods used when refusing service:
  - using open and non-aggressive body language
  - using a number of strategies to defuse a situation:
    - taking the person away from an audience
    - blaming the refusal on ‘the law’
  - monitoring the reactions of other customers
  - picking early warning signs and intervening before the person is intoxicated
  - not using physical touch or body language
  - remaining calm and using tactful language
- Appropriate means of assistance to be offered when refusing service:
  - assisting the customer to connect with their designated driver

- offering alternatives to alcohol:
  - food
  - non-alcoholic drinks
- organising transport for customers wishing to leave
- providing information on taxis

➢ Principles of responsible delivery of packaged liquor:

- ensuring adequate instruction to person delivering liquor
- seeking proof that the delivery is being received by a person over the age of 18
- procedures for delivering alcohol to an unoccupied premises

➢ Principles of responsible service of alcohol, and their purpose and benefits

➢ Principles of harm minimisation and community safety described in the jurisdiction's liquor legislation

➢ Strategies to minimise the harm associated with liquor abuse:

- those laid down in legislation and codes of conduct developed by government agencies and industry groups
- organisational policies that are designed to reduce the harm associated with liquor abuse

➢ Key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises and the following general requirements of liquor legislation and information that must be customised for each State or Territory:

- legislative definition of intoxication; intoxicated person and unduly intoxicated
- role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability
- requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
- requirements for mandatory content of warning signs and wording in advertising or promotional material of any form
- requirements relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail
- requirements for proof of age and obligations to minors under local legislation
- provisions for retaining and reporting falsified proof of age documents

  - provisions for requiring someone to leave the premises
  - transportation options for customers who have been removed from the premises
  - procedures for barring customers from premises
  - opening and closing hour provisions
  - requirements for monitoring noise and disturbances in and around licensed premises
  - requirements described by an in house policy, standard or code of practice or conduct for patrons and RSA staff in regard to responsible serving principles adopted by venue management
  - organisational training and training record keeping requirements to maintain currency in RSA certification
  - products that are banned or undesirable when responsibly selling or serving alcohol
  - personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
  - offences relating to the sale or service of alcohol and ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members
- Legal restrictions on alcohol use customised to state or territory legislation
- Intoxication provisions of liquor licensing laws
- Legal drink and drive limits customised to state or territory legislation
- Organisation specific policies and procedures for the responsible sale or service of alcohol

Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- An industry workplace
- A simulated industry environment.

Assessment must ensure access to:

- Measures used to serve standard drinks or samples
- Organisation specifications:
  - signage:
    - signs that comply with wording required by legislation
    - standard promotional signs issued by the relevant state or territory licensing authority
    - warning notices within any form of advertising
  - information and plain English fact sheets distributed by government regulators and industry bodies
  - contact information on taxis and available transport options for intoxicated customers
- Industry-realistic range of customers to whom alcohol is sold or served; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- Have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume Implementation Guide: - http://www.serviceskills.com.au/resources

1. Sell or serve alcohol responsibly

1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles

1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service

1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation

1.4. Assist customers with information on the range of non-alcoholic beverages available for purchase

1.5. Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service

1.1 – Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles

State or Territory liquor legislation

The sale and service of alcohol is a highly regulated industry which can carry heavy consequences for those who do not comply. For this reason, it is essential that every person who either sells or serves alcohol is aware of their legislative requirements and adheres to the governing regulation in their State or Territory.

Learning about alcohol law and its application to specific job roles is known as 'RSA (Responsible Service of Alcohol) training' and it is a legal obligation of those who may sell or serve alcohol as part of their job role in Australia.

Legislation and regulations for each State/Territory are outlined in the table below:

State/Territory	ACT	NSW	NT	QLD
Legislation	Liquor Act 2010	Liquor Act 2007	Liquor Act / Northern Territory Licensing Commission Act	Liquor Act 1992
Regulation	Liquor Regulation 2010	Liquor Regulation 2008	Liquor Regulations	Liquor Regulation 2002
State/Territory	**SA**	**TAS**	**VIC**	**WA**
Legislation	Liquor Licensing Act 1997	Liquor Licensing Act 1990	Liquor Control Reform Act 1998	Liquor Control Act 1988
Regulation	Liquor Licensing (General) Regulations 1997	Liquor Licensing Regulations 2003 / Liquor Licensing (Fees) Regulations 2005 / Liquor Licensing (Infringement Notices) Regulations 2008	Liquor Control Reform (Prescribed Class of Premises) Regulations 2008 / Liquor Control Reform (Prohibited Supply) Regulations 2005 / Liquor Control Reform Regulations 2009	Liquor Commission Rules 2007 / Liquor Control Regulations 1989

(All correct as of December 2010)

Required knowledge

Your knowledge should cover the key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises as well as the general requirements of liquor legislation and information that must be customised for each State or Territory.

These include:

- Legislative definition of intoxication; intoxicated person and unduly intoxicated
- Role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability
- Requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
- Requirements for mandatory content of warning signs and wording in advertising or promotional material of any form
- Requirements relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail
- Requirements for proof of age and obligations to minors under local legislation
- Provisions for retaining and reporting falsified proof of age documents
- Provisions for requiring someone to leave the premises

- Transportation options for customers who have been removed from the premises
- Procedures for barring customers from premises
- Opening and closing hour provisions
- Requirements for monitoring noise and disturbances in and around licensed premises
- Requirements described by an in house policy, standard or code of practice or conduct for patrons and RSA staff in regard to responsible serving principles adopted by venue management
- Organisational training and training record keeping requirements to maintain currency in RSA certification
- Products that are banned or undesirable when responsibly selling or serving alcohol

- Personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
- Offences relating to the sale or service of alcohol and ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members.

This section will explore some of these aspects of the sale and service of alcohol in relation to legislation and licensing requirements as they apply at the time of writing (June 2016), but ultimately reference materials from your own State/Territory should always be consulted for the most accurate and relevant local information.

Definitions

The terms 'intoxication', 'intoxicated person' and 'unduly intoxicated' may be used frequently in the terminology of legislation and licensing requirements in relation to the sale and service of alcohol. Often they are used interchangeably.

According to the Liquor Act 2010 (ACT), Sect 104, a person is intoxicated if:

- The person's speech, balance, coordination or behaviour is noticeably affected; and
- It is reasonable in the circumstances to believe that the affected speech, balance, coordination or behaviour is the result of the consumption of liquor.

Liquor Act 2010 (ACT), *Access date: 16/06/16*

Very similar definitions are contained in other Liquor Acts for other States and Territories of Australia and the three terms may be used almost synonymously with one another in varying legal definitions.

Key provisions

Precise provisions for the sale and service of alcohol will vary between States and Territories.

However, in general, there are several key provisions that should always apply to the sale and service of alcohol in Australia:

- Alcohol should not be sold or served to persons under 18 years of age
- Alcohol should not be served to intoxicated persons
- Patrons who are drunk, disorderly, aggressive or violent should be removed from the premises.

These provisions are in place to protect the health and wellbeing of those drinking on the premises, as well as others in the area.

RSA principles

The principles of RSA are the reasons why the sale and service of alcohol is regulated and the means of ensuring the health and wellbeing of patrons.

Principles of RSA may include:

- Refuse entry and/or service to intoxicated persons
- Strictly enforce the minimum drinking age (18 in all States and Territories)
- Monitor and prohibit the promotion and running of activities that encourage excessive drinking or drinking that leads to rapid intoxication
- Ensure that alternatives to alcoholic beverages are available to drinking patrons, e.g. water, non-alcoholic beverages, food, etc.
- Minimise anti-social behaviour.

An organisation may summarise its alcohol regulations in a document called a 'Liquor Accord'. These principles may be used to promote the health and wellbeing of patrons, to reduce anti-social or harmful behaviours, to minimise the impacts of excessive drinking on the individual and the community and to ensure that all conduct is in accordance with State/Territory legislation and regulations.

Packaged liquor

Restrictions on the sale and service of liquor do not only apply to alcohol served in pubs, bars and at events, but also apply to alcohol that is sold packaged, such as from a manufacturer to a pub, or from a supermarket to a home address.

Principles on the sale of packaged liquor include:

- Ensuring adequate instruction to person delivering liquor
- Seeking proof that the delivery is being received by a person over the age of 18
- Following procedures for delivering alcohol to an unoccupied premises.

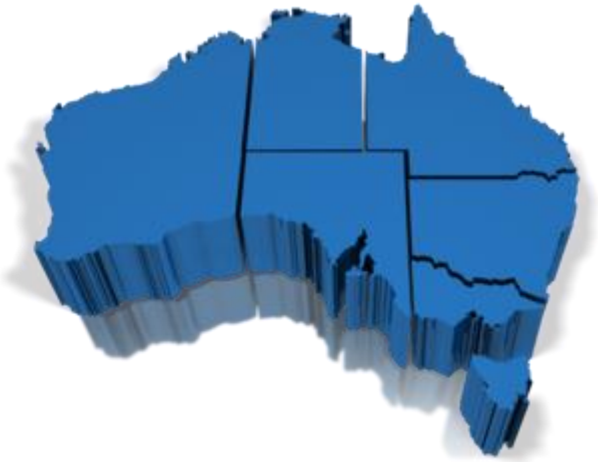
Licensing requirements

Liquor licensing is required for all venues and events in Australia where alcohol will be served to the public or sold commercially.

The precise license that is required will depend upon the venue or event and the State or Territory in which the venue or event is situated.

You should consult with the regulatory offices or agencies within your own State or Territory to ensure you are aware of legal requirements specific to your region in relation to liquor licensing or to apply for or renew a liquor license.

These are:



- **ACT** – Access Canberra, https://www.accesscanberra.act.gov.au/
- **NSW** – Office of Liquor, Gaming and Racing, https://www.liquorandgaming.justice.nsw.gov.au/
- **NT** – Northern Territory Licensing Commission, https://nt.gov.au
- **QLD** – Office of Liquor and Gaming Regulation/Queensland Government Business and Industry Portal, https://www.business.qld.gov.au
- **SA** – Consumer and Business Services, http://www.cbs.sa.gov.au/
- **TAS** – Department of Treasury and Finance, http://www.treasury.tas.gov.au/
- **VIC** – Victorian Commission for Gambling and Liquor Regulation, http://www.vcglr.vic.gov.au/
- **WA** – Department of Racing, Gaming and Liquor, http://www.rgl.wa.gov.au/Default.aspx?NodeId=64

These regulatory bodies may provide further information and advice on liquor licensing requirements in your own State or Territory, and for specific venues or events.

All information correct as of 16/06/16.

1.2 – Where appropriate, request and obtain acceptable proof of age prior to sale or service

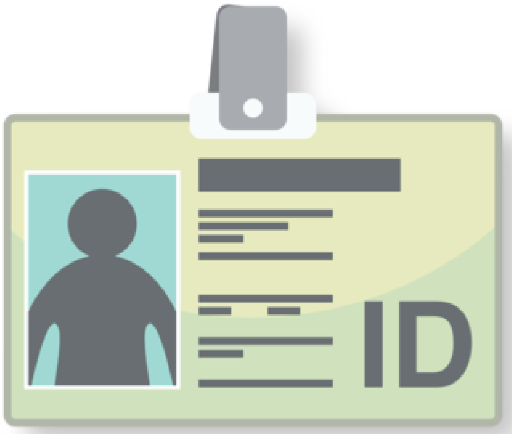
Acceptable proof of age

In all States and Territories in Australia, the minimum drinking age is 18. This means that alcohol should not be served or sold to persons under the age of 18.

In order to regulate and enforce this requirement, proof of age may be requested from any person attempting to purchase alcohol that may be under 18.

In general, acceptable proof of age will be some form of official photo identification. This may include:

- Driver’s license / learner’s permit / foreign driver’s license
- Proof of age card / adult proof of age card (where recognised in your State/Territory)
- Passport.



<u>Further requirements</u>

The person’s photo and their date of birth must be clearly visible on the item produced and you should be confident that the item is official and legitimate.

In addition:

- The date of birth must confirm that the person is of legal drinking age
- The photo must match the appearance of the customer
- Ensure that a security feature is visible, e.g. hologram
- Ensure that the item has a valid expiry date, where applicable
- Inspect card for evidence of tampering or counterfeit, for example:
  - wrong shape, size or texture
  - bubbles, rips, or tears
  - damage or defect to photo.

If a person cannot produce acceptable proof of age when requested, then they must not be served alcohol or alcoholic products. Depending on the venue, they may also be asked to leave the premises or any 18+ area(s).

If a person’s ID does not appear to be valid or legitimate, then they should be denied service and may be asked to leave the premises. In some circumstances, such as where the ID appears counterfeit, the authorities may even be contacted or other protocol followed, such as confiscating the ID and sending it to the relevant regulatory body for their review.

Appropriate occasions to request proof of age

The protocol for when to request proof of age from a patron may vary slightly depending on your organisation. However, the organisation is legally liable for any alcohol sold to minors, so precautions should always be taken to ensure that persons purchasing alcohol are of legal drinking age.

A person may be asked for ID they appear to be a minor. In fact, many establishments will implement a 'think 25' rule, meaning that any person who appears to be younger than 25 should be asked for proof of age before purchasing alcohol.

1.3 – Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation

Accurate information

Customers purchasing alcohol may need to be made aware of aspects of their purchase such as the alcohol content of their beverage, as well as facts about the legal restrictions applicable to the sale and service of alcohol.

Any information that you provide to customers must be accurate and not misleading.

Information on the responsible sale or service of alcohol

Customers who are refused service or whose service is 'cut off' may question why they are unable to purchase alcohol. In answer to such questions, you should be able to provide accurate information on the requirements surrounding the responsible sale or service of alcohol, including the principles of RSA and your organisation's legal obligations.

Methods of supplying information on responsible sale or service of alcohol to customers may include:

- Use of fact sheets and advertising material comply with legislative requirements
- Use of mandatory signage
- Verbally
- Websites.

Information on beverages

In addition to being able to provide information about the responsible service and sale of alcohol, vendors must also be able to provide information about the beverages themselves, including what constitutes a standard drink for different beverage types and acceptable measures of alcohol.

This includes:

- Types and strengths of standard drinks
- Alcoholic percentages of a range of frequently sold alcoholic beverages.

This information may be given in a number of ways, such as verbally, listed under items on specific drinks menus or in other formats which provide clear and accurate information on the alcoholic beverages being served.

Organisation or house policy and government legislation

Organisation or house policy and government legislation must also always be followed.

This may outline:

- Which information must be shared with customers
- When information must be shared
- In which format information must be shared
- Where customers can find information, e.g. in menu item descriptions.

Precise requirements for information that must be shared with customers may vary from organisation to organisation, so you must ensure that you are aware of the policy and procedure within your own organisation, as well as your legal obligations, as required by your own State or Territory.

1.4 – Assist customers with information on the range of non-alcoholic beverages available for purchase

Non-alcoholic beverages

Non-alcoholic beverages are the alternative option for people who cannot legally consume alcohol, for those who are denied alcohol for any reason i.e. intoxicated persons, non-drinkers, designated drivers, and so on.

Non-alcoholic beverages may include:

- Water
- Juices
- Soft drinks / sodas
- Imitation alcohol, e.g. 'mocktails'
- Tea and coffee.

Non-alcoholic beverages should always be available as an alternative option to alcoholic drinks and should be offered to intoxicated persons to help ensure their wellbeing.

Providing information

Patrons may be advised about their non-alcoholic options through:

- Verbal exchange with vendor
- Listed items in drinks menu
- Signage around the point of sale.

Vendors may offer suggestions for non-alcoholic drinks to persons who choose not to drink alcohol, to those who are denied service or to those who may not consume alcohol for legal reasons, such as due to being underage, for example. In some establishments, separate drinks menus may exist for soft drinks, or the soft drinks menu may be included in the food menu.

1.5 – Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service

Impact of excessive drinking

Excessive drinking can be an issue for those venues or events where alcohol is sold or served and it is important to be able to identify and address issues related to excessive drinking or other alcohol-related issues.

Excessive drinking may have an impact on:

- Local neighbourhood and community
- The night-time economy
- Premises and staff
- Customers
- Physical and mental health of individuals who drink to excess
- Productivity of individuals who drink to excess
- Those around the person drinking to excess:
  - family
  - friends
  - colleagues
- Government agencies:
  - local police
  - health facilities
  - road authorities
  - local councils

Excessive drinking may results in behaviours that are atypical, dangerous or anti-social, and which may result in harm to the drinker or others, alcohol poisoning, excessive noise and violence or aggression.

In addition, there are a number of public interest reasons for implementing responsible service of alcohol practices.

These include:

- Government and community concern with alcohol misuse and abuse
- Alcohol-impaired driving accidents, crime, public violence, family violence and anti-social behaviour associated with alcohol abuse.

At risk customers

As well as the issues that may face drinking patrons in general, there are some groups of people who may be particularly vulnerable to the effects and impact of consuming alcohol.

These include:

- Aboriginal and Torres Strait Islanders
- Minors
- People affected by the consumption of illicit and other drugs
- Women, particularly pregnant women
- Young people.

Vendors should be aware of the vulnerability of these at-risk groups and act accordingly in their role. This includes refusing service where necessary and/or offering non-alcoholic alternatives to people who may be adversely affected by the consumption of alcohol.

Incorporating recognition of issues into sales and service

As drinking to excess or drinking as an at-risk person may have a number of consequences and a negative impact on individuals and the community, issues should be avoided wherever possible by being responsible in the sale and service of alcohol.

Some aspects of this requirement are reflected in the law.

For example, customers to whom sale or service must be refused according to state and territory legislation include:

- Minors and those purchasing on behalf of minors
- Intoxicated persons
- Persons affected by the consumption of illicit and other drugs.

Additionally, measures may be taken to discourage at-risk or issues drinkers from attempting to purchase alcohol. For example, appropriate security measures should be taken to ensure that minors do not enter the premises or do not purchase alcohol and alternatives to alcohol should be stocked and advertised to patrons who may not wish to consume alcohol.

2. Assist customers to drink within appropriate limits

2.1. Prepare and serve standard drinks or samples according to industry requirements and professional standards

2.2. Use a professional manner to encourage customers to drink within appropriate limits

2.3. Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action

2.4. Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or other drug use

2.5. Where appropriate, offer food and non-alcoholic beverages

2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal

2.1 – Prepare and serve standard drinks or samples according to industry requirements and professional standards

Standard drinks

A standard drink is a unit of measurement that is equal to 10 grams of alcohol. This how much alcohol the human body can process in one hour, in general. It is a unit of measurement that is used to help keep track of how much alcohol a person has consumed and is more reliable than counting drinks. This is because 'a standard drink' relates to any type of alcohol so can be used to keep track of alcohol consumed regardless of whether different types of alcohol are being consumed.

Here are some examples of alcoholic beverages measured in standard drinks:

- 285ml glass of 4.8% beer = 1.1 standard drinks
- 100ml of 13% red wine = 1 standard drink
- 30ml of 40% spirit = 1 standard drink.

So, if a patron had drunk one of each of the drinks above, their total consumption of alcohol would be equal to 3.1 standard drinks.

All information correct as of 17/06/16 according to the Australian Department of Health.

<u>Ensuring standard measures</u>

Standard drinks cannot be evaluated by eye, but must be measured carefully. For spirits, attachments are often fitted to bottles that release alcohol in standard measures (30mls). For other types of alcohol, standard measures may be ensured by the use of drinkware in standard sizes or other methods as instructed by procedure in your own organisation.

<u>Recommended consumption</u>

The Australian National Health and Medical Research Council recommends that healthy men and women should drink no more than two standard drinks a day and no more than four standard drinks in any single period of drinking.

Standard samples

Licensed premises are entitled to offer free alcoholic samples to their customers, but restrictions do apply. You must ensure that you are familiar with which restrictions apply for each promotional event or in the standard course of business, such as only offering one free sample per person, for example, and ensuring that samples do not exceed allowable limits.

A sample or tasting is intended only to help a customer choose a product or to try a new product and restrictions on quantity do apply.

For example, the Liquor Control Regulations 1988 (WA) state that samples should be the following measures:

- Wine – 50mls
- Beer – 100mls
- Spirits – 15ml.

The type of license and/or permit that a venue or event holds may determine the quantities and types of alcoholic samples it may offer and any other conditions that may apply, e.g. whether a customer may be charged for a sample.

You should ensure that you are familiar with all regulations that apply to standards for your specific industry, venue and one-off events.

2.2 – Use a professional manner to encourage customers to drink within appropriate limits

Encourage appropriate limits

There are a number of ways that you can encourage patrons to drink within their limits in a professional manner.

These include:

- Wait for customers to re-order rather than offering refills
- Slow pace of service – serve other patrons first, for example
- Ensure water is accessible to patrons so they can drink water between or with alcoholic drinks
- Promote non-alcoholic drinks or drinks with low alcohol content
- Refer to signage that outlines the venue's drinking policies and serving limits
- Recognise the signs of intoxication and when to stop serving customers.

Appropriate limits

An appropriate limit for a customer is one which does not intoxicate them and one which ensures their safety and wellbeing.

As a rule of thumb, humans can process one standard drink per hour and should drink no more than four standard drinks on any single occasion, although, as we have noted, some people are more tolerant to the effects of alcohol than others, and so recognising the signs of intoxication may be one of the best means of determining whether a person should be refused service.

2.3 – Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action

Recognise erratic drinking patterns

There are a number of behaviours that can indicate early that a person is intoxicated or likely to become intoxicated.

These include:

- Mixing a wide range of drink types
- Drinking quickly and asking for more immediately
- Ordering more than one drink for own consumption
- Mixing alcohol consumption with consumption of prescription or illicit drugs
- Consistently returning to the tasting site to request more samples
- Ordering multiple samples
- Ordering large samples
- Ordering ‘triple shots’ or extra-large drinks.

Take appropriate action to prevent erratic drinking

By law, you must serve or continue to serve alcohol to an intoxicated person and it is your legal obligation to refuse service to intoxicated persons. However, there are other preventative measures you can take to stop a patron from becoming intoxicated.

This includes:

- Recognise signs of erratic drinking and intoxication
- Offer alternatives to alcohol, such as non-alcoholic beverages or food
- Encourage customers to drink within appropriate limits
- Give verbal warnings
- Refuse service to intoxicated persons
- Remove violent, aggressive or anti-social persons from the premises.

The health and wellbeing of patrons is important so preventative measures should be taken wherever possible to protect patrons from the adverse effects of excessive or irresponsible drinking.

2.4 – Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or other drug use

Monitor customers for signs of intoxication

It is important to monitor and recognise signs that a person is intoxicated so that you can fulfil your legal obligation to refuse service to intoxicated persons.

Signs of intoxication include:

- Changes in behaviour
  - becoming argumentative
  - showing inappropriate sexual behaviours
  - acting in a manner that is annoying or irritating to others
  - becoming violent, aggressive or anti-social
- Emotional and physical distress
  - vomiting
  - drowsiness
  - difficulty in understanding others or expressing self
  - falling, stumbling
  - poor co-ordination
- Increase in noise levels and drink purchases
  - loud
  - boisterous
  - rambling or speaking incoherently.

It is worth bearing in mind that alcohol effects different people differently. Factors such as height and weight, gender and general tolerance levels can affect how a person reacts to alcohol and how much alcohol a person can drink before exhibiting signs of intoxication.

Monitor customers for signs of drug use

Indications that someone has consumed drugs may include:

- Red or glassy eyes
- Sniffly nose
- Impaired thinking
- Paranoia
- Excessive talkativeness
- Sweating / clamminess
- Tremors
- Staggering
- Lethargy
- Poor co-ordination
- Hyperactivity.

Depending on the drug consumed, the symptoms of drug use may vary greatly, so ultimately a vendor should be on the looks out for unusual behaviours or emotional or physical signs that may give reasonable cause to believe that the person has consumed drugs.

2.5 – Where appropriate, offer food and non-alcoholic beverages

Appropriate times to offer food and non-alcoholic beverages

Food and non-alcoholic beverages should be offered to patrons at times when the vendor feels it is appropriate to do so.

For example:

- To patrons showing signs of intoxication
- To patrons who have had multiple alcoholic drinks
- To patrons who have been drinking without food
- To patrons who have been refused the service of alcohol
- To at-risk persons, e.g. pregnant women or those who appear to be under the influence of drugs.

Ultimately, intoxicated persons must be denied the service of alcohol, but people who are drinking heavily or for long periods of time may be offered food and non-alcoholic drinks periodically to reduce the risk of intoxication.

Water

Water should be accessible to all patrons consuming alcohol or available upon request. Water should be available at no charge to the customer.

2.6 – Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal

Decline irresponsible requests

Patrons may be looking to drink heavily or may be drinking with the intention of becoming drunk. If so, they may make requests for alcohol to be dispensed in a manner that may be considered irresponsible.

For example:

- In non-standard measures, e.g. 'triple shots'
- Mixing drinks
- Served in an unusual receptacle, e.g. straight from keg
- In excess.

Irresponsible requests and requests that are non-compliant with legislation and regulations relating to the sale and service of alcohol must be refused.

Advise customers of reasons for refusal

Customers need to be advised of the reasons that they are being refused service.

This may involve:

- Informing them of the law and your legal obligations
- Pointing out signage that indicates the organisation's drinking policy and restrictions.

3. Assess alcohol affected customers and identify those to whom sale or service must be refused

3.1. Assess intoxication levels of customers using appropriate methods

3.2. When assessing intoxication, take into account factors that may affect individual responses to alcohol

3.3. Identify customers to whom sale or service must be refused according to state and territory legislation

3.1 – Assess intoxication levels of customers using appropriate methods

Assessing intoxication

Australian law prohibits the sale or service of alcohol to intoxicated persons. This is to protect the individual and the community from the harmful effects of excessive drinking and other impacts, such as noise, damage to property and anti-social behaviour from intoxicated people.

In order to comply with the law, it is necessary that you are able to recognise the signs of intoxication so that service can be denied to intoxicated people.

Signs of intoxication include:

- Changes in behaviour, for example:
    - becoming argumentative
    - showing inappropriate sexual behaviours
    - acting in a manner that is annoying or irritating to others
    - becoming violent, aggressive or anti-social
- Emotional and physical distress, for example:
    - vomiting
    - drowsiness
    - difficulty in understanding others or expressing self
    - falling, stumbling
    - poor co-ordination

- Increase in noise levels and drink purchases, for example:
    - loud
    - boisterous
    - rambling or speaking incoherently.

Strategies for assessing intoxication

Even with limited powers to accurately assess intoxication levels, there are a number of steps that licensed premises can take to recognise signs of intoxication or otherwise assess whether a person should continue to be served.

Strategies include:

- Sufficient monitoring of the premises – some areas of the premises may not be visible from the point of service (e.g. the bar), so it may be necessary to have 'roaming' members of staff performing regular wellbeing checks on patrons
- Keeping an eye on patrons who always remain seated – they may be having alcohol brought to them by others and it can be easy to overlook intoxicated patrons who do not approach the point of service themselves
- Looking out for signs of intoxication in any person on the premises
  - initiating an interaction with a person you suspect is intoxicated may help to determine whether this is the case; this may reveal behavioural changes such as slurred speech, lack of focus, etc.
- Being observant of patrons' behaviour. For example:
  - have they eaten?
  - are they drinking erratically? e.g. mixing drinks, ordering large drinks, etc.
  - how long have they been on the premises?
  - are people accompanying a patron trying to make them 'slow down' or embarrassed or concerned by the behaviour of a member of their party?

Other considerations

In order to avoid unintended discrimination or embarrassment for patrons, it is important to be aware that some disabilities or other health problems may have symptoms that are similar to the effects of alcohol consumption.

For example, some disabilities may cause a lack of balance or slurred speech, or a person with a natural speech impediment may speak in a manner that might indicate intoxication in a person who usually speaks clearly.

It is important that you use proper judgement in assessing whether a person may have a condition, illness or disability that may be causing certain behaviours, rather than intoxication.

The presence of aid items, such as wheelchairs, walking sticks, etc. may indicate a disability, or you may make other observations that will help you determine an individual person's state of sobriety, even if behaviours such as slurred speech or lack of balance are present.

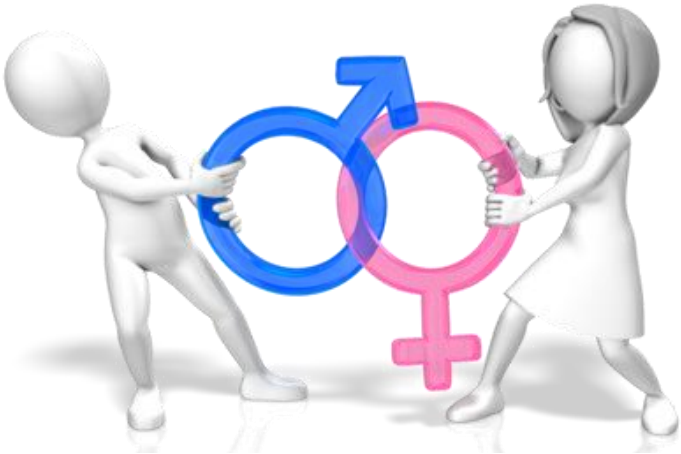
3.2 – When assessing intoxication, take into account factors that may affect individual responses to alcohol

Factors that may affect individual responses to alcohol

Not everybody responds to alcohol in the same way, and this should be taken into account when assessing whether a person is intoxicated.

For example, factors that may affect individual responses to alcohol include:

- Food consumption
  - when the person last ate
  - how much the person last ate
  - what the person last ate
- Gender
- General health
  - whether the person has any pre-existing conditions that are affected or worsened by alcohol, for example
- Rate of consumption
  - drinking steadily vs. 'binge drinking', for example
- Other substances taken
  - illicit drugs
  - prescription drugs
- Weight
  - heavier individuals may have a greater tolerance to the effects of alcohol.



All of these factors may affect how tolerant a person is to the effects of alcohol and how quickly alcohol is absorbed by the body.

This means that whilst one individual may drink heavily for a long period of time and show few signs of intoxication, another individual may show signs of intoxication after only a couple of drinks.

Monitoring the premises and individual patrons for signs of intoxication is necessary, therefore, to assess whether patrons should be denied further service of alcohol or be offered food or non-alcoholic beverages to decrease their risk of intoxication. This is because counting the number of drinks a person has purchased is not always a reliable indicator of whether they will become intoxicated or not. Many other factors may affect a person's tolerance or intolerance to alcohol.

3.3 – Identify customers to whom sale or service must be refused according to state and territory legislation

Customers to whom sale or service must be refused

There are a number of legal and safety reasons for why alcohol should not be served or continue to be served to some patrons.

These include:

- The person is underage
- The person is purchasing on behalf of a minor
- The person is under the influence of illicit or legal drugs, or other substances
- The person has no valid proof of age
- The person poses a security threat to themselves or others
- They have been banned from the premises on a previous occasion
- The person is intoxicated.

By Australian law, service of alcohol must be refused to anybody who is intoxicated (drunk). Serving alcohol to a person who falls into any of the above three categories is a legal offense that may result in prosecution and penalties such as hefty monetary fines, the loss of liquor licenses and even personal liability for individual employees.

For these reasons, and to ensure the safety of everyone on the premises, it is essential to identify customers to whom sale or service must be refused and to implement the refusal of service.

Identifying customers to whom sale or service must be refused

Customers to whom sale or service must be refused may be identified:

- Upon entry/at the door
  - customers may attempt to enter a licensed premises after they have already been drinking; intoxicated persons should be turned away
  - underage persons may attempt to enter a licensed premises; thorough checks should be made of all proof of age, and those who have no valid proof of age must be turned away
- At the point of service/point of sale
  - bartenders or other vendors may become aware of patrons who are drinking erratically or excessively, or of those who are demonstrating signs of intoxication at the bar (or other point of sale/service)
- On the premises
  - regular monitoring or 'sweeping' of the premises by security or other members of staff may bring to attention intoxicated persons, even if they have not purchased the drinks themselves.

Implementing thorough control measures, such as checking proof of age and monitoring the premises for intoxicated patrons, should be normal and regular procedure for any licensed premises or licensed event on any single occasion.

4. Refuse to provide alcohol

4.1. Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage

4.2. Provide appropriate assistance to customers when refusing service

4.3. Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations

4.4. Use appropriate communication and conflict resolution skills to handle difficult situations

4.5. Refer difficult situations beyond the scope of own responsibility to the appropriate person

4.6. Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy

4.1 – Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage

Professional refusal of service or sale

Service may be refused to patrons due to State or Territory legislation or due to house or organisational rules and regulations. Whatever the reason that you may need to refuse service to an individual, refusal of service should be done professionally and calmly.

This may involve implementing a range of communication methods to ensure professionalism.

These may include:

- Using open and non-aggressive body language
- Using a number of strategies to defuse a situation:
  - taking the person away from an audience
  - blaming the refusal on 'the law'
- Monitoring the reactions of other customers
- Picking early warning signs and intervening before the person is intoxicated
- Not using physical touch or body language
- Remaining calm and using tactful language.

Your body language and mannerisms should not be aggressive or confrontational, although you may be required to be assertive and firm in order to implement refusal of service.

Using techniques such as demonstrating open and non-aggressive body language and blaming the refusal on 'the law' can help to minimise the risk of a disgruntled patron viewing you personally as a target or as the deciding authority on the refusal of service.

Tactful language

Tactful language means choosing words that are non-offensive and unlikely to cause an escalation in a difficult situation.

For example, when explaining to a patron why they are being refused service, compare the following two phrasings:

- "You are drunk. You have to leave. You've had enough."
- "Sir, I'm afraid that I can't serve you another drink, as we have had noise complaints from other patrons. I'm sorry."

In the first statement, using the word 'drunk' to describe the patron is not tactful and may cause offense to the patron if they disagree with your assessment. On the other hand, the second phrase is less personal and less inflammatory.

Stating reasons for refusal

Reasons must be given when refusing service or sale to a patron.

These may include:

- State/Territory legislation or ‘the law’
- House or organisational policy
- Complaints from other customers
- Customer behaviour.

Where applicable and where possible, relevant signage should be pointed out to patrons who are being refused service. This reinforces the fact that refusal of service is due to legal or safety reasons, or house policy.

Such signs may state the law, e.g. ‘It is illegal to sell alcohol to minors. Be prepared to show proof of age’, or they may be more general, stating house policy or preference, for example: ‘We at X want you to enjoy your night out, but we encourage all patrons to drink responsibly. For the enjoyment and safety of all our customers, excessive noise or anti-social behaviour is not permitted on these premises and you may be asked to leave if you do not drink responsibly’.

4.2 – Provide appropriate assistance to customers when refusing service

Appropriate assistance

Customers who are asked to leave may be vulnerable due to the amount of alcohol they have consumed or due to changes in their plans which may leave them alone or without transport, for example.

In order to ensure the health and safety of such customers, therefore, it is important to offer appropriate assistance even when service has been refused.

Appropriate means of assistance to be offered when refusing service may include:

- Assisting the customer to connect with their designated driver
- Offering alternatives to alcohol:
  - food
  - non-alcoholic drinks
- Organising transport for customers wishing to leave
- Providing information on taxis.

You may find it useful to maintain a current knowledge of the contact details for local taxi firms in order to be able to arrange transport for customers who are over the legal driving limit or for those who have no safe way home.

Drink driving limits

In Australia the legal drink and drive limit is a Blood Alcohol Concentration (BAC) of 0.05. For learners and probationary drivers, there is no drink and drive limit – your BAC must be 0.00.

According to experts, there is *no* safe level of alcohol consumption for driving. Even at just 0.05 BAC, you are twice as likely to have a crash when driving than if you do not drink at all (Drinkwise Australia).

At 0.08 BAC, you are five times more likely to have a crash than when completely sober, and at 0.08-0.12 BAC, you are ten times more likely to have a car accident.

Source: *Drinkwise Australia*, https://drinkwise.org.au

Additional information

Whether you are under the legal BAC level to drive may also depend on other factors, such as the category of your license, the type of vehicle you are driving and whether you are a visitor from overseas.

Even just one standard drink can raise your BAC to 0.02, which is the legal limit for those driving certain types of vehicles, and not everybody responds to alcohol the same way. Some people will experience a greater rise in BAC after just one standard drink than others.

For this reason, it is better to be cautious when drinking and arrange alternative transport whenever there is a risk that you could be over the limit.

As bartenders or servers of alcohol, you should take every reasonable precaution to ensure that consumers are not driving when they are not safe, and not legal, to be behind the wheel.

Absorption times

On average, it takes between thirty minutes to two hours for the effects of alcohol to register in the human body, although how greatly someone is affected by alcohol will depend on a number of factors, as will how quickly a person is able to process alcohol.

4.3 – Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations

Appropriate occasions to give a verbal warning

It is not always necessary to remove an intoxicated person from the premises as long as they accept that they cannot continue to purchase alcohol and are not causing disruptions within the premises or acting in an anti-social or otherwise inappropriate manner.

In instances when a customer's behaviour is unacceptable, a verbal warning may be sufficient to allow them to remain on the premises. However, if an initial verbal warning is ignored, further action may need to be taken, such as asking the person to leave the premises.

Occasions when a verbal warning may be necessary might include:

- When a customer is acting belligerent, rude or aggressive
- When a customer is unsafe to themselves or those around them
- When a customer who has been refused service continues to attempt to purchase drinks or requests others buy drinks on their behalf
- When a customer is causing a disturbance on the premises, e.g. being loud or irritating to others.

When a customer continues to act in an unacceptable manner or in a manner which poses a legal or safety risk for the organisation, then they may be asked to leave the premises.

It is a legal offense for unduly intoxicated persons to remain on the premises.

Asking a customer to leave

It is an offense to have unduly intoxicated persons on the premises of a licensed establishment, and so if a person is deemed to be intoxicated and/or a risk to themselves or others, then they must be asked to leave or accompanied from the premises.

When asking a customer to leave, health and safety considerations may be observed. For example, if it seems that the person may not be able to safely arrange their own transportation, you may allow them to remain on the premises until transportation has been arranged on their behalf.

However, where a customer is violent, aggressive or acting dangerously, they should be removed immediately from the premises, with the assistance of authorised personnel (e.g. security staff or police), if necessary.

4.4 – Use appropriate communication and conflict resolution skills to handle difficult situations

Conflict resolution

When working in an industry where alcohol is served or sold, you may encounter occasions of conflict. This may occur, for example, if a customer has become intoxicated, or if a customer becomes angry due to being denied service for any reason.

In these circumstances, it is important to manage the situation with proper conflict resolution and communication techniques.

These may include:

- Intervening early when anti-social, aggressive or inappropriate behaviours emerge amongst customers
- Keeping your tone of voice, language and facial expressions calm
- Keeping your distance from aggressive or anti-social customers
- Being tactful

- Speaking to the customer's friends (or whomever they entered with) to ask for their co-operation in helping to handle difficult situations
- Being polite
- Giving clear reasons for refusing sales/asking a person to leave/asking a person to be quiet, etc.
- Seeking assistance, where necessary, e.g. from security staff.

Escalation must be avoided at all costs. This means that you should avoid any language, body language or behaviour that is confrontational or aggressive. Furthermore, you should remain calm and professional when dealing with irate customers, even if their behaviour becomes offensive or personal. If necessary, you may seek assistance from the appropriate personnel, e.g. security staff.

The communication methods outlined in section 4.1 of this unit (refusal of sale or service) may also be employed.

4.5 – Refer difficult situations beyond the scope of own responsibility to the appropriate person

Scope of own responsibility

Your scope of responsibility will relate to your own job role and other factors, such as which training you have undertaken. Those in managerial positions may have greater responsibility than other members of staff. Additionally, training may be required to ensure that staff members are able to deal with difficult situations appropriately and safely.

You may seek assistance for difficult situations if:

- You do not have sufficient training to deal with the situation
- You feel unsafe, threatened or unable to cope with the situation alone.

You may also find guidance for you scope of responsibility in documents such as an employee handbook or in your staff contract.

Appropriate persons for referral of difficult situations

The appropriate person from whom to seek assistance during difficult situations will vary depending on the staff available within your own organisation and how responsibilities are divided between them, as well as upon your own job role and personal responsibilities.

Possible people from whom to seek help may include:

- More senior staff
- Nearby colleagues
- Security staff
- Authorities (as a last resort).

You should always seek assistance from others if you feel unable to handle a difficult situation alone, and especially if a customer becomes violent or aggressive.

In these situations, you should make your personal safety, and the safety of other members of staff and other customers, a priority.

4.6 – Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy

Identify situations that are a safety threat

Customer behaviour can be a strong indication of whether a safety threat is present or will emerge.

Behaviours that pose a safety risk include:

- Violence or aggression
- Raised voice
- Intoxicated persons or persons under the influence of drugs
- Presence of a weapon
- Intentional damage to property
- Verbal threats
- Offensive language
- Altercations between customers
- Arguments between customers
- 'Rowdiness'.

The presence of these behaviours, or any others that make you feel threatened or give you just reason to suspect that a safety risk may occur, may prompt you to take immediate action.

Taking action on safety risks

Any action taken to address potential safety risks must be taken in accordance with organisational policy and procedure.

This should outline:

- What to do when there is a safety risk
- When to seek assistance
- From whom to seek assistance
- Under what circumstances authorities should be contacted.

Consult your own organisation's policy and procedure to ensure you are familiar with how to respond to safety risks in your workplace.

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills assessment
- Knowledge assessment
- Performance assessment.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!

References

These suggested references are for further reading and do not necessarily represent the contents of this unit.

Publications

'Liquor Licensing Legislation in Australia: Executive Summary', Trifonoff, A., Andrew, R., Steenson, T., Nicholas, R. and Roche, A.M. (2011). National Centre for Education and Training on Addiction (NCETA). Flinders University, Adelaide, SA, http://nceta.flinders.edu.au/files/8713/5226/7677/EN463_LLReport_Exec_summary.pdf

'Liquor Licensing Fact Sheet: Intoxication guidelines', Victorian Commission for Gambling and Liquor Regulation, https://assets.justice.vic.gov.au/vcglr/resources/013e425a-b64b-42ea-bf8b-cccc2e85f74a/intoxicationguidelines.pdf

'Identifying the Signs of Intoxication', Western Australia Department of Racing, Gaming and Liquor, December 2010, http://www.rgl.wa.gov.au/docs/default-source/rgl/identifying_the_signs_of_intoxication.pdf?sfvrsn=0

Websites

Australasian Legal Information Institute, http://www.austlii.edu.au/

Alcohol Think Again, http://alcoholthinkagain.com.au/

Australian Department of Health, Alcohol, http://www.alcohol.gov.au/

Guidelines

'Guideline 58: Unduly intoxicated', Queensland Government, Business and Industry Portal, https://www.business.qld.gov.au/industry/liquor-gaming/liquor/guidelines-listing/58-unduly-intoxicated

'Liquor Licensing Act 1997: General Code of Practice Guidelines', Attorney-General's Department, January 2013, http://www.cbs.sa.gov.au/assets/files/GCOPGuidelines.pdf

'Intoxication Guidelines', Consumer and Business Services, South Australia Attorney-General's Department, May 2014, http://www.cbs.sa.gov.au/assets/files/Intoxication_guidelines_WEB.pdf

All references accessed on and correct as of 27/06/16, unless other otherwise stated.