Elite Hospitality Solutions – Human Resource Development Plan

PDAS313 Human Resource Planning and Development

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INTRODUCTION

DEVELOPING THE SKILLS OF FOOD AND BEVERAGE STAFF TO DEMONSTRATE

QUALITY CUSTOMER SERVICE AT ELITE HOSPTIALITY SOLUTIONS

This Human Resource Development (HRD) program is created for Elite Hospitality Solutions (EHS); a small business that offers catering services to the hospitality industry such as wedding receptions, parties and other special occasions. It was created by the author (Kris Ford) ensuring vocational competence and current industry experience to comply with legal requirements of his work as a business, marketing, management and hospitality Vocational Education and Training (VET) trainer. EHS employs up to twelve staff members depending on client requirements.

HRD improves an employee's performance, job satisfaction, job knowledge and work efficiency to benefit the whole business (McLean & McLean, 2001, p. 315). HRD starts with the orientation of the employee and continues throughout the career of the employee (Werner & DeSimone, 2011, p. 4). The goal of HRD is to improve the business's effectiveness by solving current problems, preventing future problems and involve employees who will benefit the most from it (Werner & DeSimone, 2011, p. 108). Organisational development (OD) is known as the method of improving business efficiency through planned changed such as training and employee involvement programs (Werner & DeSimone, 2011, p. 11).

This program will compromise of six core areas including food and beverage knowledge, food and beverage service (customer service), communication skills, presentation skills (grooming and uniform), using initiative to solve problems (problem solving) and working with others (teamwork).

Training and will be comprised of class room learning. The author is creating a HRD program to anticipate business growth. New employees create problems such as varying levels of customer service and require training in learning about EHS service standards. EHS requires HRD training to maintain quality of service, match customer expectations and ensure the business is operating efficiently and effectively.

NEEDS ASSESSMENT – HOW THE PROGRAM MAY BENEFIT EHS AND EMPLOYEES

A needs analysis is to be carried out to find gaps that exist between what EHS requires of employees (both currently and in the future) compared to the actual skill levels of employees (Werner and DeSimone, 2011, p. 109). Unlike what other literature has suggested (Katz, 2010, p. 73), a needs analysis for EHS will not create conflict among employees because of its flexible casualised workplace and small numbers of staff members.

Three types of needs analysis will occur (McGehee & Thayer, 1961). These are:

- Strategic/organisational analysis that examines were in EHS training is required and the environment in which it will occur in.

- Task analysis that examines what an employee must do to carry out his/her task competently.

- Person analysis that examines individual employees required training needs and the area(s) of such training.

A strategic analysis is carried out to determine what EHS is trying to accomplish and examines four parts; business goals, business resources, business climate and environmental constraints (Goldstein, 1986). The EHS Business Plan (Elite Hospitality Solutions, 2012, p. 6) listed its business goals as;

-        Revenue of $55,000,

- Provide immedicable customer service to all clients,

- Known as a reputable high end provider of catering services,

- Increased market awareness of potential clients,

- Customer satisfaction surveys rating greater than 90%.

Upon reflection the author should have created SMART goals that specify quantitatively when a goal has been reached (measurable) and a timeframe to complete it (Doran, 1981, p. 35). However what one can take away from this is the business's aim to provide QCS (core focus).

Business resources and its core competencies are important for examining HRD needs (Clardy, 2008). EHS's business resources are minimal because often jobs (client contracts) possess only a few employees and at most 12 employees are on one job at any particular time. The work of wait staff is labour intensive with minimal physical resources required. All staff members have basic (core competencies) such as previous hospitality training, Responsible Service of Alcohol Certificate and at least a Certificate 2 in Hospitality Operations.

The author works in three business colleges teaching hospitality and business. What is planned is to hire out a training room at a Registered Training Organisation (RTO) to train staff members in a formal classroom setting. This is done to reduce costs and have all staff members available for training at one time when EHS requires it.

The business climate influences the implementation and success of a HRD program (Sleezer, 1993). The author feels that the HRD program will work effectively mainly on the basis that he is the person designing and running the program (conducting the training), there are only a few employees, and it is in the employees best interests to participate in the training program to update their own skills to align it to the goals of the business.

After analysing the business environment, stage two is involved with collecting information on how employees achieve optimal performance by using a task analysis (Moore & Dutton, 1978, p. 537). EHS uses Moore and Dutton's (1978, p. 539) approach by analysing job descriptions, analysing existing training materials (Appendix A), observing and asking staff members about their job and sought research conducted on industry best practice in hospitality service.

The employee's job description (a statement of the main activities of the employee) (Werner and DeSimone, 2011, p. 117) was initially analysed to ensure that what the author expected his employees to achieve was written down in a clear understandable way. Once this was finished the author examined existing training manuals (Appendix A) to seek deficiencies in the printed material. The author also spoke to existing employees on how they performed their role and visually observed them whilst they were performing their work.

Finally to determine individual training needs a person analysis was carried out. A person analysis involves examining how well an employee is carrying out their tasks

and can also identify common HRD needs (Werner and DeSimone, 2011, p. 125). EHS uses an approach called a 360 degree performance appraisal (Edwards and Ewen, 1996). This program uses feedback from a variety of sources including the owner (the author), customers and other employees within EHS (London & Smither, 1995, p. 803). The purpose of this is to observe employees from multiple perspectives and creates a workplace culture that considers and listens to its employees, creating a more supportive work environment (Cardy and Dobbins, 1994).

Werner and DeSimone (2011, p. 130) comment that a 360 degree performance appraisal should only be one element of a person analysis, therefore EHS also asked the employees themselves what training they require to successfully carry out their role. This approach has shown to have a small but significant effect on determining training needs (McEnery & McEnery, 1987).

The result of the needs assessment was compared against literature on quality service within the hospitality industry and then compared to customer survey results to create a list of training program objectives.

Services being intangible mean customers judge service quality by comparing their experiences (perceptions) against their expectations (Meister, 1990). Abbey, Speller and Jones (1993, p. 46-47) state that service quality requires a focus on the what the customer wants, empowering frontline staff to make important decisions, possessing motivated and well trained staff and possessing a clear vision of what service quality is.

EHS uses the definition of quality to mean satisfying customer's requirements (Demming, 1986). It is up to EHS as a service provider to research what these requirements are and then meet them.

The obstacles to improve service quality include; problems not being visible to the service provider, time required to improve the service quality, service delivery uncertainties due to the unpredictable manner of staff, and difficulties in assigning accountabilities to problems since service quality is influenced by the customers overall perception of the experience (Abby et al, 1993, p. 46).

Moreover Parasuraman, Zeithaml & Berry (1985) provide a comprehensive list of service quality characteristics. These are; reliability (being dependable and accurate), responsiveness (dealing with complaints quickly), customisation (being adaptable to customer needs), credibility (service providers name and reputation), competence (doing a task correctly), courtesy (politeness and respect), security (freedom of danger), communication (informing customers in a clearly understandable language) and knowing the customer (understanding customers needs).

Abby et al (1993, p. 45-46) suggest an organisation should adopt a strategic approach to service quality management. This approach differentiates its service offering against competitors and identifies customers expectations, perceived quality, possessing a quality definition and vision, and metrics for quality. It (Appendix B) would enable EHS to examine gaps between what EHS is offering a

customer compared to what the customer is receiving or perceiving. These gaps are the result of; improper market/customer focus, inability to satisfy customer expectations through quality service, having insufficiently trained staff and, having promotional material that does not match the delivery service (Abby et al, 1993, p. 46).

GAP ANALSYIS OF CUSTOMER SURVEY RESULTS

Over the last 15 months, 19 customer surveys were successfully completed. The survey analysed staff attributes such as level of professionalism, timeliness, effectiveness, courteous/patient, product knowledge and appearance (Elite Hospitality Solutions, 2014). According to the customer, it is these attributes that determine if QCS has taken place.

The staff attributes above were recorded from zero to ten, which gave analysis a quantitative approach, making meaning of the information supplied easier to understand. A section were customers could write down comments was also provided (Elite Hospitality Solutions, 2014).

The results of the surveys were surprising. When the author analysed the information it was found that for the price of the staffing service paid, customers in general expected the employees to work harder. Areas of deficiency also included what the staff members knew about the food and drinks, communication skills in expressing themselves and being polite and a few customers also commented negatively on staff members grooming and uniform. These four areas were deemed to be areas of that would be focused on during the HRD program.

In addition the ability to solve problems together (analysis of the literature review) along with enabling employees to work effectively together (360 degree

performance appraisal and author's own observation) was seen as major influence on QCS. It is these six areas that will form the HRD program's objectives.

TRAINING PROGRAM OBJECTIVES

Training program objectives describe the behavioural or knowledge desired result along with the intent of the program. The objectives tell the person conducting the training how well the learners are performing and if they have reached their desired target (Werner and DeSimone, 2012, p. 143). Objectives must meet three criteria (Mager, 1997, p. 46):

- The skill a learner must demonstrate.

- A descriptions of the conditions that they perform the skill.

- Objective criteria to satisfy so the learner can be deemed competent.

Following the needs assessment, the HRD program's objectives were created.

These are:

1. Recall 30 cocktail drink recipes, possesses knowledge of all wineries in Australia including their grape varieties and recall the entire cocktail menu including ingredients for all canapés.

2. Demonstrate the ability to accurately pour wine, carry a tray with a minimum of twelve drinks, carry three plates of food and polish glasses to a flawless standard.

3. Demonstrate the difference between poor (non-verbal and verbal) communication skills and excellent (non-verbal and verbal) communication skills and what is expected from EHS.

4.   Be able to discuss the differences between acceptable and unacceptable grooming, hygiene and uniform standards and what customers of EHS are expecting.

5.   Be able to discuss at length, why demonstrating initiative in difficult situations is crucial to the success of EHS.

6.   Explain in detail why effective teamwork is important and outline strategies to enable effective teamwork when working for EHS, giving relevant examples.

TRAINING PROGRAM DESIGN

A decision was made to group the learning objectives and create three training programs. The first training program incorporates learning objectives one and two that concentrate on food and beverage knowledge and skills. The second training program (learning objectives three and four) focus on communication skills and presentation standards, whilst the third training program (learning objectives five and six) examine effective problem solving and team work skills.

All training is to be done in the classroom and not on the job. The reason behind this is that all employees have prior experience working within the hospitality industry along with relevant qualifications.

A lesson plan sets out as guide what training will be delivered and the content of that training (Morrison, 2011). Lesson plans should include; the content that is to be delivered, an activity sequence, training media used, learner exercises, timing of each activity, instruction methods to be used and evaluation methods used (Gilley & Eggland, 1989).

The author has attached lesson plan one, two and three in Appendix C, D and E.

IMPLEMENTATION PLAN

EHS's implementation plan began with an analysis of the employee's current level of expertise. Effective training programs analyse an employee's level of performance and are guided by the learning programs objectives, current learner skill/experience and the resources available (Werner and DeSimon, 2012, p. 169).

All training is conducted in a classroom with a variety of training styles delivered depending on what subject matter is taught and the use of resources. The author has used Instructor lead live programs (lecture method) a significant amount in the training programs becasue it is an effective way to transmit a large amount of information in a short period of time (Werner and DeSimon, 2012, p. 175).

The author tries to make the lectures as interesting as possible to ensure the learners do not see the information as not applying to their job (Zemke, Raines & Filipczak, 1999). Along with the lecture method the author makes use of the discussion method by using open-ended questions as they help people reflect on doing things in new ways, makes things clearer, enables the employee to become owners of solutions and enhances clear thinking and problem solving (Marquardt, 2007).

To enhance commitment from employees, the author ensures that respect and acknowledgment are given to all responses and that training is inclusive of all

employees and everyone is given a chance to contribute (Werner and DeSimon, 2012, p. 176).

The author uses audio-visual media such as Powerpoint slides (Static media) to explain key points in the content of the learning modules and videos (Dynamic media) (Werner and DeSimone, 2012, p. 177) to demonstrate topics such as the production of wine, as younger learners prefer this form of presentation (Werner and DeSimon, 2012, p. 179). The author tries to keep the videos under 15 minutes (Balslev, de Grave, Muijtens & Scherpbier, 2005) and link them to the learning objectives to aid opportunities to learn (Marx & Frost, 1998, p. 245).

The methods above are used by EHS as passive training methods that try and engage the learner as much as possible.

As stated earlier in the report, all EHS employees possess experience working within the hospitality industry and possess at least a Certificate 2 in Hospitality Operations. Others argue (Werner and DeSimon, 2012, p. 181) that employees who are not new or inexperienced in their job learn best under experiential methods of learning (Werner and DeSimon, 2012, p. 168). This has a focus on case studies, simulations, roleplaying and behaviour modelling (Werner and DeSimon, 2012, p. 181-184).

Case studies help employees learn problem solving skills and analytical skills by being presented a story about the business' problem. Cases can be analysed to aid in the linkages between theory and practice and increase communication sills (Osigweh, 1986). This experiential learning method featured significantly during learning module 3, Initiative and teamwork.

In–basket exercise simulations are a part of the training program at EHS. This experiential learning method helps learners to, plan, establish priorities, gather information and carry out decisions (Werner and DeSimone, 2012, p. 184). This approach is used throughout Learning module 3 to increase employees skills in working with others and solving problems.

Roleplays allow learners to take part in a hypothetical situation and allows self-discovery and learning (Werner and DeSimone, 2012, p. 185). This experiential method is used significantly in Learning module 2, Communication skills and uniform standards.

Behaviour modelling is demonstrating a desired behaviour correctly. It involves talking to the learner, showing them a correct way of undertaking a task and reinforcing the behaviour that they demonstrate (Werner and DeSimone, 2012, p. 184). EHS uses this approach in making cocktails, wine service and carrying plates (Learning module 1).

EVALUATION PLAN

An evaluation of the HRD program involves the collection of judgmental (opinions or beliefs on what has happened) and descriptive information (a description to what has happened) to carryout effective training decisions to help change the training program in the future to enable greater success (Goldstein, 1980). The purpose of an evaluation program is to determine if the objectives are being reached, identify weaknesses and strengths of the program, to conduct a cost benefit analysis and gather information on who is benefiting the most from the program (Werner and DeSimone, 2012, p. 202).

Modern HRD evaluation models focus on the entire training program (Werner and DeSimone, 2012, p. 205). Kirkpatrick's (2004) evaluation model is an extremely popular evaluation framework that examines four elements (reaction, learning, behavior and results) in determining training program effectiveness (Werner and DeSimone, 2012, p. 206-207).

The first criteria (reaction) examines the learners experience of the HRD program and evaluates its effectiveness (Werner and DeSimone, 2012, p. 206). EHS plans to conduct a short-term evaluation of its HRD program by developing an employee satisfaction survey. This will ask questions such as; was the training worth their time, was the training successful, did they enjoy the training presentation and style, did the training accommodate your learning style and finally, what were the largest

strengths and weaknesses of the training. This information will form a basis to what things the author could change in the future.

The second criteria (learning) is involved with the analysis of the trainees knowledge and if they met the HRD programs learning objectives (Werner and DeSimone, 2012, p. 206-207). EHS takes part in a short-term evaluation of the HRD program by examining if learners are acquiring knowledge by including assessments of activities such as direct observation, oral questioning and written questioning.

The third criteria (behaviour) examines if the learner has used this new knowledge in their job (Werner and DeSimone, 2012, p. 207). This is an example of a long term evaluation as it takes place a significant amount of time after the training has been delivered. EHS conducts this evaluation method through direct observation whilst they are working and structured interviews. During structured interviews employees are asked questions such as; has your behavior changed since the training?, are you able to teach your new skills to others? and, are they putting the training to use on the job.

The fourth criteria (results) asks if the training has improved the organisations effectiveness (Werner and DeSimone, 2012, p. 206-207). This approach is considered a long term evaluation method and EHS measures outcomes such as; income, staff complaints, customer satisfaction survey results, work morale and employee retention to determine if the training is effective.

CONCLUSION

The author has created a HRD program to anticipate business growth. EHS requires HRD training to maintain quality of service, match customer expectations and ensure the business is operating efficiently and effectively.

This program has incorporated several core areas including food and beverage knowledge, food and beverage service, communication skills, presentation skills, using initiative to solve problems and working with others. The HRD program has created training objectives that align to these core areas, designed structured lesson plans, and examined the implementation and evaluation of the plan.

EHS's HRD program will ensure that current and future employees have all the skills necessary to carry out quality service and ensure customers are satisfied with the service provided.

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APPENDIX A

Serving Food - Carrying plates

1. **Start with one plate**

Keep your elbow close to your body and keep your arm horizontal, your wrist should be inline with the plate, your thumb and pinkie fingers should act as the platform for the second plate.
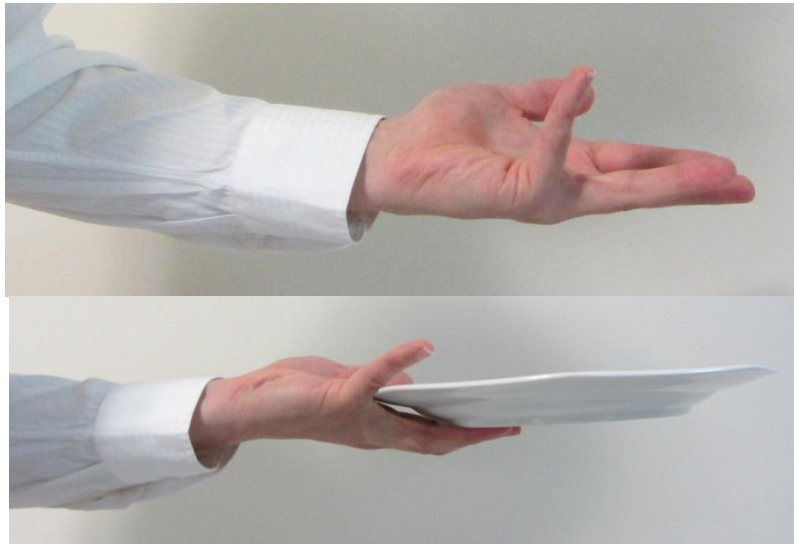
2. **Now move onto two plates**

Simply place the 2nd plate onto your thumb and pinkie finger using your wrist as the 3rd point so as to steady the plate. Make sure you keep both plates flat (imagine they are full of water).
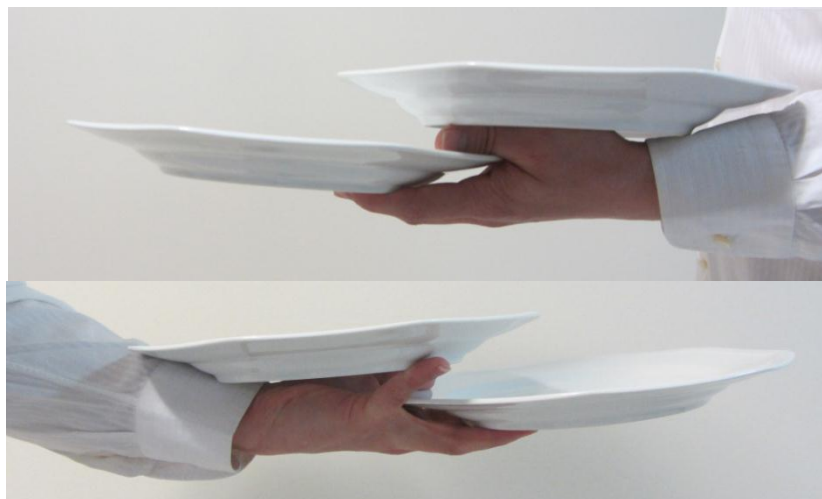
3. Now move onto three plates

Do not allow your thumb to intrude too far onto the rim. Keep all three plates close to your body to avoid bumping into people.

4. Using a waiters cloth

Using a cloth is simple when carrying plates and important when the plates are hot and a formal service is required.

a. Start with the cloth in one hand with the waiter's cloth folded over at the top, place your 3 middle fingers over the front.

b. Then simply flip your wrist up and flip the cloth over to lie along your arm.

c. Position the plates in the same way you did when you had no cloth

- All service is from the right hand side
- Move around the table in a clockwise manner
- Serve ladies first before men
- Place meat dishes facing the customer
- Announce the dish to the customer as you place it down
- When the table has been served, ask the customers if you can get them anything else

APPENDIX B
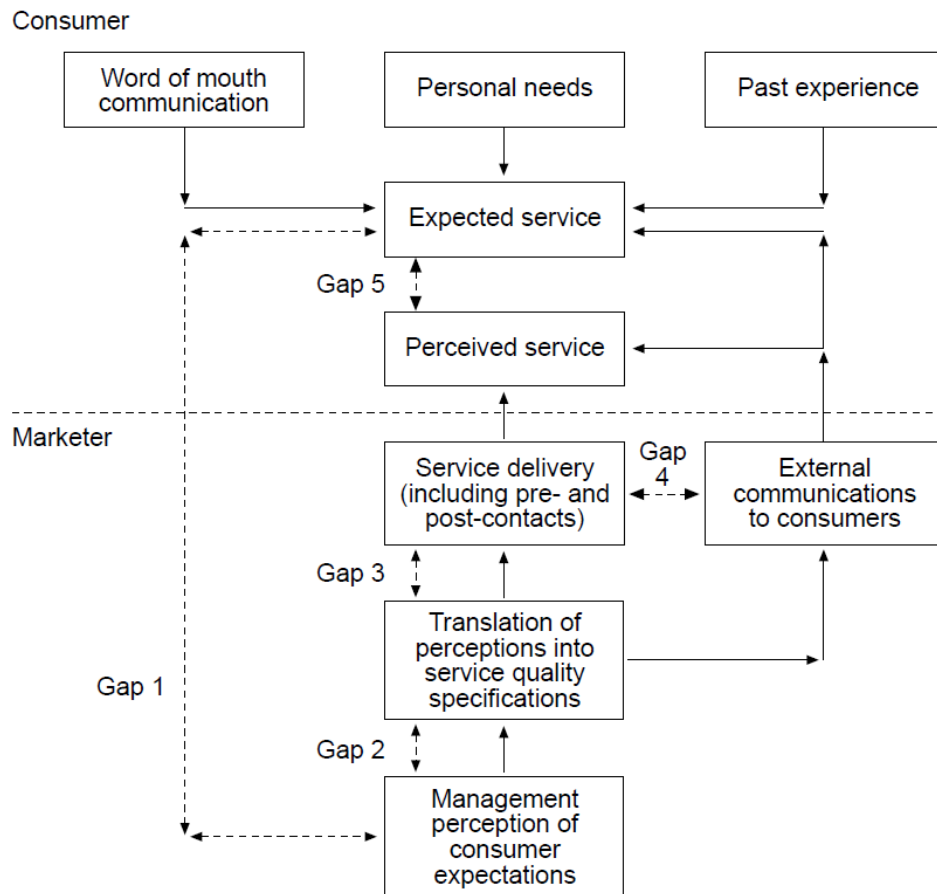
Quality Gap Analysis Model (Parasuraman, Zeithaml & Berry, 1985).

APPENDIX C

LESSON PLAN – Module 1 – Food and beverage knowledge and service

Time (24hr)	Learning Objective (Topic Area)	Subject Content	Training media used	Classroom training approach	Evaluation Criteria	Evaluation Method
08:00 – 09:30	Cocktail drinks and recipes	• Glassware • Ingredients / liqueur familiarisation • mixing methods • Garnishes • Flavours	• Powerpoint slides • Blender • Cocktail shaker • Chopping board • Fresh fruit • Alcohol • Cocktail glasses	• Instructor lead live program • Discussion • Notes given before training for the day starts • Selfpaced print (for cocktail recipes) • Behaviour modelling	• Ability to prepare and present a variety of standard cocktails correctly including examples of blended, shaken, stirred, built and floated cocktails • Ability to recall at least 30 cocktail drinks and their recipes.	• Direct observation of practical demonstration of preparing and serving cocktails on the day of training • Oral questioning at a later date
9:30 - 10:00	Cocktail (food) menu	• Food types • Pastry types • Describing the food • Ingredients of food • Preparation methods	• Powerpoint slides • Learner workbook	• Instructor lead live program • Discussion • Notes given before training for the day starts	• Ability to describe the cocktail menu offered by EHS and the ingredients of each food item.	Oral questioning of the cocktail menu to be conducted at a later date
10:00 – 10:15			**Break**			
10:15 – 11:30	Wine Knowledge	• major regional variations • different wine types	- Video - Powerpoint slides - Learner workbook	- Instructor lead live program • Discussion	- General knowledge of Australian geography in relation to its impact on	Oral and written questions to assess knowledge of wine

		and their styles • different production methods • label terminology and interpretation		- Notes given before training for the day starts	wine growing - Knowledge of climatic classification of Australian grape-growing regions including factors that influence the character of the wine - Ability to discuss the impact of the vineyard and viticultural techniques affecting taste and style of wine	to be tested at a later date
11:30 – 11:45	<td colspan="5" align="center">**Break**</td>					
11:45 – 13:00	Wine Knowledge	• principal grape varieties used in wine types • the place of Australian wines in the international marketplace • how Australian wines compare with imported wines in terms of general types and styles • factors that affect the style and quality of wine,	- Powerpoint slides - Video - Handout - Learner workbook	- Instructor lead live program - Notes given before training for the day starts - Discussion	- Knowledge of the annual cycle of a general vineyard and regional specific cycles -Knowledge of wine production methods and variations for white, red, sparkling and fortified wines, including: -Discussion on basic wine production steps and variations for different wines (harvesting, crushing, pressing, -Ability to discuss specific production techniques for white and red wine	- Oral and written questions to assess knowledge of wine to be tested at a later date
13:00 – 13:30	<td colspan="5" align="center">**Lunch Break**</td>					

13:30 – 14:30	Wine service	•Pour wine as required according to EHS standards. •Filling up glasses •Removing glasses	- Wine bottles - Wine glasses - Waiters cloth - Waiters friend	• Instructor lead live program • Notes given before training for the day starts • Behaviour modelling	• Open and serve wine correctly, safely and without spillage. • Refill glasses where appropriate during service, with minimal disruption to customers. • Remove used and unused wine glasses from tables at the appropriate time and in the correct manner.	• Direct observation of the candidate providing table service wine on the day
14:30 – 14:45			**Break**			
14:45 – 15:45	Carrying trays with glasses and polishing glasses	• Carrying glasses • Polishing glasses	- Tray - Wine glasses - Polishing cloth - Waiters cloth	• Instructor lead live program • Discussion • Behaviour modelling	- Demonstrate ability to carry tray with at least 12 glasses - Demonstrate ability to polish glasses free of blemishes	Direct observation of the candidate on the day of training
15:45 – 16:00			**Break**			
16:00 – 17:00	Carrying Plates	- Carry at least 3 plates for table service	- Waiters cloth - Dinner plates	• Instructor lead live program • Handouts • Discussion • Behaviour modelling	- Ability to carry three plates for table service	Direct observation of the candidate on the day of training

APPENDIX D

LESSON PLAN – Module 2 – Communication and presentation skills

Time (24hr)	Learning Objective (Topic Area)	Subject Content	Training materials used	Instructional Methods	Evaluation Criteria	Evaluation Method
08:00 – 09:00	Nonverbal communication skills	- Body language - Communication strategies	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Use appropriate non-verbal communication in all situations. - The ability to distinguish between poor and good body language	- Direct observation of simulated roleplay
09:00-09:15	**Break**					
9:15 - 10:15	Nonverbal communication skills	- Body language Communication strategies	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Observe and take into consideration non-verbal communication of colleagues and customers	- Direct observation of simulated roleplay
10:15 – 10:30	**Break**					
10:15 – 11:30	Verbal Communication Skills	- Effective listening skills - Communication devices -	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Use active listening and questioning to facilitate effective two-way communication - Use communication medium correctly and according EHS standards - Source relevant information	- Direct observation of simulated roleplay

				about products and services and provide information clearly to customers.	
11:30 – 11:45	**Break**				
11:45 – 13:00	Verbal Communication Skills	- Diversity - Professional communication styles - Voice tone and control	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Show sensitivity to cultural and social differences - Conduct communication with customers and colleagues in a polite, professional and friendly manner - Use language and tone appropriate to a given situation in both written and spoken communication	- Direct observation of simulated roleplay
13:00 – 13:30	**Lunch Break**				
13:30 – 14:30	EHS Standards and expectations	- Values - Vision statement - Mission statement - Ideal EHS employee	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Knowledge of EHS Standards and expectations	- Oral and written questioning
14:30 – 14:45	**Break**				
14:45 – 15:45	Uniform standards	- EHS Standards - Reasoning behind standards	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Knowledge of appropriate uniform standards as outlined by Elite Hospitality Solutions.	- Direct observation of simulated roleplay

15:45 – 16:00	Break				
16:00 – 17:00	Grooming and hygiene	- EHS Standards - Reasoning behind standards	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program	- Knowledge of appropriate standards as outlined by Elite Hospitality Solutions.	- Verbal questioning

APPENDIX E

LESSON PLAN – Module 3 – Initiative and teamwork

Time (24hr)	Learning Objective (Topic Area)	Subject Content	Training media used	Classroom training approach	Evaluation Criteria	Evaluation Method
08:00 – 09:00	Quality customer service	- Ideal EHS employee characteristics - Understanding customer needs - Quality customer service elements - How are we different	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay - Case-study	- Identify colleague and customer needs and expectations correctly, including customers with special needs, and provide appropriate products, services or information - Meet all reasonable colleague and customer needs and requests within acceptable organisation timeframes. - Identify and take all opportunities to enhance service quality.	- Direct observation of simulated roleplay - Verbal questioning
09:00- 09:15	**Break**					
9:15 - 10:15	Showing initiative	- Establishing priorities - Plan - Gather information - Making decision	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Demonstration of dealing with dissatisfaction promptly and taking action to resolve the situation according to individual level of responsibility EHS	- Direct observation of simulated roleplay

				procedures	
10:15 – 10:30	**Break**				
10:15 – 11:30	Showing initiative	- Respond to customer complaints positively, sensitively and politely	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Simulation - in-basket exercise	- Demonstration of the required elements in showing initiative correct answers in exercise given.	- Direct observation of simulated roleplay and in-basket exercise
11:30 – 11:45	**Break**				
11:45 – 13:00	Showing initiative	- Identify and take all opportunities to enhance service quality.	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Case study	- Demonstration of the required elements in showing initiative correct answers in exercise given.	- Direct observation of simulated roleplay and case study
13:00 – 13:30	**Lunch Break**				
13:30 – 14:30	Effective teamwork	- Diversity - Maintaining professionalism	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Simulation - in-basket exercise - Roleplay	- Demonstration of the required elements in showing effective teamwork correct answers in exercises and roleplay.	- Direct observation of simulated roleplay and in-basket exercise
14:30 – 14:45	**Break**				

14:45 – 15:45	Effective teamwork	- Maintain a positive and cooperative manner at all times - Communicating with others	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Case-study - Roleplay	- Demonstration of the required elements in showing effective teamwork correct answers in case study and roleplay.	- Direct observation of simulated roleplay and case study
15:45 – 16:00			**Break**			
16:00 – 17:00	Effective teamwork	- Listening to others - Establishing goals - KPIs	- Video - Powerpoint slides - handout	- Discussion - Instructor lead live program - Roleplay	- Demonstration of the required elements in showing effective teamwork correct answers in exercises and roleplay.	- Direct observation of simulated roleplay and case study