



'Simplicity at its best'

SISXCCS004 Provide quality service

Case studies and direct observation

Student Name: _____

Student Signature: _____

Student USI: _____

In the following task, the student was assessed as;

Satisfactory **Not Yet Satisfactory**

Assessor Name: _____

Assessor Signature: _____

Date: _____

Any Assessor Comment:

Recommended time allowance – 60 - 90 minutes



Case study 1

You are a customer service representative at a large fitness and recreation centre, Meadow Dunes Aquatic and Recreation. Your role involves interacting with clients face-to-face, over the phone, and through written media.

You handle client inquiries, provide information about services, and resolve complaints.

Scenario background

- The fitness club has a large open reception area and has small rooms off to the side where meetings can be held in private with clients
- The weekly timetable is available on the website, printed at the desk, posted on the notice board and played internally on video monitors for clients to view at their own discretion.
- The gym is running a promotion of 'Buy 6 personal training passes get 4 free' with this being the best promotion for new customers as it includes a free consultation with a personal trainer.
- The gym also has 2 other promotions running in this period:
 - Premium personal training package - this package includes 12 one-hour sessions per month with a senior personal trainer, a personalised fitness plan, nutritional guidance, and access to exclusive fitness classes.
 - Basic personal training package - This package includes 4 one-hour sessions per month with a junior personal trainer, a basic fitness plan, and general nutritional tips.
- The Meadow Dunes Aquatic and Recreation has their policies and procedures listed on their website for all members to access.
- The Meadow Dunes Aquatic and Recreation Facility Cleaning Policy and Schedule is attached on the next page for reference.



Facility Cleaning Policy and Schedule

Policy Statement

Meadow Dunes is committed to maintaining a clean, safe, and hygienic environment for all workers, contractors, customers, and visitors. This policy outlines the procedures and responsibilities for cleaning and maintaining the facility, ensuring compliance with health and safety regulations.

Aims and Objectives

- Ensure all areas of the facility are clean and hygienic.
- Maintain high standards of cleanliness to prevent the spread of infectious diseases.
- Provide a safe and pleasant environment for all facility users.

Responsibilities

We will ensure that –

- **Management:** Ensure adequate resources for cleaning and maintenance, monitor compliance with cleaning schedules, and address any issues promptly.
- **Cleaning Staff:** Perform cleaning tasks as per the schedule and report any issues or damaged property.
- **All Staff and Users:** Maintain cleanliness in personal areas, report any spills, and adhere to hygiene practices

Cleaning Procedures

1. **General Cleaning:**
 - Daily cleaning of high-traffic areas such as reception, restrooms, locker rooms, and gym floors.
 - Weekly deep cleaning of all areas, including corners, under equipment, and behind fixtures.
 - Monthly cleaning of windows, light fixtures, and air vents.
2. **Specialized Cleaning:**
 - Immediate cleaning of any spills or contamination, particularly in areas like the swimming pool and gym.
 - Use of appropriate disinfectants for blood spills and other bodily fluids.
 - Regular cleaning and maintenance of equipment as per manufacturer's guidelines.
3. **Waste Management:**
 - Daily emptying of all trash bins and proper disposal of waste.
 - Recycling procedures in place for appropriate materials.
 - Safe disposal of hazardous waste, including sharps and cleaning chemicals.

Cleaning Schedule

Daily:

- **Reception Area:** Sweep, mop, and disinfect floors; clean surfaces and windows; empty trash bins.
- **Restrooms and Locker Rooms:** Clean and disinfect toilets, sinks, and showers; restock supplies; mop floors.
- **Gym Floor and Equipment:** Wipe down equipment with disinfectant; vacuum or mop floors; empty trash bins.



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Weekly:

- **Deep Cleaning:** All areas, including under and behind equipment, corners, and less accessible areas.
- **Windows and Light Fixtures:** Clean and polish.

Monthly:

- **Air Vents:** Clean to ensure proper ventilation and air quality.
- **Equipment Maintenance:** Inspect and clean all fitness equipment thoroughly.

Incident Reporting and Maintenance

- Any cleaning-related issues, such as spills, damage, or malfunctioning equipment, must be reported immediately to the duty manager or centre manager.
- Regular inspections to ensure compliance with the cleaning schedule and identify areas needing attention.

Compliance and Review

- The cleaning policy and schedule will be reviewed annually or as needed to ensure they meet current health and safety standards.
- Staff training on updated cleaning procedures and the importance of maintaining a clean environment will be conducted regularly.

Authorised By

Signed: Chief Executive Officer

Date: 01/01/2024



Face-to-Face Client Interaction

Client: Sarah, a new member of the facility

Scenario: Sarah approaches the front desk at 10 AM on a busy Monday morning. You, as the customer service representative, greet her warmly.

Sarah: Hi, I'm new here and I'd like to know more about the group fitness classes schedule. I saw some information on the website, but I'm hoping you can give me more details.

You: Good morning, Sarah! Welcome to Meadow Dunes Aquatic and Recreation Centre. I'd be happy to help you with the group fitness classes.

Students are required to role play the rest of the interaction and then complete the below reflective evidence.

Students are to submit (One student is to role play the client and one student to role-play the staff member)

List the steps taken:

How can you improve?

What was the client need in the scenario:

RTO Result - Satisfactory Not Satisfactory



Face-to-Face Client Interaction

Client: John, a long-time member of the facility.

Scenario: John approaches the front desk at 11 AM on a busy weekday morning. The reception area is bustling with activity as members check in and out, and a friendly receptionist, You, greets John with a warm smile.

John: Hi there. I'm thinking about joining the gym, but I'm not sure which personal training package would be the best fit for me. Can you help me out with some information?

You: Good morning, John! Welcome to Meadow Dunes Aquatic and Recreation Centre. I'd be happy to help you. We have a few different personal training packages available. Can you tell me a bit about your fitness goals and what you're looking for in a training program?

John: Sure. I'm looking to lose some weight and build muscle. I've never had a personal trainer before, so I'm not sure what to expect or which package would be best for me.

Students are required to role play the rest of the interaction and then complete the below reflective evidence.

Students are to submit (One student is to role play the client and one student to role-play the staff member)

List the steps taken:

Which option was best for John's needs?

What was the client need in the scenario:

List the features and benefits of each package that is offered by the organisation:

RTO Result - Satisfactory Not Satisfactory



Client Complaint Interaction

Client: Emily

Scenario: Emily approaches the front desk at 5 PM on a busy weekday evening. The reception area is crowded with members checking in and out.

The receptionist, You, greets Emily with a professional demeanour despite her visible frustration.

Emily: (agitated) This is unacceptable! The locker rooms are filthy! I want to see the cleaning policies right now, and I demand to speak to someone in charge!

You: (calmly) I'm very sorry to hear that you're upset, Emily. We take cleanliness very seriously here at Meadow Dunes. Let's step into one of our private rooms so we can discuss this further without interruption.
(They move to a private room off to the side of the reception area)

You: Thank you for coming with me, Emily. I want to make sure we address your concerns properly. Could you please tell me more about the issues you've noticed in the locker rooms?

Emily: (still upset) They're disgusting! There's trash on the floor, the benches are dirty, and it smells awful. This has been going on for weeks now!

Students are required to role play the rest of the interaction and then complete the below reflective evidence.

Students are to submit (One student is to role play the client and one student to role-play the staff member)

List the steps taken:

What was the client need in the scenario:

RTO Result - Satisfactory Not Satisfactory



Case study Scenario 2

You are working at the Meadow Dunes Aquatic and Recreation centre in the Learn to Swim office as the booking liaison officer.

The facility is running at capacity with all classes currently full, due to a shortage of swim teachers.

Your role involves interacting with clients face-to-face, over the phone, and through written media. You handle client inquiries, provide information about services, and resolve complaints.

Scenario background

- The learn to swim office is a very small space off the side of the pool deck
- There is only room for 4 people in the space
- All classes are currently full for the next 2 weeks, but after this, new teachers are scheduled to start
- All parents have been told about the shortage of teachers through emails over the last 4 weeks and that in 2 weeks more classes will open up.
- Parents can log into the portal to view the upcoming availabilities of lessons, change lessons, postpone memberships and cancel their memberships.

(One student is to role play the parent and one student to role-play the booking liaison officer)



Face-to-Face Client Interaction 1

Client: Lisa, a parent that is extremely frustrated at the perceived lack of communication from the centre.

Scenario:

Lisa is extremely frustrated with what she perceives as a lack of communication from the Meadow Dunes Aquatic and Recreation Centre regarding her child's swim lessons.

She arrives at the centre at 6 PM on a busy evening, demanding an immediate change for her child's swim lesson. Lisa claims she did not receive the email notifications about the schedule changes and insists on a resolution without delay.

The Learn to Swim office is a small space off the side of the pool deck, accommodating only four people. All classes are currently full for the next two weeks, but new teachers are scheduled to start after this period.

Parents have been informed about the shortage of teachers via email over the past four weeks, and they can use the online portal to view lesson availability, change lessons, postpone memberships, or cancel memberships.

Lisa: (frustrated) I didn't get any of your emails about the swim lessons. I want to change my son's lesson now, no excuses! If you don't do it, I'll complain!

You: (calmly) I'm really sorry to hear you're frustrated, Lisa. I understand how important it is for your son to have his lessons. Unfortunately, all our classes are full for the next two weeks due to a shortage of teachers.

Lisa: (raising voice) That's not my problem! I didn't get your emails, and now I'm stuck. Change his lesson now!

You: I understand your frustration, Lisa. Let's step outside to a quieter area so we can discuss this more comfortably.

(They move to a quieter corner near the pool deck, away from the small, crowded office)

Students are required to role play the rest of the interaction and then complete the below reflective evidence.

Students should:

- ask open and closed questions and actively listen to prevent, defuse, and resolve interpersonal conflict.
- speak clearly and firmly in a polite, professional, and assertive manner with open and consistent body language.
- negotiate to defuse aggressive behaviour.
- estimate risk.
- diagnose and respond to interpersonal conflict situations.
- create a positive work environment.
- be objective, calm, and non-reactive in interpersonal conflict situations.



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Students are to submit (One student is to role play the client and one student to role-play the staff member)

List strategies you used in the meeting to deal with the interpersonal conflict.

What was the trigger of the interpersonal conflict?

How did you resolve the conflict? List the steps and outcomes you took below:

How did you gain feedback on your performance?

What was the client need in the scenario:

RTO Result - Satisfactory Not Satisfactory



Telephone Client Interaction

Client: Tom, a parent

Scenario: Tom is a parent who calls Meadow Dunes Aquatic and Recreation Centre to inquire about the availability of swim classes for his child. The facility is currently experiencing a high demand for swim classes, with all classes fully booked for the next two weeks due to a shortage of swim teachers.

New teachers are scheduled to start after this period, which will open more class slots. Parents have been informed about the teacher shortage and upcoming availability through emails over the past four weeks, and they can use the online portal to view lesson availability, change lessons, postpone memberships, or cancel memberships. Tom calls the Learn to Swim office at 3 PM on a busy weekday afternoon. The receptionist, You, answers the call professionally.

You: Good afternoon, Meadow Dunes Aquatic and Recreation Centre. This is Alex speaking. How can I help you today?

Tom: Hi Alex, this is Tom. I'm calling to find out about the availability of swim classes for my child. We'd like to get him started as soon as possible.

You: Hi Tom, thanks for reaching out. We're excited to hear that you're interested in our swim classes. Currently, all our classes are fully booked for the next two weeks due to a shortage of swim teachers. However, we have new teachers starting soon, and more class slots will be available then.

Tom: Oh, that's disappointing. Is there any way to get him into a class sooner?

Students are required to role play the rest of the interaction and then complete the below reflective evidence.

Students are to submit (One student is to role play the client and one student to role-play the staff member)

Dialogue of phone call:

What was the client need in the scenario:

RTO Result - Satisfactory Not Satisfactory



Written media Interaction

Client: Emily, a parent

Scenario: Emily, a parent, sends an email to the Meadow Dunes Aquatic and Recreation Centre requesting to change her child's swim lesson time.

The centre is experiencing a high demand for swim classes, and all classes are fully booked for the next two weeks due to a shortage of swim teachers.

New teachers are scheduled to start after this period, which will open up more class slots. Parents have been informed about the teacher shortage and upcoming availability through emails over the past four weeks, and they can use the online portal to view lesson availability, change lessons, postpone memberships, or cancel memberships.

Emily sends an email to the Learn to Swim office. The receptionist, You, receives the email and prepares a response.

Students are to submit (One student is to role play the client and one student to role-play the staff member)

Email from Emily:

Subject: Change of Swim Lesson Time

Dear Meadow Dunes Team,

I hope this email finds you well. I am writing to request a change in my child's swim lesson time. Due to a change in our schedule, the current lesson time no longer works for us. Could you please let me know if there are any available slots at different times? We would prefer a time slot in the late afternoon or early evening.

Thank you for your assistance.

Best regards,
Emily

Construct your email below or provide a screen shot of an email addressed to Emily.



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What was the client need in the scenario:

RTO Result - Satisfactory Not Satisfactory



Observation Checklist (TRAINER TO COMPLETE)

Unit code and title	SISXCCS004 Provide quality service	
The environment was set up with all resources, materials, technology, and equipment for safe assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Learner behaviour observed	Satisfactory	Comments if Not Satisfactory
<p>1. The student has demonstrated that they can:</p> <ul style="list-style-type: none"> - Establish rapport with client using clear and positive communication suited to the communication medium. - Identify and confirm client needs, preferences, and expectations through active questioning. - Provide information about available programs, services and facilities suited to identified client requirements. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>What did the learner not do to not meet the criteria?</p> <p>When did s/he not do it?</p> <p>Why was the outcome not achieved?</p> <p>Other relevant comments/evidence:</p>
<p>2. The student has demonstrated that they can provide quality service experience required for their job role in each scenario.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>What did the learner not do to not meet the criteria?</p> <p>When did s/he not do it?</p> <p>Why was the outcome not achieved?</p> <p>Other relevant comments/evidence:</p>
<p>3. Throughout each scenario, the student demonstrated the ability to:</p> <ul style="list-style-type: none"> - Provide professional and personalised service to meet client needs. - Anticipate client needs, preferences, and expectations throughout the provision of services. - Meet all reasonable client requests promptly and explain alternate service offerings that may suit needs. - Implement appropriate adjustments to service as required 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>What did the learner not do to not meet the criteria?</p> <p>When did s/he not do it?</p> <p>Why was the outcome not achieved?</p> <p>Other relevant comments/evidence:</p>
<p>4. The student has demonstrated that they can successfully respond to customer complaints, by:</p> <ul style="list-style-type: none"> - Resolving routine customer problems according to own level of responsibility and organisational procedures - Refer unresolved complaints to appropriate personnel for action according to organisational procedures. - Respond promptly to client complaints in a positive and cooperative manner and establish the nature and details of the issue. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>What did the learner not do to not meet the criteria?</p> <p>When did s/he not do it?</p> <p>Why was the outcome not achieved?</p> <p>Other relevant comments/evidence:</p>



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Date	The learner's performance was
Observation 1 Date	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not yet satisfactory
Observation 2 Date	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not yet satisfactory
Observation 3 Date	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not yet satisfactory
Feedback to the learner	
Assessor name	
Assessor signature	
Date	
Date results recorded on students file	
Recorded by	



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