



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **LGACORE103B Provide service to local government customers**

**Release 2**

## **LGACORE103B Provide service to local government customers**

### **Modification History**

LGACORE103B Release 2: Layout adjusted.

LGACORE103B Release 1: Primary release.

### **Unit Descriptor**

This unit outlines the competencies required when providing customer service in a local government environment, including identification of customer needs and the use of effective communication skills. It requires an ability to understand and work with a diverse range of customer groups and is appropriate for all areas of council.

### **Application of the Unit**

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<b>1. Identify customer needs and expectations</b>	1.1 Customer needs and expectations are clarified and agreed upon with <i>customers</i> . 1.2 <i>Effective communication</i> is used that is appropriate to the relationship with the customer and the purpose of the interaction. 1.3 Bilingual or other assistance is accessed as required. 1.4 Opportunities to enhance quality of service are identified and appropriate action is taken.
<b>2. Respond to customer needs and expectations</b>	2.1 Council's position and the extent of assistance that can be provided, including arrangements and costs, are identified and clarified with the customer. 2.2 <i>Requests for information</i> are actioned or the customer is referred to appropriate information source for further assistance. 2.3 Referrals made to other people or departments are conducted in such a way as to minimise inconvenience to the customer. 2.4 Any necessary documentation is obtained, <i>completed</i> and processed according to council procedures. 2.5 Council's policies and procedures relating to privacy and confidentiality are adhered to.
<b>3. Communicate effectively with the public</b>	3.1 <i>Communication with the public</i> is conducted in a courteous manner appropriate to the age, culture and linguistic background of the individual or group and in accordance with council policy. 3.2 Relevant council policies, procedures, works and restrictions are clarified to the public in a comprehensive and courteous manner. 3.3 Information provided to the public is accurate and timely. 3.4 A positive image of council is presented and maintained in all dealings with the public. 3.5 <i>Opportunities for customer feedback</i> are provided.
<b>4. Manage difficult customer situations</b>	4.1 <i>Council procedures</i> are followed when <i>dealing with difficult customer</i> situations. 4.2 In the event of a complaint, corrective action is taken where possible or a resolution process is mutually agreed upon. 4.3 Customer <i>feedback is reviewed</i> in consultation with work group and changes or improvements are considered. 4.4 A calm and conciliatory approach to difficult customer situations is demonstrated with a focus on constructive problem solving.

## **Required Skills and Knowledge**

This describes the essential skills and knowledge and their level, required for this unit

### **Required Skills**

- conflict resolution
- listening, questioning and other relevant communication skills
- working effectively with different ages, genders and races
- negotiation, including providing supporting reasons and considering suggestions of others
- locating information
- reading selectively and summarising information
- working individually and as part of a team
- problem solving
- decision making
- time management
- planning and managing own work priorities
- self-assessment of service level provided
- using software and technology appropriate to position

### **Required Knowledge**

- council policies and procedures relevant to customer service and information
- council's anti-discrimination guidelines
- local area community profile
- local community cultures
- functions of local government
- major regulatory functions of council
- council services, facilities and activities
- council organisation and structure

## Evidence Guide

### Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

### Critical aspects of evidence to be considered

The demonstrated ability to:

- locate, interpret and provide relevant information to customer requests
- seek assistance when necessary in an effort to provide service to customers
- complete appropriate workplace records when responding to customer requests
- deal appropriately with difficult customer situations
- communicate consistently and effectively with members of the public
- work in accordance with council policies and procedures

### Context of assessment

On the job or in a simulated workplace environment.

### Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

### Evidence required for demonstration of consistent performance

Evidence will need to be gathered over time across a range of variables.

### Resource implications

Access to a workplace or simulated role-play process involving a range of customer enquiries and complaints relating to council issues.

## Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

- |  |   |
|--|---|
| <b><i>Customers</i></b> may include:                             | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• council executives</li> <li>• elected members</li> <li>• community/citizens</li> <li>• residents and rate payers</li> <li>• contractors</li> <li>• other agencies and government departments</li> <li>• developers</li> </ul>  |
| <b><i>Effective communication</i></b> may include:               | <ul style="list-style-type: none"> <li>• listening and understanding others</li> <li>• empathising</li> <li>• being assertive</li> <li>• behaving professionally</li> <li>• writing to suit audience needs</li> </ul>   |
| <b><i>Requests for information</i></b> may include:              | <ul style="list-style-type: none"> <li>• written: involving reading, selecting and extracting relevant information</li> <li>• spoken: involving questioning appropriate personnel and relaying information to the customer</li> </ul>   |
| <b><i>Completion of necessary documentation</i></b> may include: | <ul style="list-style-type: none"> <li>• independent or assisted form filling</li> <li>• recording events in the sequence they happened</li> </ul>  |
| <b><i>Communication with the public</i></b> may include:         | <ul style="list-style-type: none"> <li>• spoken: face to face and telephone</li> <li>• written: electronic, forms and letters</li> <li>• non-verbal: gestures and body language</li> <li>• displays of information: photographs</li> <li>• clear, sequenced explanations and instructions</li> <li>• paraphrasing and negotiating meaning</li> <li>• checking back on details and summarising</li> <li>• speaking clearly and directly</li> <li>• using another language where necessary or seeking the services of an interpreter</li> </ul> |
| <b><i>Opportunities for customer feedback</i></b> may include:   | <ul style="list-style-type: none"> <li>• customer satisfaction forms</li> <li>• suggestion box</li> <li>• customer surveys</li> <li>• complaints department</li> <li>• dispute-resolution processes</li> </ul>  |
| <b><i>Council procedures</i></b> may include:                    | <ul style="list-style-type: none"> <li>• as documented in procedures manuals</li> <li>• standardised operations</li> </ul>  |

- Procedures for dealing with difficult customers* may include:
- seeking assistance
  - referring to other personnel
- Review of feedback* includes:
- review of complaint database
  - discussion in work group

## **Unit Sector(s)**

Common