



Australian Government

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

Release: 1

SIRXCEG008 Manage disrespectful, aggressive or abusive customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to appropriately and safely manage customers who are disrespectful, aggressive or abusive.

It applies to individuals working in customer service roles in a diverse range of industry sectors and business contexts. They may operate independently or under supervision and guidance from others, and within established organisational policies and procedures. It predominantly applies to retail industry work environments with high levels of customer contact.

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

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Identify potentially disruptive customers.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Monitor customer behaviour to identify signs of potential customer disruption.

1.2 Use questioning and active listening to identify possible causes of disruptive customer behaviour.

1.3 Indicate willingness to assist in resolution.

1.4 Refer to organisational policies and procedures and signage

where applicable to explain processes to customer.

2. Implement actions to defuse and de-escalate potential conflict.

- 2.1. Recognise emotional contagions and their impact.
- 2.2. Maintain a calm, respectful and polite manner when interacting with customers.
- 2.3. Provide explanation, assistance or alternatives to address cause of customer issue.
- 2.4 Display and maintain empathy for customer to demonstrate understanding of situation and impact on the customer in order to defuse and de-escalate potential conflict.

3. Manage disrespectful, aggressive or abusive customers.

- 3.1. Use appropriate strategies to respond to customers displaying disrespectful, aggressive or abusive behaviours.
- 3.2. Identify customers who should be refused service or ejected and action in a professional manner.
- 3.3. Promptly identify and act on situations that pose a threat to the safety of self, others or property.
- 3.4. Terminate conversation or encounter if resolution is not possible.
- 3.5 Refer situations beyond the scope of own job role and responsibility to supervisor or other relevant parties as required.

4. Document and report incident

- 4.1. Comprehensively document incident according to organisational policies and procedures.
- 4.2 Obtain statements and contact details from witnesses to the incident where appropriate.
- 4.3 Provide report to supervisor according to organisational policies and procedures.
- 4.4 Identify alternative approaches for affected staff and the organisation to avoid or mitigate similar incidents in future.

5. Manage the personal impacts of disrespectful, aggressive or abusive customer behaviour.

- 5.1 Use a process of self-reflection to identify physical, mental and emotional impacts of the incident on self.
- 5.2 Undertake de-briefing procedures with supervisor following the incident.
- 5.3 Use appropriate techniques to respond to physical, mental or emotional impacts of the incident.
- 5.4 Recognise signs of mental and emotional impacts on self that require professional counselling and seek appropriate support.
- 5.5 Use a process of self-reflection to identify personal response strategies that could be used in future to protect own wellbeing.

Foundation Skills

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	interpret and understand organisational policies and procedures.
Writing skills to:	document incident reports comprehensively.
Oral communication skills to:	- explain organisational policies and procedures to customers. - build rapport with customers to assist in defusing disruptive behaviour.
Problem-solving skills to:	interpret customer issues and offer appropriate solutions or alternative options.
Teamwork skills to:	engage more appropriate members of the team to assist in resolving customer issues or dealing with customer behaviour.
Self-management skills to:	identify impacts of customer-related events on own confidence and wellbeing and take action to restore good health.

Unit Mapping Information

UNIT MAPPING INFORMATION	No equivalent unit.
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Links

Companion Volume Implementation Guides - -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXCEG008 Manage disrespectful, aggressive or abusive customers

Modification History

Not applicable.

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:

- demonstrate appropriate techniques to deal with customers displaying each of the following characteristics:
 - disrespect
 - verbal aggression
 - physical aggression or violence
- demonstrate appropriate actions to respond to the following situations:
 - customer refusing to comply with policies on premises
 - customer refusing to leave
 - where staff or other customers are in danger or intimidated by customer behaviour.

Knowledge Evidence

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

- relevant state and territory government legislation and regulation relating to customer service:
 - Australian Consumer Law
 - Public Health Acts
 - Privacy Act 1988 (Cth)
- organisational policies and procedures for:
 - dealing with disrespectful, aggressive or abusive customers
 - dealing with customers who have committed a crime
 - recording and reporting customer incidents
 - escalating customer incidents
 - de-briefing following an incident
 - work health and safety (WHS)
- possible causes of disrespectful, aggressive or abusive customer behaviour including:
 - personal attributes of customer
 - mental illness or intoxication
 - misunderstanding directives from staff

- incorrect prices or quotes
- lack of availability of stock
- delays in receiving product or service
- problem with product or service
- communication barriers
- unmet expectations
- refused entry or ejection from premises
- situations where there is no readily identifiable cause
- types of behaviours exhibited by disrespectful, aggressive or abusive customers:
 - refusal to follow directives
 - customers who are unable to be pacified
 - abusive or inappropriate language
 - verbal threats and aggression
 - physically aggressive or threatening behaviour
 - racial abuse
 - threatening group behaviour (swarming)
- risks associated with exposure to disrespectful, aggressive or abusive customers:
 - low morale
 - physical injury
 - emotional damage
 - absenteeism
 - staff turnover
- strategies for dealing with disrespectful, aggressive or abusive customers:
 - verbal communication techniques
 - active listening
 - open and closed questioning
 - paraphrasing and summarising
 - voice tone, pitch and volume
 - assertive behaviour
 - negotiation
 - defusing and de-escalation techniques
 - perspective taking
 - use of verbal and non-verbal cues
 - escalation to supervisor
 - seeking external intervention from security staff or police
- actions for when customer actions or behaviour pose a threat to the safety of self, others or property:
 - remove self or others from immediate area
 - ejecting customer from premises
 - use of personal alarms

- use of physical barriers
- seeking external intervention from security staff or police
- use of safe rooms or secure areas
- body language and its role in customer service:
 - maintaining a respectful distance
 - non-verbal cues
 - personal space
- communication practices:
 - speak clearly and concisely
 - allow the customer to speak
 - ask questions
 - check for understanding
 - avoid attempts at humour
 - maintain respect and courtesy
 - awareness of non-verbal communication
 - awareness of cultural differences when communicating
- environmental means to assist in dealing with disrespectful, aggressive or abusive customers:
 - signage
 - use of space
 - physical barriers or shields
 - use of personal alarms
 - use of safe-rooms
 - plain-English documentation and information
- personal approaches to dealing with disrespectful, aggressive or abusive customers:
 - understanding scope and responsibility of job role
 - responding without signs of defensiveness
 - avoiding power struggles, threats or ultimatums
 - ensuring all solutions are actionable and achievable
 - recognising own personal boundaries and physical limitations
 - de-personalising negative encounters
- techniques for:
 - identifying workplace stressors
 - responding to workplace stressors
 - building resilience
 - monitoring personal health and well-being
- techniques to respond to physical, mental or emotional impacts of an incident:
 - supervisor de-briefing
 - taking a break
 - returning home from the workplace

- professional counselling.

Assessment Conditions

Skills must be demonstrated in a customer service environment. This can be:

- an industry workplace; or
- a simulated industry environment.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- organisational policies and procedures for:
 - customer service standards
 - dealing with aggressive or abusive customers
 - recording and reporting customer incidents
 - escalating customer incidents
 - staff self-care and wellbeing
 - de-briefing following an incident:
 - operational
 - staff welfare
 - work health and safety
- current plain English documents distributed by Government regulators outlining key aspects of:
 - consumer protection laws
 - consumer behaviour requirements
 - WHS guides
- customers with whom the individual can interact; these can be:
 - individuals in an industry workplace; or
 - individuals who participate in role plays or simulated activities set up for the purpose of assessment, in a simulated industry environment
- assessment activities that reflect a range of realistic, industry relevant situations and scenarios.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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