



Australian Government

**SIRXCEG009 Manage workplace responses
to disrespectful aggressive or abusive
customer behaviour.**

Release: 1

SIRXCEG009 Manage workplace responses to disrespectful aggressive or abusive customer behaviour.

Modification History

Release 1. SIRXCEG009 Manage workplace responses to disrespectful, aggressive or abusive customer behaviour. New unit. No equivalent unit.

Application

This unit describes the performance outcomes, skills and knowledge required to manage incidences of disrespectful, aggressive or abusive customer behaviour escalated by front-line workers, support the wellbeing of workers following an incident of disrespectful, aggressive or abusive customer behaviour and oversee the implementation of environmental strategies to reduce the risk of customer disrespect, aggression and abuse.

It applies to individuals working in supervisory roles in front-line customer service in a diverse range of industry sectors and business contexts. They operate with independence and under limited 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

SIRXCEG008 Manage disrespectful, aggressive or abusive customers.

Competency Field

Customer Engagement

Unit Sector

Cross-sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement environmental strategies to reduce	1.1. Confirm staff understanding of policies and procedures relating to customer service and responses to disruptive customer behaviour.

risk of disrespectful, aggressive or abusive customer behaviour.	1.2. Observe the work environment to maintain situational awareness and identify sources of risk to staff, customers, property or premises. 1.3. Use clear, legible signage to provide information and instruction to staff and customers. 1.4. Monitor staffing levels and flow of customer traffic and anticipate and address occurrence of customer queuing or delays. 1.5. Confirm customer service and other equipment is in good working order and report faults according to organisational policies and procedures.
2. Respond to incidence of disrespectful, aggressive or abusive customer behaviour when escalated.	2.1. Monitor staff interactions with customers to anticipate and identify potential situations of disruptive customer behaviour and respond proactively, according to organisational policies and procedures. 2.2. Identify situations where personal safety of staff or customers may be threatened and seek assistance. 2.3. Respond promptly when an incidence of disruptive customer behaviour is escalated by a staff member. 2.4. Use active listening to establish and agree on the nature and details of conflict with all parties and indicate willingness to assist in resolution. 2.5. Use communication styles that take into consideration social and cultural differences. 2.6. Address situation and provide resolution within the scope of own role and organisational policies and procedures. 2.7. Comprehensively document incident according to organisational policies and procedures.
3. Support wellbeing of staff.	3.1. Undertake de-briefing procedures with staff member following incidence of disruptive customer behaviour. 3.2. Communicate with staff in a professional manner that displays empathy and provides validation. 3.3. Identify signs of mental and emotional impacts of incident on staff member and implement techniques to respond. 3.4. Provide staff member with information and referral options regarding services to support their wellbeing. 3.5. Follow up with staff member regarding ongoing wellbeing and respond to behavioural signs of reduced wellbeing. 3.6. Maintain privacy and confidentiality of information relating to staff wellbeing according to organisational policies and procedures.
4. Promote staff morale and empowerment.	4.1. Lead by example, demonstrating high standards of personal performance and behaviours reflective of organisational

	values. 4.2. Create a supportive team environment where all staff feel valued and respected. 4.3. Promote an environment in which team members are empowered to achieve high standards of performance. 4.4. Determine staff motivators and seek opportunities to improve motivation. 4.5. Mentor staff members to develop and use skills in managing disruptive customer behaviour and own responses. 4.6. Provide feedback to staff members in a constructive and supportive manner. 4.7. Recognise staff performance and facilitate opportunities for continuing development.
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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	interpret and understand organisational policies and procedures.
Oral communication skills to:	explain organisational policies and procedures to staff and customers.
Problem-solving skills to:	interpret customer issues and offer appropriate solutions or alternative options.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

Assessment Requirements for SIRXCEG009 Manage workplace responses to disrespectful aggressive or abusive customer behaviour.

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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:

- implement strategies on at least one occasion to reduce the risk of disrespectful, aggressive or abusive customer behaviour including:
 - confirming staff understanding of policies and procedures
 - ensuring the work environment is suitable by:
 - providing clear directions to staff and customers
 - facilitating easy access to products.
 - minimising queues
 - confirming all equipment is in working order
 - reporting or rectifying faulty equipment promptly
- respond according to organisational policies and procedures to at least three situations where incidences of disrespectful, aggressive or abusive customer behaviour have been escalated by staff, including:
 - incidence of physical aggression
 - incidence of verbal abuse
 - customer refusing to leave premises
 - where staff or other customers are in danger or intimidated by customer behaviour
- follow organisational policies and procedures to support staff wellbeing following at least one incidence of disrespectful, aggressive or abusive customer behaviour, including:
 - conducting at least one de-briefing session with staff member following incident, including:
 - providing referral options
 - following up post de-brief
 - using techniques to empower and motivate staff, including:
 - providing guidance to at least one staff member regarding defusing disruptive customer behaviour
 - implementing one opportunity to motivate staff
 - providing feedback to at least one staff member
 - recognising staff performance on at least one occasion.

Knowledge Evidence

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

- relevant Commonwealth, 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:
 - customer service standards
 - dealing with disrespectful, aggressive or abusive customers
 - dealing with customers who have committed a crime
 - recording and reporting customer incidents
 - escalating customer incidents
 - privacy and confidentiality of staff and customer information
 - de-briefing following an incident
 - providing referrals to staff wellbeing services
 - maintenance of equipment and reporting faults
 - work health and safety (WHS)
- possible causes of disrespectful, aggressive or abusive customer behaviour
- types of behaviours exhibited by disrespectful, aggressive or abusive customers
- risks associated with exposure to disrespectful, aggressive or abusive customers
- strategies for dealing with disrespectful, aggressive or abusive customers
- actions for when customer actions or behaviour pose a threat to the safety of self, others or property
- body language and its role in customer service
- communication practices for dealing with staff and customers
- awareness of social and cultural differences when communicating
- environmental means to assist in dealing with disrespectful, aggressive or abusive customers
- aspects of the work environment that may contribute to disruptive customer behaviour:
 - poor floor layout
 - inadequate signage
 - impeded access to products
 - restricted access to products or spaces
 - poor customer traffic flows
 - poor lighting and sound conditions
 - other structural risks
- techniques for monitoring the work environment and identifying risks
- environmental methods of reducing risk:

- use of voice-overs to inform and instruct customers and staff
- clear and legible signage
- prominent display of refund policies and procedures
- unobstructed display of promotion processes, terms and conditions
- visibility of staff
- staffing levels that minimise staff isolation
- use of equipment that is in good working order
- personal approaches to dealing with disrespectful, aggressive or abusive customers
- methods of enforcing consequences for disruptive customer behaviour:
 - removal from premises
 - seeking assistance from security or police
 - banning or adding customer to “do not serve” register
- techniques to respond to physical, mental or emotional impacts of an incident
- techniques for de-briefing staff following incidence of disruptive customer behaviour:
 - scheduling time and place
 - process to confirm staff member is emotionally and physically ready to de-brief.
 - perspective taking
 - process of identifying cause of incident
 - process of identifying actions taken and their consequences
 - process of identifying alternative actions and options for future occurrences
- signs of mental and emotional impacts of disruptive customer behaviour on staff:
 - low self-esteem
 - depression
 - anxiety
 - stress
 - burnout
 - absenteeism and presenteeism
 - resignation and staff turnover
- techniques for determining staff motivators
- methods of recognising staff performance:
 - formal
 - informal
- role of the mentor in assisting staff to develop and use new skills
- techniques used to mentor staff:
 - building rapport
 - putting aside pre-conceived ideas
 - active listening
 - reflecting and clarifying
 - role-modelling
 - transfer of knowledge

- providing constructive feedback.

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 disrespectful, aggressive or abusive customers.
 - dealing with customers who have committed a crime.
 - recording and reporting customer incidents.
 - escalating customer incidents
 - privacy and confidentiality of staff and customer information.
 - de-briefing following an incident
 - providing referrals to staff wellbeing services.
 - maintenance of equipment and reporting faults.
 - work health and safety (WHS).
- 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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