
Participants Guide



Participants Guide - Version 01.10

Program Overview

A qualified and experienced facilitator leads participants through a competency based and assessed training program to review the essential aspects of how to think (**State of Mind**) and how to act (**Way of Behaving**) when faced with difficult, aggressive, angry and/or potentially dangerous customers.

By the end of the course, participants will have tools and techniques to assess the risk to their personal safety posed by aggressive or violent behaviours, employ CARM[®] communication skills (the use of “soft power” and Influence) to de-escalate situations and know what to do if and when a situation becomes threatening.

Group exercises, discussions, incident reviews, demonstrations and skills practice sessions stimulate, provoke and challenge the learners whilst also providing a rigorous environment to provide evidence of the participant’s level of competency. Despite the seriousness of the subject, the program is kept lively, enjoyable and rewarding. Participants review their current practices and methodology against the CARM[®] principles espoused during the workshop as they prepare for true to life situations back in their workplace and beyond.

By taking this program, employees will learn how to think, behave and effectively communicate when faced with an aggressive customer situation.

Competency development is aligned to the unit of competency “Manage Conflict Through Negotiation” (Unit Code: CPPSEC3002A)

- Together with content that is presented, a number of discussion activities are included throughout the program to engage participants in small groups and elicit their input and feedback. In this regard, a range of scenarios are reviewed and analysed with respect the application of appropriate communication skills to suit a variety of situations and environments.
- Scenarios are also discussed in relation to the application of a risk based model to assist determine safe responses.
- Participants in the program also engage in a variety of skills practice sessions both amongst their peers and directly with the trainer/s in order to practice the application of both general and specific communication techniques. This approach enriches the learning environment through action based learning and also enables objective feedback to be provided to participants in relation to their observed application of skills. These activities also place certain pressure on participants, not dissimilar to the pressure of managing a real event, and in this respect, provide good opportunity to practice applying the technical skills of communication during these moments of stress.

What are the subject areas ?

The subject areas of the program are as follows:

1. Causes of Aggressive Behaviour

- Participants explore reasons and triggers for anger and aggression. Identifying how and why these behaviours occur, including any associated motives. This is fundamental to understanding how best to respond.

2. The CARM[®] Approach....A State of Mind....A Way of Behaving

- The core of the training is the CARM[®] Approach. By addressing three key areas of personal competency, participants learn to deal with customer aggression or violence in the workplace.
- Participants are in effect taught to:

- **Determine** the risk associated with aggressive behaviours in any given situation, so they can either:
- **Defuse** or “de-escalate” the situation (where safe to do so) using the CARM® Approach – a core set of counter-intuitive communication skills; or
- **Disengage** – safely withdraw from a situation incorporating techniques that facilitate withdrawal in a range of circumstances.

3. Post Incident

- ☑ Participants outline key organisational steps to be followed after an incident of aggression or violence in the workplace (client specific and aligned to organisational policy and procedure).
- ☑ Participants will also be reviewing and debriefing scenarios, providing constructive feedback to those involved, including self appraisals.

What do I need to do to complete the program?

- ☑ Attend the 2 day training session (face to face) and participate in all learning and assessment activities
- ☑ The assessment tasks include practice sessions / knowledge testing via a written (formal) quiz / knowledge testing via oral questioning (driven by the trainer/assessor) throughout the program

ASSESSMENT REQUIREMENTS

Note: All assessment tasks will need to be completed satisfactorily

Overview of the assessment process / What recognition do I receive?

- ☑ Outcomes of the program are linked to demonstrating a unit of competence “Manage Conflict Through Negotiation” (Unit Code: CPPSEC3002A)
- ☑ This unit deals with assessing conflict, employing negotiation skills and evaluating responses to situations.
- ☑ When you successfully complete the program and all assessment tasks, you will be recognised with a Nationally recognised Statement of Attainment.
- ☑ Please refer to the following Elements of Competency together with the Performance Criteria. This information is also contained in the “Competency Handout” document
- ☑ These Elements of Competence together with the Performance Criteria constitute the knowledge and skills areas you will be assessed in and will need to demonstrate competency.

What is the role of my Assessor?

The role of your Assessor is to:

- Advise you about the assessment process, the related documentation and how to demonstrate the requisite competence (ie: how to complete the assessment tasks).
- Negotiate any special needs that you might have to enable the assessment activities to be achieved. If there are special needs, you should raise these with your assessor at the earliest opportunity.
- Conduct the assessment activities.
- Make a quality decision - recording the assessment results and processing the documentation.
- If there are any improvements to the overall assessment approach, we would encourage you to provide feedback to CARM[®] Training for consideration via the contact details provided at the end of this document.

Who Conducts the Assessment?

Your Assessor will possess the following professional qualifications:-

- Certificate IV in Assessment and Workplace Training or equivalent or Certificate IV in Training and Assessment;
- Minimum of five (5) years relevant technical experience;
- Possession of a current Security trainer's license in accordance with the respective State legislation (also requiring minimum 5 years industry related experience). It is a mandatory requirement under law for any person engaged in training on areas that are security related, to be in possession of a 2D Security Licence.

This means that the assessor is credible both as an assessor and in the vocational area being assessed.

Elements of Competency and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| 1. Assess Conflict CPPSEC3002A/01 | 1.1 Applicable provisions of legislative and organisational requirements relevant to own role, competence and authority are identified and complied with. 1.2 Conflict is assessed and response options evaluated against legislative requirements. 1.3 Causes of conflict and harmful behaviour are determined and appropriate responses to prevent escalation are confirmed. 1.4 Communication techniques are used to facilitate an effective exchange of information. 1.5 Specialist assistance is sought as required from relevant persons in accordance with organisational procedures. |
| 2. Negotiate Resolution CPPSEC3002A/02 | 2.1 Conflict is addressed and resolved using established strategies that comply with organisational guidelines. 2.2 Negotiation techniques are used to maintain positive interaction, divert and minimise aggressive behaviour. 2.3 Communication reflects sensitivity to individual social and cultural differences and used to engage minority groups. 2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified. 2.5 Factors which might impact on the safety and security of persons are anticipated and contingency measures formulated and implemented as required. |
| 3. Evaluate Conflict Response CPPSEC3002A/03 | 3.1 Effectiveness of response is reviewed and evaluated in accordance with organisational procedures. 3.2 Incident observations are reported accurately and constructively. 3.3 Review findings identify areas for improvement and recommendations for amending future conflict resolution practices. 3.4 Relevant documentation is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures. |

Critical evidence required

On completion of the assessment activities, you will be demonstrating evidence of:

- Identifying potential and actual risk factors and their impact on the incident/situation.
- Interpreting and complying with legal and procedural requirements.
- Selecting response options which are most effective for the objective.
- Reviewing conflict management strategies and making adjustment according to changing circumstances.

- Using communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver.
- Using negotiation techniques to defuse and resolve conflict.

Explanation of Terms

Assessment

- The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective.

Assessor

- A person qualified to carry out assessment.

Competency

- The ability to perform tasks and duties to the standard expected in employment.

Elements of Competence

- These are the more specific parts of the competency. Each element covers a specific aspect of the competency. These elements are also aligned to performance criteria.

Performance Criteria

- The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.

RTO

- Registered Training Organisation

Steps in the assessment process

There are 4 stages in your Assessment Process:

1. Briefing/ Information regarding the assessment process.
2. Negotiate any special need.
3. Carry out the assessment activities.
4. Make a quality decision.

1. Briefing/ Information regarding the assessment process.

Refer to details contained in the heading above “*Overview of assessment*” – explaining that the outcome is the attainment of a National recognised Statement of Attainment for competence in “Manage Conflict Through Negotiation”. This Participants Guide has been designed to explain the structure of the program and the related assessment tasks.

2. Negotiate any special need

As mentioned earlier, if you have any special needs with regard the assessment activities, you should raise and discuss these with your assessor who will discuss with you possible alternatives. The degree of

flexibility in any alternative will depend upon what may be reasonably achievable with the assessor, and in the case of training or assessment that has been arranged through your employer, then it may also depend upon what your employer is able to support.

3. Carry out the assessment activities

There are two planned assessment activities. These are:

- Assessment task 1 – Demonstration of Key Skills
- Assessment task 2 – Evidence of Underpinning Knowledge

Note: All assessment tasks will need to be completed satisfactorily

Assessment 1 – Demonstration of Key Skills

This Assessment is to be undertaken during the training program.

Task Instruction

Using skills practice sessions, you will need to demonstrate competency against all the performance criteria within all three elements of competency:-

- Element 1: Assess Conflict
- Element 2: Negotiate Resolution
- Element 3: Evaluate Conflict Response

The assessor will be observing your performance, and subsequently recording notes against a checklist to assist in an objective criterion based assessment decision and the provision for constructive feedback.

During debriefing and at any other appropriate time during the training, you may be asked by the assessor to demonstrate further knowledge or skill either by performing nominated tasks and/or activities or via some clarification questions if further evidence is deemed necessary.

Assessment 2 – Evidence of Underpinning Knowledge

This Assessment is to be undertaken during the workshop.

Task Instruction

- Complete a written quiz and achieve a minimum score of 80%.

This written quiz is designed to assess competency in knowledge areas related to the performance criteria. Oral Questioning is also utilised to target a range of performance criteria, collectively deepening the reliability of subsequent assessment decisions with regard your demonstrated competency.

Where further evidence is required, you may seek to negotiate with the assessor a re-assessment strategy. Some options in reassessment include:

- Re-submitting to the written quiz.
- Answering additional questions asked by the assessor targeting knowledge areas identified through incorrectly answered questions from the quiz.
- Completing the on-line assessment (by arrangement with client training coordinator).

These options may be required in order to provide sufficient evidence of your competency to the standard required.

Employability Skills¹

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work. The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills.

Note: The application of these generic skills are considered by the assessor as they relate to the demonstration of competency in managing conflict through negotiation.

| Skill | Skill Facets |
|---|---|
| <input checked="" type="checkbox"/> Communication <i>That contributes to productive and harmonious relations across employees and customers</i> | Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. The following list is generic as provided by the Department of Education, Science and Training. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> speaking clearly and directly <input checked="" type="checkbox"/> writing to the needs of the audience <input checked="" type="checkbox"/> negotiating responsively <input checked="" type="checkbox"/> reading independently <input checked="" type="checkbox"/> empathising <input checked="" type="checkbox"/> using numeracy effectively <input checked="" type="checkbox"/> understanding the needs of internal and external customers <input checked="" type="checkbox"/> persuading effectively <input checked="" type="checkbox"/> establishing and using networks <input checked="" type="checkbox"/> being assertive <input checked="" type="checkbox"/> sharing information <input checked="" type="checkbox"/> speaking and writing in languages other than English |
| <input checked="" type="checkbox"/> Teamwork <i>That contributes to productive working relationships and outcomes</i> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> working across different ages irrespective of gender, race, <input checked="" type="checkbox"/> religion or political persuasion <input checked="" type="checkbox"/> working as an individual and as a member of a team <input checked="" type="checkbox"/> knowing how to define a role as part of the team |

¹ Information on Employability Skills extracted from LGA04 – Local Government Training Package

| | |
|--|---|
| | <input checked="" type="checkbox"/> applying teamwork to a range of situations e.g. futures <input checked="" type="checkbox"/> planning and crisis problem solving <input checked="" type="checkbox"/> identifying the strengths of team members <input checked="" type="checkbox"/> coaching and mentoring skills, including giving feedback |
| <input checked="" type="checkbox"/> Problem solving <i>That contributes to productive outcomes</i> | <input checked="" type="checkbox"/> developing creative, innovative and practical solutions <input checked="" type="checkbox"/> showing independence and initiative in identifying and solving problems <input checked="" type="checkbox"/> solving problems in teams <input checked="" type="checkbox"/> applying a range of strategies to problem solving <input checked="" type="checkbox"/> using mathematics, including budgeting and financial management to solve problems <input checked="" type="checkbox"/> applying problem-solving strategies across a range of areas <input checked="" type="checkbox"/> testing assumptions, taking into account the context of data and circumstances <input checked="" type="checkbox"/> resolving customer concerns in relation to complex project issues |
| <input checked="" type="checkbox"/> Initiative and Enterprise <i>That contribute to innovative outcomes</i> | <input checked="" type="checkbox"/> adapting to new situations <input checked="" type="checkbox"/> developing a strategic, creative and long-term vision <input checked="" type="checkbox"/> being creative <input checked="" type="checkbox"/> identifying opportunities not obvious to others <input checked="" type="checkbox"/> translating ideas into action <input checked="" type="checkbox"/> generating a range of options <input checked="" type="checkbox"/> initiating innovative solutions |
| <input checked="" type="checkbox"/> Planning and Organising <i>That contribute to long and short-term strategic planning</i> | <input checked="" type="checkbox"/> managing time and priorities - setting time lines, <input checked="" type="checkbox"/> coordinating tasks for self and with others <input checked="" type="checkbox"/> being resourceful <input checked="" type="checkbox"/> taking initiative and making decisions <input checked="" type="checkbox"/> adapting resource allocations to cope with contingencies <input checked="" type="checkbox"/> establishing clear project goals and deliverables <input checked="" type="checkbox"/> allocating people and other resources to tasks <input checked="" type="checkbox"/> planning the use of resources, including time management <input checked="" type="checkbox"/> participating in continuous improvement and planning processes <input checked="" type="checkbox"/> developing a vision and a proactive plan to accompany it <input checked="" type="checkbox"/> predicting - weighing up risk, evaluating alternatives and <input checked="" type="checkbox"/> applying evaluation criteria <input checked="" type="checkbox"/> collecting, analysing and organising information <input checked="" type="checkbox"/> understanding basic business systems and their relationships |
| <input checked="" type="checkbox"/> Self-management <i>That contributes to employee satisfaction and growth</i> | <input checked="" type="checkbox"/> having a personal vision and goals <input checked="" type="checkbox"/> evaluating and monitoring own performance <input checked="" type="checkbox"/> having knowledge and confidence in own ideas and visions <input checked="" type="checkbox"/> articulating own ideas and visions <input checked="" type="checkbox"/> taking responsibility |

| | |
|--|---|
| <p><input checked="" type="checkbox"/> Learning</p> <p><i>That contributes to ongoing improvement and expansion in employee and company operations and outcomes</i></p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> managing own learning <input checked="" type="checkbox"/> contributing to the learning community at the workplace <input checked="" type="checkbox"/> using a range of mediums to learn - mentoring, peer support and networking, IT and courses <input checked="" type="checkbox"/> applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) <input checked="" type="checkbox"/> having enthusiasm for ongoing learning <input checked="" type="checkbox"/> being willing to learn in any setting - on and off the job <input checked="" type="checkbox"/> being open to new ideas and techniques <input checked="" type="checkbox"/> being prepared to invest time and effort in learning new skills <input checked="" type="checkbox"/> acknowledging the need to learn in order to accommodate change |
| <p><input checked="" type="checkbox"/> Technology.</p> <p><i>That contributes to the effective carrying out of tasks</i></p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> having a range of basic IT skills <input checked="" type="checkbox"/> applying IT as a management tool <input checked="" type="checkbox"/> using IT to organise data <input checked="" type="checkbox"/> being willing to learn new IT skills <input checked="" type="checkbox"/> having the OHS knowledge to apply technology <input checked="" type="checkbox"/> having the appropriate physical capacity |

Assessment concerns

If you have any concerns about the manner of any of the assessment tasks planned in connection with the program, you should contact the assessor at the earliest opportunity to negotiate what else might need to be considered in your particular circumstances. (ie: a disability or other special need).

What happens after the assessment

You will be expected to complete all the assessment tasks before any decision concerning your competence will be made by the assessor. You will, be provided oral feedback following the assessment activities. You will be able to discuss this feedback with your assessor.

Final results of the assessment will either declare you as “Achieved competence” (C) or “Competence not yet achieved – further evidence required” (NYC). Should you not achieve competency on the day assessed with respect to your application of practical skills in the areas being assessed, your trainer/assessor will provide a typed report that will provide you feedback concerning any gaps in your performance, together with strategies for further improvement and/or collection of evidence. Passmore Duff (CARM Training) will note your attendance on the program on the student database as a record of your attendance together with your result.

If you are simply deemed Not Yet Competent (NYC) based on the results of the written quiz and are unable to be re-assessed via any negotiated option, Passmore Duff (CARM Training) will note your attendance on the program on the student database as a record of your attendance together with your result.

Where you are reported as not yet having achieved competency (NYC), you will not be issued with any Statement of Attainment.

If you do experience difficulties in attaining the required standard in any of the competency areas, you may also need to discuss a development or improvement plan with your supervisor/manager to assist you to address these areas.

On successfully completing the assessment you will receive a Statement of Attainment for the competency "Manage Conflict Through Negotiation"

Appeals/Grievances against the assessment decision:

If you have a grievance concerning the assessment decision, you should initially discuss your concern with your assessor. If you are still unsatisfied with any decision or action, you should contact Passmore Duff (CARM Training) on the contact details provided at the end of this guide to discuss the issue further.

Fees, Charges, Cancellations and Refunds:

Fees and charges are discussed on application. These costs are articulated within the proposal and advice relating to these charges, including cancellations and refunds, is included in the "terms and conditions" document that accompanies each training confirmation order. Once the training confirmation order is reviewed and signed, the training and assessment services are coordinated by Passmore Duff with acceptance of these terms and conditions implicit.

Contacts & Support

Please don't hesitate to contact your training provider/assessor if there are any specific aspects of your assessment that you would like to discuss. Alternately, you can contact CARM Training on the details below – including phone and email.

CARM Training is the trading brand of Passmore Duff P/L the lead RTO issuing the qualification.

If you would like further information concerning the training, please refer also to our website at www.carmtraining.com

We look forward to helping you achieve national recognition for your skills.

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