CATERING AND TOURISM TRAINING INSTITUTE

Sector: - Culture, Sports and Tourism

Sub Sector: - Hotel and Hospitality

Hotel Operation Level – I

Learning Guide #1

Unit of Competency: Establish Quality Standards

Module Title: Establishing Quality Standards

LG Code: CST FOS4 19 1212

TTLM Code: CST TTLHOPM 1118V1

Addis Ababa, Ethiopia

INSTRUCTION SHEET	LEARNING GUIDE #1

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Communicate with customers, local communities and colleagues from diverse backgrounds Follow procedures for emergency situations
- Address cross- cultural misunderstandings

This guide will also assist you to attain the learning outcome stated above. Specifically, upon completion of this learning Guide, you will be able to –

- Value customers, local communities and colleagues from different cultural groups and treat them with respect and sensitivity.
- Take into consideration cultural differences in all verbal and non-verbal communication.
- Make attempts to overcome language barriers by communicating through the use of local translators, correct gestures, sign language, or simple words in English or the other person's language.
- Obtain assistance from colleagues, local communities reference books or outside organizations when required
- Identify issues that may cause conflict or misunderstanding in the workplace, heritage sites, around local communities and customers
- Address difficulties with appropriate people and seek assistance from team leaders or others when required.
- Consider possible cultural differences when difficulties or misunderstandings arise.
- Make efforts to resolve misunderstandings, taking account of cultural considerations.
- Refer problems & unresolved issues to the appropriate team leader/supervisor for follow up.
- Learn from past cross-cultural misunderstanding and record the issue.

INSTRUCTION SHEET	LEARNING GUIDE #1

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

2. Follow the instructions described in number 3 to 10.

3. Read the information written in the "Information Sheet 1" from page 1-9. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

4. Accomplish the "Self Check - 1" in page 10.

5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work for self-check 1.

6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your trainer for further instructions or go back to Learning Activity #1.

7. Read the information written in the "Information Sheet 2" from page 11-19. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

8. Accomplish the "Self Check - 2" in page 20.

9. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work for self-check 2.

10. If you earned a satisfactory evaluation, congratulation you can proceed to next unit of competency. However, if your rating is unsatisfactory, see your trainer for further instructions or go back to Learning Activity #2.

INFORMATION SHEET 1	LO1- Establish quality specifications for product

Introduction

in today's complex supply chain environment, retailers, vendors, brands and manufacturers are being challenged to work together to demonstrate compliance with mandatory regulations and to be aware of any potential non-compliance issues. A common concern arises when goods go from pre-production to the production phase or when additional orders are placed to refill store shelves. Retailers, vendors and brands need to quickly assess if the received item is the same as the expected product. If not, the product could be potentially non-compliant, because of a design or material change

What are the key benefits?

➢ Demonstrate compliance to regulatory requirements

➢ Gain insight into your supply chain by screening for product changes

➢ Create a 'high degree' of assurance that nothing has changed in your product since certification testing.

What are quality?

Quality: has a direct impact on product or service performance. Thus, it is closely linked to customer value and satisfaction. Satisfaction is regarded as one of the key judgments that consumers make regarding a tourism service and is always a focal point for marketer attention. Quality service helps a company maximize benefits and minimize non-price burdens for its customers. American society… defines *quality as the totality feature and characteristics of a product /service that bear on its ability to satisfy customer needs.* This definition implies that the customer becomes eventually the quality referee.   The process by which customers

understand quality is often regarded as a comparison of the service standards expected when purchasing a service, compared to their perceptions of service experiences. So, customers can be dissatisfied, satisfied or delighted depending on the balance between expectations and perceptions. "The seeds of consumer satisfaction are planted during the pre-purchase of the consumer decision process." It is against this individual benchmarking that tourists measure the quality of their service experiences. Satisfaction is defined as a post consumption evaluation that the chosen alternative is consistent with prior beliefs and expectations (with respect to it). Dissatisfaction, of course, is the outcome when this confirmation does not take place.

Customer focused definitions suggest that quality begins with *customer needs* and ends with *customer satisfaction*.

Researchers have defined quality in different ways and there is no agreed definition of service quality. It has been variously defined as value, conformance to requirements, and fitness for use and meeting customers' expectations.

Quality is determined by the expectations and perceived delivery level for each of a bundle of factors for each customer. It has been defined from various views as:

- ♠ Customer: 'The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs' (ISO 8042, 1989). Quality is the opinion of the totality of goods and service provision as determined by the customer. *Quality is affected by the concept of value.*
- ♠ External (marketing): *Quality is a set of expectations and perceptions which we have a role in managing.*
- ♠ Internal (operations): Quality is conformance to internal procedures. *Quality is not making any mistakes and maximizing internal efficiency.*

However, within the service sector, quality is often defined from a customer's perspective and should aim to meet customers' expectations.

The creation of memorable, positive customer service—service so good, so unique, so different, that it takes the customer by surprise and leaves him with a smile on his face and a story to tell—is often strikingly parallel in structure and outcome to fine stage magic. Just as the skilled stage magician is a master of audience enchantment, the service magician brings a touch of charm and delight to his or her customer's day, life, and world . . . even if just for a moment.

What are standards?

• A standard is simply what has to be achieved to meet the clients expectation

- 'this is how things should be in this service'

- it can be expressed as statements of how much, how well, how often or how quickly something happens and can be percentages, numbers, frequencies or cost

- 'this is what the customers have the right to expect'..

- *Standards should be focused on outcomes for customers.*

Room service tray or lacking in the quality of the product when delivered.

o Service Standards and procedures are about helping employees to know:

❖ what the clients expects,

❖ the Hotel's service goals, and

❖ How to go about meeting and exceeding client's expectations consistently.

Why is quality assurance so important for my institution?

• Client satisfaction:

As a VEt provider you have a vested interest to ensure that you provide quality education and training and that learners, employers and the regulator are all satisfied with the level of competences reached by your graduates.

• need for Evidence/documentation:

You may say that quality assurance has always been important to your institution and ask 'so what is so different now?' the difference is that now you need to provide evidence of quality. You also have to show the mechanisms your institution uses to immediately detect any shortcomings in your system;

• formal Mechanisms:

While before you only knew informally if your training courses were relevant to the labour market, now you need to have a formal mechanism to prove this. success is measured by aspects such as completion rates, and you must collect, analyse and publish completion rates in your courses regularly, and to also show **what** action has been taken to counteract dropouts or people not turning up for courses. likewise, if you need to show that you have quality teaching staff, besides their curriculum vitae, you have to show how your institution is investing in their professional development;

• Commitment to improvement:

Quality Assurance requires structures and mechanisms, and these are possibly also expensive. But if you really want to ensure that students get the best training possible, then you must commit yourself to quality assurance. this is a commitment not only to set up a QA system, but a commitment to quality development such that the quality system develops and improves together with the quality of the training;

• Transparency in Processes: An aspect of quality assurance is that of making sure that all the processes and mechanisms developed are transparent. this implies that different

stakeholders are involved and that results and outcomes are made known internally and externally;

• Promoting Mobility: Quality assurance can facilitate the mobility of students both during their studies as well as when they graduate and are looking for opportunities of employment within the European labour market. If you can show that the training you provide is of quality, it would be much easier for other institutions to recognise periods of study within your institution, as well as the certification which you provide.

Establish quality specifications for product

Quality specifications are detailed requirements that define the quality of a product, service or process. Quality includes tangible elements such as measurements and intangible elements such as smell and taste. The following are illustrative examples of quality specifications.

Food

➢ Precise definitions that are used to sort food into quality grades. For example, apples might be sorted according to size, ripeness, color, symmetry and condition to offer a premium and non-premium grade.

Services

➢ A hotel chain defines detailed specifications of what it means for a room to be clean. This is used to define processes for cleaning services and quality control checks

Product Identification

• A food business should ensure that all food on the food premises are clearly and properly identified.

•   Upon request by an inspecting officer, can provide information relating to the names and business addresses of the vendors, suppliers, manufacturers, packers, or importers.

- It tells the supplier exactly what you want.

- It is the full definition of the product you're seeking to manufacture, with details, dimensions, photos, drawings, materials, and instructions

    ❖ Product description (what is it, what does it do, how does it   function)

- Components needed and specs of components if any

- Design (drawings, photos)

- Colors (Use pantone #)

- Coatings or treatments required

- Quality standards & special instructions

- Product dimensions • weight

- Shipping specifications (carton dimensions, type, material,marks, temp/humidity controlled?)
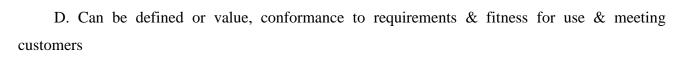
SELF-CHECK 1	WRITTEN TEST

Answer the following questions.

1. What is the importance of product specification?
2. What is serveuquel model of evaluating quality?
3. What are the five dimensions of service quality uses for servequel model of?
4. How can we make mystery shopping evaluation practicing?
5. What are the benefits & key principles of mystery shopping?
6. . What are the approaches we can use to evaluate quality?

Part I. Choose the best answer

1. Which one is incorrect about quality.
   A. It always concern about service delivery
   B. Create direct impact on product or service
   C. Most of the tire the customers are the one who referee it
   D. May be given based on product service ability to satisfy customer need

2. Which one is correct?

   A. Quality is always about service

   B. Quality may not be the concern of customers

   C. Begins with customer needs & ends wither satisfaction

   D. We can define quality in a specified way

3. Which one is incorrect about quality is service

   A. Quality of service does not mean not making any mistake and maximizing inter

   B. Can be defined from customer perspective & meet expectations of customers.

   C. Can be joined by the delivery who pressers the services

D. Can be defined or value, conformance to requirements & fitness for use & meeting customers

Expectations.

INFORMATION SHEET 2	➢ **LO – 2 Identify hazards and critical control points**

2.1 **A Hazard** is anything that has the potential to cause injury or illness.

Hazard: A biological, chemical or physical agent in, or condition of, food with the potential to cause an adverse health effect.

HACCP: A system which identifies, evaluates, and controls hazards which are significant for food safety.

HACCP plan: A document prepared in accordance with the principles of HACCP to ensure control of hazards which are significant for food safety in the segment of the food chain under consideration.

Hazard analysis: The process of collecting and evaluating information on hazards and conditions leading to their presence to decide which are significant for food safety and therefore should be addressed in the HACCP plan.

The HACCP system, which is science based and systematic, identifies specific hazards and measures for their control to ensure the safety of food.

HACCP is a tool to assess hazards and establish control systems that focus on prevention rather than relying mainly on end-product testing.

Any HACCP system is capable of accommodating change, such as advances in equipment design, processing procedures or technological developments. HACCP can be applied throughout the food chain from primary production to final consumption and its implementation should be guided by scientific evidence of risks to human health. As well as enhancing food safety, implementation of HACCP can provide other significant benefits. In addition, the application of HACCP systems can aid inspection by regulatory authorities and promote international trade by increasing confidence in food safety. The successful application of HACCP requires the full commitment and involvement of management and the work force. It also requires a multidisciplinary approach; this multidisciplinary approach should include, when appropriate, expertise in agronomy, veterinary health,

production, microbiology, medicine, public health, food technology, environmental health, chemistry and engineering, according to the particular study.

The application of HACCP is compatible with the implementation of quality management systems, such as the ISO 9000 series, and is the system of choice in the management of food safety within such systems.

Hazards can be classified as:-

(i) Hazards on Food Preparation

- Use of unsafe food source;

- Inadequate cooking of food;

- Inadequate thawing of food before cooking;

- Preparation of food too early in advance; and

- Inadequate reheating of cooked food.

(ii) Hazards on Food Storage

- Contamination of cooked food

- Improper storage - prolonged storage at 4°C- 60°C.

(iii) Hazards coming from Employees and Eating Habit

- Employees' lack of attention in personal hygiene

- employees infected with intestinal diseases;

- Consumption of raw food; and

- Consumption of leftovers.

(Iv)Hazards coming from Chemical Detergents

Detergents and Disinfectants

There may be chemical residues due to the use of inappropriate concentration of detergents and disinfectants, or not yet properly cleaned utensils after washing and disinfecting.

Prevention of Chemical Contamination:

- Purchase food from reliable suppliers.

- In case of doubt, should request reference to relevant shipping documents and health certificates accompanying the consignment;

- Check the colour and odour carefully; and

- Inquire about the uses and characteristics of containers from the supplier.

PRINCIPLES OF THE HACCP SYSTEM

The HACCP system consists of the following seven principles:

PRINCIPLE 1: Conduct a hazard analysis.

PRINCIPLE 2 : Determine the Critical Control Points (CCPs).

PRINCIPLE 3: Establish critical limit(s).

PRINCIPLE 4: Establish a system to monitor control of the CCP.

PRINCIPLE 5: Establish the corrective action to be taken when monitoring indicates that a particular CCP is not under control.

PRINCIPLE 6: Establish procedures for verification to confirm that the HACCP system is working effectively.

PRINCIPLE 7: Establish documentation concerning all procedures and records appropriate to these principles and their application.

Assemble HACCP team

> ❖ The food operation should assure that the appropriate product specific knowledge and expertise is available for the development of an effective HACCP plan.

❖ expert advice should be obtained from other sources, such as, trade and industry associations, independent experts, regulatory authorities, HACCP literature and HACCP guidance (including sector-specific HACCP guides).

Describe product

❖ A full description of the product should be drawn up, including relevant safety information such as: composition, physical/chemical structure (including Aw, pH, etc), microbial/static treatments (heat-treatment, freezing, brining, smoking, etc), packaging, durability and storage conditions and method of distribution.

Identify intended use

❖ The intended use should be based on the expected uses of the product by the end user or consumer.

❖ In specific cases, vulnerable groups of the population, e.g. institutional feeding, may have to be considered.

Construct flow diagram

❖ The flow diagram should be constructed by the HACCP team (see also paragraph 1 above).

❖ The flow diagram should cover all steps in the operation for a specific product. The same flow diagram may be used for a number of products that are manufactured using similar processing steps.

❖ When applying HACCP to a given operation, consideration should be given to steps preceding and following the specified operation.

On-site confirmation of flow diagram

❖ Steps must be taken to confirm the processing operation against the flow diagram during all stages and hours of operation and amend the flow diagram where appropriate.

❖ The confirmation of the flow diagram should be performed by a person or persons with sufficient knowledge of the processing operation.

List all potential hazards associated with each step, conduct a hazard analysis, and consider any measures to control identified hazards

❖ The HACCP team (see "assemble HACCP team" above) should list all of the hazards that may be reasonably expected to occur at each step according to the scope from primary production, processing, manufacture, and distribution until the point of consumption.

❖ The HACCP team (see "assemble HACCP team") should next conduct a hazard analysis to identify for the HACCP plan, which hazards are of such a nature that their elimination or reduction to acceptable levels is essential to the production of a safe food.

In conducting the hazard analysis, wherever possible the following should be included:

✓ the likely occurrence of hazards and severity of their adverse health effects;

✓ the qualitative and/or quantitative evaluation of the presence of hazards;

✓ survival or multiplication of micro-organisms of concern;

✓ production or persistence in foods of toxins, chemicals or physical agents; and, conditions leading to the above.

☞ Consideration should be given to what control measures, if any exist, can be applied to each hazard. More than one control measure may be required to control a specific hazard(s) and more than one hazard may be controlled by a specified control measure.

Determine Critical Control Point

❖ There may be more than one CCP at which control is applied to address the same hazard.

❖ The determination of a CCP in the HACCP system can be facilitated by the application of a decision tree (e.g., Diagram 2), which indicates a logic reasoning approach.

❖ Application of a decision tree should be flexible, given whether the operation is for production, slaughter, processing, storage, distribution or other.

Establish critical limits for each CCP

- ❖ Critical limits must be specified and validated for each Critical Control Point.
- ❖ In some cases more than one critical limit will be elaborated at a particular step.
- ❖ Criteria often used include measurements of temperature, time, moisture level, pH, Aw, available chlorine, and sensory parameters such as visual appearance and texture

Establish a monitoring system for each CCP

- ❖ Monitoring is the scheduled measurement or observation of a CCP relative to its critical limits.
- ❖ The monitoring procedures must be able to detect loss of control at the CCP.
- ❖ Further, monitoring should ideally provide this information in time to make adjustments to ensure control of the process to prevent violating the critical limits.
- ❖ Data derived from monitoring must be evaluated by a designated person with knowledge and authority to carry out corrective actions when indicated.

Establish corrective actions

- ❖ Establish corrective actions
- ❖ Specific corrective actions must be developed for each CCP in the HACCP system in order to deal with deviations when they occur.
- ❖ The actions must ensure that the CCP has been brought under control.
- ❖ Actions taken must also include proper disposition of the affected product.
- ❖ Deviation and product disposition procedures must be documented in the HACCP record keeping.

Establish verification procedures

- ❖ Establish procedures for verification.
- ❖ Verification and auditing methods, procedures and tests, including random sampling and analysis, can be used to determine if the HACCP system is working correctly.

- ❖ The frequency of verification should be sufficient to confirm that the HACCP system is working effectively.
- ❖ Where possible, validation activities should include actions to confirm the efficacy of all elements of the HACCP system

Establish Documentation and Record Keeping

- ❖ Efficient and accurate record keeping is essential to the application of a HACCP system.
- ❖ HACCP procedures should be documented.
- ❖ Documentation and record keeping should be appropriate to the nature and size of the operation and sufficient to assist the business to verifythat the HACCP controls are in place and being maintained.
- ❖ Expertly developed HACCP guidance materials (e.g. sector-specific HACCP guides) may be utilised as part of the documentation, provided that those materials reflect the specific food operations of the business.

Documentation examples are:
 Hazard analysis;
CCP determination;
 Critical limit determination.
Record examples are:
CCP monitoring activities;
Deviations and associated corrective actions;
Verification procedures performed;
Modifications to the HACCP plan;

TRAINING

- o Training of personnel in industry, government and academia in HACCP principles and applications and increasing awareness of consumers are essential elements for the effective implementation of HACCP.
- o As an aid in developing specific training to support a HACCP plan, working instructions and procedures should be developed which define the tasks of the operating personnel to be stationed at each Critical Control Point.
- o Cooperation between primary producer, industry, trade groups, consumer organisations, and responsible authorities is of vital important.
- o Opportunities should be provided for the joint training of industry and control authorities to encourage and maintain a continuous dialogue and create a climate of understanding in the practical application of HACCP.

SELF-CHECK2	WRITTEN EXAM

1.Explain the following principles of Haccp system

- ➢ Conduct a hazard analysis.
- ➢ Determine the Critical Control Points (CCPs).
- ➢ Establish critical limit(s).
- ➢ Establish a system to monitor control of the CCP.

2. What is the importance Haccp system

INFORMATION SHEET 3	**LO – 3 Assist in planning of quality assurance procedures**

Quality assurance: describes all the process and procedures involved in making sure a product or a service consistently complies with customer expectations .

What is a Quality assurance plan?

✓ A Quality assurance plan is a document, constructed by the project team, meant to ensure the final products are of the utmost quality.

✓ Helps to reduce problems and errors in the final products.

✓ A quality assurance plan contains a set of documented activities meant to ensure that customers are satisfied with the goods or service a company provides.

There are steps of quality assurance process.

Plan: organization should plan and establish the process related objectives and determine the process that are required to deliver a high-quality end .

❑ Define objectives:

o   identifying the requirements of customer or complain generating products or services

o   is your company going for zero defects ?

❑ Role and responsibilities

✓ List the role and responsibilities of the team members.

✓ Itemize the responsibilities each role

❑ Coordinate with other plans

✓ Talk to the other people and project managers in your department

✓ Includes, risk management plan , resource management plans etc.

❑ Define tasks and the schedule:

✓ either from the deadline in or from the start date out set the schedule

✓ Using the objectives as reference.

Quality Assurance Project Plans

Developing a QAPP is a dynamic, interactive process that should ideally involve state and EPA regional QA experts, potential data users, and key members of the volunteer monitoring project.

There are 11 steps a volunteer monitoring project coordinator might take to prepare a QAPP.

These are:

Step 1: Establish a small team whose members will serve as advisors in helping you develop the QAPP by offering feedback and guidance throughout the entire process.

Step 2: Determine the goals & objectives of your project--why it's needed, who will use the data, and how the data will be used.

Step 3: Collect background information to help you in designing your project.

Step 4: Refine your project's goals once you've collected more information.

Step 5: Design your project's sampling, analytical & data requirements--essentially, what, how, when, and where you'll be monitoring.

Step 6: Develop an implementation plan that lays out project logistics.

Step 7: Draft your standard operating procedures (SOPs) & QAPP.

Step 8: Solicit feedback on your draft SOPs & QAPP from state or EPAregional QA contacts and potential data users.

Step 9: Revise your QAPP based on review comments and submit it for approval.

Step 10: Once your QAPP is approved, begin your monitoring program.

Step 11: Evaluate and refine your project over time, and reflect any major changes in a revisedQAPP.

STEP 1 Establish a small QAPP team

It will be helpful to pull together a small team of two or three people who canhelp you develop the QAPP. Include representatives from groups participating inthe monitoring project who have technical expertise in different areas of theproject.Take the time to establish contact with your state, local or EPA QualityAssurance Officer, or other experienced volunteer organizations. Remember, ifyou are getting any EPA funding through a grant or contract, EPA must approveyour QAPP. However, even if EPA approval isn't needed, you can consult with EPA QA representatives if you need advice. Let them know a bit about yourproject, and find out if they have any resources that might help you out (such as acopy of an approved volunteer monitoring QAPP, or specific regional guidanceon preparing plans

STEP 2 Determine the goals and objectives of your project

Why are you developing this monitoring project? Who will use its information, and how will it be used? What will be the basis for judging the usability of the data collected? If you don't have answers to these questions, you may flounder when it comes time to put your QAPP down on paper. Write down your goal. The more specific your project's goal, the easier it will be to design a QAPP. Identify the objectives of your project--that is, the specific statements of how you will achieve your goal. For example, if your project's goal is to identify trends in a lake plagued by nuisance vegetation, your objectives might be to collect three years of data on weed beds, algae, and nutrients, and to develop yearly reports for nearby lake residents.

STEP 3: Collect background information

As you learn more about the area you are choosing to monitor, you will be better able to design an effective monitoring project.

Begin by contacting programs andagencies that might already monitor in your area. Talk to the state water qualityagency, the county and/or city environmental office, local universities, andneighboring volunteer monitoring programs. Ask about their sampling locations,what parameters they monitor and what methods they use.

STEP 4: Refine your project

Once you've collected background information for your project and coordinatedwith potential data users, you may find it necessary to refine your original projectgoals and objectives. You may have found, for example, that the county alreadyregularly monitors weed and algae growth in your lake. Inthat case, your project might better examine nutrient inputsfrom tributaries, lake water clarity, or other parameters. Don't hesitate to reevaluate your project goals andobjectives. Now is the best possible time to do so: beforeyou've invested time, money, and effort in equipmentpurchases, training, grant proposals and quality assuranceplan development.

STEP 5: Design your project's sampling, analytical, and data requirements

Once you feel comfortable with your project's goals and objectives, and havegathered as much background information as possible on the area you will bemonitoring, it is time to focus on the details of your project.

Convene a planningcommittee consisting of the project coordinator, key volunteers, scientificadvisors, and data users, along with your QAPP team. This committee should address the following questions:

=What parameters or conditions will you monitor, and which are mostimportant to your needs? Which are of secondary importance?

=How good does your monitoring data need to be?=How will you pick your sampling sites, and how will you identify them overtime?

=What methods or protocols will you use for sampling and analyzing samples?

=When will you conduct the monitoring?

=How will you manage your data and ensure your data are credible?

STEP 6: Develop an implementation plan

You've done the hard part once you've developed your monitoring project design. The next step is to decide the particulars -- the logistics, if you will. These are,essentially, the whos and whens of your project.Determine who will carry out individual tasks such as volunteer training, datamanagement, report generation, assuring lab and field quality assurance, andrecruiting

volunteers. If you send your samples to an outside lab, choose the laband specify why you chose it.Set up schedules for when you will recruit and trainvolunteers, conduct sampling and lab work, produce reports,and report back to volunteers or the community.

STEP 7 : Draft your standard operating procedures and QAPP

Now it's time to actually write your standard operating procedures and develop a draft QAPP. Your standard operating procedures (SOPs) are the details on all the methods you expect your volunteers to use and can serve as the project handbook you give your volunteers. Remember, there are many SOPs already available for sampling and analytical procedures. Where possible, adapt your procedures from existing methods and modify them as needed to fit your project objectives. Be sure to reference and cite any existing methods and documents you use in your project. You should append your standard operating procedures to your QAPP and refer to them throughout the QAPP document. Use the elements described in Chapter 4 as your guide in developing draft QAPP. Your written plan can be elaborate or simple, depending on your project goals.

STEP 8: Solicit feedback on your draft SOPs and QAPP

Draft QAPP in hand, your next step is to run the draft by people "in the know." These are, primarily, state and EPA Regional volunteer monitoring coordinators and Quality Assurance Officers, EPA project officers, and any other agency data users (such as a representative from the county planning office or Natural Resource Conservation Service, if you are collecting data you hope they will use). Ask for their feedback and suggestions. Expect their review to take up to two or three months (times will vary).While you are waiting for comments, you should probably try out your procedures with volunteers on a trial basis, to see if they really work. Don't plan to use the data at this early stage, however; you will probably be finding quirks in your plan, and the data will not be accepted by your datausers until the QAPP is approved and accepted. You may find that some of your QA contacts resist the idea of reviewing yourdraft plan. This is because they are often quite overburdened. Don't give up;after a reasonable time

has elapsed since you submitted your plan, call back andinquire if you should submit the draft elsewhere for review. Solicit all thecomments you can, from as many sources as possible.

STEP 9 : Revise your QAPP and submit it for final approval

Based on the comments you receive from the review of your draft plan, you mayhave to revise your QAPP. This could involve simply being more specific aboutexisting methods and quality control procedures in the plan, or actually modifyingyour procedures to meet agency requirements. Once you have revised or fine-tuned your QAPP, submit it to the proper agency for formal approval.Final review/approval can take a couple of months. During this time, you may beasked to incorporate additional comments, although this is less likely if you hadpreviously asked the approving official to review your draft.Note: If you are developing a QAPP simply to document your methods and arenot working in cooperation with a state, local, or federal agency, you need notsubmit a QAPP for review and approval.

STEP 10 : Once the QAPP is approved, begin your monitoring project

Once you've received EPA and/or state approval of your QAPP, your monitoring project can begin. Follow the procedures described in your QAPP to train volunteers and staff, conduct sampling, analyse samples, compile results, and develop any reports.

STEP 11Evaluate and refine your project over time

As time goes on, you may decide to improve on sampling techniques, site selection, lab procedures or any of the other elements of your monitoring project design. Project evaluation should occur during the course of your project rather than after the project or asampling season is completed.If you make any substantive changes in your QAPP, document them and seekEPA/state approval for the changes. A phone call to your QA official can helpyou determine if the changes require a new QAPP. Also, always be prepared forformal audits or QC inquiries from data users during the course of your project

Provide training on Quality assurance plan

- ✓ Quality standards plan can be introduced to staff through training

- ✓ Staff should be well trained on these standards to understand and believe in them so that the hotel can meet the expectation of guests and achieve its objective.

- ✓ When a service decision has to be made at any level, everyone should be aware of established quality standards that assist employees in making those decisions

- ✓ Help the staff to ensure consistent delivery

SELF-CHECK 3	Choose

Answer the following questions.

LO3

Choose

1. Which one is odd

     A. Be a good listener   C. Intangibility of service is a most

     B. Identify & anticipate needs   D. Know how to apologizer

2. The following can make super customer service explore

     A. Treat customer complaints to get better

     B. Arrange it the way you want it & deliver it with your own way

     C. Welcome customers suggestions sincerely   D. Say "thank you" & "please"

3. The F/F should never done by servers

     A. Serve anything substandard   B. Behave rudely or even indifferently to customers

     C. Follow the Golden rule   D. Rush customers who wish to stay longer

4. All are true about a customer is except one

     A. Deserving   the most courteous & attentive treatment

     B. Not someone to argue or much with   C. The back bone of a business

     D. It is our job to fill these needs and wants   E. All are

5. Which one is about customer focused strategy?

A. Quality service is from customers   B. Follow the golden rule of customers

C. Quality service is from tar able as if a products

D. An approach to how we handle our customers at every touch point

Part II. Matching

____1.Be professional   A. Allow dirty or unsanitary conditions to exit

____2.Getting regular Feedback, giving   B. Back bone of business

        more than expected   C. To deliver supreme customer service

____3.Doneted for delivers   D. Commandments of customer service

____4.Customer privilege importance   E. helps to ensure consistency completeness in

carrying

____5.Check list   out a task

____6.Standard importance   F. How things should be

____7.Standard   G. It establish a target

Part III. Short answer

1. What are the points included in development of service quality program.

2. How can we revise & update quality standard?

3. How to introduce quality standard for staff?

4. How do we set standards?

5. What is the process to set standards?

6. What are they do and don't of customer services.

INFORMATION SHEET 4	➢ **LO – 4 Implement quality assurance procedures**

Once quality standards are established in the organization, the next thing is to introduce it to all employees in the organizational for its effective implementation.

✓ It is procedure that tells us what needs to be done in order to achieve that standard.

✓ implement actions that are necessary to achieve improvements in the processes.

✓ employee engagement levels and management effectiveness, is crucial for the success of implementations.

Unless there is a 'right' way of doing things, clients expectations won't be met, never mind exceeded.

Taking the pot of tea from room service as an example, a clients wants their tea to be hot, served in a clean pot, on a clean tray.

 offer greetings at every corner of the establishment according to the time of the day

How to Design and Implement a Basic Quality Assurance Plan

A quality assurance plan should generally include two basic areas: how to address errors (quality-related events), and how to improve practice before an error occurs (continuous quality improvement). This document outlines steps to take in establishing a QA plan plan.
I. Design a means to effectively document quality-related events (QREs) and educate staff appropriately
1. Collect all relevant details of the event, identify the root cause(s), and make a plan to avoid the same error in the future (consider the example provided on the Board of Pharmacy's website)
2. Always educate staff on documented QREs and their resulting plans.
3. Many errors reported to the Board are due to poor customer service in resolving the issue- consider including training on how to handle an error as part of your plan

II. Identify one or two quality related parameters you would like to measure and improve. You might consider two categories of parameters:
1. Areas known to require improvement.

a. These areas may be identified through a previous dispensing or procedural error, a deficiency notice from the Board, or observations of pharmacy staff.
b. Monitoring will be with the intent to track successful improvement.

2. Areas expected to be satisfactory a. These areas may be identified as perceived strengths in your pharmacy.
b. The intent of monitoring may be to verify that processes are done correctly and to identify unsuspected weaknesses.

III. Design a method to measure the identified areas. Here are some tips:
1. Focus on quantitative measures that can show clear results
2. Utilize your computer systems capabilities where appropriate
3. Use random samples where appropriate (e.g. you don't necessarily have to go through the entire prescription log book to quantify counseling documentation)
4. Consider a method that can be accomplished in a reasonable amount of time by appropriate staff. Keep it simple.
5. Consider a method that can be done consistently as part of normal procedures.
6. Determine how often the measurement will be repeated and make plans to ensure it is not forgotten.

IV. Set appropriate goals
 1. Perfection is not always a realistic goal. Determine what is acceptable for your practice.
2. Set an attainable goal and be prepared to update the goal when it is achieved.
3. Include instructions on what the person taking the measurement should do if the goal is not met (e.g. who to contact)

V. Be prepared to make new plans when goals are not met
 1. Set a deadline for when unmet goals will be addressed
2. Be prepared to change policies or procedures in order to improve areas of deficiency

VI. Educate your staff on the Quality Assurance Plan, both at inception and at regular intervals. Include:
1. Why it is being done
2. What is being tracked
3. How to perform measurements
4. Progress in areas being monitored, including improvements implemented as a result thereof
5. Updates on any QREs, including the plan to avoid those errors in the future

VII. Quality assurance never ends 1. Continue to update your plan as necessary. Over time, the entire prescription process can be monitored and improved.

Implementing a Process of Quality Assurance

Step 1: Identify Organizational Goals

The process of quality assurance starts by defining how employees' jobs are tied to your company or organizations goals. Employees need to know the organization's mission, vision, values, how they relate to the company and their role in it. All new employees should receive a thorough orientation with regards to the company's vision, mission, values and goals. Knowing their individual goals and how it relates to the organization's goals is the first step in the process of quality assurance.

Step 2: Identify Critical Success Factors

The factors that make an organization's quality assurance system successful should be identified. These factors can be a well-designed production process, great product, technical support, **customer** support, financial security, or employee satisfaction. Make a list of the primary factors that influence the process of quality assurance in order to continuously and consistently manage those factors.

Step 3: Identify Internal and External Customers

Identify the key groups of **customers** that make your quality assurance system work. Knowing these **customers** and their needs can help you develop programs and services for these people. Often **customers** are vendors, suppliers, employees, volunteers or direct customers.

Step 4: Customer Feedback

Customer feedback is essential in the process of quality assurance. Consistent **customer** feedback enables organizations to detect and solve quality problems before it become a serious issue.

- **Customer** feedback could be obtained through regular customer surveys, by phone, email, focus groups or in person.

- Calling **customers** after they buy a product or use a service is an easy feedback mechanism to determine **customer** satisfaction.
- Another method to consider is in-person surveys directly after the work or product is delivered.
- An important method of monitoring **customer** satisfaction (dissatisfaction) is to review customer complaints and Returned Products.

Whatever method your organization use, the objective is continuous feedback from your **customers** to ensure a successful process of quality management.

Step 5: Implement Continuous Improvements

Quality assurance is synonymous with continuous improvement. The results or information gleamed from an organization's survey or other **customer** feedback tools must now be used to make the necessary changes to the quality assurance process.

This could entail more leadership development, **customer** service training, higher levels of staffing, corrections to the production process, changes to the product or service you manufacture or deliver, etc.

The essential factor is to study the feedback received and uses it to continuously improve the organizations processes in delivering the products and services it sells to its customers.

Step 6: Select Quality Management Software

Select quality assurance software that not only helps you to implement a quality assurance process, but also helps you to maintain and improve the process.

Step 7: Measure Results

Measure your results.

Though there may be many reasons for implementing a process of quality assurance, one of your main goals is to ensure your organization meets the needs of your **customer**. When an organization does not reach this goal, it is difficult to show a positive ROI and the existence of the organization is brought into question.

Right from the first moment make sure that there are measurable goals and everyone involved knows what needs to be achieved. When they are not achieved, make sure everyone is clear on what required corrective action is necessary to ensure **customer** assurance and satisfaction.

SELF-CHECK 4	Choose

Answer the following questions.

LO4

Part I. Choose the best

1. Which one is the importance of evaluating quality?

     A. To know mainly your quality to word delivering

     B. To know where you`ve been and where you're going

     C. Understanding the pap cannot be taken or a method to solve your problems

     D. Evaluate know keep it or it`s

2. Which one is different (odd?)

      A. Servequel   C. Evaluating approach

      B. The use of individual trained to experience   D. Guest comments

3. Which one is the more effective model?

     A. Servequel model   C. Guest comments

     B. Mystery shopping   D. A & B

II. Matching

A	**B**
_____1.Questionaries for	A. To provide information
_____2.Objective of customer	B. Relevant, safe, objective
Mystery shopping	C. One way of evaluating quality
_____3.Principle of mystery	D. Dimensions of service quality
Shopping	E. Breaker quality down into
_____4.Reliabltie responsivenities	
reasonable elements	
_____5.Servqual model	

1. What is serveuquel model of evaluating quality?

2. What are the five dimensions of service quality uses for servequel model of?

   Evaluating

3. How can we make mystery shopping evaluation practicing?

4. What are the benefits & key principles of mystery shopping?

5. What are the approaches we can use to evaluate quality?

INFORMATION SHEET 5	LO – 5 Monitor quality of work outcome

- ✓ **Monitoring** of process, modify the processes and check whether it meets the predetermined objectives.

- ✓ Verify that all equipment is installed per manufacture's requirement and is properly.

- ✓ Verify the procedures, equipment and operator procedure for the output.

- ✓ Service quality incorporates the concept of meeting and exceeding the expectations of the customer.

- ✓ *If the standard defines what we should be doing, measurement or evaluation tells us what we are doing.*

- ✓ *Therefore without measurement, we really know very little about our performance or the quantity or quality of an output.*

- ✓ The control of quality depends on an ability to measure quality be it the quality of products, services, processes, systems, organizations or simply the quality of actions and decisions.

- ✓ *Without measurement, we won't even know whether we are getting better, getting worse or staying the same.* So for instance if we want to know whether food is safe to eat.

- ✓ A good measurement system helps you to know where you've been and where you're going.

Major approaches or methods to evaluate the quality of service delivered:

A. Mystery shopping

B. Clients comment card.

How can we ensure our transformation is a success?

When you're looking to ensure a successful and sustainable education transformation initiative, monitoring and evaluation for quality assurance (M&E) plays an important role. According to James & Miller, "the M&E process should be an integral component of any planned ICT in education program and should be factored into planning before a project starts."[1] Furthermore, planning for M&E is considered one of the ten critical components needed to bring about educational transformation.[2]

What does monitoring and evaluation achieve?

• Developing clear, attainable outcomes and goals for education transformation, and flexible strategies for achieving them

• Promoting high levels of engagement by local school stakeholders

• Promoting ongoing communication about roles, expectations, progress, and performance

• Documenting program success for educational stakeholders and funders.M&E can keep education program son track, by:

• Monitoring program implementation and progress toward desired outcomes

• Helping programs identify and remedy implementation problems early on

• Helping sustain effective program implementation over time

• Helping staff, teachers and partners learn from their experiences, allowing them to make more informed decisions, be accountable, and reposition their efforts.

Challenges to effective monitoring and evaluation

While outcomes-based models and results-based management can be valuable tools, how they are implemented impacts their effectiveness as methods for managing education transformation. Results-based management may fail to be used effectively:

• Planners may assume that complex social issues can be reduced to a simple overarching problem, but often they cannot. Also, some important goals cannot be easily measured.

• Results and impact may be beyond the agency's control, take years to achieve, and be influenced by many factors besides the program.

• There may be multiple viewpoints about problems and competing interests, not a single view or interest easily expressed as an outcome.

• Log frames may focus the project on the agency's actions rather than the local program and the people served, and tend to exclude local people from planning, especially marginalized people.

Actions to address challenges and improve performance management systems:

1. Identify appropriate objectives, measures, and benchmarks.
2. Analyze and report targeted performance information.
3. Create opportunities to make better use of performance data.
4. Coordinate and combine outcome monitoring with other evidence-based policymaking efforts.

Identify problems early

Outcome monitoring systems are commonly used to track the performance of key programs over time— measuring short- or long-term outcomes—and can be particularly useful in detecting areas where performance is below acceptable standards, as well as whether things are improving or getting worse. To advance their systems, states can establish benchmarks and targets for expected performance, use actual and historical data to track progress.

Inform strategies for improvement

Information about underperforming programs or negative trends can lead to deeper discussions about the programs and strategies currently deployed in a state and what could be improved. To

help drive regular use of performance data, some states have forums in place to discuss this information with leadership and develop potential solutions.

Target resources to areas of greatest need

States can use performance data to inform funding and resource allocations. When broken down geographically, the data can help users identify counties, neighbourhoods, or populations where additional resources or attention are needed to help improve outcomes or address disparities.

Track progress on strategic planning efforts

Many governments use strategic planning to identify priorities, establish common goals, and mobilize resources to help achieve those goals, but do not have a clear mechanism for tracking progress. As a result, it's difficult to ensure that key goals and objectives are achieved or key stakeholders are held accountable for the goals they set. Outcome monitoring systems are one option to regularly and transparently measure and track progress of state-wide strategic plans.

Actions states can take to improve their performance management systems

While use of performance management in state government has advanced considerably over the past two decades, many states still struggle to implement systems that collect and report accurate data, measure meaningful results, and analyse and present information in ways that make it actionable. The following section highlights actions that hotel can take to maximize the effectiveness of their outcome monitoring systems.

Action 1: Identify appropriate objectives, measures, and benchmarks

Developing meaningful and accurate outcome measures is crucial to creating an effective performance management system.

Use research to identify appropriate long-term outcomes

An effective outcome monitoring system also measures long-term outcomes relevant to a state's objectives, such as growing the economy, developing a well-educated public, having healthier residents, and creating safer communities. States can use existing research as a starting point to develop these metrics.

Identify short- and intermediate-term measures that are predictive of long-term success

For some outcome measures, success can only be determined after an extended period of time, making it difficult to know whether a program is working as intended. To ensure that programs are on track, agencies should also identify short- and intermediate-term indicators, which could include a mix of process and outcome measures that are determined, appraised, and reported more frequently. For evidence-based programs, agencies can track key measures to ensure the programs are effectively delivered according to their design.

Assess whether existing programs and strategies align with long-term outcomes

Once high-level goals and metrics have been established, states can examine the extent to which the programs and services they operate are achieving those goals. For evidence-based programs, states can use existing research to identify which measures to track.

Benchmark performance to help drive improvement

Measuring results against benchmarks—a standard or reference point for comparing performance—and using historical data to show long-term trends can provide important context for policymakers to understand performance and whether it is improving, getting worse, or staying the same. Benchmarks may include industry standards or best practices (often set by the federal government or research-based advocacy organizations), or program performance in similar states.

Action 2: Analyse and report targeted performance information

When feasible, states should disaggregate performance data—including by geographic region, provider, or population characteristics—to enable them to more quickly identify problems and develop targeted strategies to address them. State wide performance data of any program can mask significant differences across populations and geographic areas. Understanding these differences is critical to determining whether the program is working for certain demographic or geographic populations but not others, and for targeting funding to support the program where it is most needed.

Action 3: Create opportunities to make better use of performance data

While collecting and reporting performance data are important, getting policymakers to use the information is not a foregone conclusion; it requires careful planning and consideration.

Action 4: Coordinate and combine outcome monitoring with other evidence-based policymaking efforts

Measuring program performance through outcome monitoring is an important component for any state implementing an evidence-based policymaking approach.

Key steps include:

- Use performance data to identify underperforming programs. Throughout the year, analysts use state wide performance indicators to identify policy areas and outcomes that are underperforming and require additional review. These surveillance efforts, which are detailed in quarterly report cards issued to each major agency, help the LFC select priority areas for subsequent analysis and evaluation.
- Review program effectiveness information. After selecting priority areas, LFC analysts then review existing research on the effectiveness of the programs currently operated in that policy area. To do this, analysts use research clearinghouses, which review and aggregate impact studies to rate programs by their level of evidence of effectiveness. These in-depth analyses help the LFC determine the strengths and weaknesses of current resource allocations and form the basis for subsequent budget recommendations.
- Develop budget recommendations. Per annual budget guidelines,[26] analysts use performance data, program evaluation results, and cost-benefit analysis to identify which programs are most likely to yield both desired outcomes and a return on taxpayer investment. The analysts then use this information to help craft budget recommendations. Programs identified as cost-effective have seen their funding maintained or increased, while funds are shifted away from programs shown not to work or not to generate returns on taxpayer dollars.
- Monitor program implementation. Analysts use performance reports and other tools to track the core components of each program and ensure implementation is consistent with the program's original design.
- Evaluate outcomes. Analysts compare program outcomes against set targets—benchmarked against achievements by other states, industry standards, national data, and findings from existing program evaluations—to determine whether programs are achieving desired results.

Creating and sustaining a data-driven culture

As highlighted throughout this brief, a systematic approach to performance management is crucial to the success of state wide goals, priorities, and programs over time. There are some key ways to maintain and strengthen outcome monitoring systems amid change:

- Engage leadership and maintain support. In addition to requiring regular reporting and analysis of performance information through law, leaders need to be engaged with the work to promote change. Support from both executive and legislative leaders, through either an executive order or a law, can help validate these efforts across the state.
- Train staff to use performance data. States can train agency staff to use performance data in their day-to- day operations to further cement a culture of continuous improvement.
- Support agency collaboration in achieving shared goals. Several states identify a set of key priorities or goals for a policy area, many of which involve the contributions of multiple agencies.
- Combine performance management with other government improvement efforts.

Many governments are thinking about how traditional performance data can be combined with evaluation findings, cost-benefit analyses, the Lean process improvement framework, and other similar efforts, to get a more complete picture of performance within the state.

SELF-CHECK 5	Choose

Answer the following questions.

LO5

Choose

1. Which one of the F/F is the job of quality assurance team?

   A. To see the standards, process, and are in place and carryout

   B. To recommend and implement improvements to standards and procedures

   C. To ensure that the people that need to know about standards and polices know

   D. All of the above

2. Which of the F/F is not reason for occurrence of gap?

   A. Inadequate marketing research orientation

   B. Lack of upward communication

   C. Sufficient relationship of top mange with customers

Matching

_____1. Quality control   A. The process to create the deliverables

_____2.Qualities assurance   B. Related to activities

_____3.One of the process of   C. Sabotage & Employees don`t believe the

        Company quality control   company product or service

_____4.Reasons for units   D. Influencing performance by collecting

        customer service   specific information

INFORMATION SHEET 6	➢ **LO – 6 Participate in maintaining and improving quality at work**

- Quality standards established by the hotel are subject to revision and updating based on evaluation and inspection on whether it brings customer satisfaction and achieves the organizational objective.
- they should continuously revise and updated to meet customer expectation (the changing needs of customers) and the goal of the organization.
- It includes the following points
a. Seeking customers input: if u wants to satisfy your customer, ask them about what type of product or service they want. Then based on their input you might decide that to meet your customers demand.
b. Correct product specifications: the specifications for your products or services derived from the customer survey. It includes size, texture etc.
c. Process validation: verify that all equipment is installed per manufacture's requirement and is properly. And verify the procedures, equipment and operator procedure for the output.

Note process validation   evaluates whether a process output.

Ways to improve performance at work

1) Organize & Prioritize

Create a daily schedule and follow it. Identify the top three or four critical projects that need to be completed. Ensure your task list is manageable, adds value, and benefits your firm.

2) Stop Multitasking

Guilty as charged! In the past I've been a master multitasked, or so I thought. I could answer a phone call, respond to an email, and dabble on a project simultaneously. I was satisfied that I could work on several projects at once. In reality, the quality of my work was compromised.

Multitasking lowers IQ, lowers EQ (emotional intelligence), slows you down, increases stress levels, and causes mistakes. Master unit asking instead.

3) Avoid Distractions

Did you know that *focus* is a fundamental quality of productive people? Our brains are wired to work best when we focus on a single task. Practice staying focused and strives to complete one task before diving into another.

4) Manage Interruptions

It's easy to minimize or forget how many times we're interrupted during the day. Interruptions can come in all forms: co-workers, bosses, family, etc. Here's a great trick to manage your interruptions. Keep a stack of post it notes or index cards nearby. On the top of each one, write down a person's name who may interrupt you during the day. The next time they stop in and ask, "Do you have a minute?" say yes, and also talk about the things you've jotted down on your list for them. Imagine the time you would save if everyone interrupted you once a day to discuss the three or four things they thought of, rather than three or four times a day for one item.

5) Be a Great Finisher

Many of us are great starters but we fall short on finishing. Think about how many times you've started something new: a project, a New Year's resolution, or a letter and end up adding it back on your to-do list. Keep a journal of completed projects and reflect on it to demonstrate your contributions and accomplishments.

6) Set Milestones

The road to completing a big project may seem overwhelming. Don't let that stop you from taking time to celebrate interim achievement. Break large projects into blocks of mini-tasks and set individual success metrics to keep your morale and energy levels high. Record your progress, reward yourself, and share your progression with the team.

7) Wear the Bosses Shoes

Put yourself in your boss's shoes. Think about the big picture and look at goals from his/her perspective. One of the most effective strategies is to empathize and discover what his/her aspirations are. Ask questions, ***"What are you looking for in an employee?"*** or ***"What skills and qualities does it take to be successful in my position?"***

8) Get a Mentor/Be a Mentor

Enhance your skills with a mentor. A mentor can offer new insight, perspective, and vision. Working with a mentor will stretch your thinking and supply you with a stream of self-development ideas related to your unique skills and talent. Don't forget that you can gain experience by mentoring someone else and facilitate your own professional growth which will position you as an asset to your firm.

9) Simply Listen

Listening is vital to effective communication. Spend time thinking about how you listen. Do you interrupt others? Mature listening skills lead to increased productivity with fewer mistakes, innovative growth, and higher client satisfaction rates.

10) Aim for Clarity

Clarity provides confidence. Ask questions if you are not 100 percent sure of your responsibilities. Schedule time quarterly to re-evaluate firm goals, how your responsibilities fulfil those goals, and how you can better partner with team members to reach each goal.

11) Research

Take time to research. Don't waste other's time; do your homework before taking on a new task. You'll be better prepared to present strategies to reach each objective.

12) Write a Letter to Your Future Self

Where do you see yourself in 1 year, 3 years, or even 5 years? What will be the same? What will be different? Write a letter to yourself and work hard to become that person.

13) Identify Your Blind Spots

Blind spots are areas we are unaware of about ourselves and may cause good intentions to be perceived in a negative way. Blind spots can hold you back and prevent professional development. To identify blind spots you must be willing to look at yourself honestly, ask others for feedback, and be willing to make changes. Reach out to your peers and ask how you are perceived; you may discover behaviours that hinder your influence as well as strengths you're not aware of. View feedback as an asset rather than a judgement; which will allow you to make adjustments to align your reputation with your ideal self.

14) Simplify Something

Often we do things because *"that's the way we've always done it"* even if it's complicated or messy. Find something each week to simplify or automate: a difficult system or process, a messy office, daily tasks, or email. Your efficiency will increase by keeping things simple.

15) Ask Questions

Constantly challenge yourself by asking, *"Is there a more effective way to achieve the same results?"* Brainstorm to determine if you are working as efficiently as possible. Always believe that things can be improved.

16) Know Your Competition

Know and observe your competition. Identify what they're doing right and use it as a learning opportunity to implement something new at your firm.

17) Acknowledge Others

Help others excel, express gratitude, and give credit where credit is due. You'll be surprised how much encouragement and motivation a simple, *"Great job!"* provides. Your team is bound to grow and rise together.

18) Read

Read at least one personal development or industry related article each day. Start a journal to record your notes, identify what you learned, and determine how you can apply your findings personally or in the workplace. Share your information with others to establish expertise.

19) Give Yourself down Time

Vacation time is critical to professional development. Without it, stress and burn out levels increase and productivity declines. Schedule time away from the office to expand your horizons, re-energize, and maintain a healthy work-life balance.

20) Practice Humility

Avoid self-promotion and practice humility. Encourage team members and hold a high respect for their unique skill set and contributions to success.

Passion is one of the most important drivers of success. If you don't love what you do, it's difficult to put your best effort forward and perform to the best of your ability. Ensure your values are reflected and respected in your personal and professional life so that you see true meaning in all that you do.

SELF-CHECK 6	Choose

Answer the following questions.

LO6

Part I. Choose the best

1. Which one is the importance of evaluating quality?

    A. To know mainly your quality to word delivering

    B. To know where you`ve been and where you're going

    C. Understanding the pap cannot be taken or a method to solve your problems

    D. Evaluate know keep it or it`s

2. Which one is different (odd?)

    A. Servequel   C. Evaluating approach

    B. The use of individual trained to experience   D. Guest comments

3. Which one is the more effective model?

    A. Servequel model   C. Guest comments

    B. Mystery shopping   D. A & B

II. Matching

A	**B**
____1.Questionaries for	A. To provide information
____2.Objective of customer	B. Relevant, safe, objective
Mystery shopping	C. One way of evaluating quality
____3.Principle of mystery	D. Dimensions of service quality
Shopping	E. Breaker quality down into
____4.Reliabltie responsivenities	
reasonable elements	
____5.Servqual model	

1. What is serveuquel model of evaluating quality?

2. What are the five dimensions of service quality uses for servequel model of?

   Evaluating

3. How can we make mystery shopping evaluation practicing?

4. What are the benefits & key principles of mystery shopping?

5. What are the approaches we can use to evaluate quality?

INFORMATION SHEET 7	➤ **LO – 7 Report problems that affect quality**

Here are steps for an effective problem-solving process.

1. Identify the issues.

- Be clear about what the problem is.

- Remember that different people might have different views of what the issues are.

- *Separate the listing of issues from the identification of interests*

2. Understand everyone's interests.

- This is a critical step that is usually missing.

- Interests are the needs that you want satisfied by any given solution.

- We often ignore our true interests as we become attached to one particular solution.

- The best solution is the one that satisfies everyone's interests.

- This is the time for active listening.

- Put down your differences for awhile and listen to each other with the intention to understand.

- *Separate the naming of interests from the listing of solutions.*

3. List the possible solutions (options)

- This is the time to do some brainstorming.

- There may be lots of room for creativity.

- *Separate the listing of options from the evaluation of the options.*

4. Evaluate the options.

- What are the pluses and minuses? Honestly!

 - *Separate the evaluation of options from the selection of options.*

5. Select an option or options.

   - What's the best option, in the balance?

   - Is there a way to "bundle" a number of options together for a more satisfactory solution?

6. Document the agreement(s).

  - Don't rely on memory.

  - Writing it down will help you think through all the details and implications.

7. Agree on contingencies, monitoring, and evaluation.

   - Conditions may change.

   - Make contingency agreements about foreseeable future circumstances

SELF-CHECK 7	Choose

Answer the following questions.

LO7

Choose

2. Which one is odd

   C. Be a good listener   C. Intangibility of service is a most

   D. Identify & anticipate needs   D. Know how to apologizer

2. The following can make super customer service explore

   A. Treat customer complaints to get better

   B. Arrange it the way you want it & deliver it with your own way

   C. Welcome customers suggestions sincerely   D. Say "thank you" & "please"

3. The F/F should never done by servers

   A. Serve anything substandard   B. Behave rudely or even indifferently to customers

   C. Follow the Golden rule   D. Rush customers who wish to stay longer

4. All are true about a customer is except one

   A. Deserving the most courteous & attentive treatment

   B. Not someone to argue or much with   C. The back bone of a business

   D. It is our job to fill these needs and wants   E. All are

5. Which one is about customer focused strategy?

   A. Quality service is from customers   B. Follow the golden rule of customers

   C. Quality service is from tar able as if a products

   D. An approach to how we handle our customers at every touch point

Part II. Matching

_____1.Be professional   A. Allow dirty or unsanitary conditions to exit

_____2.Getting regular Feedback, giving   B. Back bone of business

       more than expected   C. To deliver supreme customer service

_____3.Doneted for delivers   D. Commandments of customer service

_____4.Customer privilege importance   E. helps to ensure consistency completeness in

carrying

_____5.Check list   out a task

_____6.Standard importance   F. How things should be

_____7.Standard   G. It establish a target

LAP TEST	**Choose**

Choose the best answer among the given alternatives

1. Which one is odd
   - E. Be a good listener
   - C. Intangibility of service is a most
   - F. Identify & anticipate needs
   - D. Know how to apologizer

2. The following can make super customer service explore
   - A. Treat customer complaints to get better
   - B. Arrange it the way you want it & deliver it with your own way
   - C. Welcome customers suggestions sincerely   D. Say "thank you" & "please"

3. The F/F should never done by servers
   - A. Serve anything substandard   B. Behave rudely or even indifferently to customers
   - C. Follow the Golden rule   D. Rush customers who wish to stay longer

4. All are true about a customer is except one
   - A. Deserving   the most courteous & attentive treatment
   - B. Not someone to argue or much with   C. The back bone of a business
   - D. It is our job to fill these needs and wants   E. All are

5. Which one is about customer focused strategy?
   - A. Quality service is from customers   B. Follow the golden rule of customers
   - C. Quality service is from tar able as if a products
   - D. An approach to how we handle our customers at every touch point

6. Which one is the importance of evaluating quality?
   - A. To know mainly your quality to word delivering
   - B. To know where you`ve been and where you're going
   - C. Understanding the pap cannot be taken or a method to solve your problems
   - D. Evaluate know keep it or it`s

7. Which one is different (odd?)
   - A. Servequel   C. Evaluating approach
   - B. The use of individual trained to experience   D. Guest comments

8. Which one is the more effective model?

    A. Servequel model   C. Guest comments

    B. Mystery shopping   D. A & B

9. Which one of the F/F is the job of quality assurance team?

    A. To see the standards, process, and are in place and carryout
    B. To recommend and implement improvements to standards and procedures
    C. To ensure that the people that need to know about standards and polices know
    D. All of the above

10. Which of the F/F is not reason for occurrence of gap?

    A. Inadequate marketing research orientation

    B. Lack of upward communication

    C. Sufficient relationship of top mange with customers

11. Which one is incorrect about service?

    A. Activities of deals with customer   B. Being intangible is the character

    C. Being tangible is the characteristics   D. Perishable may be one of the characteristics

12. Which one is odd?

    A. Intangibility   B. Inseparability   C. Tangibility   D. Variability

13. Which one misrule?

    A. Intangibility is the unseen, untested & unfelt characteristics of service

    B. Inseparability implies the customers are part of the product

    C. Tangibility is about service and implied the limited ability to be seen, tasted & felt

    D. Variability implied the change we may observe

14 .From service all of them are causes for service variability

    A. Limited quality control   B. Fluctuating demand makes inconsistent protect delivery

C. Service provider's skill experience D. Unsold delivery of product

Answer

Choose

1. C

2. B

3. C

4. E

5. B

6. C

7. B

8. B

9. C

10. C

11. B

12. C

13. D

RECOMMENDED READINGS

REFERENCES

Book references: Brown, Douglas and Wilson, Scott, The Black Book Of Outsourcing, John Wiley and Sons, Inc., Hoboken, New Jersey, 2005 Friedman, Thomas L. The World Is Flat, Farrar, Straus and Giroux, New York, 2005 Hira, Ron & Anil, Outsourcing Amerca, American Management Association, New York, 2005 Corbett, Michael F. The Outsourcing Revolution: Why It Makes Sense And How To Do It Right, Dearborn Trade Publishing, Chicago, 2004. Yourdon, Edward, Outsource-Competition In the Global Productivity Race, Prentice Hall, Boston, 2004 Johnson, Michael, Outsourcing- In Brief, Butterworth-Heinemann, Oxford, 1997