



Practitioner submitted task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario’s Literacy Programs (2014)

Task Title: Dealing with Complaints – Checklist for Staff

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: Use a staff checklist for dealing with client complaints.

Competency: A: Find and Use Information

Task Groups: A1: Read continuous text

A2: Interpret documents

Level Indicators:

- A1.1: Read brief texts to locate specific details
- A1.2: Read texts to locate and connect ideas and information
- A2.1: Interpret very simple documents to locate specific details

Performance Descriptors: See chart on last page

Materials Required:

- “Dealing with complaints—checklist for staff” – attached
- Learner tasks – attached

Learner Information

In many workplaces employees must deal with customer complaints. Look at the “Dealing with complaints – checklist for staff.”

Dealing with complaints – checklist for staff

Complaints are a valuable source of feedback for the health service. All patients and their families and friends have the right to make a complaint about any aspect of their health care. They should be treated with respect and their complaint attended to quickly.

What to do when receiving a complaint

- Introduce yourself.
- Listen carefully to what the consumer is saying.
- Try to see things from their point of view.
- Clarify anything you're not sure about.
- Deal with the issue on the spot if possible.
- Write down the details on the complaint/feedback form.
- Thank the person for their feedback.
- Tell them what will happen next.

What NOT to do when receiving a complaint

- Be defensive or take it personally.
- Blame others.
- Make assumptions without checking your facts.
- Argue with the consumer.
- Be dismissive – it takes courage to complain.

Difficult situations

- Remain polite and respectful.
- Focus on the issue at hand, rather than the personalities.
- Take time to understand what the problem is – there may be an easy solution.
- Be prepared to listen, without getting caught up in emotions – the person wants to be heard.
- Be patient.
- Provide information or an expression of regret as appropriate.
- Ask another staff member for help if necessary.



Work Sheet

Task 1: What are the three main categories for dealing with customer complaints?

Answer:

Task 2: Who has the right to make a complaint about any aspect of health care at this facility?

Answer:

Task 3: What are three things employees must NOT do when receiving a complaint?

Answer:

Task 4: When an employee encounters a difficult situation, why is it important to take time to understand what the problem is?

Answer:

Task 5: Where should an employee write down the details of the complaint?

Answer:

Answers

Task 1: What are the three main categories for dealing with customer complaints?

Answer: **The three categories are:**

- **What to do when receiving a complaint**
- **What NOT to do when receiving a complaint**
- **Difficult situations.**

Task 2: Who has the right to make a complaint about any aspect of health care at this facility?

Answer: **All patients and their families and friends have the right to make a complaint about any aspect of their health care.**

Task 3: What are three things employees must NOT do when receiving a complaint?

Any three of the following are acceptable:

- **Be defensive or take it personally**
- **blame others**
- **make assumptions without checking your facts**
- **argue with the consumer**
- **be dismissive.**

Task 4: When an employee encounters a difficult situation, why is it important to take time to understand what the problem is?

Answer: **It is important to take time to understand because there may be an easy solution.**

Task 5: Where should an employee write down the details of the complaint?

Answer: **Write down the details on the complaint/feedback form.**

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	Reads short texts to locate a single piece of information			
A1.1	Decodes words and makes meaning of sentences in a single text			
A1.1	Follows simple, straightforward instructional texts			
A2.1	Scans to locate specific details			
A2.1	Identifies how lists are organized (e.g. sequential, chronological, alphabetical)			
C1.1	Adds, subtracts, multiplies and divides whole numbers and decimals			
C1.1	Recognizes values in number and word format			
C1.1	Identifies and performs required operation			
C1.1	Follows apparent steps to reach solutions			
C1.1	Interprets and represents costs using monetary symbols and decimals			
C2.1	Understands chronological order			
C2.1	Understands and uses common date format			
C2.1	Identifies and performs required operation			

Task Title: DealingWithComplaints_E_A1.1_A1.2_A2.1

This task:

Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner Signature:
