

Care Skillsbase: Skills Check 12

How to Deal with Complaints

Interviewer's pack

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| Summary | |
|-------------------------------------|---|
| Suitable for | Care Worker, Administrator/Office Worker |
| Skill checked | Spoken communication |
| Covers | Language and concepts associated with dealing with complaints |
| Learning for interviewer | Can the member of staff discuss with understanding how to deal with complaints? |
| Learning for member of staff | How to deal with complaints |
| Approx time needed | Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback) |
| How it works | Offers information about dealing with complaints. Use it to develop a short discussion to check the person's spoken communication skills. |
| Before you start | Read the general guidance in the Skills Check area of the Skillsbase website. |

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie-careskillsbase.org.uk

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

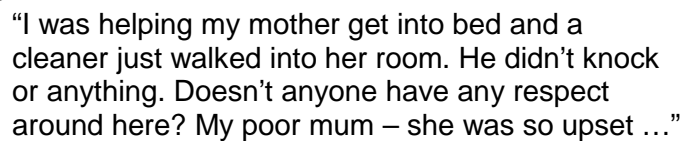
Handling complaints in a professional way is important in social care. Whether the complaint is directed at you personally or at someone who works with you, it is very important to understand **exactly** what the complaint is about.

What experience have you had of dealing with complaints at work?

2. How would you handle these complaints?

Imagine these two situations.

(1) Mrs Brown's aged mother lives in a home. One day Mrs Brown comes up to you in a corridor. She is angry. Listen to Mrs Brown's complaint.



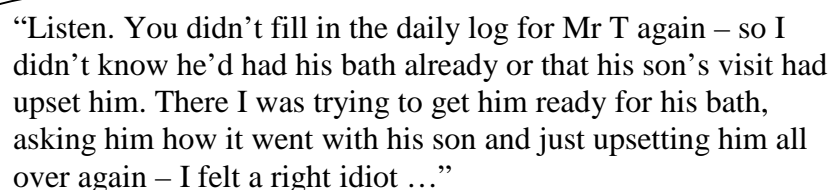
"I was helping my mother get into bed and a cleaner just walked into her room. He didn't knock or anything. Doesn't anyone have any respect around here? My poor mum – she was so upset ..."

What is Mrs Brown complaining about?

What is she feeling? What would you say to her?

What should you do with her complaint?

(2) You are part of a care team. Mr T is one of the people you care for. One day, a colleague in the care team comes up to you in your break. She is shaking her head. Listen to what she says to you.



"Listen. You didn't fill in the daily log for Mr T again – so I didn't know he'd had his bath already or that his son's visit had upset him. There I was trying to get him ready for his bath, asking him how it went with his son and just upsetting him all over again – I felt a right idiot ..."

Do you think your colleague has reason to complain? Why?

What is she feeling? What would you say to her?

What should you do about her complaint?

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(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

Handling complaints in a professional way is important in social care. Whether the complaint is directed at you personally or at someone who works with you, it is very important to understand **exactly** what the complaint is about.

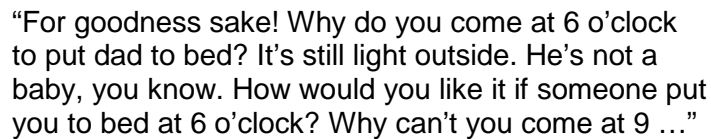
What experience have you had of dealing with complaints at work?

2. How would you handle these complaints?

Imagine these two situations.

(1) Mr Kyle's daughter comes to visit once a month. She has very strong views about everything.

Listen to her complaint.



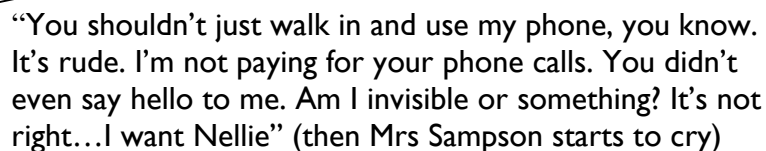
"For goodness sake! Why do you come at 6 o'clock to put dad to bed? It's still light outside. He's not a baby, you know. How would you like it if someone put you to bed at 6 o'clock? Why can't you come at 9 ..."

What is Mr Kyle's daughter complaining about?

What is she feeling? What would you say to her?

What should you do with her complaint?

(2) Mrs Sampson is in your care. She has dementia. She has forgotten that you must always telephone the office at the beginning of your visit to say that you have arrived. Listen to what she says to you.



"You shouldn't just walk in and use my phone, you know. It's rude. I'm not paying for your phone calls. You didn't even say hello to me. Am I invisible or something? It's not right...I want Nellie" (then Mrs Sampson starts to cry)

What is Mrs Sampson complaining about?

What is she feeling? What would you say to her?

What should you do about her complaint?

| | | | | |
|---|---------------------------------|------------|---------------|------------|
| Feedback form | Date: | | | |
| Staff member's name | | | | |
| Staff member's job title | | | | |
| Interviewer's name | | | | |
| Interviewer's job title | | | | |
| 1. Interviewer's view | The member of staff... | No | Partly | Yes |
| a. Used spoken communication effectively one-to-one. | | | | |
| b. Understands what key words and ideas mean in relation to his/her work. | | | | |
| 2. Interviewer's reasons | The member of staff... | No | Partly | Yes |
| a. Expressed him/herself clearly, appropriately and with confidence. | | | | |
| b. Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge). | | | | |
| c. Spoke in a way that was easy to understand (pronunciation). | | | | |
| d. Found the words s/he wanted, or explained effectively with other words (general vocabulary). | | | | |
| e. Used clear, grammatically accurate language (grammar). | | | | |
| f. Spoke at a normal pace, without long pauses, repetition or self-correction (fluency). | | | | |
| g. Understood and responded appropriately to instructions and questions (listening). | | | | |
| 3. Next steps to help develop skills and knowledge for the job | | Yes | No | |
| a. Interviewer will arrange monitoring, feedback and support from a supervisor. | | | | |
| b. Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas. | | | | |
| c. Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills. | | | | |
| 4. Interviewer's signature | Staff member's signature | | | |

Use the other side of this sheet for notes

| | | |
|--|--|--------------------------|
| Personal development form | Date: | |
| Staff member's name | | |
| Staff member's job title | | |
| Interviewer's name | | |
| Interviewer's job title | | |
| 1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills | | Tick (✓) if "yes" |
| a. Speaking and listening skills: to communicate clearly and with confidence on the job. | | |
| b. Specialist care terms: to understand and relate key words and ideas to his/her job. | | |
| English language skills (for staff from other countries) | | |
| c. Pronunciation: to speak in a way that is easy for others to understand. | | |
| d. General vocabulary: to be able to find the right words when talking. | | |
| e. Grammar: to help express ideas in precise, accurate language. | | |
| f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction. | | |
| g. Listening comprehension: to understand questions, requests, instructions. | | |
| 2. How will the learning happen? | | |
| | | |
| 3. What support and resources will be needed to make the learning successful? | | |
| | | |
| 4. When will the learning happen? | | |
| | | |
| 5. How will we know the learning has been successful? | | |
| | | |
| 6. Progress review date | | |
| | | |
| 7. Interviewer's signature | Staff member's signature | |
| | | |