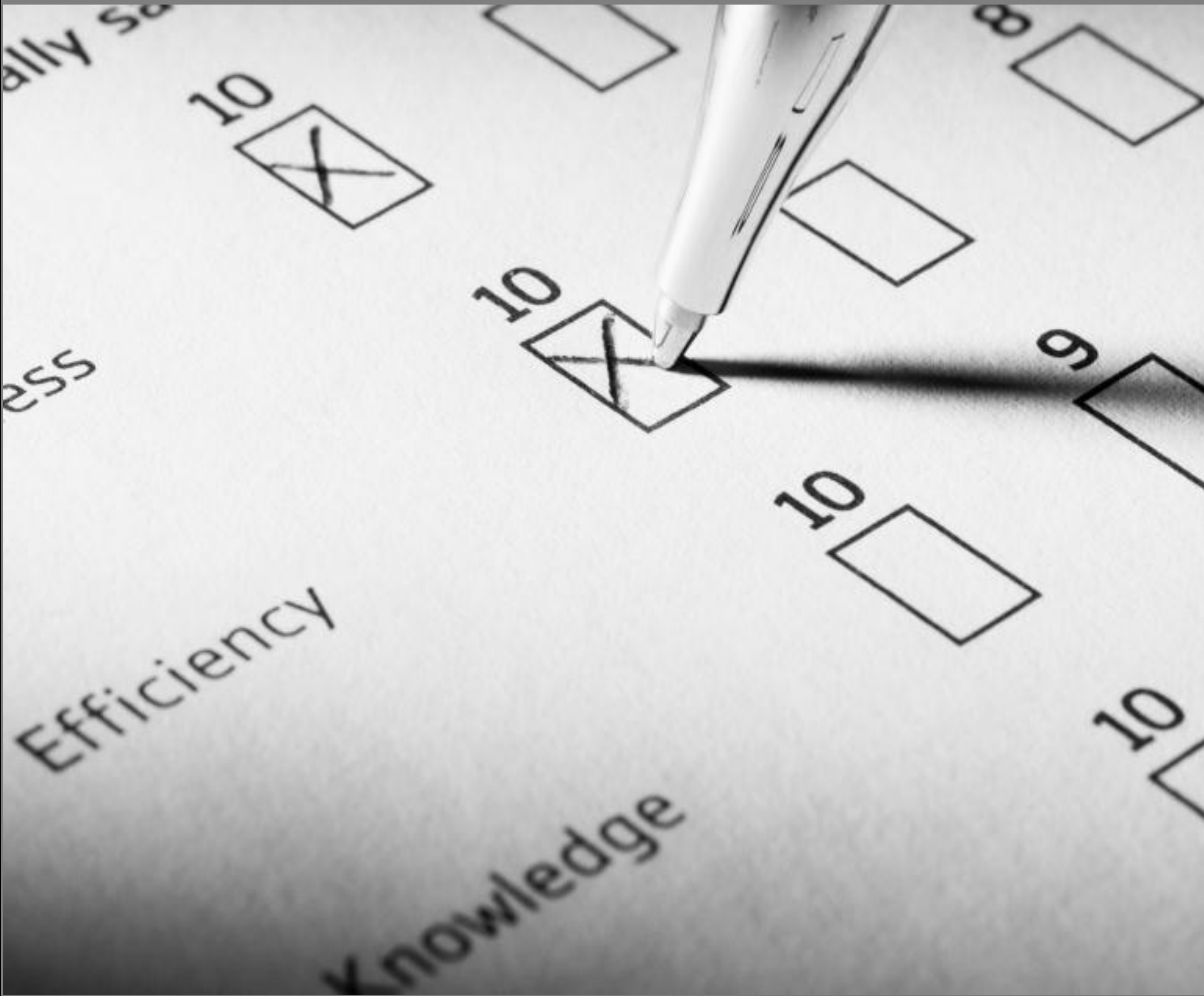
Develop and supervise operational approaches

D1.HML.CL10.01
D1.HRM.CL9.08

Assessor Manual



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Specialist centre for foods, tourism & hospitality

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Assessor Manual

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.............................. 1
Competency Standard 11
Oral Questions 19
Written Questions 25
Answers to Written Questions 33
Observation Checklist 41
Third Party Statement 45
Competency Recording Sheet 49

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit
b) The strengths of participants
c) The number of participants in the class
d) Time required to complete assessments
e) Time dedicated to assessment
f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name

- Enter Assessor name
- Enter Location

- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:

    a) Ticking PC or NYC, as appropriate

    b) Entering 'Remarks' as required

    c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

<table>
<tr><td colspan="2">UNIT TITLE: DEVELOP AND SUPERVISE OPERATIONAL APPROACHES</td><td>NOMINAL HOURS: 40</td></tr>
<tr><td colspan="3">UNIT NUMBER: D1.HML.CL10.01 D1.HRM.CL9.08</td></tr>
<tr><td colspan="3">UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to develop and supervise operational approaches in a range of settings within the hotel industries</td></tr>
<tr><td>ELEMENTS AND PERFORMANCE CRITERIA</td><td colspan="2">UNIT VARIABLE AND ASSESSMENT GUIDE</td></tr>
<tr><td>Element 1. Communicate work roles
1.1 Identify, develop and communicate operational plans and objectives to team members
1.2 Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines
1.3 Communicate requirements of jobs and tasks clearly to team members
Element 2. Coordinate activities
2.1 Develop work plans that establish appropriate targets and task objectives
2.2 Prioritise work activities to ensure completion of tasks in accordance with work requirements
2.3 Identify and incorporate training and learning opportunities into work activities
2.4 Maintain clear supervisory and reporting responsibilities in line with organisational requirements</td><td colspan="2">Unit Variables
The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment
This unit applies to all industry sectors that seek to develop and supervise operational approaches within the labour divisions of the hotel and travel industries and may include:
1. Food and Beverage Service
2. Food Production
3. Front Office
4. Housekeeping
Operational plans and objectives may relate to:
• Sales targets
• Performance targets for a particular project
• Increased productivity
• Meeting key performance indicators (KPI)
• Short, medium or long-term goals.</td></tr>
</table>

Element 3. Maintain effective working relations **3.1** Recognise and address *problems* with team members **3.2** Seek assistance of team members when difficulties arise to achieve allocated tasks. **3.3** Communicate requirements of work activities using a *participative approach* **3.4** Manage disagreements and conflicts constructively using appropriate *conflict management strategies* **Element 4. Provide feedback** **4.1** Provide clear, constructive *feedback* to individuals to support achievement of outcomes **4.2** Monitor team and individual performances to ensure team members are able to achieve goals **4.3** Identify *opportunity for individual development* **4.4** Maintain clear supervisory and reporting responsibilities in line with organisational requirements	*Team* may be: • Project-based • Permanent teams • Paid workers • Volunteers • Work role team • Peers • Subordinates. *Work plans* may relate to: • Verbal work plans • Written work plans • Daily priorities • Weekly priorities • Regular duties and/or work tasks. *Targets and task objectives* may relate to: • Sales targets • Promotional activities. *Training and learning opportunities* may relate to: • Coaching • Mentoring • Structured on-the-job training • Opportunistic learning • Modelling.

	Problems may relate to: • Conflicts in priorities • Resource constraints • Lack of information • Supplier delays • Differences in opinion • Interpersonal conflict • Hazardous events • Time constraints • Shortfalls in expected outcomes. *Participative approach* may include: • Clarity of purpose, including vision, mission, goals • Communication • Collaboration • Building trust • Team involvement. *Conflict management strategies* may incorporate the following skills: • Assertiveness • Listening • Non-verbal communication • Language style • Problem solving • Negotiation • Mediation.

	Feedback may relate to: • Performance • Service standards • Skills and knowledge • Progress. *Opportunity for individual development* may include: • Internal training/professional development • External training/professional development • Change in job responsibilities • Opportunity for greater autonomy or responsibility • Formal promotion • Allocating responsibility for plans or objectives. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Understanding of different leadership styles and the characteristics of effective leadership • Knowledge of the principles of teamwork, including characteristics of effective teams, organisation of teams, potential team problems and the benefits of effective teamwork • Understanding of the role and theories of motivation and its application to different workplace contexts • Knowledge of organisational structure and group dynamics

	• Knowledge of legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal • Understanding of and ability to establish performance appraisal systems and procedures • Knowledge of and ability to apply the principles of time management • Knowledge of and ability to apply conflict management techniques • Understanding of enterprise training requirements and processes. **Linkages To Other Units** • Work effectively with colleagues and customers • Work in a socially diverse environment • Manage and implement small projects • Develop and implement a business plan • Plan and establish systems and procedures • Lead and manage people. **Critical Aspects of Assessment** Evidence of the following is essential: • Demonstrated ability to supervise and instruct staff to achieve work activities • Demonstrated ability to delegate and allocate tasks • Demonstrated ability to assess and evaluate staff competency • Demonstrated ability to identify and provide training requirements • Demonstrated ability to plan and monitor ongoing training needs • Demonstrated ability to plan timesheets and timetables to meet deadlines

	• Demonstrated ability to achieve effective time management • Demonstrated ability to maintain safe workplace and environmentally responsible practices • Demonstrated ability to solve problems, such as staffing, resources • Demonstrated ability to communicate information and instructions, provide feedback and prepare reports and performance appraisals. **Context of Assessment** This unit may be assessed on or off the job: • Assessment must relate to the individual's work area, job role and area of responsibility • Assessment activities that require that candidate to develop and supervise operational approaches • Assessment activities that require the candidate to apply knowledge of leadership, motivation and teamwork principles to develop and supervise operational approaches. **Resource Implications** Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of leadership, motivation and teamwork principles in a specific travel and hotel industry context; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations. **Assessment Methods** The following methods may be used to assess competency for this unit: • Case studies • Observation of practical candidate performance • Oral and written questions

- Portfolio evidence
- Problem solving
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Analyse team performance
Communicating ideas and information	3	Explain and discuss the rationale for a management decision that affects the team
Planning and organising activities	2	Organise and administer regular team meetings
Working with others and in teams	3	Provide guidance to the team on handling change in the workplace
Using mathematical ideas and techniques	1	Calculate sales targets
Solving problems	2	Resolve conflict within the team
Using technology	1	Use email or other technology to ensure regular communication with the team

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and supervise operational approaches D1.HML.CL10.01 D1.HRM.CL9.08
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	PC	**NYC**
1. What is synergy and how is it beneficial?	❑	❑
2. What are position descriptions, what is included in these documents and why are they important?	❑	❑

Questions	Response	
	PC	NYC
3. What are different ways to communicate information to staff?	❑	❑
4. When developing operational plans, what areas are normally covered?	❑	❑
5. What does ‘prioritise’ mean?	❑	❑

Questions	Response	
	PC	NYC
6. Consulting with others is a great way to identify training needs. Whom may you consult with?	❑	❑
7. What is detailed in an organisational chart?	❑	❑
8. What are common causes of poor staff performance?	❑	❑

Questions	Response	
	PC	NYC
9. What types of 'support' can be provided by management to staff?	❑	❑
10. Why is trust important in a team environment? How can you build trust?	❑	❑
11. How can you handle conflict situations that arise in the workplace?	❑	❑

Questions	Response	
	PC	NYC
12. How can you provide negative feedback to a staff member?	❑	❑
13. What are areas or issues relating to staff performance or operational effectiveness that needs to be monitored by managers?	❑	❑
14. Why is it important for workplaces to provide professional development and learning opportunities to staff?	❑	❑

Questions	Response	
	PC	NYC
15. What are keys to being a good manager?	❑	❑

Written Questions

Develop and supervise operational approaches
D1.HML.CL10.01   D1.HRM.CL9.08

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. What different categories of teams are there?

____

____

____

____

____

____

2. What are different examples of goals or targets that may be identified for teams to complete?

____

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3. What are two organisational requirements that must be considered when allocating tasks to staff?

____

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4. What are two ways to identify individual roles, responsibilities and tasks?

5. What are some primary requirements to consider when communicating instructions regarding task assignments to staff?

6. What are examples of information that are communicated to staff in relation to the tasks they are to perform?

7. What do plans aim to identify?

8. What are different types of plans used in the hospitality industry?

9. Before you can prioritise activities, it is essential to identify activities which need to be completed by staff. How can you identify expected work tasks?

10. How can you identify training needs?

11. What is the purpose of a 'Training Needs Analysis'?

12. Why is it important to have identified 'lines of authority and responsibility'?

13. What does 'line of authority' include?

14. What are common types of problems in the hospitality industry?

15. Is poor staff performance purely caused by staff members themselves?

16. What are examples of ‘assistance’ staff members can provide to each other?

17. As a manager, what are signs to identify the need to provide support to staff?

18. What are basic communication options a manager can use to pass on information to staff?

19. What are examples of ‘operationally focused’ information that is relayed from managers to staff?

20. What are common causes of conflict in a work environment?

21. What is the purpose of providing feedback?

22. What may feedback relate to?

23. What are basic techniques you can use to monitor performance?

24. What are examples of 'professional development' activities that can be provided to staff?

25. What are some ways to demonstrate leadership in the workplace?

Answers to Written Questions

Develop and supervise operational approaches – D1.HML.CL10.01 D1.HRM.CL9.08

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What different categories of teams are there?

- Project-based
- Permanent teams
- Paid workers
- Volunteers
- Work role team
- Peers
- Subordinates.

2. What are different examples of goals or targets that may be identified for teams to complete?

- Sales targets
- Performance targets for a particular project
- Increased productivity
- Achieving KPIs
- Meeting short, medium or long-term goals.

3. What are two organisational requirements that must be considered when allocating tasks to staff?

- Legal and organisational policy and procedures, including personnel practices and guidelines
- Organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Key Performance Indicators
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Client service standards defined resource parameters.

4. What are two ways to identify individual roles, responsibilities and tasks?

- Organisational hierarchies
- Contract
- Job Description
- Standard Operating Procedures (SOP)
- Policies
- Procedures
- Daily Task Sheets
- Direct requests
- Observation.

5. What are some primary requirements to consider when communicating instructions regarding task assignments to staff?

- They must be clear, specific and unambiguous
- They must be directed to nominated individuals
- They must be explained.

6. What are examples of information that are communicated to staff in relation to the tasks they are to perform?

- Clarifying the organisation's preferred task completion methods
- Potential hazards or changing Occupational Safety and Health (OSH) requirements
- Discussing concerns
- Complaints received by guests or managers
- Operational performance below expected standard
- Behavioural issues of staff
- Potential or existing problems
- Planning activities for potential problems that may arise in the future.

7. What do plans aim to identify?

In short, plans are anything that aims to identify:

- What is to be achieved
- How it is to be achieved
- Who is responsible
- The timelines that apply
- What resources are available can be properly.

8. What are different types of plans used in the hospitality industry?

- Sales plans
- Reporting plans
- Production plans
- Budgetary plans
- Team participation
- Work schedules
- Team and individual learning goals.

9. Before you can prioritise activities, it is essential to identify activities which need to be completed by staff. How can you identify expected work tasks?

- Personal experience within the business and industry regarding what is required, what is acceptable and timelines for the completion of work
- Bookings or reservations the business has received
- Directives from management, owners or head office
- Day-to-day workplace problems, including staff absences and equipment breakdown
- Knowledge of external factors impacting on the business, including holidays, events, the activities of competitors and the need to comply with changing legislation
- Personal observation
- Obtaining feedback from staff, customers/guests and other supervisors about what they want and/or what they have seen/experienced.

10. How can you identify training needs?

- Training Needs Analysis
- Staff induction
- Request from a staff member
- A request from management
- Personal observation
- Customer complaint
- Changes in workplace equipment
- Changes in procedures
- Changes in legal requirements.

11. What is the purpose of a 'Training Needs Analysis'?

Training Needs Analysis is a way of identifying the difference that exists between the work which staff are performing, and the standard of performance required by the business.

12. Why is it important to have identified 'lines of authority and responsibility'?

Enables all staff to know who reports to whom and what areas of responsibility each staff member has.

13. What does 'line of authority' include?

- The 'chain of command' - these are the official channels that staff are expected to use/follow when a decision has to be made or when they have a problem
- Specification of the degree and scope of authority that one staff member has in relation to other staff.

14. What are common types of problems in the hospitality industry?

- Conflicts in priorities
- Resource constraints
- Lack of information
- Supplier delays
- Differences in opinion
- Interpersonal conflict
- Hazardous events
- Time constraints
- Electricity shortages
- Bad weather
- Shortfalls in expected outcomes
- Poor staff performance.

15. Is poor staff performance purely caused by staff members themselves?

No.

16. What are examples of 'assistance' staff members can provide to each other?

- Providing back-up support
- Explaining, clarifying
- Problem solving
- Providing encouragement
- Providing feedback to another team member
- Undertaking extra tasks, if necessary.

17. As a manager, what are signs to identify the need to provide support to staff?

- Observation – viewing an inability of a person to undertake job tasks or constantly making mistakes
- Staff behaviour – they may be reluctant, frustrated, stressed or not motivated in starting or completing a task
- Direct request from a person – whether a direct request or repeating asking for help
- Customer complaints – customers may have complained about a person's behaviour or performance
- Productivity reports – reports may show that a person is unable to perform tasks to a set quality or quantity standard
- New tasks or job role.

18. What are basic communication options a manager can use to pass on information to staff?

- Verbal
- Written format
- Non-verbal / body language.

19. What are examples of 'operationally focused' information that is relayed from managers to staff?

- Clarity of purpose, including vision, mission, goals
- Operational performance – financial summary, feedback of activities or customer complaints
- Upcoming events – times, dates, inclusions, staffing requirements and requirements for ordering of stock
- Products and services – new or amended offerings
- Promotional activities – scheduled activities, merchandising, promotional codes, inclusions in packages or promotions, prices and availability
- Specific customer – VIP status, special requests, bookings or complaints.

20. What are common causes of conflict in a work environment?

- Pressure of work
- Lack of, or bad communication which may cause misunderstandings
- Prejudices –issues of ethnicity, gender, body shape and age
- Ineffective working systems – where the internal operations of the venue cause the problem
- Difference in opinions –we are all entitled to different views
- Difference in beliefs – it would be a pretty boring world if we all believed in the same thing!
- Misunderstanding – can be caused by barriers to communication, not listening properly, putting a different interpretation on a word/phrase than what was intended
- Team member not pulling their weight – staff not contributing 100% to a team effort.

21. What is the purpose of providing feedback?

Feedback is mainly used to:

- Acknowledge
- Modify
- Improve staff performance.

22. What may feedback relate to?

Feedback may relate to:

- Performance
- Service standards
- Skills and knowledge
- Progress.

23. What are basic techniques you can use to monitor performance?

The ways to gather objective information to use to monitor staff performance are:

- Visual observation of staff practice – to see if their performance matches the required standards and, if not, to what degree there is a variance
- Analysis of documentation – such as calculating the extent to which targets (materials cost, waste, profit, rooms serviced, labour cost etc.) have been achieved for the period in question
- Discussions with relevant people.

24. What are examples of 'professional development' activities that can be provided to staff?

- Types of professional development opportunities
- Internal training and professional development
- External training and professional development
- Coaching
- Mentoring
- Supervision
- Formal and/or informal learning programs
- Work experience and exchange opportunities
- Personal study
- Career planning and development
- Performance appraisals
- Workplace skills assessment
- Quality assurance assessments and recommendations
- Change in job responsibilities
- Opportunity for greater autonomy or responsibility
- Formal promotion
- Chance to perform in a higher position in a caretaker mode
- Becoming a mentor for someone
- Leading a training session
- Being sent to a conference.

25. What are some ways to demonstrate leadership in the workplace?

- Have the trust of staff, and in turn, trust them
- Show you respect the abilities and opinions of staff
- Have the ability to motivate staff
- Be passionate, and committed to what you do
- Be prepared to delegate work
- Be able to create a cooperative team
- Have a strong and clear sense of work goals and objectives
- Help others achieve their personal goals.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop and supervise operational approaches D1.HML.CL10.01 D1.HRM.CL9.08
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Communicate work roles b) Coordinate activities c) Maintain effective working relations d) Provide feedback 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Communicate work roles		
Identify, develop and communicate operational plans and objectives to team members	❑	❑
Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines	❑	❑
Communicate requirements of jobs and tasks clearly to team members	❑	❑
Element 2: Coordinate activities		
Develop work plans that establish appropriate targets and task objectives	❑	❑
Prioritise work activities to ensure completion of tasks in accordance with work requirements	❑	❑
Identify and incorporate training and learning opportunities into work activities	❑	❑
Maintain clear supervisory and reporting responsibilities in line with organisational requirements	❑	❑

Did the candidate	Yes	No
Element 3: Maintain effective working relations		
Recognise and address problems with team members	❑	❑
Seek assistance of team members when difficulties arise to achieve allocated tasks	❑	❑
Communicate requirements of work activities using a participative approach	❑	❑
Manage disagreements and conflicts constructively using appropriate conflict management strategies	❑	❑
Element 4: Provide feedback		
Provide clear, constructive feedback to individuals to support achievement of outcomes	❑	❑
Monitor team and individual performances to ensure team members are able to achieve goals	❑	❑
Identify opportunity for individual development	❑	❑
Maintain clear supervisory and reporting responsibilities in line with organisational requirements	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:*____ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Develop and supervise operational approaches D1.HML.CL10.01 D1.HRM.CL9.08		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Element 1: Communicate work roles			
Identify, develop and communicate operational plans and objectives to team members	❑	❑	❑
Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines	❑	❑	❑
Communicate requirements of jobs and tasks clearly to team members	❑	❑	❑
Element 2: Coordinate activities			
Develop work plans that establish appropriate targets and task objectives	❑	❑	❑
Prioritise work activities to ensure completion of tasks in accordance with work requirements	❑	❑	❑
Identify and incorporate training and learning opportunities into work activities	❑	❑	❑
Maintain clear supervisory and reporting responsibilities in line with organisational requirements	❑	❑	❑

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Element 3: Maintain effective working relations			
Recognise and address problems with team members	❑	❑	❑
Seek assistance of team members when difficulties arise to achieve allocated tasks	❑	❑	❑
Communicate requirements of work activities using a participative approach	❑	❑	❑
Manage disagreements and conflicts constructively using appropriate conflict management strategies	❑	❑	❑
Element 4: Provide feedback			
Provide clear, constructive feedback to individuals to support achievement of outcomes	❑	❑	❑
Monitor team and individual performances to ensure team members are able to achieve goals	❑	❑	❑
Identify opportunity for individual development	❑	❑	❑
Maintain clear supervisory and reporting responsibilities in line with organisational requirements	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Develop and supervise operational approaches	D1.HML.CL10.01 D1.HRM.CL9.08
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Communicate work roles						
Identify, develop and communicate operational plans and objectives to team members						
Match skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines						
Communicate requirements of jobs and tasks clearly to team members						
Element 2: Coordinate activities						
Develop work plans that establish appropriate targets and task objectives						
Prioritise work activities to ensure completion of tasks in accordance with work requirements						
Identify and incorporate training and learning opportunities into work activities						
Maintain clear supervisory and reporting responsibilities in line with organisational requirements						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Maintain effective working relations						
Recognise and address problems with team members						
Seek assistance of team members when difficulties arise to achieve allocated tasks						
Communicate requirements of work activities using a participative approach						
Manage disagreements and conflicts constructively using appropriate conflict management strategies						
Element 4: Provide feedback						
Provide clear, constructive feedback to individuals to support achievement of outcomes						
Monitor team and individual performances to ensure team members are able to achieve goals						
Identify opportunity for individual development						
Maintain clear supervisory and reporting responsibilities in line with organisational requirements						
Candidate signature			**Date**			
Assessor signature			**Date**			