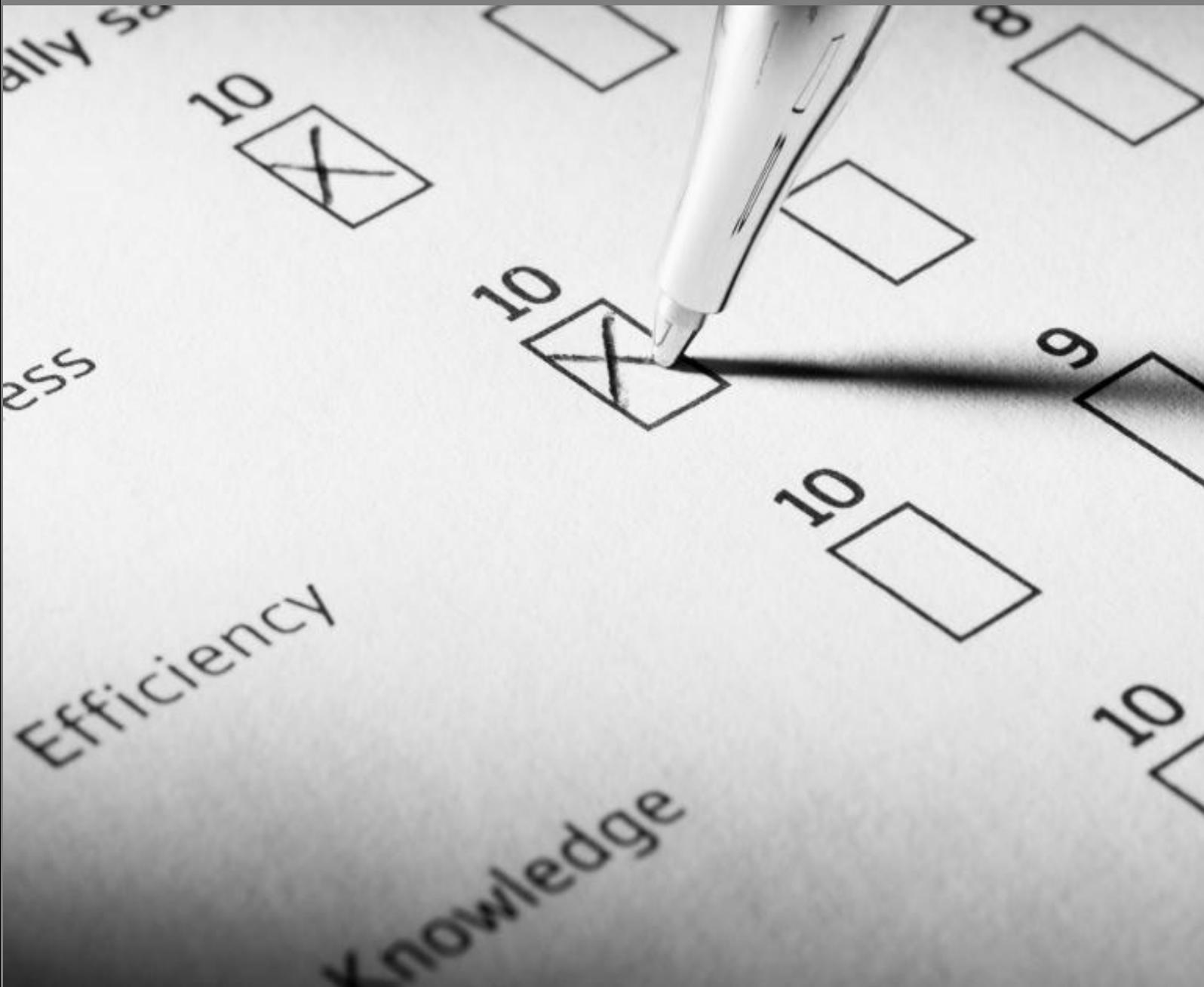# Manage workplace operations

D1.HML.CL10.12
D1.HRM.CL9.03
D2.TRM.CL9.17

Assessor Manual

Manage workplace operations

D1.HML.CL10.12
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Assessor Manual

File name: AM_Monitor_workplace_operations_refined

Table of Contents

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

UNIT TITLE: MANAGE WORKPLACE OPERATIONS	NOMINAL HOURS: 25 hours

UNIT NUMBER: D1.HML.CL10.12 D1.HRM.CL9.03 D2.TRM.CL9.17

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to manage workplace operations in a range of settings within the hotel and travel industries workplace context.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Monitor and improve workplace operations	**Unit Variables**
1.1 Monitor *efficiency and service levels* on an ongoing basis through close contact with day to day operations	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.
1.2 Ensure that operations in the workplace support overall enterprise goals and *quality assurance initiatives*	This unit applies to managing workplace operations within the labour divisions of the hotel and travel industries and may include:
1.3 Identify *quality problems* and issues promptly and make appropriate adjustments accordingly with relevant approvals	1. Front Office 2. Housekeeping 3. Food and Beverage Service
1.4 Adjust *procedures and systems* in consultation with colleagues to improve efficiency and effectiveness	4. Food Production 5. Travel Agencies 6. Tour Operation
1.5 Consult colleagues about ways to improve efficiency and service levels	*Efficiency and service levels* may relate to: • Monitoring and measuring performance • Monitoring customer service satisfaction • Monitoring costs.

Element 2: Plan and organize workflow	*Quality assurance initiatives* may include.
2.1 *Schedule work* in a manner that enhances efficiency and customer service quality	• Quality systems • Quality standards. *Quality problems* may include:
2.2 Delegate work to appropriate people in accordance with *principles of delegation*	• Difficult customer service situations
2.3 Assess progress against agreed objectives and timelines	• Equipment breakdown/technical failure
2.4 Assist colleagues in prioritization of workload through *supportive feedback and coaching*	• Failure to deliver promised service to customers • Procedural inadequacies or failure
Element 3: Maintain *workplace records*	• Unrealistic or impractical product development or marketing resulting in operational difficulties
3.1 Complete *workplace records* accurately and submit within required timeframes	• Poor rosters giving rise to inadequate/inappropriate staffing levels
3.2 Where appropriate, delegate and monitor completion of records prior to submission	• Inadequate financial resources • Delays and time difficulties.
Element 4: Solve problems and make decisions	*Procedures and systems* may be related to:
4.1 Identify *workplace problems* promptly and analyse from an operational and customer service perspective	• Customer service • Bar and restaurant operations
4.2 Initiate *corrective action* to resolve the immediate problem where appropriate	• Kitchens • Office administration
4.3 Encourage team members to participate in solving problems they raise	• Reservation procedures • Housekeeping systems
4.4 Monitor the effectiveness of solutions in the workplace	• Stock control • Security • Safe work practices

	• Record keeping
	• Financial procedures.
	Schedule work may relate to:
	• Meal breaks
	• Shift allocations
	• Recreational leave
	• Staff rosters.
	Principles of delegation may relate to:
	• Defining employee's responsibility
	• Communicating authority
	• Clarifying expected results.
	• Supportive feedback and coaching may relate to:
	• Performance reviews
	• Advice.
	Workplace records may include:
	• Staff records
	• Performance reports
	• Time and wages records
	• Financial records
	• Cash takings
	• Front office transactions, vouchers and documentation.

- Customer records

- Audit records

- Stock records

Workplace problems may relate to:

- Industrial

- Customer

- Supplier

- Equipment

- Compliance

- Administrative

- Organizational

- Employee.

Corrective action may include:

- New procedures and/or processes

- Changes to workplace procedures and/or processes.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of leadership and management roles and responsibilities within the hotel and travel industries

- Knowledge of key concepts of quality assurance and how this is managed and implemented in the workplace

- Knowledge of typical work organization and work planning methods appropriate to the hotel and travel industries

- Knowledge of time management principles and their application to leaders and managers
- Knowledge of the principles of effective delegation
- Ability to apply problem solving and decision making processes and techniques and their application to typical workplace issues
- Knowledge of features of relevant record-keeping systems as appropriate to the hotel and travel industries
- Knowledge of industrial and/or legislative issues that affect short-term work organization as appropriate to hotel and travel industries.

Linkages To Other Units

- Lead and manage people
- Implement occupational safety and health procedures
- Develop and implement operational plans.

Critical Aspects of Assessment

Evidence of the following is essential:

- Ability to demonstrate effective monitoring and responding to a range of common operational and service issues in the workplace
- Ability to demonstrate the application of the principles of quality assurance, workflow planning, delegation and problem solving
- Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of managing workplace operations.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration of the ability to manage workplace operations either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

	• Assessment must relate to the individual's work area, job role and area of responsibility
	• Assessment must include project or work activities that allow the candidate to respond to multiple and varying workplace issues relevant to work area, job role and area of responsibility that allow the candidate to demonstrate knowledge and awareness of the principles of monitoring workplace operations and how to manage such issues.
	Resource Implications
	Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.
	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
	• Role plays
	• 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, organizing and analysing information	3	Scan internal and external environments to identify and analyse potential causes of industrial unrest
Communicating ideas and information	2	Communicate/negotiate changes to work practices with senior management
Planning and organizing activities	2	Gather information on a particular workplace situation, over a period of time, evaluate such information and identify possible courses of action
Working with others and in teams	3	Delegate appropriate responsibility and authority to others to ensure the workplace functions effectively
Using mathematical ideas and techniques	2	Calculate the cost of workplace changes and/or problems
Solving problems	3	Analyse and adjust operational procedures to ensure a more efficient and effective process and/or service
Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage workplace operations D1.HML.CL10.12 D1.HRM.CL9.03 D2.TRM.CL9.17
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. How can you monitor service levels in a business on a day-to-day basis?	❑	❑

Questions	Response	
	PC	**NYC**
2. What do you need to know in order to be able to ensure the operations in the workplace support overall business goals?	❏	❏
3. Give me an example of a quality issue/problem in your industry and tell me how you would address it.	❏	❏
4. You have decided to adjust a procedure to deliver better service to customers: how might you integrate these changes into normal operating procedure for the business?	❏	❏

Questions	Response	
	PC	**NYC**
5. Describe how you might consult with staff in the workplace to identify better ways to operate the business and/or serve customers.	❑	❑
6. What factors do you need to consider when scheduling work to optimize efficiency and service quality to customers?	❑	❑
7. What must you take into account before delegating a task to a staff member?	❑	❑

Questions	Response	
	PC	**NYC**
8. How can you assess the progress of scheduled/planned work against identified timelines and/or objectives/requirements?	❏	❏
9. Give me an example of how you might support an employee to prioritize their workload in the most effective and efficient manner.	❏	❏
10. What workplace records might need to be completed as part of the need to monitor workplace operations?	❏	❏

Questions	Response	
	PC	**NYC**
11. What checks would you make of employee timesheets to ensure they are complete and accurate prior to submitting them for payment?	❏	❏
12. What techniques/strategies can you use to quickly identify workplace problems involving customers/guests?	❏	❏
13. You are expected to take corrective action to solve an identified workplace problem within your individual 'scope of authority': in this context what does 'scope of authority' mean?	❏	❏

Questions	Response	
	PC	**NYC**
14. How can you encourage staff to be involved in solving a problem/workplace issue they have raised with you?	❏	❏
15. Identify the ways you can monitor how effective the implementation of a solution to an identified workplace problem is.	❏	❏

Written Questions

Manage workplace operations – D1.HML.CL10.12   D1.HRM.CL9.03 D2.TRM.CL9.17

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Management consists of four functions – planning, organising, leading and monitoring. Select two of these functions and provide examples of what a manager would do as part of these functions.

    _____

    _____

    _____

    _____

2. Providing examples, what are two different activities conducted by:

    Chief Executive Officer

    _____

    _____

    Middle Management

    _____

    _____

    Supervisors

    _____

    _____

3. What are three benefits of a manager monitoring and adjusting operations or plans?

    _____

    _____

    _____

    _____

4.   What are three areas or work operations that can be monitored?

   _____

   _____

   _____

   _____

5.   Answer 'True' or 'False' to the following statement: Monitoring should only take place either during or after activities have occurred.

   True   ❏   False   ❏

6.   What are two ways to monitor workplace operations?

   _____

   _____

   _____

   _____

7.   A result of monitoring can be making changes within the organisation. Please explain two types of changes that can be made.

   _____

   _____

   _____

   _____

8.   There are many types of operation standards that a manager could introduce. Identify an example for each of the following standards:

   Response times

   _____

   _____

   Service guarantees

   _____

   _____

   Product quality

   _____

   _____

Personal presentation standards

_____

_____

9. What are three suggested changes you can make to products and services to improve the 'offering' and experience for customers?

_____

_____

_____

_____

10. As a manager keeping up with industry trends and information is vital. What are three sources of information?

_____

_____

_____

_____

11. Motivating staff leads to increased job satisfaction. What are two ways to motivate staff?

_____

_____

_____

_____

12. What are three things you can do to help a staff member to prioritise their own work?

_____

_____

_____

_____

13. Answer 'True' or 'False' to the following statement: You can delegate both responsibility and authority.

True ❑   False ❑

14. When delegating to staff, what can a manager do to help the process?

_____

_____

_____

_____

15. What is a staff appraisal and why is it important?

_____

_____

_____

_____

16. What are two areas covered in a staff appraisal?

_____

_____

_____

_____

17. What is the difference between feedback and coaching?

_____

_____

_____

_____

18. What are two reasons, besides the need to train or coach, why an outlet's performance may not meet the desired standard?

_____

_____

_____

_____

19.   What are three types of workplace records a manager would keep?

_____

_____

_____

_____

20.   What are three types of staff records a manager would keep?

_____

_____

_____

_____

21.   What are two workplace documents a manager may delegate to a staff member to complete?

_____

_____

_____

_____

22.   What are two ways a manager can monitor to ensure the documents are being completed correctly?

_____

_____

_____

_____

23.   What are two examples of common workplace problems and provide a solution to solve them.

_____

_____

_____

_____

24. What is the difference between a programmed and a non-programmed decision?

_____

_____

_____

_____

25. Problems require either short term or long term action. What are two reasons for taking short term action?

_____

_____

_____

_____

26. Answer 'True' or 'False' to the following statement: Long term action is more detailed than short term and involves greater thought.

   True   ❑   False   ❑

27. How do you deal with a problem that has been raised by a staff member?

_____

_____

_____

28. Answer 'True' or 'False' to the following statement: Where possible, staff should be encouraged to find solutions to problems themselves.

   True   ❑   False   ❑

29. Answer 'True' or 'False' to the following statement: It is essential to track the progress of those decisions to monitor their outcome and their effectiveness

   True   ❑   False   ❑

30. Answer 'True' or 'False' to the following statement: Monitoring of work operations should happen all the time.

   True   ❑   False   ❑

Answers to Written Questions

Manage workplace operations – D1.HML.CL10.12   D1.HRM.CL9.03 D2.TRM.CL9.17

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. **Management consists of four functions – planning, organising, leading and monitoring. Select two of these functions and provide examples of what a manager would do as part of these functions.**

   - Planning – setting goals and targets, overseeing the development of plans, systems and processes for achieving goals, working out how best to get there within a budget

   - Organising – coordinating the resources, staff, plant and facilities to achieve goals

   - Leading – providing the direction, support, encouragement, feedback and training staff need to do their job well

   - Monitoring – supervising staff, and monitoring and adjusting systems and procedures to make sure goals are achieved as planned.

2. **Providing examples, what are two different activities conducted by:**

   - Chief Executive Officer

   - Middle Management

   - Supervisors.

   Chief Executive Officer

   - Dealing with the board of management

   - Broad organisational planning

   - Positioning the enterprise in the marketplace

   - Securing large contracts for the business

   - Balancing the finances of the organisation

   - Leading the enterprise as a whole.

   Middle level manager

   - Operational planning

   - Establishing staffing levels within given budgets

   - Dealing with unresolved problems

   - Setting up systems and procedures

   - Supervising sales and contracts

   - Encouraging staff and setting up systems to support them.

Supervisor

- Work directly with staff on a day-to-day basis
- Monitor their workload and workflow
- Handle queries and issues as they arise
- Verify systems are implemented and suggest changes if they are not working.

3. **What are three benefits of a manager monitoring and adjusting operations or plans?**

- Things are more likely to happen as planned
- Management and staff actually know what's going on in the business
- Problems are identified and corrected
- Ensure Service and product are consistent over time
- Work operations fit with work and organisation goals
- Staff feel supported and involved
- Customer needs are met.

4. **What are three areas or work operations that can be monitored?**

- The procedures or systems that exist – such as bar or restaurant procedures
- The workflow – that is the order in which things are done (such as the sequence of cleaning a guest room)
- Whether or not there are gaps or overlaps in service provision
- The workload of staff – that is whether they are under-worked or over-worked at different times
- The time it takes to do a task or job
- Job design – that is whether jobs are challenging or interesting enough for staff
- Level of customer satisfaction with the service or product provided.

5. **Answer 'True' or 'False' to the following statement: Monitoring should only take place either during or after activities have occurred.**

The answer is false. Monitoring should be occurring all the time. You can predict problems ahead of time, monitor as you go, or review after the event.

6. **What are two ways to monitor workplace operations?**

- Reports – statistical, financial, written or verbal

- Obtaining customer feedback – verbal or written, individual or focus groups, structured or unstructured in format

- Using a pretend customer – getting someone to pretend to be a customer in your premises and then critically feeding back what it was like, what could be improved etc.

- Walking about the premises and observing what takes place and how it could be improved, what could be improved

- Use of checklists to tick off whether or not required service points are being adhered to by front line staff when they interact with customers

- Brainstorming sessions where staff are asked to contribute any thoughts or ideas they may have about improving a particular aspect of service, or about introducing a new initiative

- Staff input and review – obtaining 'grass roots' input to potential and actual problems, and asking those directly concerned about how the situation can be resolved. Insert Question.

7. **A result of monitoring can be making changes within the organisation. Please explain two types of changes that can be made.**

- Management changes

- Organisational re-structures

- Introduction of new equipment

- Recruitment practices

8. **There are many types of operation standards that a manager could introduce. Identify an example for each of the following standards:**

- Response times

- Service guarantees

- Product quality

- Personal presentation standards

Response times

The usual example is "we will answer the telephone before it rings X times". This is good, but we must go further and address other service/customer contact points such as:

Service guarantees

This involves developing a statement about your service level and what you will do for the customer if such service is not provided.

Product quality

A statement may be developed about certain products and services where the guest receives a stated response such as a discount, extra service, extra product, free XYZ, if the product fails to comply or live up to expectations.

Personal presentation standards

This is simply a list of requirements, separated into male and female sections stating the required dress, personal presentation and hygiene standards required of all staff by the establishment.

9. **What are three suggested changes you can make to products and services to improve the 'offering' and experience for customers?**

- Changes to food items

- Changes to beverage lists

- Offering new packages or changing the inclusions that are offered within packages

- Offering greater selection of food and beverage products

- Offering secretarial services to business clients

- Installing air conditioning or heating systems

- Up-dating booking and operating systems and protocols with a movement to a more effective computerised system

- Purchasing updated cleaning equipment

- Increasing recycling activities

- Making several floors totally non-smoking, or 'women only' floors.

- Executive lounges.

10. **As a manager keeping up with industry trends and information is vital. What are three sources of information?**

- Written materials including reference books, trade magazines, newspapers, relevant newsletters and brochures

- Internet

- Conferences and seminars

- Product launches

- Industry associations

- Colleagues, supervisors and managers

- Market research data

- Developing your own industry network

- Talking to the reps.

11. Motivating staff leads to increased job satisfaction. What are two ways to motivate staff?

- Have worthwhile incentives and rewards

- Taking an interest in their development

- Being clear to them about how you judge and measure their performance

- Caring about their safety, health and well-being, and taking visible steps to safeguard them

- Treating them personally

- Giving them achievable objectives

- Giving them positive feedback and encouragement

12. What are three things you can do to help a staff member to prioritise their own work?

- Ensure a quiet and private time to sit down with the person

- Talk with them about their position duties, the goals of the organisation and the department or unit

- Ask them to identify the most important tasks they do

- Assist them to consider how they will do these tasks, and the priority order they will allocate to each of them

- Assist them to come up with a work plan to use as the basis for the actual implementation of their plan

- Set a time to review their plans and their progress on a regular basis

- Bear in mind the aim is to get staff to prioritise their own work, so resist the normal temptation to do it for them

13. Answer 'True' or 'False' to the following statement: You can delegate both responsibility and authority.

The answer is false. You can only delegate authority. Responsibility still rests with the manager.

14. When delegating to staff, what can a manager do to help the process?

- Make sure you are clear about the task to be done

- If appropriate, explain why the task has to be done, and why it has to be done in the way you are specifying

- Choose an appropriate time to inform the staff member about the delegation, and don't hurry the explanation

- Provide whatever instructions are necessary in the correct sequence, explaining all of the steps

- Provide training and demonstration, as required

- Continually check if the employee has any questions and encourage them to ask questions

- Continually check the staff member genuinely

- Give them positive feedback.

15. What is a staff appraisal and why is it important?

A staff appraisal is a formal meeting where a manager and the staff member discuss and evaluate their performance and discusses actions for improvement.

16. What are two areas covered in a staff appraisal?

- Overall feeling of personal performance

- Reasons why targets were or were not attained

- Relationships with other staff which appear to be beneficial or a hindrance

- Problems with equipment and process

- Timelines for work giving rise to problems

- Problems with patrons

- Resourcing issues.

17. What is the difference between feedback and coaching?

Feedback may be seen as the on-going verbal and non-verbal support provided to staff as they seek answers to the perpetual question "How am I going?"

Coaching can be seen as a process of providing information, including feedback, to an employee.

The purpose of coaching is to reinforce and extend knowledge and skills developed through other training.

18. What are two reasons, besides the need to train or coach, why an outlet's performance may not meet the desired standard?

- There is actually too much work to do

- There are problems in other areas or outside the organisation which are impacting on your unit's work

- There are unreasonable demands on your unit

- Your staff have not been provided with the necessary training to do their job effectively and efficiently

- Wrong staff have been hired or engaged in the first place

- You have equipment breakdowns.

19. What are three types of <u>workplace records</u> a manager would keep?

- Staff records

- Performance reports

- Fire safety checks

- OSH inspections, risk assessments, and reports

- Security records

- Incident register

- Gaming incidents register

- Customer comments and feedback forms

- Orders

- Receipt of goods documentation

- Accident and illness register

- Injury claims

- Insurance claims

- Lease agreements and renewals

- Banking details

- Linen cleaning records

- Equipment maintenance records

- Subcontracting agreements and compliance documentation.

20. **What are three types of <u>staff records</u> a manager would keep?**

- Staffing rosters

- Training details by operational area

- Annual leave planning chart

- Salary and overtime payments

- Injury records.

Individual staff records relate to individual staff and can include the following:

- Position description

- Letter of appointment

- Signed employment contract or offer of employment

- Performance review records

- Copies of certificates held by the employee

- Leave records – such as annual leave, sick leave and maternity or paternity leave

- Record of uniform orders

- Training schedule

- Direct salary deduction details

- Injury claims.

21.   What are two workplace documents a manager may delegate to a staff member to complete?

- Time sheets

- Requisitions

- Internal transfers

- Requests for maintenance

- Daily takings sheets.

22.   What are two ways a manager can monitor to ensure the documents are being completed correctly?

- Regular visual inspection and checking of records

- Signing the records to authorise them or indicate they have been checked and approved

- Comparing the records kept with actual workplace occurrence.

23.   What are two examples of common workplace problems and provide a solution to solve them.

- Complaints

- Poor staff performance

- Failing equipment

- Orders not being processed as required, within set timelines

- Stress

- Staff absenteeism

- Decreases in takings and patronage.

24.   What is the difference between a programmed and a non-programmed decision?

Programmed decisions are those decided beforehand in response to regular occurrences.

Non-programmed decisions are those where the person responsible uses their judgement and discretion to make a decision within agreed boundaries or scope of authority.

25.   Problems require either short term or long term action. What are two reasons for taking short term action?

- Pressure of work often means there just isn't time to stop and analyse the problem more carefully and in more detail

- To provide the necessary or expected services to the customer

- To meet OSH requirements

- To deal with a complaint

- To get staff working together again

- To give you time to analyse and work through the problem at a later date.

26. **Answer 'True' or 'False' to the following statement: Long term action is more detailed than short term and involves greater thought.**

   The answer is true.

27. **How do you deal with a problem that has been raised by a staff member?**

   - Asking them to fully describe the details of the situation

   - Asking them what they have already done to try to resolve the situation

   - Asking them why they believe their actions to-date have not been successful

   - Asking them what they think the next step should be and why that is the case

   - Contributing ideas to extend and support their ideas and suggestions

   - Encouraging them to think of more alternatives

   - Providing your thoughts on resolving the situation including the reasons why you believe your ideas might work

   - Encouraging them to implement an identified possible solution.

28. **Answer 'True' or 'False' to the following statement: Where possible, staff should be encouraged to find solutions to problems themselves.**

   The answer is true.

29. **Answer 'True' or 'False' to the following statement: It is essential to track the progress of those decisions to monitor their outcome and their effectiveness**

   The answer is true.

30. **Answer 'True' or 'False' to the following statement: Monitoring of work operations should happen all the time.**

   The answer is true.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage workplace operations D1.HML.CL10.12 D1.HRM.CL9.03 D2.TRM.CL9.17
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Monitor and improve workplace operations
	
	   b) Plan and organize workflow
	
	   c) Maintain workplace records
	
	   d) Solve problems and make decisions
	
	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: Monitor and improve workplace operations		
Monitor efficiency and service levels on an ongoing basis through close contact with day to day operations	❏	❏
Ensure that operations in the workplace support overall enterprise goals and quality assurance initiatives	❏	❏
Identify quality problems and issues promptly and make appropriate adjustments accordingly with relevant approvals	❏	❏
Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness	❏	❏
Consult colleagues about ways to improve efficiency and service levels	❏	❏
Element 2: Plan and organize workflow		
Schedule work in a manner that enhances efficiency and customer service quality	❏	❏

Delegate work to appropriate people in accordance with principles of delegation	❏	❏
Assess progress against agreed objectives and timelines	❏	❏
Assist colleagues in prioritization of workload through supportive feedback and coaching	❏	❏
Element 3: Maintain workplace records		
Complete workplace records accurately and submit within required timeframes	❏	❏
Where appropriate, delegate and monitor completion of records prior to submission	❏	❏
Element 4: Solve problems and make decisions		
Identify workplace problems promptly and analyse from an operational and customer service perspective	❏	❏
Initiate corrective action to resolve the immediate problem where appropriate	❏	❏
Encourage team members to participate in solving problems they raise	❏	❏
Monitor the effectiveness of solutions in the workplace	❏	❏
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:	Manage workplace operations D1.HML.CL10.12 D1.HRM.CL9.03 D2.TRM.CL9.17

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
Monitors efficiency and service levels on an ongoing basis through close contact with day-to-day operations	❑	❑	❑
Ensures operations in the workplace support overall enterprise goals and quality assurance initiatives	❑	❑	❑
Identifies and addresses quality problems and issues promptly	❑	❑	❑
Adjusts procedures and systems in consultation with colleagues to improve efficiency and effectiveness	❑	❑	❑
Schedules work to enhance efficiency and customer service quality	❑	❑	❑
Delegates work appropriately	❑	❑	❑
Assesses workplace progress against agreed objectives and timelines	❑	❑	❑
Assists colleagues in prioritization of workload through supportive feedback and coaching	❑	❑	❑
Completes and submits workplace records submits within required timeframes, or delegates same	❑	❑	❑
Identifies workplace problems promptly and analyses them from an operational and customer service perspective	❑	❑	❑

Initiates corrective action to resolve identified problems where appropriate	❏	❏	❏
Encourages staff to participate in solving problems they raise	❏	❏	❏
Monitors the effectiveness of solutions in the workplace	❏	❏	❏

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	Manage workplace operations	D1.HML.CL10.12 D1.HRM.CL9.03 D2.TRM.CL9.17
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: Monitor and improve workplace operations						
Monitor efficiency and service levels on an ongoing basis through close contact with day to day operations						
Ensure that operations in the workplace support overall enterprise goals and quality assurance initiatives						
Identify quality problems and issues promptly and make appropriate adjustments accordingly with relevant approvals						
Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness						
Consult colleagues about ways to improve efficiency and service levels						
Element 2: Plan and organize workflow						
Schedule work in a manner that enhances efficiency and customer service quality						
Delegate work to appropriate people in accordance with principles of delegation						

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
Assess progress against agreed objectives and timelines						
Assist colleagues in prioritization of workload through supportive feedback and coaching						
Element 3: Maintain *workplace records*						
Complete workplace records accurately and submit within required timeframes						
Where appropriate, delegate and monitor completion of records prior to submission						
Element 4: Solve problems and make decisions						
Identify workplace problems promptly and analyse from an operational and customer service perspective						
Initiate corrective action to resolve the immediate problem where appropriate						
Encourage team members to participate in solving problems they raise						
Monitor the effectiveness of solutions in the workplace						
Candidate signature			**Date**			
Assessor signature			**Date**			