



Start conversations and develop good relations with guests

D1.LAN.CL10.03

Assessor Manual



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**William
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for foods, tourism
& hospitality

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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.		
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: START CONVERSATIONS AND DEVELOP GOOD RELATIONS WITH GUESTS		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.03		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to start conversations and develop good relations with guests.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Meet and greet guests</p> <p>1.1 Welcome guests appropriately</p> <p>1.2 Introduce self and others</p> <p>1.3 Ask questions to involve guests</p> <p>Element 2: Respond to guests' questions or requests</p> <p>2.1 Answer questions clearly and honestly</p> <p>2.2 Request repetition or clarification of questions or requests</p> <p>2.3 Offer to fulfil guest's request in a timely manner</p> <p>2.4 Provide explanation and apologise if unable to answer questions or fulfil requests</p> <p>2.5 Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions</p>	<p>Unit Variables</p> <p>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.</p> <p>This unit applies to supervisors in all industry sectors within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Meet and greet guests</i> may include:</p> <ul style="list-style-type: none"> • Meeting guests with a friendly face and smile • Using a friendly voice, "Welcome to ..." • Introducing and giving a brief background of yourself, "My name is ... and I've been working here for ..." 	

Element 3: Participate in a short, *informal conversation with guests*

3.1 Start a conversation using *appropriate topics*

3.2 Demonstrate *turn taking techniques* to hold and relinquish turns in a conversation

3.3 *Show interest* in what a speaker is saying

3.4 *Interrupt* a conversation politely

3.5 Close a conversation politely

- Making sure your guests know you are genuinely pleased to see them and available to be of assistance

- Making a good first impression by being clean, presentable and on time.

Respond to guests' questions or requests may include:

- Giving advice
- Making suggestions
- Asking questions
- Giving directions
- Giving instructions
- Giving explanations
- Offering opinions
- Agreeing and disagreeing politely
- Apologising
- Promising to follow up a request
- Giving factual information.

Informal conversation may include:

- Collaborative events
- Extending interpersonal relationships
- Largely unpredictable exchanges
- Context dependent.

Appropriate topics refers to:

- Demonstrating knowledge of topics which may cause offence, and avoiding such topics as asking how much someone earns.

Turn taking techniques may include:

- Initiating a conversation by choosing appropriate topics to match the context, e.g. *“Did you have a good flight? Is this your first time to visit ...?”*
- Offering a turn to the listener by pausing, slowing down, falling intonation, raising eyes, asking questions
- Holding a turn by speaking faster, not pausing, using a higher key
- Getting a turn by starting at a pause, slightly overlapping as speaker ends, using a higher key, speaking faster
- Using expressions such as: *“By the way..., Before I forget ..., That reminds me of ..., Incidentally ...”*.

Show interest refers to:

- Being interested in what others say
- Responding appropriately to what others say, *“Really! That’s amazing; Oh no!, I totally agree”*.

Interrupt refers to:

- Using polite ways to interrupt when other turn taking strategies do not work such as: *“Sorry to interrupt, but ..., Excuse me for interrupting, but ..., I just have to say ...”*
- Knowing how to politely close a conversation
- Recognising other people’s signals to speak.

Assessment Guide

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

- Ability to meet and greet guests
- Ability to introduce self and others

- Ability to initiate, maintain and close a conversation spontaneously without rehearsal
- Ability to ask questions to keep a conversation going
- Ability to respond appropriately to guests' questions and requests.

Linkages To Other Units

- Converse in English at a basic operational level
- Provide accommodation reception services
- Provide valet services to guests
- Work as a tour guide
- Maintain quality customer/guest service
- Provide room service.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to warmly meet and greet guests
- Demonstrated ability to hold a short conversation with guests using turn taking techniques
- Demonstrated ability to use correct open and closed question forms, including the use of auxiliary verbs , “wh” questions and question tags to involve guests in conversations
- Knowledge of and demonstrated ability to discuss a range of topics
- Demonstrated ability to talk about events in the past, present and future
- Demonstrated ability to identify potential taboo topics that may cause offence to guests
- Demonstrated ability to use a range of functions when responding to guests' questions and requests.

	<p>Context of Assessment</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Actual or simulated workplace application of situations where people participate in casual conversations and develop good relations with guests. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace with suitably qualified English as a Second Language (ESL) teachers and authentic learning materials such as brochures and maps; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Interviews • Role plays • Oral and written questions. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	1	Learn about the cultural background of guests

	Communicating ideas and information	1	Respond to guests' questions or requests
	Planning and organising activities	1	Offer suggestions and advice
	Working with others and in teams	1	Identify team members required in completing a work task
	Using mathematical ideas and techniques	1	Discuss possible discounts available
	Solving problems	1	Identify potential problems and solutions
	Using technology	1	Use office equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Start conversations and develop good relations with guests D1.LAN.CL10.03
Instructions	<ol style="list-style-type: none"> 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 would you greet a guest who has entered your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate how you would introduce yourself to a guest who has just entered your workplace.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What questions might you ask guests to involve them in a conversation?	<input type="checkbox"/>	<input type="checkbox"/>
4. How can you ensure you answer guest questions honestly and clearly?	<input type="checkbox"/>	<input type="checkbox"/>
5. A guest has asked you a question but you did not hear what they said: what will you do to effectively address this situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give me an example of what you might say when advising a guest you are able to meet a request they have made to speak to the supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
7. A guest has asked you a question you are unable to answer because you do not know the necessary information: what would you say to the guest to effectively respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>
8. A guest has asked for a telephone number of a business: what will you say to them to indicate you will look the telephone number up for them in the telephone directory and pass it on to them?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Demonstrate how you would start a conversation with a guest about the weather (or some other suitable topic).	<input type="checkbox"/>	<input type="checkbox"/>
10. What might you do when participating in a conversation with a guest to ensure you do not dominate the conversation?	<input type="checkbox"/>	<input type="checkbox"/>
11. What might you say or do when participating in a conversation with a guest to demonstrate interest in what the guest is saying?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You are talking with a guest when you notice something requiring your immediate attention. Demonstrate how you would politely interrupt the conversation so you can deal with the issue requiring your attention.	<input type="checkbox"/> P	<input type="checkbox"/>
13. What might you say in order to terminate a conversation with a guest in a polite and acceptable manner?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Start conversations and develop good relations with guests D1.LAN.CL10.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Why is it important to greet guests appropriately?

2. Give two examples of appropriate greetings.

a. _____

b. _____

3. What kinds of greetings are illustrated below?





4. Conjugate the verb **To Be** according to the subjects below.

a. (I) _____

b. (We) _____

c. (They) _____

5. What is the difference between open-ended and closed questions?

6. Write two examples of open-ended questions.

a. _____

b. _____

7. What can you do if you are having problems communicating with a guest?

8. Answer 'True' or 'False' to the following statement: *You should lie to a guest.*

9. List two ways to ask for repetition.

a. _____

b. _____

10. List two ways to ask for clarification.

a. _____

b. _____

11. Answer 'True' or 'False' to the following statement: *You should always use an expression of time when responding to a request.*

12. Write down two different countable nouns.

a. _____

b. _____

13. Answer 'True' or 'False' to the following statement: *You should not offer an explanation if you cannot fulfil a guest's request.*

14. List three ways to ask a guest to wait.

a. _____

b. _____

c. _____

15. Write about one topic that is appropriate to discuss with guests.

16. Change the following sentences to the Present Continuous Tense.

a. I work at home.

b. She wears a jacket.

17. What is turn-taking and why is it important?

18. Answer 'True' or 'False' to the following statement: *You should maintain eye contact with the speaker in order to indicate that you are interested.*

19. List two polite ways to interrupt a conversation.

a. _____

b. _____

20. Why is it important to close a conversation appropriately?

Answers to Written Questions

Start conversations and develop good relations with guests D1.LAN.CL10.03

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. Why is it important to greet guests appropriately?

Greetings leave a first impression with guests, which can shape their overall experience.

2. Give two examples of appropriate greetings.

- a. Good morning, sir/madam.
- b. Welcome to Acme Hotel.

3. What kinds of greetings are illustrated below?



a. Handshake



b. Hug

4. Conjugate the verb *To Be* according to the subjects below.

- a. (I) am
- b. (We) are
- c. (They) are

5. What is the difference between open-ended and closed questions?

Closed questions can be answered with 'yes' and 'no' or short responses.

Open-ended questions typically require longer responses.

6. Write two examples of open-ended questions.

a. What do you think of the town?

b. How are you today?

7. What can you do if you are having problems communicating with a guest?

Remain calm, repeat the question, use body gestures or alert a supervisor.

8. Answer 'True' or 'False' to the following statement: *You should lie to a guest.*

False.

9. List two ways to ask for repetition.

a. Could you repeat that, please?

b. I'm sorry, can you say that again?

10. List two ways to ask for clarification.

a. So, you want me to

b. Can I make sure I understand that?

11. Answer 'True' or 'False' to the following statement: *You should always use an expression of time when responding to a request.*

True.

12. Write down two different countable nouns.

a. Apples

b. People

13. Answer 'True' or 'False' to the following statement: *You should not offer an explanation if you cannot fulfil a guest's request.*

False.

14. List three ways to ask a guest to wait

a. One minute, please.

b. Just a moment, please.

c. Can you wait for a minute, please?

15. Write about one topic that is appropriate to discuss with guests.

The weather is very nice today. I think it will be sunny all week.

16. Change the following sentences to the Present Continuous Tense.

a. I work at home.

b. She wears a jacket.

a. I am working at home.

b. She's wearing a jacket.

17. What is turn-taking and why is it important?

Turn-taking is the art of continuing a conversation appropriately by taking turns listening and speaking.

18. Answer 'True' or 'False' to the following statement: *You should maintain eye contact with the speaker in order to indicate that you are interested.*

True.

19. List two polite ways to interrupt a conversation.

a. Say, "Excuse me".

b. Make eye contact with the speaker and wait until there is a break in the conversation.

20. Why is it important to close a conversation appropriately?

Because you want the other person to think the conversation was enjoyable.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Start conversations and develop good relations with guests D1.LAN.CL10.03
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Meet and greet guests b) Respond to guests' questions or requests c) Participate in a short, informal conversation with guests 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: Meet and greet guests		
Welcome guests appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Introduce self and others	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to involve guests	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Respond to guests' questions or requests		
Answer questions clearly and honestly	<input type="checkbox"/>	<input type="checkbox"/>
Request repetition or clarification of questions or requests	<input type="checkbox"/>	<input type="checkbox"/>
Offer to fulfil guest's request in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>
Provide explanation and apologise if unable to answer questions or fulfil requests	<input type="checkbox"/>	<input type="checkbox"/>
Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 3: Participate in a short, informal conversation with guests		
Start a conversation using appropriate topics	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate turn taking techniques to hold and relinquish turns in a conversation	<input type="checkbox"/>	<input type="checkbox"/>
Show interest in what a speaker is saying	<input type="checkbox"/>	<input type="checkbox"/>
Interrupt a conversation politely	<input type="checkbox"/>	<input type="checkbox"/>
Close a conversation politely	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Start conversations and develop good relations with guests D1.LAN.CL10.03		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Meets and greets guests appropriately by welcoming them, introducing themselves and asking questions to involve the guest in conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to requests and/or questions from guests including seeking clarification about the request/question, answering questions, providing explanations, apologising for lack of knowledge and seeking information on behalf of the guest, as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts a short conversation with guests demonstrating ability to start, participate in, maintain and terminate conversation in a polite manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Start conversations and develop good relations with guests	D1.LAN.CL10.03
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: Meet and greet guests						
Welcome guests appropriately						
Introduce self and others						
Ask questions to involve guests						
Element 2: Respond to guests' questions or requests						
Answer questions clearly and honestly						
Request repetition or clarification of questions or request						
Offer to fulfil guest's request in a timely manner						
Provide explanation and apologise if unable to answer questions or fulfil requests						
Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions						

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: Participate in a short, informal conversation with guests						
Start a conversation using appropriate topics						
Demonstrate turn taking techniques to hold and relinquish turns in a conversation						
Show interest in what a speaker is saying						
Interrupt a conversation politely						
Close a conversation politely						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 