



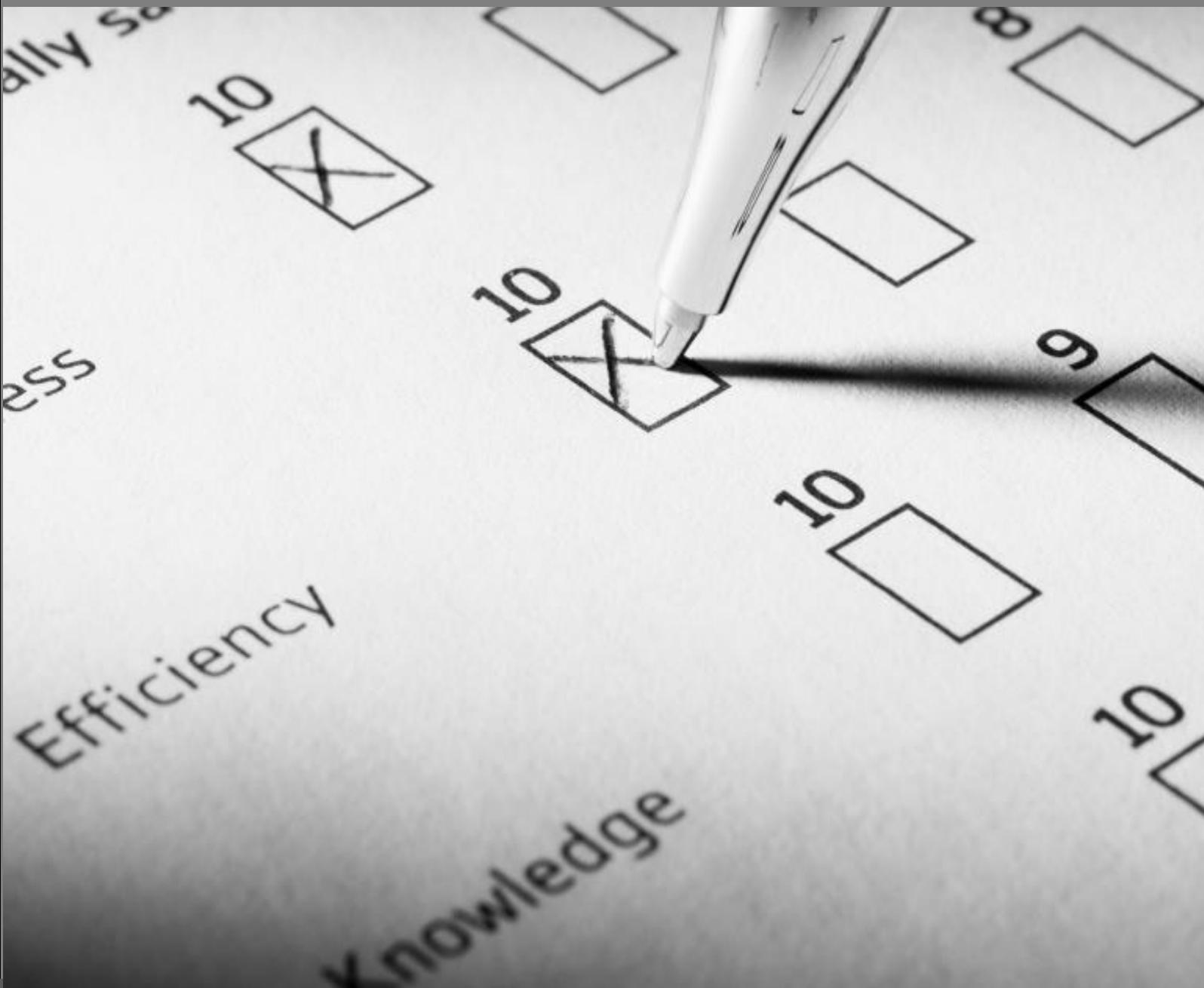
Work in a Socially Diverse Environment

D1.HRS.CL1.19

D1.HOT.CL1.02

D2.TCC.CL1.02

Assessor Manual



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D2.TCC.CL1.02

Assessor Manual



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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.		

	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: WORK IN A SOCIALLY DIVERSE ENVIRONMENT		NOMINAL HOURS: 25 hours
UNIT NUMBER: D1.HRS.CL1.19; D1.HOT.CL1.02; D2.TCC.CL1.02		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to work effectively in a socially diverse environment in a range of settings within the hotel and travel industries workplace context.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Communicate with customers and colleagues from diverse backgrounds</p> <p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity</p> <p>1.2 Take into consideration <i>cultural differences</i> in all verbal and non-verbal communication</p> <p>1.3 <i>Attempt to overcome language barriers</i></p> <p>1.4 Obtain <i>assistance</i> from colleagues, reference books or outside organisations when required</p> <p>Element 2: Deal with cross cultural Misunderstandings</p> <p>2.1 Identify <i>issues which may cause conflict or misunderstanding</i> in the workplace</p> <p>2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required</p> <p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur</p> <p>2.4 Make efforts to <i>resolve misunderstandings</i>, taking account of cultural considerations</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 all industry sectors that seek to work in a socially diverse environment 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>Cultural differences may include:</p> <ul style="list-style-type: none"> • Forms of address • Levels of formality/informality • Non-verbal behaviour • Work ethics 	

2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up

- Personal grooming
- Family obligations
- Recognized holidays
- Special needs
- Preferences for personal interactions.

Attempt to overcome language barriers may include:

- Use simple gestures
- Use simple words
- Use words in the other person's language
- Describe goods and services simply
- Use diagrams or maps to give simple directions.

Assistance may include:

- Co-workers who speak the same language
- Interpreter services
- Diplomatic services
- Supervisors, or managers, or specialist customer service staff within the enterprise.

Issues which may cause conflict may include:

- Competing group, family or personal interests
- Power and control issues
- Lack of communication

- Personality clashes
- Cross-cultural issues
- Differences between cultural groups
- Dissatisfaction in the community
- Competing needs.

Misunderstandings in the workplace including:

- Speaking too quickly/quietly
- No visual clues
- Poor observation
- Poor communication style
- Intolerance
- Prejudice
- Inadequate language skills
- Not clarifying or asking questions
- Inappropriate body language
- Poor understanding of other cultures.

Resolve misunderstandings may relate to:

- Staff training
- Utilising staff cultural skills
- Employing a variety of communication methods
- Knowledge of location of cultural buildings sites and support agencies
- Developing an understanding and tolerance of cultural diversity

- Overcoming prejudice and assumptions
- Utilising non-verbal communication skills
- Actively seeking to break down barriers.

Assessment Guide

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

- Knowledge of the principles of effective communication skills
- Ability to use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships with customers and colleagues from diverse backgrounds
- Ability to identify the need(s) and concerns of others
- Ability to communicate effectively with a range of people from diverse backgrounds relevant to position and role
- Ability to appropriately deal with cross cultural misunderstandings.

Linkages To Other Units

- This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply active listening techniques
- Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships with customers and colleagues from diverse backgrounds
- Demonstrated ability to maintain effective communication with customers and colleagues from diverse backgrounds

- Demonstrated ability to communicate effectively with customers and colleagues from diverse backgrounds
- Demonstrated ability to deal with cross-cultural misunderstandings
- Observation that verbal and non-verbal communication takes account of cultural differences
- Demonstrated commitment to include and/or communicate with others where language barriers exist
- Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration 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 or area of responsibility.

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, organising and analysing information	1	Identify different cultural beliefs and values
Communicating ideas and information	2	Explain how to do something to a colleague or customer from another language or cultural background
Planning and organising activities	2	Identify ways to improve workplace communication with colleagues/customers from diverse backgrounds
Working with others and in teams	2	Work cooperatively with team members from diverse backgrounds
Using mathematical ideas and techniques	0	

	Solving problems	2	Applying conflict resolution and communication skills to resolve conflict and/or misunderstandings
	Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Work in a Socially Diverse Environment D1.HRS.CL1.19 D1.HOT.CL1.02 D2.TCC.CL1.02
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. Give me an example of how you demonstrate the value you place on customers/guests from different cultural groups, and on colleagues from different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. Give me one example of how you have taken into account the non-verbal communication requirements of a person (customer/guest or colleague) from a different cultural group in your workplace activities.	<input type="checkbox"/>	<input type="checkbox"/>
3. Tell me how you have attempted to overcome the language barrier between yourself and a person (customer/guest or colleague) from a different country or culture.	<input type="checkbox"/>	<input type="checkbox"/>
4. What assistance is available to you outside your workplace for you to learn about people from another culture/country?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. Give me an example of a conflict or misunderstanding that has occurred in your workplace as a result of cross-cultural differences: what happened? How did the problem arise? How could it have been avoided?	<input type="checkbox"/>	<input type="checkbox"/>
6. You are experiencing a conflict or misunderstanding at your workplace with a customer/guest from another country/culture: what assistance is available to you within your workplace to address and resolve this situation? Who would you contact and why?	<input type="checkbox"/>	<input type="checkbox"/>
7. Give me an example of how you considered possible cultural differences when addressing and resolving a conflict or misunderstanding between yourself and another person (customer/guest or colleague) in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. What cultural factors are you prepared to take into account and accommodate when attempting to resolve a conflict/misunderstanding with a person from another culture?	<input type="checkbox"/>	<input type="checkbox"/>
9. You have attempted to resolve a problem/complaint in the workplace involving what you believe to be a cross-cultural issue/misunderstanding but have decided it is time to refer the matter to your supervisor: explain how you would do this.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

**Work in a Socially Diverse Environment – D1.HRS.CL1.19 D1.HOT.CL1.02
D2.TCC.CL1.02**

Student Name: _____

Answer all the following questions and submit to your Trainer.

- 1. People are all different. What are three characteristics that make one person different from another?

- 2. What are two ways you can improve your knowledge about different cultural requirements.

- 3. What are two things you can do to help verbal communication with a customer who has a little understanding of your language?

- 4. What are two points for using appropriate verbal and non-verbal communication when dealing with people from another culture?

5. When attempting to overcome language barriers, it is useful to learn a few simple words in a foreign language. What are three topics in which you could learn simple words or phrases?

6. Using gestures is an effective way to communicate with someone who does not speak your language. What are three ways you can use gestures to help a customer understand?

7. What are two examples of written communication you can use to collect information relating to cultural communication?

8. Answer 'True' or 'False' to the following statement: It is not a good idea to ask the customer questions about cultural needs as this is seen as unprofessional.

True False

9. Difficulties or conflict often arise out of misunderstandings. What is this caused by?

10. How can you identify conflict in the workplace?

11. What are some tips when addressing conflict and misunderstandings?

12. Answer 'True' or 'False' to the following statement: Giving someone a free item will not solve all problems

True False

13. Answer 'True' or 'False' to the following statement: You should always be informal with all customers as it shows you are friendly. All customers will appreciate this approach.

True False

14. What is a cultural difference that a Hindu customer would have in relation to food?
Insert Question

15. What are actions you can take to help resolve misunderstandings?

16. Answer 'True' or 'False' to the following statement: A person from another country must change their culture to that of the country they are visiting.

True False

17. Answer 'True' or 'False' to the following statement: If you can't solve a problem, you should refer it to your manager or supervisor as soon as possible.

True False

18. Answer 'True' or 'False' to the following statement: As soon as a problem is referred to someone else, you don't need to follow it up any more.

True False

Answers to Written Questions

Work in a Socially Diverse Environment – D1.HRS.CL1.19 D1.HOT.CL1.02 D2.TCC.CL1.02

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. People are all different. What are three characteristics that make one person different from another?

There are a number of things that make us all different, including:

- The way they live
- Values and principles
- Educational background
- Sporting interests
- Food and beverage tastes
- Lifestyle background
- Place of birth
- Styles of communication
- Religious beliefs
- Their preferred language

2. What are two ways you can improve your knowledge about different cultural requirements.

- Attend a cultural awareness program
- Talk to people from different cultures and countries
- Reading books, watching DVDs and getting on-line
- Visit embassies and consulates of various countries

3. What are two things you can do to help verbal communication with a customer who has a little understanding of your language?

- Speak slower to overseas people
- Avoid the use of industry jargon, local terms and expressions
- Try to learn some basic phrases in other languages
- Provide written information in a variety of languages. Where deemed necessary, many establishments provide a range of service information including maps, price lists, facilities and menus etc in different languages to assist in this regard.
- Many places also employ multi- or bi-lingual staff to help.

4. What are two points for using appropriate verbal and non-verbal communication when dealing with people from another culture?

- Identify the country and culture
- Take time to plan what to say and how to say it
- Be mindful of your body language
- Avoid industry and establishment jargon
- Avoid local expressions
- Avoid complex statements
- Give the person your full attention
- Use alternative communication strategies to support the verbal communication
- Be alert to feedback from the other person

5. When attempting to overcome language barriers, it is useful to learn a few simple words in a foreign language. What are three topics in which you could learn simple words or phrases?

- To greet and welcome
- To farewell and say goodbye
- Count the numbers 1 – 10
- The days of the week and months of the year
- Titles used by people including Mister and Misses
- Basic functions – walk, drive, sleep, eat and drink
- Basic establishment facilities
- Basic products and services
- Methods of transportation

6. Using gestures is an effective way to communicate with someone who does not speak your language. What are three ways you can use gestures to help a customer understand?

- Pointing to indicate a location, a position or a menu item
- Holding fingers up to establish quantities
- Rubbing your hands to indicate temperature
- Nodding your head in agreement
- Shaking your head in disagreement
- Using facial expressions to relay your feelings

7. What are two examples of written communication you can use to collect information relating to cultural communication?

- The Internet – type key words/phrases in the search engine
- Media – especially newspapers, radio stations and magazines that are specific to certain countries
- Local cultural centres
- Local library – books and electronic formats
- Language centres
- Hospitality, industry and events industry groups or organisations
- Government or private training and educational providers
- Purchased or borrowed books.

8. Answer 'True' or 'False' to the following statement: It is not a good idea to ask the customer questions about cultural needs as this is seen as unprofessional.

The answer is false. Getting information from customers is a great source of information.

9. Difficulties or conflict often arise out of misunderstandings. What is this caused by?

- Poor communication
- Lack of communication
- Intolerance
- Impatience
- Poor judgment
- Conflicting personal values, beliefs and opinions
- Personal prejudices

10. How can you identify conflict in the workplace?

- Personal observation
- Being informed by the person themselves
- Being told by another person that you have upset someone

11. What are some tips when addressing conflict and misunderstandings?

- Quick identification of a misunderstanding
- All possible cultural differences should be taken into consideration
- Resolve the misunderstanding as quickly as possible
- Putting yourself in the other person's shoes
- Frustration or impatience should be avoided
- Involve the customer in trying to find a solution

- 12. Answer 'True' or 'False' to the following statement: Giving someone a free item will not solve all problems**

The answer is true.

- 13. Answer 'True' or 'False' to the following statement: You should always be informal with all customers as it shows you are friendly. All customers will appreciate this approach.**

The answer is false.

- 14. What is a cultural difference that a Hindu customer would have in relation to food?**

- Hindu people will not eat beef products

- 15. What are actions you can take to help resolve misunderstandings?**

- Discussing the issue in a courteous manner
- Speaking directly with the person concerned in a respectful way
- Apologising for offence or misunderstanding that may have been caused
- Taking time to talk with the person concerned
- Asking for advice from the other party
- Seeking advice from a supervisor or manager
- Enrolling in a language class
- Enrolling in other courses to improving cultural awareness or interpersonal skills.

- 16. Answer 'True' or 'False' to the following statement: A person from another country must change their culture to that of the country they are visiting.**

The answer is false. They can't change their culture.

- 17. Answer 'True' or 'False' to the following statement: If you can't solve a problem, you should refer it to your manager or supervisor as soon as possible.**

The answer is true.

- 18. Answer 'True' or 'False' to the following statement: As soon as a problem is referred to someone else, you don't need to follow it up any more.**

The answer is false.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Work in a Socially Diverse Environment D1.HRS.CL1.19 D1.HOT.CL1.02 D2.TCC.CL1.02
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. Communicate with customers and colleagues from diverse backgrounds b. Deal with cross cultural misunderstandings 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Communicate with customers and colleagues from diverse backgrounds		
Value customers and colleagues from different cultural groups and treat them with respect and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>
Take into consideration cultural differences in all verbal and non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
Attempt to overcome language barriers	<input type="checkbox"/>	<input type="checkbox"/>
Obtain assistance from colleagues, reference books or outside organisations when required	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Deal with cross cultural misunderstandings		
Identify issues which may cause conflict or misunderstanding in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
Address difficulties with the appropriate people and seek assistance from team leaders or others where required	<input type="checkbox"/>	<input type="checkbox"/>
Consider possible cultural differences when difficulties or misunderstandings occur	<input type="checkbox"/>	<input type="checkbox"/>
Make efforts to resolve misunderstandings, taking account of cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>
Refer issues and problems to the appropriate team leader/supervisor for follow up	<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:	Work in a Socially Diverse Environment D1.HRS.CL1.19 D1.HOT.CL1.02 D2.TCC.CL1.02		
<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
Values customers and colleagues from different cultural groups and treats them with respect and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes into consideration cultural differences in verbal and non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to overcome language barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtains assistance from colleagues, reference books or outside organisations when required to address communication difficulties with people from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, addresses and attempts to resolve issues which may cause conflict and/or misunderstanding in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers possible cultural differences when workplace difficulties or misunderstandings occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refers issues and problems to team leader/supervisor for follow up as and if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Work in a Socially Diverse Environment	D1.HRS.CL1.19 D1.HOT.CL1.02 D2.TCC.CL1.02
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Communicate with customers and colleagues from diverse backgrounds						
Value customers and colleagues from different cultural groups and treat them with respect and sensitivity						
Take into consideration cultural differences in all verbal and non-verbal communication						
Attempt to overcome language barriers						
Obtain assistance from colleagues, reference books or outside organisations when required						
Element 2: Deal with cross cultural misunderstandings						
Identify issues which may cause conflict or misunderstanding in the workplace						
Address difficulties with the appropriate people and seek assistance from team leaders or others where required						
Consider possible cultural differences when difficulties or misunderstandings occur						

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
Make efforts to resolve misunderstandings, taking account of cultural considerations						
Refer issues and problems to the appropriate team leader/supervisor for follow up						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 