

Competency Standard

UNIT TITLE: READ AND WRITE ENGLISH AT A SUPERVISORY LEVEL		NOMINAL HOURS: 120
UNIT NUMBER: D2.LAN.CL10.03		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to read and write English at a supervisory level in the workplace.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Read and write English to recruit and induct new employees</p> <p>1.1 Write <i>job descriptions</i> for particular positions within the enterprise</p> <p>1.2 Read <i>applications</i> for employment and judge against <i>key selection criteria</i> and <i>desirable criteria</i></p> <p>1.3 Read and explain company <i>policies and procedures</i></p> <p>Element 2: Write instructions</p> <p>2.1 Write a set of <i>work instructions or guidelines</i> to complete a particular task clearly using correct spelling and grammar</p> <p>2.2 Write changes to work place instructions</p> <p>2.3 Write a set of <i>contingency instructions</i> for a particular task</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 where English is read and written at a supervisory level 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>Job descriptions</i> may include:</p> <ul style="list-style-type: none"> • Position objectives • Details of work tasks and duties • Organisation charts and reporting lines • Key performance indicators, i.e. the means by which performance is measured against set targets. 	

<p>Element 3: Read and write English to review staff performance</p> <p>3.1 Read and discuss <i>a staff appraisal form</i> with employee</p> <p>3.2 Write constructive <i>comments</i> related to employee's work performance using a staff appraisal form</p> <p>3.3 Write <i>outcomes</i> from a staff appraisal meeting</p>	<p><i>Applications</i> for employment may include:</p> <ul style="list-style-type: none"> • A covering letter relevant to the position • A resume or Curriculum Vitae (CV) indicating relevant skills and experience • References • Response to selection criteria. <p><i>Key selection criteria</i> are considered essential attributes for the position and may include:</p> <ul style="list-style-type: none"> • Required qualifications for the position • Appropriate experience; for example, customer service, cash handling, tour guide experience, promotional work, five star hotel work experience • Appropriate skills; for example, computer skills, communication skills, ability to work autonomously • Certification such as a first aid certificate. <p><i>Desirable criteria</i> relate to specific skills and attributes preferred for the position, but not essential, that may include:</p> <ul style="list-style-type: none"> • Other qualifications relevant to tasks within the job • Demonstrated experience in certain areas, such as website content control, marketing and sales experience • Knowledge of certain things, such as stock keeping and ordering procedures, ability to speak other languages • Certification such as a current driver's license. <p><i>Policies and procedures</i> may relate to:</p> <ul style="list-style-type: none"> • Codes of conduct, i.e. Rules related to acceptable behaviour towards other employees, business representatives and customers/guests • Computer access • Equal opportunity guidelines
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- Inventory controls
- Leave entitlements
- Occupational health, safety and welfare responsibilities
- Policies and procedures for the recruitment and dismissal of staff
- Procedures for handling complaints
- Quality assurance
- Refund policies
- Security issues
- Selecting suppliers
- Telephone answering protocols
- Training guidelines.

A set of work instructions or guidelines may include:

- Checklists
- Complaint handling guidelines
- Do's and don'ts when carrying out certain tasks
- Emergency evacuation procedures
- Food handling guidelines
- Incident reporting guidelines
- List of steps to carry out in relation to certain workplace tasks
- Operational guides for equipment, machinery and computers.

Contingency instructions refer to what should be done if and when something changes or goes wrong and may include:

- Alternative accommodation
- Alternative caterers
- Alternative routes
- Alternative suppliers
- Alternative transport
- Alternative venues and sites of interest.

A staff appraisal form usually allows the employee an opportunity to evaluate their own performance before a discussion with the supervisor and items may include:

- Attitude
- Budgeting and record keeping
- Communication skills
- Customer service
- Equipment or machinery operation skills
- Flexibility and mobility
- Goals and objectives over the past 12 months and the achievement of these
- Information Technology skills
- Personal appearance
- Planning
- Problem solving skills
- Product knowledge
- Productivity

- Reliability
- Reporting and administration
- Team work
- Time management and ability to work under pressure.

Comments related to an employee's work performance should be constructive and positive and may include:

- Agreement with employee's self appraisal
- Evidence to support claims of achievement
- Evidence to dispute claims of achievement or performance
- Priority of various skills to be developed to maintain current competencies for the position and to prepare for future challenges
- Training needs.

Outcomes from a staff appraisal meeting may include:

- Career planning, promotion prospects
- Future review dates and focus points
- Goal setting (short and long term)
- Mentoring arrangements
- Personal development plans
- Team development plans
- Training plans.

Assessment Guide

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

- The enterprise’s policies and procedures in regard to a supervisory role
- Ability to critically read applications for employment selection and judge against key selection criteria and desirable criteria
- Ability to read and explain company policies and procedures
- Ability to write a clear set of work instructions or guidelines
- Ability to write changes to instructions and contingency instructions
- Ability to read and discuss a staff appraisal form with an employee
- Ability to write constructive comments about an employee’s performance
- Ability to write outcomes following a staff appraisal meeting.

Linkages To Other Units

- Build and maintain a team approach to service delivery
- Apply industry standards to team supervision
- Implement, monitor and evaluate a training and development program
- Develop and supervise operational approaches
- Plan and promote training courses
- Manage and resolve conflict situations
- Use oral English to convey a complex exchange of ideas
- Read and write English at an advanced level.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of the role of the supervisor when recruiting and inducting new employees
- Demonstrated ability to read and judge job applications against key selection criteria and desired criteria relevant to the position within the enterprise
- Demonstrated ability to write a clear set of work instructions or guidelines using correct spelling and grammar
- Demonstrated ability to write a clear set of contingency instructions
- Demonstrated ability to write constructive comments on an employee's staff appraisal form
- Demonstrated ability to write outcomes following a staff appraisal meeting.

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, a suitably qualified English as a Second Language (ESL) teacher; 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:

- Observation of practical candidate performance
- Role plays
- Oral and written questions

- Case studies and simulations
- 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	3	Read and interpret company policy and procedure documents
Communicating ideas and information	2	Write a set of instructions
Planning and organising activities	2	Write outcomes from a staff appraisal meeting
Working with others and in teams	2	Explain roles and responsibilities within a job description
Using mathematical ideas and techniques	2	Plan future review dates
Solving problems	2	Write a set of contingency instructions
Using technology	2	Use a word processor to prepare a job description